

*2009 Blueprint for Service Excellence*

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

*University of South Carolina*

*July 9, 2009*

# 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 and supporting essential programs, services, and educational activities that lead to student success and satisfaction.

## **Goal No. 3**

Advance a global community of scholars that promotes academic success, character development, personal growth and wellness, career development, and lifelong learning.

## **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.

## **Student Affairs and Academic Support**

### **2009 Blueprint for Service Excellence – Progress Status Update**

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

**Mission** - 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 and educators, 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.

# 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.

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

**Action Plan:** Enrollment Management departments will coordinate programs and services related to new student enrollment.

**Progress/Status Update:**

In the fifth year of a five year plan with the following goals for the freshman class, the (1) goal to increase the overall size of the class by 50 students a year from 3,350 to 3,600 was exceeded in Fall 2008 with 3,803 freshmen; (2) goal to increase the SAT mean score by five points each year from 1149 to 1174 was exceeded in Fall 2008 with mean SAT score of 1192; (3) goal to increase the number of African American students in the freshman class by five students per year was not achieved, but both number of applicants and yield of admitted African American students increased from 45% to 47% between fall 2007 and Fall 2008.

Due to current budget cuts, the target for freshmen enrollment was increased in mid-cycle to 4,100 students for Fall 2009. As of June 28, approximately 4,150 enrollment deposits have been received. More than 17,200 students applied for admission this year, almost a 4% increase from this time last year. All applicants were notified by March 16 of admission decisions and scholarship offers.

As a result of budget cuts, travel to college fairs and high schools was substantially reduced. However, other ways to market to prospective students have been implemented (see marketing and communication plan in next item).

In Fall 2008, two open house events attracted 559 students; 83% of attendees applied to USC and 71% have been admitted for Fall 2009. Ninety-two (92) students attended McNair recruitment dinners across the region;

88% (81 students) applied for admission (including 60 Honors applicants), 19 were screened for the McNair scholarship, and seven students were named finalists. Inside Carolina, a recruitment event for high-ability, in-state students attracted forty-five students; 93% (42) applied for admission (38 Honors applicants); 41 have been accepted for general admission, and 27 were screened for the Carolina Scholars award.

The admissions office continues to leverage technology to improve efficiency and services to applicants. Undergraduate Admissions launched the constituent relationship management database (CRM) to manage all prospective student and applicant data, including processing functions. CRM provides a user-friendly interface for staff, a real-time online portal for students to check if credentials have been received, and the ability to identify applicants ready to be processed and reviewed. CRM has been bridged to automatically provide all critical data needed in the University's student information system. In the second year of document scanning and electronic review, Admissions and UTS improved time-to-open individual documents.

**Action Plan:** Prepare, implement and evaluate an annual admissions, marketing and communication plan.

**Progress/Status Update:**

The Office of Undergraduate Admissions Marketing and Publications staff oversee all marketing and communications with prospective students and their parents. This year approximately 65 different publications were geared toward specific populations, including in-state, out-of-state, high ability/honors, minority, and international students, as well as parents and high school guidance counselors. Use of technology as a means of communicating with students has increased.

The admissions office has completed the initial stage of implementing a CRM system. The system is used to track both student-initiated and campus-initiated contacts, and to send customized HTML emails.

The Admissions telecounseling program uses current students to call prospective students. To date, telecounselors have made 39,723 calls, resulting in 11,229 contacts (spoke to a parent or student). Call topics included event reminders, admissions congratulatory calls, deadline reminders, and campus visit calls.

Each year, publications are revised based on several factors: unsolicited feedback from students and parents; monitoring of number of publications used at recruiting events; comparisons with publications from peer institutions; and “secret shopping” techniques that allow us to monitor the publications peer institutions are sending to prospective students. The Admitted Student Questionnaire is administered every two years; results provide students’ perceptions about effectiveness of publications and comparisons to competitor publications. According to the 2007 ASQ, 75% of admitted students rate our College Publications as “Very Good” or “Excellent.”

**Action Plan:** Enrollment Management Council will hold regular meetings to develop actionable outcomes.

***Progress/Status Update:***

Due to office reorganization, the Enrollment Management Council has been on hold for the past year. However, undergraduate Deans have participated in a variety of yield activities.

**Action Plan:** Hold meetings with undergraduate deans to develop college specific enrollment plans.

***Progress/Status Update:***

Admissions staff members routinely meet with Honors College staff to discuss recruitment and admissions/enrollment issues; several new yield events are scheduled for this spring.

Meetings with representatives from several departments to discuss recruitment issues resulted in sending yield communications to admitted students in the College of Engineering and Computing, the Department of Journalism and Mass Communications, and the Moore School of Business. All schools and colleges have been asked to participate in a variety of yield activities, including events, letter campaigns, and student phone calls.

**Action Plan** - Assess results from past three years admit pool and refine holistic review process to make admissions decisions and craft each year's class.

***Progress/Status Update:***

Admissions continued to refine the Estimated Index for student success, which is based on student test scores and high school GPA. The index was used to quickly identify well-qualified applicants for admission; these students were provided early admission answers. Freshman applicants at the mid-to-lower index range were identified for holistic review. The holistic review process was amended in August 2008, as a result of staff participation in a benchmarking process. Review guidelines were revised, and reviewers were surveyed immediately after the review period ended to gather suggestions for improvement. To date, 2,798 Fall 2009 freshman applicants have been holistically reviewed, approximately 16% of the applicant pool.

Admissions moved to a two-date notification system during the current cycle. Applicants who met the October 1 deadline for early answer were provided a response by December 18; applicants who met the December 1 priority deadline (and February 1 credentials deadline) were notified of their admissions decision by March 16. Due to concerns about the economy's impact on student/family decision making and the need for growth in the freshman class, regular decision letters were mailed three weeks ahead of schedule. A select number of Fall 2009 applicants will be offered admission for Spring 2010 as an alternative means to enrolling at USC Columbia.

**Action Plan** - Create and implement residential learning communities to promote the University and support specific enrollment management goals.

***Progress/Status Update:***

This year, University Housing has 14 Living Learning communities. These communities all have a “Campus Partner” who is a staff or faculty member and a “liaison” who is a housing staff member. Participation of a Campus Partner is required to ensure appropriate curricular development.

In collaboration with the Institutional Assessment and Compliance office, assessment tools were put in place to track retention, involvement, and academic success of community members. The Green Quad piloted

a pre-post assessment of all students in September, supplemented by a series of focus groups in March. Results will be reported in August and will indicate the impact of the residential learning experience on a wide range of variables.

Student residential communities are promoted in campus publications; admissions counselors inform students about these opportunities when recruiting; and optional tours of on-campus housing are provided at many special events.

**Action Plan** - Develop specific enrollment goals for new transfer students.

**Progress/Status Update:**

While we have not specified target enrollment numbers for transfer populations, our goal is to remain consistent or slightly increase transfer enrollment each semester. Through the Bridge program, we are also trying to create a more seamless transfer process for students. We would like to admit more students by the April 1<sup>st</sup> deadline so they are eligible for Federal Financial Aid. This year we have been successful in admitting more students by April 1. Transfer student enrollment increased slightly with 2,019 students in 2007-2008 and 2,059 students in 2008-2009.

**Action Plan** - Continue to implement and assess programs and services related to the technical colleges of South Carolina Bridge Program.

**Progress/Status Update:**

Currently, 276 students from 11 technical colleges participate in the Bridge Program. An admissions representative visited 12 technical colleges and attended 9 transfer college fairs to promote the program. Focus groups were conducted with currently enrolled transfer students and the results were used to make improvements to the bridge program. Bridge Day, a recruitment event for prospective transfer students, attracted 66 participants.

**Action Plan** - Conduct assessment of services/programs needed to meet the needs of spring admits.

**Progress/Status Update:**

Based on students' and parents' phone and email comments, we determined a spring welcome week would be helpful to meet the needs of our spring admits. A Spring Welcome Week was held in January 2009; various departments were involved, and admissions had

an information table where 285 students and families stopped and asked for assistance.

**Action Plan** - Continue to utilize innovative technology to strategically recruit and enroll students.

**Progress/Status Update:**

Undergraduate Admissions is in the process of overhauling the online information request form to integrate with the constituent relationship management database (CRM); this work is an ongoing project.

**Action Plan** - Provide opportunities for training and instructor preparation for the first-year seminar for bridge program partners. Reserve an increased number of seats in UNIV101 Teaching Experience Workshops (TEW) for bridge partners.

**Progress/Status Update:**

Due to budget restrictions, the location of the TEW was moved from Capstone Hall (which could accommodate a group of 40 or more) to South Quad (which can only accommodate 20 participants). This limits our ability to provide training to all interested instructors. However, seats were reserved in the May TEW for bridge program partners and regional campus instructors. Two regional campus instructors and 2 guests from SC Technical Colleges attended the May workshop. This accommodates 100% of demand.

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

**Action Plan** - Coordinate and evaluate comprehensive visit programs through the Visitor Center.

**Progress/Status Update:**

Due to budget limitations, the Visitor Center did not update a video planned for tour visitors. However, a new slide show of campus scenes was developed to show prior to each tour. Based on results of student and parent evaluations of campus tours and information sessions, Visitor Center staff worked with the Office of Undergraduate Admissions to revise the Admissions Information Session to meet the expressed needs of prospective students.

**Action Plan** - Enrollment Management units will develop, coordinate and assess their web-based communication strategies.

**Progress/Status Update:**

The undergraduate admissions website recorded 567,119 visits, 226,231 unique visitors, and 2,006,437 page views, averaging 47,000 web visits each month. Admissions staff continues to refine student blogs and will add new bloggers online this summer.

The OSFAS continues to use its webpage as a primary information source for students. Adjustments/additions this year include announcements, revision of the non-University scholarship section, and addition of financial aid checklists for freshmen, transfer and graduate students. Additionally, web-based information opportunities through VIP and a presence on Facebook have been added.

**Action Plan** - Enrollment Management units will coordinate marketing strategies and communications.

**Progress/Status Update:**

Undergraduate admissions staff assisted departments in developing strategies to communicate with prospective students. The marketing team worked with University Publications to ensure branding; with the Visitor Center to produce a new presentation for prospective students; and with Financial Aid to make sure students receive the most up-to-date information.

**Action Plan** - Coordinate and evaluate a high-quality orientation program.

**Progress/Status Update:**

Online delivery of math placement exams will continue; however, online foreign language tests will not be available for Summer 2009. This will continue to be a goal of the office. In response to other evaluation data, changes will be made to the Parent session and Financial Aid visits. Programming changes to clarify and streamline the VIP sign up process were incorporated through work with UTS.

**Action Plan** - Enrollment Management will continue to offer college and career planning programs for pre-college students.

**Progress/Status Update:**

Ongoing activities include sponsorship of summer GEAR-UP workshops for high school sophomores, a summer science academy for Talent Search participants, Upward Bound, Talent Search, and EOC activities. As documented by federal performance reports, the EOC assisted over 2,000 adults with college placement support; Talent Search served more

than 1,200 middle and high school students through partnerships with local schools, and Upward Bound assisted 100 students through its program.

Carolina Camp was discontinued due to poor attendance, cuts in Career Center staff and funding, and changing organizational focus. The two-day overnight program was established to introduce students to resources on campus that are not part of the regular one-day orientation.

**Action Plan** - Pre-Professional Advising will plan a day-long summer conference for incoming pre-law freshmen.

**Progress/Status Update:**

The Drive-In conference for pre-law students will assist students in preparing strong applications to law school. Students will become familiar with the necessary steps to achieve competitiveness, the realities of law school classes, and the services on campus that can assist them. A conference plan is in place (location, speakers, activities, lunch), and a registration form is available on the Office of Pre-Professional Advising (OPPA) website. The OPPA plans to use a pre-post test to assess students' achievement of learning outcomes.

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

**Action Plan** - Continue to develop and refine marketing program designed to meet African-American enrollment goals.

**Progress/Status Update:**

The Office of Undergraduate Admissions has implemented initiatives to recruit, enroll, and retain African American students: a Minority Outreach Student Team (MOST); telecounseling campaigns; Minority Showcase Luncheon; intensive admissions advising; and Summer Seniors minority recruitment program.

Undergraduate Admissions partnered with TRIO program and Office of Multicultural Student Affairs (OMSA) to host Empowerment Day (formerly KEYS conference), which attracted 63 minority high school students.

The Minority Outreach Student Team (MOST) worked to increase the number of members and the level of student participation. MOST members participated in telecounseling campaigns and a "Minority Perspective" session at fall open house. MOST members will be actively involved in Showcase Luncheon and Summer Seniors.

The Summer Seniors Minority Recruitment Program, a two-day program for high school seniors held in July 2007, attracted fifty-four African American students; all attendees applied for admission, 88% (48) were accepted, and 51% (28) enrolled in the Fall 2008 class. Fifty-eight students attended Summer Seniors 2008, and as of March 10, 2008, 88% (51) have been accepted for Fall 2009.

**Action Plan** - Implement targeted recruitment plan based on international enrollment trends to increase undergraduate student enrollment on degree and non-degree basis, to include degree-seeking transfer students. Collaborate with academic units seeking to develop relationships and joint programs with universities in other countries.

**Progress/Status Update:**

International Programs collaborated with English Programs for Internationals to create an efficient, targeted approach to recruitment. Taiwan and China have been identified as the biggest areas of growth; Taiwan is of particular interest due to the Sister State Tuition benefit. Taiwan-focused press releases and recruitment efforts are underway. International Programs continues to facilitate collaboration between academic units and international universities on "plus" agreements, in which students complete and receive degrees at South Carolina and "Study USA" programs which bring students for short-term non-degree study at the university. New programs include those with National Tsing Hua University, National Taiwan University, Beijing Language and Culture University, Ocean University, Ming Chuan University, Misr University and Higher Technology Institute. Initiative is only partially completed as budget concerns have slowed activity. Recruitment efforts include a two-week intensive recruitment period currently underway in the cities of Taipei and Taichung, Taiwan. Results will be monitored over the next year for outcomes and cost-benefit.

**Action Plan** - Conduct assessment of services/programs needed to support Hispanic students. Develop strategies and enrollment plans to meet the coming increase in the population of Hispanic students.

**Progress/Status Update:**

Hispanic Advisory Council (HAC) members collaborated to sponsor seven on campus events and participated in three community events. HAC has examined enrollment trends of

Hispanic students and will survey students on current programs summer 2009. Focus groups will be conducted Fall 2009. Although the Hispanic student population is currently steady, the growth rate has slowed.

Conversations continue between Undergraduate Admissions and Multicultural Student Affairs to understand the needs of the Hispanic student population; an admissions staff member is part of a 9-person, university Hispanic task force.

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

**Progress/Status Update:**

93 Gamecock Guarantee participants received (average, per recipient) financial aid in the amount of \$17,700.

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

**Progress/Status Update:**

Many of the university's web pages and materials sent through mail or e-mail to the public are not accessible to individuals with disabilities. Work was begun to provide all division offices with information on how to create accessible web pages in compliance with federal (508) standards and guidelines. A vital staff position is vacant and has not been filled due to budget restrictions, so efforts to bring the University into compliance on this issue have been delayed.

Admissions and Student Disability Services (SDS) sent a letter to incoming freshmen informing them about SDS services and encouraging students to register early with this office. From July 2008 until February 2009, the office received 2031 phone calls requesting information and assistance. This is a 57% increase from this time last year. Of these calls, 486 were from parents seeking information about our services.

The timing of student registrations with SDS has become more evenly distributed throughout the academic year, allowing for a smoother and more efficient registration process. The number of students who register with SDS has consistently increased by more than 50% each academic year.



**Action Plan** - Streamline and enhance International Student Services web presence and electronic communication to improve access to information, create visual appeal, and focus on promoting university programs to prospective international students.

**Progress/Status Update:**

International Student Services has completed renovation of web pages. Plans to evaluate international applications for 2008-2009 were not completed due to budget cuts and delays in the website revision. Student focus groups and surveys are in process to better understand the international student perspective on ease of website use, organization of information, and completeness of information. The goal of further assessment in this area is to increase satisfaction with the international student experience and to streamline services based on recommendations. Online tracking and statistical tools have not yet been established but will be ready for next year.

**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** - Implement Gamecock Guarantee in Fall 2008 and integrate it with services offered by the Opportunity Scholars Program (OSP) program.

**Progress/Status Update:**

The Gamecock Guarantee (GG) was implemented in Fall 2008. Eligible students were identified by the Office of Student Financial Aid and Scholarships (OSFAS) and invited to participate; recipients' awards were monitored and the financial aid aspect of the GG was implemented. Data related to participant financial aid will be provided after the close of the year.

Undergraduate Admissions is working with OSP and the OSFAS to identify and distribute Gamecock Guarantee offers to members of the Fall 2009 entering class, the second to benefit from the program. Eligibility criteria have been refined such that students with household incomes not greater than 150% of the poverty guidelines of the U.S. Department of Health and Human Services, who are also Pell eligible, will be selected for Gamecock Guarantee. The program has been enhanced to ensure that all eligible students will also be enrolled in an intensive academic support program, either

Opportunity Scholars Program, SC Honors College, or Capstone. For 2009-2010, a Gamecock Guarantee offer will include a \$2,500 minimum award, as well as the tuition guarantee.

Of the Fall 2008 entering cohort of 100 Gamecock Guarantee students, 93 are enrolled for Spring 2009; 73 of these students (78%) have a 3.0 or higher GPA. An intervention program has been established for students with a GPA below 3.0 to help them retain their LIFE scholarship eligibility.

OSP staff developed, implemented, and evaluated procedures for enrolling Gamecock Guarantee recipients into a comprehensive program of support services. Assessment results show that students involved with an established program like OSP are more positive about their adjustment. Students' academic performance first semester included 13 with GPAs below 2.5, 15 with GPAs between 2.5 and 3.0, and 74 with GPAs above 3.0.

**Action Plan** - 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:**

Efforts continue to provide good stewardship of \$500,000 of institutional resources for need-based financial aid awards. In addition, \$500,000 of new funding will be made available in 2009-10 for the expansion of benefits to both the initial and second cohorts of Gamecock Guarantee participants.

**Action Plan** - 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:**

The Opportunity Scholars Program (OSP) staff completed a survey of OSP and Gamecock Guarantee recipients after the fall semester. Overall, students felt they had made successful adjustment to campus. Those in OSP were more positive about their adjustment.

Student Health Services, in collaboration with the School of Medicine, implemented a program to educate and assist underserved students with financial assistance in obtaining the HPV vaccine. Other students will also be educated on other avenues of funding sources.

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

**Initiative 2(a) - Establish, coordinate, and enhance programmatic initiatives, research and assessment, and policy development to promote student engagement in educationally purposeful activities.**

**Action Plan** - Utilize existing institutional data and establish focus groups of faculty, staff, and students to create an institutional definition and framework for student engagement.

**Progress/Status Update:**

Student focus groups were conducted in July 2008 and February 2009 to explore the concepts of engagement and involvement. Data will be transcribed and analyzed during June 2009 and a report will be developed by the end of July 2009. Data from these focus groups will be used to revise and expand the Office of Student Engagement's mission and to identify specific initiatives that should be promoted on campus.

**Action Plan** - Implement a coordinated system of collecting student data to assess levels of students' engagement, and pilot tracking software to create a profile of an engaged student at the University of South Carolina.

**Progress/Status Update:**

Selected individual data elements were loaded into StudentVoice to facilitate aggregate analysis of student categories. The Office of Study Abroad, Office of International Programs, and the Capstone Scholars program participated in the Spring 2009 StudentVoice Tracking pilot which monitors individual student participation in the activities of these offices. Data from the pilot study will be reported by July 31. The Carolina Service Learning Initiative (CSLI) pre-course service-learning assessment tool was administered to approximately 250 students in twelve courses across academic disciplines during February. Pre-course data has been assembled and entered in the StudentVoice Program. Post-course surveys will be

distributed in April to the same courses and a detailed analysis will compare specific learning outcomes of service-learning at the university. The data will be used in StudentVoice to create a profile of an engaged student. In partnership with the Office of Undergraduate Research and the Student Success Center, two sections of Discover, an 8-week not-for-credit undergraduate research seminar, were implemented in Fall 2008 and pre and post surveys were conducted. Data indicates that students who participated in the seminar reported statistically significant gains in confidence in participating in undergraduate research; awareness of their personal research goals; knowledge about how to find a faculty mentor; knowledge about how to initiate interactions with faculty; their connection to the community of scholars at the University.

**Action Plan** - Develop a Student Engagement Plan to be piloted in Fall 2009 to assist students with intentionally and reflectively mapping out their engagement/involvement opportunities.

**Progress/Status Update:**

A student engagement plan was created and piloted in three Fall 2008, University 101 courses. Initial survey and focus group data indicated the plan was effective in helping students reflect more meaningfully on their involvement/engagement in college. Based on feedback from surveys and focus groups, the Student Engagement Plan was revised in March 2009. A facilitator's guide for the student engagement plan will be completed for use in Fall 2009. The student engagement plan will be promoted through University 101 for use in the Fall 2009 semester and for possible inclusion in a pilot e-portfolio project. A project with the First Year Caller program in the Student Success Center is also being considered.

**Action Plan** - Pilot Linked Courses with Opportunity Scholars Programs in Fall 2008 and

continue progress toward Fall 2009 pilot through an internal call for proposals process for faculty in all disciplines.

**Progress/Status Update:**

A linked course workshop and lunch was implemented on September 11, 2008 in partnership with the Center for Teaching Excellence and TRIO programs. National expert Vincent Tinto provided the keynote address and more than 25 faculty members attended the event.

Pre- and post- data from TRIO assessment showed a statistically significant gain in attitude toward studying for college classes compared to high school. Though not statistically significant, data showed student gains in the following areas: interacting with people from background different than their own; agreement that a college education is supposed to help them examine and develop ideas more carefully; preference for working in groups; enjoyment of diverse viewpoints on the same topic; drawing upon the contributions of two or more disciplines to reach a conclusion; receiving supportive individual attention from faculty; motivation to interact with faculty outside the classroom; and number of hours spent doing homework.

Three links have been established for the Fall 2009 pilot: Engineering 101 with Math 141, U101 Exercise Science with HPEB 321 (connected to the Wellness Learning Community), and U101 Capstone Scholars Business with SPCH 230. Faculty planning meetings were held in the spring, and an assessment instrument will be revised this summer for use in the Fall pilot study.

**Action Plan** - Initiate division-wide discussion of e-portfolios and their broader applications within the Division of Student Affairs and Department of Academic Support.

**Progress/Status Update:**

A framework and learning outcomes have been developed for the Fall 2009 pilot of e-portfolios within the division. The pilot sample, portfolio review process, and assessment plan are being developed.

**Action Plan** - Implement a comprehensive PEER education network to enhance student engagement and professional development.

**Progress/Status Update:**

The 2009 peer leadership survey has been administered and data from 190 respondents has been analyzed. Results for each peer leadership group were e-mailed to their

respective advisors for their own use. Further SPSS analysis is being conducted and a full report will be available in early June. Common learning outcomes for peer leadership experiences on campus will be developed by May 2009. Common forms for recommendations and nominations are under development and review. Common training opportunities are being explored, including potential development of a common peer leadership course. The Peer Leadership website ([www.sc.edu/studentengagement/peerleadership.html](http://www.sc.edu/studentengagement/peerleadership.html)) has been updated to include more information and have more appeal to students. The peer advisor network is increasing in size, efficacy, and buy-in as stakeholder involvement grows and more offices are made aware of efforts.

Student Health Services' Campus Wellness office has implemented the National Peer Education Certification program, from the Bacchus Network, with its Peer Health Educators (PHEs). The National Certification program is now built into the academic class (HPEB 301) that all PHEs must complete. The program will be evaluated for satisfaction and success criteria. Student Health Services' peer educators are actively involved in a structured program to enhance the effectiveness of the Peer and Outreach programs. Both peer educator groups participate in a regular evaluation process.

**Action Plan** - Continue to enroll a high percentage of the first-year class in University 101.

**Progress/Status Update:**

During 2008-09 academic year, University 101 enrolled 77.5% of eligible students, showing little change from the previous year when 78.5% of eligible students enrolled.

**Initiative 2(b) - Establish, coordinate, and enhance programmatic initiatives, research and assessment, and policy development to promote students' academic success by incorporating cross campus partnerships and effective use of data to guide decision making.**

**Action Plan** - 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 scholarships.

**Progress/Status Update:**

University Housing's Academic Centers for Excellence (ACE) staff members coach students that are academically deficient (as defined by grades and hours completed). In the 2007-2008 academic year, 92% of the students who participated in ACE/SAP process (about 168 students) had a higher GPA than those who did not participate. These results led to the creation of a partnership with the Office of Financial Aid and Scholarships to provide one-on-one coaching sessions to any student who is failing to meet Satisfactory Academic Progress (SAP), which includes students who have more than 60 credit hours earned and below a 2.0 cumulative GPA. These students must now attend an ACE appointment and complete an Academic Plan as part of their appeal for continued enrollment. Of the 218 probationary freshmen required to participate, more than 80% completed ACE appointments by the end of the spring term. Of this number, 140 are eligible to continue enrollment and 78 were suspended, which is about 40% fewer suspensions than predicted.

The Office of Student Financial Aid and Scholarships supported the efforts of the Student Success Center by providing requested data on student scholarship recipients; contributing to the planning and development of support initiatives; and providing additional consultation as requested.

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

**Progress/Status Update:**

In August 2008, an independent external review of Career Center programs and services was conducted under the auspices of the Southern Association of Colleges and Employers (SoACE). The review team consisted of two career center directors and two employers. During their two-day visit, team members met with and interviewed Career Center staff members as well as students, faculty, and senior staff from across the campus. The team submitted a written summary of the visit with specific recommendations in October 2008. Using the external review as a foundation, the Career Center management team identified five areas of focus and priority for the next one to three years. These priorities are 1) Career Events, 2)

Employer Relations, 3) Outcomes Assessment, 4) Career Counseling/Advising, and 5) Experiential Education. In February 2009, required staff competencies in each of the five priority areas were identified and an assessment tool was created. The next step in the process will be for each professional level staff person to assess her/his competencies in each of the five areas, identify the priority competencies for the next year, and develop an action plan for improvement.

The Career Center partnered with Hospitality, Retail and Sports Management to conduct a survey of employers attending their Spring 2009 Career Fair.

**Action Plan** - The Opportunity Scholars Program will coordinate a personal and academic support program for students receiving the Gamecock Guarantee through collaborations with Student Financial Aid and Scholarships, Residence Life, Multicultural Student Affairs and U101.

**Progress/Status Update:**

The Opportunity Scholars Program staff provided a series of nine workshops for Gamecock Guarantee recipients that averaged 15 students per session. One-to-one meetings with an advisor were held for some students who were unable to meet the workshop schedule. Gamecock Guarantee specific activities have been established with Undergraduate Research (Magellan Guarantee) and Study Abroad (Jamaica Spring Break).

**Action Plan** - The Student Success Center will coordinate the use of Gamecock Connection [the Goal- Quest First-Year Retention (FYRe)] program with Student Affairs, Academic Support, and academic unit colleagues.

**Progress/Status Update:**

77% of first-year students are registered for the Gamecock Connection. Ten U101 training sessions were offered in June-July 2008; 43 Instructors and (25%) 4 Graduate Assistant (Co-Instructors) participated. Although the response rate was low, survey results regarding U101 use and first-year satisfaction indicate a need to more clearly define the purpose and facilitate integration into the campus culture.

**Action Plan** - Develop plan to intentionally address Greek individual and chapter academic performance.

**Progress/Status Update:**

A program was developed to offer assistance and guidance for these “at risk” chapters. Will monitor progress via the Spring 2009 Greek Report.

**Action Plan** - Continue to enhance the out of state student programs including the mentoring, social and academic success programs focused on out of state student retention and success.

**Progress/Status Update:**

Out of state mentees increased from 80 to 150 this year. Attendees at “What’s the Big Deal about Sweet Tea?” increased from 112 to 155 at the fall semester workshop. Student satisfaction: about half of out-of-state mentees indicated they wanted more than twice a month contacts with mentors. Spring 2009 mentor training will provide increased expectations for contacts and improved support resources.

**Action Plan** - Student Health Services through Campus Wellness will develop comprehensive program/service to address stress and its effects on academic success.

**Progress/Status Update:**

Healthy Carolina is currently conducting benchmarking research regarding biofeedback. The results of this benchmarking study will be used this summer when Campus Wellness starts offering Biofeedback based on a prevention/relaxation model instead of a treatment model. Campus Wellness has participated in various stress management outreach activities including 7 presentations to 86 participants, and 36 “stress stops” that occurred in academic classrooms and residence halls.

**Action Plan** - Student Disability Services will continue to promote student use of appropriate accommodations and the relationship to student success.

**Progress/Status Update:**

For Fall 2008, 180 (33%) students with disabilities earned a GPA of 3.0 or higher. Only 42 (7%) of students had a GPA below 2.0. Of the students contacted with a GPA of 2.0 or below, 12 students responded to the e-mail and 8 made appointments and came in to speak with a coordinator. All of the students contacted were provided information regarding services provided by ACE or the Student Success Center.

**Action Plan** - Student Disability Services will promote student use of the new Assistive Technology (AT) Lab located in LeConte and monitor the relationship of student use in the lab to student success.

**Progress/Status Update:**

The AT lab was opened in August of 2008. During the fall semester, 39 students used the equipment or services in the lab. Since January 2009, 47 students have used the lab. Usage of the lab is expected to increase as students become more aware of the equipment and learn how to use the lab. In the fall 30 books were requested in alternative format. Of those books, only 10 needed to be converted in the lab. This spring, 27 books were requested by students. Of this number, 16 have been converted by the lab, including a 2,000 page nursing book. The lab has also converted over 100 pages of notes and diagrams into Braille and raised line drawings for one student. Currently, the lab is staffed by one part-time employee; this limits the amount of time the lab is open to students.

**Initiative 2(c) - Attract and retain students through enhanced facilities.**

**Action Plan** - Establish division capital planning committee to identify and prioritize departmental facility needs.

**Progress/Status Update:**

Facilities needs information was collected from each department and aggregated in the Office of the Vice President/Vice Provost. The University Capital Planning Committee was not convened on a regular basis in FY09; consequently, the division-level committee was tabled until its role with respect to the University committee could be better defined. During FY09, the division’s capital needs were represented at the University-level by the Vice President for Student Affairs/Vice Provost for Academic Support. In addition, the Associate Vice President for Administration in Student Affairs/Academic Support served on an institutional capital planning task force charged with developing proposals for certain projects.

**Action Plan** - Continue construction of new honors residence hall.

**Progress/Status Update:**

University Housing’s construction is on schedule with expected completion date of August 2009. First floor offices will be occupied

by Honors College faculty and staff. Food Service will also run and occupy the dining hall.

**Action Plan** - Develop plans for Greek Village expansion.

**Progress/Status Update:**

Meeting will be held in April with the “un-housed” chapters to assess needs. Additional impetus for this is the addition of two national sororities and two to three national fraternities by 2013, and the eventual removal of McBryde for fraternities.

**Action Plan** - Implement master renovation plan of Blatt PE Center designed by the Hughes Group.

**Progress/Status Update:**

A request to fund Student Affairs portion of the overall P.E. Center renovation was submitted as a part of the division’s 08-09 budget request, but was not funded. Funds were requested and received from physical plant and athletics to assist in the replacement of the natatorium bulkhead and filtration system to address the immediate safety needs associated with the pool.

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

**Progress/Status Update:**

Master planning study for Russell House University Union has not been initiated due to budget cuts and state of the economy.

**Action Plan** - Continue to develop and enhance the 10-year master plan for residential facilities.

**Progress/Status Update:**

All of University Housing’s non-capital projects listed in the 10-year plan for fiscal year 2008-2009 have been completed.

**Action Plan** - Commence refurbishment project for Carolina Gardens.

**Progress/Status Update:**

Due to state procurement guidelines for packing projects, University Housing was permitted to renovate only one apartment in Carolina Gardens. The department will resubmit the project when economic conditions improve.

**Action Plan** - Using information from the Health Center’s feasibility study, develop and implement program planning for the new health center. Obtain Board of Trustee’s approval for construction.

**Progress/Status Update:**

Student Health Services completed a financial and human resource pro-forma based on the completion of the feasibility study to finance the proposed new building. Initial programming and space requirements have been drafted.

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

**Action Plan** - Enhance the content and effectiveness and accessibility of Web sites, with a focus on improving online student services and providing compelling content for targeted audiences.

**Progress/Status Update:**

Encouraged participation in a free webinar on Web navigation and continue to look for free or inexpensive resources to assist staff in improving their Web sites. Provided to AVPs a brief report on Web statistics, including number of hits, length of visits, key phrases searched and referring sites.

**Action Plan** - Provide training to assist staff in creating high quality publications.

**Progress/Status Update:**

Through communications team meetings, individual project editing and the creation of a “how to” guide, which is nearing completion, provided, and will continue to provide, training and education to help staff create high quality publications. The summer workshop series, including a session on publications, will be offered again this year. One communications team meeting was devoted exclusively to publications and featured Larry Pearce, director of University Publications and Printing. These efforts, particularly the increase in more intensive editing, have led to greater compliance with University graphic standards and more widespread inclusion of the University’s equal opportunity statement.

**Action Plan** - Increase participation in and frequency of meetings of the Student Affairs and Academic Support communications team.

**Progress/Status Update:**

Fifteen members of the communications team met Nov. 19 to discuss publications planning and design. Guest speaker Larry Pearce, director of University Publications and

Printing, offered insight into planning and designing publications, tips on navigating the printing process and provided many examples of University Publications work as reference and inspiration. These samples are available in the division's central office. A tip sheet outlining basic design principles was made available to help staff produce cleaner, more contemporary layouts. On April 15/16 (date TBA), Carol Ann Knoche and Yvonne Conley from Printing Services will speak to the team, offering suggestions for managing reduced printing budgets while continuing to produce high quality pieces. Between meetings, e-mail updates alert team members to important items or useful resources.

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

**Progress/Status Update:**

During Fall 2008, 16 new members joined the Parents Advisory Council, each pledging at least \$1,500 to the Parents Annual Fund. The council now includes 37 members.

**Action Plan** - Increase interactions with parents through the Parents Association, orientation and special events.

**Progress/Status Update:**

Parents Association membership has increased from 6,356 parents (as of 5/21/08 at the end of the 2008 reporting year) to 8,146 (as of 3/12/09). The Office of Parents Programs is in the process of gathering information on the offices that contact parents by mail and e-mail. A spreadsheet listing the office that made the contact, the type of communication, the target audience and the purpose of the communication is being used to compile this data.

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

**Progress/Status Update:**

In the final research stages of a new e-news system that is expected to be implemented during the summer. During Parents Weekend 2008, the University hosted a record-high 4,419 participants in Parents Weekend, representing

1,325 Carolina students. Participants spent the weekend engaging in educational sessions, open houses and drop-ins, social activities, athletic events, etc. Increased publicity targeted both students and parents, including ads in six publications, Web site and e-mail announcements, and several other forms of publicity on campus. Parents received information through postcards, the *Carolina Ties* and monthly e-newsletters. Parents of undergraduate students received two issues of the *Carolina Ties* parents newsletters, the annual Parents Calendar and Handbook, and Parents Association members also receive a monthly e-newsletter. Parents of incoming freshmen received the *Talking Points* newsletter, which is a joint publication with the Office of Substance Abuse Prevention and Education, and a welcome packet about services for parents. The Parents Calendar and Handbook 2008-2009 received the Award of Excellence in the institutional publications category from the Council for the Advancement and Support of Education (CASE) district III.

Student Health Services (SHS) has created a supplemental Parents Guide to SHS that gives insight into FAQs and privacy policies that may affect parents. This guide was distributed during summer orientation.

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

**Progress/Status Update:**

Parental notifications for Behavioral Intervention Team referrals are determined in consultation with the entire team by case. Ten sets of parents have been contacted this academic year. Judicially, 27 parents have been notified, predominately via our parental notification letter.

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

**Action Plan** - Practice procedures for communicating information in an emergency.

**Progress/Status Update:**

Identified crisis communications team members and assigned tasks at meetings Nov. 15 and Dec. 11. A crisis communications plan was developed and is continuously undergoing improvement, and will be discussed in further detail at a meeting this spring. By sharing plans, assisting on projects, and increasing collaboration with Law Enforcement and Safety,

Web Communications and Media Relations, improved plans for ease and consistency of communication during an emergency.

**Action Plan** - Provide comprehensive emergency management training for faculty and staff leading student groups abroad. Develop and implement training workshops focused on emergency and crisis management. Initiate policy that will lead to compliance with emergency management procedures. Review medical issue protocol and revise accordingly.

**Progress/Status Update:**

International Programs is in the process of workshop development and protocol revision.

**Action Plan** - Create and implement a Behavioral Action Guide for use by residential staff in supporting students through personal issues.

**Progress/Status Update:**

University Housing's Behavioral Action Guide was disseminated at Fall 2008 Graduate and Resident Mentor Training. Based on results of Graduate Assistant (GA) and Resident Mentor (RM) training evaluations, the Behavioral Action guide training will be infused into other activities throughout training. The guide is also available via the internet.

**Action Plan** - Share among University faculty and staff methods for reporting concerns about student behavioral problems.

**Progress/Status Update:**

Sent an e-mail to all Columbia faculty and staff alerting them to the upcoming delivery of the publication "Dealing with distressing student behavior," a file folder outlining simple responses to concerning behavior, describing the behavioral intervention process and team offices and providing a means to find additional information.

**Action Plan** - Expand the model developed by University Housing for emergency response training throughout the division.

**Progress/Status Update:**

Due to budget cuts, implementation was postponed of a plan to restructure an existing position to add division-level responsibilities for emergency response training; the person's time was needed to cover departmental responsibilities.

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

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

**Progress/Status Update:**

Focus groups were conducted during Fall 2008 and results used to modify the New Member Institute for all 1,300 new members annually.

**Initiative 2(h) - Expand study abroad participation through program design, marketing efforts, scholarship opportunities and collaborations with academic units.**

**Action Plan** - Assess and develop opportunities for students to participate in internationally based service learning. Continue to expand the list of existing, quality service learning abroad programs. Collaborate with key constituencies on and off campus to develop a USC service learning program abroad.

**Progress/Status Update:**

Two new USC-sponsored service learning abroad programs were implemented in 2009. Preston College and the Study Abroad Office co-sponsored a 10 day program in Jamaica during spring break. A second program in the Dominican Republic will take place in Maymester, a collaboration of the Office of Student Engagement, the School of Hotel, Restaurant and Tourism Management, and the Study Abroad Office. Post-experience assessments will be conducted. Due to staffing issues, a pre-experience assessment has not been developed for the Maymester program.

The Preston Jamaica study abroad experience involved 10 students enrolled in JOUR463A *Community, Communication and Culture*, and included 3 students from the Opportunity Scholars Program (OSP). The intent of the program is to establish a continuing relationship with the local community in Jamaica; however, the future of the program is uncertain due to budget cuts. This is the University's first study-abroad spring break experience and is being evaluated using assessments developed by the Carolina Service Learning Initiative.

A pre-course service-learning assessment tool was administered to participating students, and a post-course assessment will be conducted



to assess the impact of this international service-learning experience.

The Journalism 463A (Community, Communication, and Culture) Jamaica course will also engage in a documentary process to record their international service experiences, challenges, and reflections during the service-learning portion of the experience. The documentary will result in the third iteration of the "Beyond the Classroom" series sponsored by International Programs.

The Office of Student Engagement, in conjunction with the Study Abroad Office, has assembled an additional information section on international service-learning for the Faculty Service-Learning Manual. The section includes information on program planning and implementation, trip preparation, financial considerations, and reflection tools to use in international settings. The revised version of the manual is now available online.

**Action Plan** - Expand study abroad marketing and recruitment activities. Review comprehensive marketing plan and revise accordingly. Examine existing programming efforts: develop/revise and implement workshops targeting particular student cohorts as well as specific overseas opportunities.

**Progress/Status Update:**

The International Programs marketing plan currently includes a comprehensive approach that includes general marketing, target marketing, in-class presentations, events, and electronic/web marketing. Study Abroad Fair attendance continues to grow, serving approximately 1800 students (up from about 1300 last year). Study Abroad Night attracted about 200 students. StudentVoice survey data has been used to evaluate the efficacy of this event. Appropriate changes are being made for next year in order to serve a larger number of students and meet student needs as expressed in the StudentVoice survey.

**Action Plan** - Collaborate with academic areas and learning communities to identify and/or develop programs complementing their disciplines or community missions, which also meet the academic needs of their students. Work with key departments to develop their strategic plans for study abroad and curriculum integration. Consult with faculty and learning community principals to develop complimentary programs.

**Progress/Status Update:**

International Programs staff continued collaborations with individual faculty who are planning and implementing study abroad programs, as well as with departments that are partnering on the development of institutional exchange programs. Due to cutbacks in staff, comprehensive curricular integration initiatives have not been implemented this year. However, current relationships with departments/programs including the Languages, Literatures, and Cultures department, the Moore School of Business, Preston College, Capstone Scholars Program, Green Quad, and the History department are continuing to grow.

As a result of the Capstone Scholars and International Programs collaboration, two Capstone Scholars Maymester study abroad trips were developed: Peru and Italy. Capstone Scholars promoted the trips at Summer Orientation and held two Capstone Conversations, facilitated by the Study Abroad Office and the faculty member leading each trip, in order to market the trips. One hundred and thirty (130) students attended the Italy session and 69 students attended the Peru session. To promote access, the Capstone Scholars Program funded ten (10) passport travel grants in addition to the twenty six (26) grants funded through the Study Abroad Office for students to use on the Capstone Maymester or other summer study abroad experience.

For University Housing, the development of these functions is becoming more nuanced by creating new learning outcomes for each community. Assessment efforts have been more closely aligned with the application process, to improve assessment of the impact of Living Learning Communities.

**Action Plan** - Identify and/or design and develop study abroad program opportunities that meet financial needs of students, as well as sources of funding.

**Progress/Status Update:**

Program cost analysis has been completed and affordable programs identified. A marketing piece detailing these programs has been developed and distributed to students. Advisors continue to assist students with identifying and applying for study abroad scholarships with much success. Outreach efforts surrounding the affordability of study abroad have continued. Reporting of rationale for cancellations has been recorded, which includes comments on financial barriers.

In addition, the Opportunity Scholars Program has submitted a grant to the Travel Grant Benefit program to fund a research/travel opportunity in summer 2010.

**Action Plan** - Market Student Health Services Travel Clinic and the World Wide Assistance program to enhance the student's travel abroad experiences.

**Progress/Status Update:**

The Student Health Services Travel Clinic has seen approximately 140 students. This and the World Wide Assistance program will continue marketing through the departmental website and publications, and the Study Abroad and IMBA programs.

**Initiative 2(i) - Enhance access to and quality of academic program information.**

**Action Plan** - The Office of the University Registrar will collaborate with Academic Affairs to revise the Graduate and Undergraduate Studies Bulletins and implement a web-based bulletin management system.

**Progress/Status Update:**

Content Data Bases have been created for use in the 09-10 Bulletin; Digital Architecture's ACALOG software is being implemented.

**Action Plan** - Link Undergraduate Studies Bulletin to Degree Audit System and conduct pilot study with Aiken campus and College of Education to provide proof of concept for web-based degree progress reporting for students.

**Progress/Status Update:**

The School of Music participated in the pilot study instead of the College of Education; the study will be evaluated and results reported this summer.

**Initiative 2(j) - Enhance privacy of confidential student data.**

**Action Plan** - Collaborate with other offices to identify and mitigate potential for confidential data exposure and provide students with greater control over personal data.

**Progress/Status Update:**

Policy ACAF 3.03 Access to Student Records has been reviewed and revised. Policy ACAF 7.02 Data Access is being reviewed and altered by the Data Administration Advisory Committee, in the Registrar's office. A secure

FTP (file transfer protocol) server was established.

In collaboration with the Registrar and UTS officials, the MY VIP ID has been connected to the SSN for information retrieval and data processing purposes on many undergraduate housing IMS screens. University Housing's main office front-line staff will no longer request SSNs by phone or in-person for any student services. The VIP ID will replace SSNs on many housing documents to include keycards and housing rosters. University Housing participated with the Carolina Card Office and UTS in the Carolina Card Refresh Project. All students and staff have been issued new Carolina ID Cards which no longer use SSN's as the identification number on the card. The Housing Access control system and the interface between Housing and the Carolina Card system were modified to accept the new identification numbers. This project was completed in January 2009.

**Initiative 2(k) - Revise and adapt internal processes to ensure compliance with new federal and state immigration regulations.**

**Action Plan** - Improve management of international student data through implementation of new software. Ensure accurate reporting to Department of Homeland Security. Develop new business processes to facilitate more efficient management and delivery of information.

**Progress/Status Update:**

International Student Services has completed implementation of the software FSA-Atlas; this has helped address data management issues. The feasibility of the Office of International Student Services becoming paperless is being evaluated. The use of an online calendar and automated emails adds to the efficiency of message delivery.

Due to budget cuts, comparison of old and new systems for issuing immigration documents will not be completed. Implementation of new software has required a realignment of business processes within International Student Services.

**Action Plan** - Implement administrative and advising protocols to manage increased workload resulting from changes in immigration regulations affecting international students and alumni.

**Progress/Status Update:**

International Student Services began implementing administrative and advising protocols, but was hampered by budget and staffing concerns. Monitoring and tracking tools are now in place, and the evaluation of student satisfaction with service delivery will be reported by the end of the fiscal year. Effects of (unfunded) state mandated enrollment verification process are still being evaluated.

## Goal No. 3: Advance a global community of scholars that promotes academic success, character development, personal growth and wellness, career development, and lifelong learning.

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

**Action Plan** - Collaborate with academic partners to increase instructor awareness of Creating Academic Responsibility (CAR).

#### **Progress/Status Update:**

CAR Matters information was sent to Deans, Department Heads, and Center for Teaching Excellence list-serves and support staff in academic departments for distribution. 251 students were referred to the CAR program; 62% of these students progressed to the following semester and 41% are still enrolled in the university.

**Action Plan** - Continue to build partnerships and expand tutoring and Supplemental Instruction in high-risk courses.

#### **Progress/Status Update:**

Tutoring services were made available to the following courses: BIOL 301; ECON 224; MGMT 395; PHYS 212; ACCT 401; Arabic and Russian languages. Total tutoring appointments for Fall 2008 were 1144. New SI courses include CSCE 146; ELCT 101 and 102; HIST 102B; PSYC 101B. Two of these courses include Opportunity Scholars Programs (OSP) sections. 2585 students completed 10957 SI visits in Fall 2008. Students responses to a satisfaction survey indicate their perceptions that participation in SI is helpful: 97% reported that SI helped them gain a better understanding of course content; 87.9% said SI helped them develop effective learning and study strategies; 91.8% reported that SI helped them earn higher grades on *course tests*; 88.3% indicated that SI helped them earn a higher *final* grade in the course; and 97.9% of participants said that they would recommend SI to a friend.

**Action Plan** - Expand academic coaching and academic deficiency initiatives through the Student Success Center, the Academic Centers

for Excellence, and the Student Assistance Program.

#### **Progress/Status Update:**

In Fall 2008, academic deficiency initiatives were expanded. As a result of new partnerships with academic departments and administrative offices, first-year students who were academically deficient in the Fall semester (including Nursing students, Greek students, Admissions at-risk students, and STAR students) were required to participate in academic recovery meetings with ACE coaches (enforced through the Registrar's office).

Of 218 first time probationary freshmen, more than 80% completed ACE appointments by the end of the term. Common issues were time management, adjustment to college, fraternity/sorority obligations. At the end of the Spring 2009 term, 140 students were eligible to continue and 78 were suspended (about 40% fewer suspensions under the new policy).

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

#### **Progress/Status Update:**

Targeted minority students were e-mailed information regarding the Student Success Center, the Writing Center, and ACE following the Fall 2008 semester. Similar resources were shared with the Minority Assistance Peer Program (MAPP) in August and with the Office of Minority Student Affairs for dissemination. A MAPP workshop for participants was conducted in October.

**Action Plan** - 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.

#### **Progress/Status Update:**

A 2008 request to establish a cross-college advising center was not funded. A revised and

reduced initiative funding request has been submitted for 2009. This revision represents Phase I of a larger plan to improve advising, to be implemented as resources allow.

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

**Action Plan** - Assess the Office of Academic Integrity including education, promotion, assessment and adjudication of the new honor code. The Office of Academic Integrity will educate and promote the Honor Code to faculty, staff and students as well as adjudicate violations and assess the process.

**Progress/Status Update:**

Five presentations were made to faculty on the honor code process and 10 presentations were provided to students. 73 faculty consultations were conducted; all resulted in case referrals. 60 honor code cases were resolved informally, three cases were resolved through a formal hearing with 14 witness meetings conducted, and 11 cases are pending resolution. The Honor Code process is being evaluated through an assessment administered through StudentVoice.

**Action Plan** - 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:**

Due to budget constraints and being down 2 full time staff members, no new programs were implemented. Members of the office, however, continued to present U101 presentations including the Honesty Quiz and other informational presentation topics that included ethics and the Carolinian Creed as components.

Marketing tools for the promotion of Carolinian Creed Day and Creed Week included advertisements in the *Daily Gamecock* and cost efficient table tents, posters and fliers. Carolina Judicial Council marketing occurred through word of mouth and advertisements paid for by student government funding.

**Action Plan** - 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:**

Presentations on judicial affairs were revised to include technological responsibility and the repercussions of harassment via technology, and were presented in more than 25 U101 classes.

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

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

**Progress/Status Update:**

The Career Center increased programming by expanding the number of *Secret of Job Search Success* workshops from 2 to 3. These day-long programs are targeted to students in the College of Arts and Sciences with corporate sponsorship by Target. Added content and increased the number of *Preparing for Graduate School* workshops to 3 with an average attendance of 46 at each workshop. Launched *Career Center Tailgate* designed to introduce students to the Career Center during Welcome Carolina week. The program had corporate sponsorship and support from Macys. Expanded the *Science, Engineering, and Technology Job Fair* to both fall and spring semesters.

Developed a Facebook group for the College of Engineering and Computing (CEC) Career Center. This is used to reach out to CEC students to advertise events, on campus interviewing, and information sessions. Students also use the site to communicate with staff members. College of Engineering and Computing (CEC) Career Center staff members developed a once a month drop-in for faculty, staff and students, encouraging them to visit the Center.

Career Center expanded their reach by collaborating with other units, such as working with the Green Quad to develop material and handouts on "Green Careers" and to provide links to student internship opportunities in the weekly Green Quad Newsletter.

**Action Plan** - 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:**

The Carolina Service-Learning Initiative (CSLI) completed a strategic plan to advance the practice of service-learning; the plan will be implemented in Fall 2009.

In collaboration with the Center for Teaching Excellence, the Office of Student Engagement is supporting a service-learning community of practice of approximately twenty faculty members this spring. The group meets once a month to discuss a central topic relating to service-learning course design and implementation. The goal is to provide resources for faculty to incorporate service-learning into more courses, particularly within underrepresented disciplines.

The Office of Student Engagement awarded service-learning course development grants to four faculty members. Grant recipients include Dr. John Grady, Assistant Professor in the Department of Sport and Entertainment Management, Dr. Mila Parish, Associate Professor in the Department of Theatre and Dance, Dr. Nathan Carnes, Associate Professor in the Department of Instruction and Teacher Education, and Dr. Karen Heid, Assistant Professor in the Department of Art. Each recipient will use the grant to offer a new service-learning course during the 2009-2010 academic school year.

Preliminary results of fall pre and post service-learning course evaluations show a strong positive correlation between faculty orientation sessions that include information on college student development and students' overall perception of the service-learning experience. These results underline the importance of developing more faculty resources for orienting students prior to service-learning experiences. The CSLI strategic plan addresses these key elements for service-learning.

The OSE consulted with International Programs to review opportunities to create a "Beyond the Classroom" documentary experience for a service-learning course in the 2009-2010 academic year. OSE team members will pursue specific courses and contacts to assess the feasibility of a video to promote service-learning.

**Action Plan** - Develop, promote, and assess opportunities that encourage students to seek assistance from the Office of Fellowship and Scholar Programs (OFSP).

**Progress/Status Update:**

Programs and services provided by the OFSP are marketed in a number of ways. Carolina and McNair Scholars are a defined group and receive directed information on programs and services to enhance their four year experience.

Nine programs were hosted for Carolina and McNair Scholars. StudentVoice was used for two student group elections, for the Etiquette Dinner, and also for evaluating our fall FYS programs. Total attendance from the nine events was 475. The Etiquette Dinner had more attendees than in 2007; overall scholar meeting attendance for the fall was down by 15 scholars, but attendance at the Upperclassman Scholar Meeting was up 18 scholars. Four seniors participated in the Senior Picture Project's Show and Tell.

Carolina and McNair First-Year Scholar (FYS) Programs: As of September 4 – which marks the end of formal programming for the FYS Class of 2012, all but two freshmen participated for a total of 98% participation (surpassing the goal of 53 participants).

FYS Chats began mid-January, and as of mid-March, the associate director has held 26 individual meetings/chats with this first-year population of 59 students.

Carolina and McNair Sophomore September Meetings: 40 of 46 individual sophomore meetings were held with the associate director, or 88%. In addition, follow-up emails were sent to each of the 40 students, resulting in 23 return email updates.

National Fellowships – Prospective national fellowship applicants are recruited from the Carolina and McNair Scholars, but these opportunities are also promoted to the larger community of academically talented students on campus (SCHC, Capstone, and other high achieving students). For the Fall 2008 semester, 998 student contacts were recorded. In Spring 2009, 1029 contacts were recorded, for a total of 2,017.

In the Fall 2008 nomination process, 179 students were nominated by 23 faculty and staff members as potential national fellowship applicants. In Spring 2009, 455 students were nominated by 44 faculty and staff members. This is a 28% increase of faculty members from 2007-08 and a 61% increase of nominated students from 2007-08.

Through various means of outreach, we are in contact with 178 sophomores who have met with an advisor or attended a program and

expressed interest in applying for a national fellowship. In addition to our ongoing outreach to sophomores, OFSP staff and two students attended both the fall and the spring Sophomore Information and Major Fairs, talking with a total of 21 students. Twenty sophomores applied for national fellowships during this academic year.

In 2008-09, 34 Capstone Scholars participated in office programming and/or drop-ins for the first time. An SCHC national fellowships recruitment initiative in Fall 2008 brought in 78 contacts, 55 of which were first-time. The total number of SCHC new contacts since June 1, 2008 is 184. 80 of 156 national fellowship applicants to date are SCHC students (about 51%, down from 69% last year. Of the 37 national winners, 21 are SCHC students and one is a Capstone Scholar.

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

**Progress/Status Update:**

With the assistance of marketing and publications staff, University Housing updated the content and look of the Living and Learning Community Guide that will be sent to incoming freshmen with their housing information. On Bridge Day, 3 presentations were made to Technical College students. Information was presented through the Student Involvement fair, the Upper-class Housing information night, and at separate Open House events for the French House, Spanish House, Upper Premed Community, Magellan Explorers Community, and Preston College. First-year learning communities will be promoted at Scholar's Day, as well.

The Green Quad undertook an extensive recruitment campaign for the 2009-2010 Green Learning Community, including flyers, talks to classes and student groups, emails to faculty and students, open houses, and newspaper advertisements. Over 90 students applied to the community, and 48 were accepted. Currently, 29 students are enrolled in the community for 2009-2010. A general post-assessment will be conducted as Green Quad students check out in May; data from specific Green Learning Community assessment will be reported in August.

Healthy Carolina conducted extensive benchmarking around the concept of a wellness living and living community; results will guide implementation of the first Healthy Carolina Living/Learning Community in the fall of 2009.

Healthy Carolina promoted the community via various listservs, student organizations, residential hall association (RHA), residential mentors, etc.

**Action Plan** - Develop, promote, and assess opportunities that encourage students to participate in student organizations, leadership positions, and student activities; target first-year students, out-of-state students and transfer students for involvement in these activities.

**Progress/Status Update:**

Student Life reports participation and student leadership in the following organizations and activities: Gamecock Leadership Society and Emerging Leaders 1 and 2 included 25% freshmen, 63% transfer, 6% out-of-state; Carolina Productions included 33% freshmen, 38% out-of-state, and 5% transfer; and Carolina Service Council included 45% out-of-state students. Assessment of Homecoming and Student Organization Fair indicates that participation has increased over past three years, and respondents were pleased with offerings at the fair. More than half (64%) of fraternity and sorority members were involved in other student organizations; details were publicized in the Greek Report (sent to all faculty/staff) and incentives were created for more involvement.

Student Health Services' Campus Wellness office implemented the National Peer Education Certification program, from the Bacchus Network, with its Peer Health Educators (PHEs). The program is now built into the academic class (HPEB 301) that all PHEs must complete, which incorporates student leadership development.

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

**Progress/Status Update:**

Opportunities for students to participate in diversity programs included EMPOWER workshops, Diversity Retreat (over 50 applications, but only 22 were selected to attend. Overall satisfaction was high and 8 participants applied and were accepted to the Diversity Peer Educator Team for 09-10), Native American Heritage Week, Diversity Dialog series (eight total, 120 participants, 71% had never attended a similar event before). Some changes have occurred due to budget reductions and additional adjustments will be made in FY10 based on budget restrictions.

**Action Plan** - Provide programming and community service opportunities that emphasize campus internationalization and foster cross-cultural learning and global awareness to American and international students.

**Progress/Status Update:**

While much of this Action Plan item has been eliminated due to budget cuts, International Student Services has implemented a "First Fridays" program where International and American students can meet in an informal location. It is planned to incorporate the Study Abroad Returnee Association into this activity to increase American student interest and participation.

World Night has always been a hallmark of the International Student Services Spring semester programs. Initial planning is in process to assess event participation and satisfaction of participants.

The Study Abroad Returnee Association has been quite active this year in organizing activities and invited international students to participate.

A mixer involving international exchange students and prospective study abroad students was implemented this fall as a pre-departure event. The event was well attended and received positive feedback from students. A second mixer is being planned for Spring Semester.

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

**Progress/Status Update:**

Sophomore to junior year retention reached its highest level ever at 78.3%. 86% of sophomore students participating in the Sophomore Initiative survey said that compared to their first-year, their sophomore year has been more academically challenging.

The first University Welcome event for sophomores attracted more than 400 students. 87% of participants agreed this event is a good way to welcome sophomores back to campus, and 93% would recommend the event to a friend. A Major and Information Fair, held in Fall 2008 to assist first-year and sophomore students with major selection and career development, attracted more than 200 students; 12 colleges, schools, and departments sent representatives to the event and 15 Division of Student Affairs and Academic Support units

were represented. 80% of students said they found the information at the event useful and 88% would recommend the event to a friend.

A second Major and Information Fair, held in Spring 2009, attracted more than 150 additional students. As a result of participating in the Major and Information Fair 98% agreed they were made more aware of campus resources; 97% agreed the information they received was useful; 93% agreed their questions regarding academic information were addressed; 91% agreed the event encouraged them to reflect more about their major and career decisions.

The Sophomore Initiative Committee is making progress towards changing the Sophomore Planner, planning the Sophomore Welcome Back Event, and creating a student organization for sophomores.

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

**Progress/Status Update:**

This year, the National Student Exchange office was incorporated into the Office of Student Engagement. The National Student Exchange Association was reconstituted as a student organization in the spring of 2009, and participated in the student organization information fair and other outreach activities. The Daily Gamecock and The Daily Gamecock Online were used for advertisements to reach a broader audience of students and encourage participation in the exchange program.

A presentation was implemented during the fall semester to promote the program in three University 101 courses, contributing directly to the participation of one of the nine committed participants for the 2009-2010 academic year. Information sessions were advertised using posters in 17 residence hall and in the Russell House University Union. Three of the nine committed participants for the coming academic year attended an information session.

An inquiry form was created for students who contact the office to determine how they learned about the program and what they'd like to know about it; this information will be used to direct promotional efforts and assess their effectiveness. A contact distribution list has been developed and currently includes 46 students; this was used to promote information sessions and communicate the application deadline for 2009-2010 exchanges.



A new website will serve students who are interested in learning more about the program and those who are already participating.

As a result of their positive experiences at USC, two visiting exchange students have completed transfer applications and plan to join the University of South Carolina for the completion of their degree programs.

A mission statement and learning outcomes have been identified and used to direct the development of an assessment plan. A StudentVoice survey has been created for use with USC students preparing to participate as exchange students and as they return from their exchange, to evaluate the impact of their experiences.

**Action Plan** - Establish and enhance marketing initiatives that increase students' knowledge and practice of community service.

**Progress/Status Update:**

A newsletter featuring highlights of spring break service will be distributed in late March 2009; list serve subscribers are up 9%. Community service projects conducted by fraternity and sorority members totaled 50,000 hours and raised \$250,000 for charity for the year.

**Action Plan** - Develop and enhance activities that increase the impact of the community service experience for volunteers.

**Progress/Status Update:**

Established a training program for Carolina Service Council members to serve as peer reflection leaders during Service Saturdays and MLK Day of Service. The new reflection plan has reduced group size and increased peer discussion as well as overall impact of activities. Results show students think about what was learned during the experience and overall reflection increased by 5%.

**Action Plan** - Improve services offered to Student Organizations.

**Progress/Status Update:**

A coordinator was hired June 2008 and identity for the office is being created through consistency in word marks, manuals, web information and publications. The role of spirit programs has been established as a part of the responsibilities of coordinator. Committees were created for Fall 2008 events. All student email accounts were migrated to webmail (March 2009) All addresses begin with "SO" (student organizations) to identify them with our office.

**Action Plan** - Comprehensive review and revision of Student Government Finance Codes

**Progress/Status Update:**

Revision was completed in January, 2009; evaluation of the allocation process is on-going.

**Action Plan** - Continue to enhance materials and an extensive communications and advertising plan to promote information available for transfer students.

**Progress/Status Update:**

For the first time, a welcome postcard highlighting the services offered by the Office of Parents Programs was mailed to parents of incoming freshmen and transfer students that enrolled in January 2009.

**Action Plan** - Pre-Professional Advising will continue to work collaboratively with local hospitals and physicians' offices to provide community service and experiential learning opportunities for pre-medical students.

**Progress/Status Update:**

A meeting with volunteer coordinators at Lexington Medical Center and Palmetto Health Baptist may result in volunteer opportunities; the number of students placed is not yet available. Information about the shadowing program went out to listserv twice; flyers were hung at various bulletin boards. 311 students have registered with MedView. 97 students have shadowed physicians thus far.

**Action Plan** - Pre-Professional Advising will collaborate with the USC School of Law and USC faculty and staff to coordinate an undergraduate, academic Pre-Law Certificate program.

**Progress/Status Update:**

Pre-law advisory committee invitations have been sent, with 6 faculty/staff accepting to date. A survey of 12 southeastern law school admissions representatives indicated less than favorable opinions about the pre-law certificate program. The advisory committee will be apprised of survey results and determine a course of action.

**Action Plan** - Develop, promote, and assess opportunities that encourage students to participate in wellness related programs and services.

**Progress/Status Update:**

Healthy Carolina implemented Healthy Carolina Farmers Market in September. The campus farmers market is a collaborative effort with Student Government and the SC Department of Agriculture. The market has been very successful and has received significant campus and local media attention. Each market averages 20-25 vendors. Healthy Carolina conducts satisfaction surveys with each vendor after each market and is developing an evaluation plan for utilization rates of the market.

Healthy Carolina supports Campus Wellness in efforts to implement evidence-based programs and services to students, faculty and staff by serving as evaluators for programs and services. Healthy Carolina has implemented outcome based assessments for the following wellness services: weight management program, walking programs and workshop series. Healthy Carolina staff also assisted with revising Campus Wellness satisfaction surveys.

All wellness activities are promoted through Student Health Services website, listservs (Announce, Student Affairs, Greek Life, Arnold School of Public Health, U101 listservs), via bulletin boards and flyers posted at the Strom Thurmond Wellness and Fitness Center and Blatt PE Center; table tents at Grand Market place.

Campus Wellness brochures have been available only on line (no paper) since Fall 2008 due to budget considerations. At the end of February, Campus Wellness had implemented the following programs and services: 102 presentations to 2,578 individuals; 675 blood pressure screenings ; 927 body fat estimates; 529 exercise consultations; 66 massage therapy sessions; 579 nutrition consultations with Registered Dietitian; 49 worksite employee screenings; 4 cooking classes with 65 total participants; 4 grocery store tours with 27 total participants; 502 participants in walking programs (Walktober, UWalk and Walking Works). Programs have different measurement standards. Some are measured for participation (i.e. screenings). Others are measured for behavior change (i.e. weight management, smoking cessation). Finally, others are measured for satisfaction (i.e. massage therapy and nutrition consultations).

Student Health Services patient satisfaction surveys are conducted every semester to ensure learning outcomes are met, including understanding health information and self-efficacy of incorporating healthy lifestyle choices into daily routines.

**Action Plan** - Implement photo voice for students with disabilities.

**Progress/Status Update:**

Student Health Services Campus Wellness department presented the PhotoVoice event on April 1, 2009, in collaboration with the Arts Institute, Art Department, English Department and Student Disability Services.

**Action Plan** - Provide and assess opportunities for upper-class students to practice leadership through peer-leader experience in University 101.

**Progress/Status Update:**

As part of the final exam for EDLP 520, Peer Leaders were asked to identify three areas of growth and development as a result of the peer leadership experience. The top themes were improved communication abilities, improved listening skills, and greater understanding of their leadership style. Data from course evaluations indicated that peer leaders agreed that the experience increased their skills in the following ways: 91% agreed that it increased their interpersonal skills; 91% - helping skills; 85% - presentation skills; 89% - leadership skills, and 87% agreed that it increased their confidence and self-esteem.

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

**Progress/Status Update:**

The Healthy Carolina Task Force is organized into 8 subcommittees. Each subcommittee is addressing 2-5 Healthy Campus 2010 objectives for a total of 23 objectives. The Healthy Carolina Task Force utilizes various data sets (NCHA, CORE, etc.) to measure trends associated with these objectives.

Every two years, the National College Health Assessment, which guides the program planning of all offices within Student Health Services, is conducted on campus. Findings suggest that stress management is an issue with our students. Planning towards a more

integrated stress management program is currently being conducted with Campus Wellness, CHDC, and Women's Care, in particular.

**Action Plan** - Implement and evaluate a targeted social norming campaign to positively impact student health behavior.

**Progress/Status Update:**

A Healthy Carolina social norming wellness initiative was postponed due to the budget reduction.

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

**Progress/Status Update:**

BIT policies were publicized through the publication "Dealing with Distressing Student Behavior" and restructuring of the BIT website. Additionally, a BIT Advisory meeting was held at the beginning of the academic year with over 20 key academic and staff partners agreeing to be point-persons for disseminating information. Staff have presented to new Teaching Assistants, new faculty, and departments upon request. Ninety-two (92) students have been referred; 8 students completed a 4 session assessment for erratic or self-injurious behavior; 42 students completed a single session assessment to determine if the 8-week program was indicated; 34 students were referred to other service areas. While cases vary from 1-8 hours, most cases take approximately 3-5 hours.

**Action Plan** - Increase student participation in fitness and recreation programs.

**Progress/Status Update:**

In the period 2007-08 to 2008-09, participation in group exercise increased 4.17%; sport clubs, 66%; and Intramurals, 6.8%.

**Action Plan** - Implement Mystudentbody.com – Alcohol, an online alcohol education tool, as a requirement for incoming students in Fall 2008.

**Progress/Status Update:**

Approximately 4500 students have completed the MSB requirement to date. Reports provided by MSB will be used to address specific high risk needs that students identify during the assessment.

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

**Progress/Status Update:**

Healthy Carolina serves in a consultative role for the assessment and evaluation of health and wellness programs and services. The student staff of Campus Wellness participated in a training program to give 5-minute seated chair massages. These massage sessions occurred at locations across campus during fall semester exam week. Due to the nature of this program, an evaluation was not completed. Campus Wellness is currently conducting benchmarking with other college campuses to determine best practices in Stress Management Consultations (similar to their Exercise Consultations) for students. These Stress Management Consultations will begin in Fall 2009.

The Women's Care department has shifted emphasis towards holistic well-woman visits that incorporate both tertiary treatment of gynecological issues and preventive services, such as counseling and referrals.

**Action Plan** - Implement outdoor adventure program.

**Progress/Status Update:**

A director was hired in summer 2008. Programs at peer institutions were reviewed. Four outdoor activity trips were conducted (48 participants), 8 outdoor adventure clinics (67) and 5 climbing wall events (44).

**Action Plan** - Develop a protocol for screening and interviewing students as a preventive approach to addressing high-risk behaviors.

**Progress/Status Update:**

AUDIT program was developed Fall 2008 in collaboration with the Counseling and Human Development Center (CHDC) and Judicial Programs in an effort to screen students, educate and probe for consequences associated with alcohol use, and motivate students toward goals and boundaries to reduce drinking. Thirty three (33) students participated in this program during fall semester. More than half of the students were freshmen (59%) and 29% were juniors. Ninety nine percent (99%) were Caucasian.

**Action Plan** - Develop and implement an online program that encourages individuals (students, faculty, staff) to find workout and physical activity partners.

**Progress/Status Update:**

Healthy Carolina launched Fitness Buddies March 16<sup>th</sup>. This web-based physical activity networking tool will allow Healthy Carolina staff

to promote physical activity based programs and services on campus as well as track the number of “buddies” and/or matches made as a result of this website. Healthy Carolina is promoting Fitness Buddies through several venues (i.e. listserv announcements, USC Times, The Daily Gamecock, targeted letters to faculty teaching related fields, WHRA ads, etc.)

**Action Plan** - Develop communication and marketing plan to educate students about the importance of wellness to their academic success.

**Progress/Status Update:**

Healthy Carolina and Campus Wellness have significantly scaled back on the number of printed publications due to the budget reduction.

The Gamecock Health magazine is planned to be a biannual publication that features health and wellness issues of importance to college students nationwide and on the Columbia campus. Articles are also used as a way to reference new programs and services within Student Health Services.

**Action Plan** - Assess the need for increased financial literacy education at USC and recommend the most favorable approach for implementing a university approach for providing programs and services in this area.

**Progress/Status Update:**

Due to budget constraints, a formal recommendation for a financial literacy educational initiative has not been put forth. The Retention Committee is continuing to evaluate financial literacy solutions, including an analysis of best practices. While financial constraints prevent a full-scale financial literacy center at this time, short-term and long-term recommendations will be identified.

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

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

**Progress/Status Update:**

EMPOWER collaborated with Greek Life to present at the Greek Leadership Retreats and New Member Institute to more than 350 students. Through collaborations with Minority Assistance Peer Program (MAPP), OSJP’s Carolina Judicial Council, and U101, made

presentations to over 1250 students to promote appreciation for diversity and unity within the campus community.

**Action Plan** - Continue to assess the impact of the African-American Male Institute on motivating African-American males to assume roles of leadership and promoting academic excellence.

**Progress/Status Update:**

Participation in the program this fall was 13 students, 10% of the African American male class. Participants are also involved in Minority Assistant Peer Program as counselors and advisory board members. Budget cuts have affected the program’s training retreat and activities. A tracking system has been established and will be utilized fully in FY10.

**Action Plan** - Identify and promote opportunities for professional development of Student Affairs and Academic Support staff through professional engagement in international settings.

**Progress/Status Update:**

The National Resource Center (NRC) offers an International Conference on The First-Year Experience each year and was pleased to host 363 participants from across the world for the 2008 international meeting in Dublin, Ireland on June 23-26. Five NRC staff members travelled to Dublin to support the event, which included a program of 117 sessions and five preconference workshops. As it does with all of its meetings, the NRC offered USC staff a significant discount on the registration fee for the 2008 international meeting (priced only to cover costs), and one USC employee took advantage of this professional development opportunity in an international setting. Additionally, due to budget cuts, an initiative that was discussed in collaboration with the Office of International Programs to develop an international staff exchange program was tabled until travel funding is once again available.

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

**Action Plan** - Enhance Personal Growth Series with monthly seminars correlating to the online topics relating to intellectual, physical,

emotional, cultural, spiritual, and character development.

**Progress/Status Update:**

Seven programs were offered in 2008-2009 in collaboration with several University offices. Results of evaluation of program effectiveness showed that students were aware of the overall program but not the specific offerings. The results will be used to modify program delivery for next year.

**Initiative 3(g) - Provide professional development and education opportunities for the campus, state, national and international communities to promote student learning and transitions into and through higher education.**

**Action Plan** - The National Resource Center (NRC) will offer high quality professional development, education, and networking opportunities through a series of conferences and specialized institutes. These serve as venues for individuals from a variety of institutions operating in a number of different roles to discuss similar students' issues and concerns in an educational environment.

**Progress/Status Update:**

The NRC hosted the 21<sup>st</sup> International Conference on The First-Year Experience on June 23-26 in Dublin, Ireland to 363 participants (117 sessions on the program); the 15th National Conference on Students in Transition on November 8-10, 2008, in Columbia, SC for 271 participants (62 sessions on the program); and the 28th Annual Conference on The First-Year Experience on February 6-10, 2009, in Orlando, FL for 1,296 participants (252 sessions on the program). The Institute for First-Year Seminar Leadership on April 19-21, 2009, in Asheville, North Carolina attracted 65 participants (12 invited sessions on the program).

Quantitative data are collected via conference evaluations at the International Conference on The First-Year Experience (IFYE), the National Conference on Students in Transition (SIT), the Annual Conference on The First-Year Experience (FYE). Analyses of these evaluation data from the 2008 IFYE show that 78% of respondents indicated that the overall conference experience was "excellent" or "very good" and 94% reported that the conference met their professional development needs. Similar analyses of evaluations from the 2008 SIT show

that 67% of respondents indicated that the overall conference experience was "excellent" or "very good" and 84% reported that the conference met their needs. Analyses of the 2009 FYE Conference are not yet completed. These data will serve as benchmarks for participant satisfaction in the 09-10 year.

**Initiative 3(h) - Develop and communicate expectations for student success.**

**Action Plan** - Conduct expectations campaign in summer and Fall 2008 and assess its effectiveness.

**Progress/Status Update:**

Six messages were distributed through Gamecock Connection by e-mailing teasers (first paragraph or two of each letter) and links to the full text, which was posted on Gamecock Connection's main page. Authors and topics included Provost Mark Becker on academic preparation and responsibility (8 hits); Dennis Pruitt on student engagement (11 hits); Michelle Burcin on health and wellness (not available); Andrew Gaeckle on personal and academic integrity (8 hits); Harris Pastides' welcome to USC (4 hits); and Helen Doerpinghaus on academic success (not available).

Requested from GoalQuest a report on the number of recipients who opened the e-mails, clicked on the e-mail link and clicked through the links embedded in the full messages, as well as the number of unique visitors to the home page during the time the letters were posted. GoalQuest was unable to provide this information. Efforts to track this information continue.

Currently, plans are being revised to distribute teaser and link through mass e-mail and link to individual Web pages so that better assessment of their readership is possible. Plan to develop an assessment to be administered by first-year callers this fall.

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

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

**Action Plan** - The Office of the Vice President and Vice Provost will hire an Associate Vice President for Planning, Innovation and Assessment to lead a culture of evidence based decision making and accountability.

**Progress/Status Update:**

The position was filled in January, and a new Planning, Assessment and Innovation Council for the division held its first meeting in March. Efforts are underway to evaluate and improve assessment and the blueprint process within the division.

**Action Plan** - Develop departmental-level strategic plans with clear outcome measures.

**Progress/Status Update:**

Blueprints for Service Excellence, including statements of goals, initiatives and key performance indicators, were developed for all departments. Progress status reports for those blueprints contributed to this division report, and were updated in May to describe full-year status of goal achievement.

**Action Plan** - 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:**

Summer calling was cut due to budget reductions; the Call Center will only call once each semester, but will also contact students via email and Gamecock Connection. First-year Call Center Call Success Rate was 96.8%: completed conversations, 23.7%; call returned by student 1.1%; left message with family 8.4%; voice mail message 63.6%. More than two-thirds of student respondents (71.7%) indicated they found the campus climate to be very welcoming and open for first-year students. Responses to satisfaction questions were as

follows: academically very satisfied 22.8%; socially very satisfied 30.6%; academically satisfied 68.1%; and socially satisfied 63.1%.

**Action Plan** - Review impact of study abroad as it relates to established academic, cultural, and personal learning outcomes. Continue participation in BEVI (Beliefs, Events, Values Inventory Assessment) project. Update/revise implementation plan deadlines.

**Progress/Status Update:**

The Office of International Programs' participation in the BEVI project continues, with the pilot phase completed in Fall 2008. This assessment tool is being updated based on pilot phase results. Data from student blogs has been collected for summer and Fall 2008 students, and continues for Spring 2009 students. This data will be analyzed after a calendar year's worth of data has been collected.

**Action Plan** - Research retention of international students to identify level of success and satisfaction among students who complete and do not complete programs of study.

**Progress/Status Update:**

While International Programs remains interested in compiling such data, the project has been delayed due to budget cuts and the dispersion of duties from positions that have been left unfilled.

**Action Plan** - The Office of the Registrar will track and assess data on student use of the Grade Forgiveness policy.

**Progress/Status Update:**

Grade Forgiveness analysis is posted to Web at <http://registrar.sc.edu/pdf/2008-2009GradeForgivenessAnalysis.pdf>. 761 students (system-wide) requested grade forgiveness; 720 requests were approved; 32 were not approved. 244 students have used both instances of grade forgiveness; 154 students used both or second instance in the 2008-09 academic year. Requests by classification included: 62 freshmen; 213

sophomores; 189 juniors; 265 seniors. The courses for which grade forgiveness was most frequently requested are MATH 122 (28); MATH 142 (23); MATH 141 (19); BIOL 460 (17) and CHEM 112 (17).

**Action Plan** - Implement and utilize StudentVoice to support division assessment efforts and connect to Blueprint.

**Progress/Status Update:**

StudentVoice was used as an assessment tool for several initiatives in the division.

The Office of Student Engagement conducted 13 surveys through StudentVoice during the 2008-2009 academic year. StudentVoice was used to analyze pre-course service-learning data for the spring semester and will again be used for post-course analysis. Data will provide a baseline for service-learning outcomes and a supplemental tool for individual faculty members to evaluate and improve course practices. StudentVoice will be used to analyze data from pre- and post-course surveys in J463A (Community, Communication, and Culture), the course that provided spring break service-learning experiences in Jamaica.

Healthy Carolina will implement the Faculty/Staff Health Assessment from March 23 until April 10 using StudentVoice; results will be reported at the end of the semester.

OSJP used StudentVoice to survey more than 300 student participants in the Carolina Awareness of Alcohol Policies and Safety class; one survey asked participants to evaluate the session and a follow-up survey provided information about behavioral change.

OAI used a StudentVoice survey to evaluate student and faculty perceptions about the AI process.

University Housing conducted nine StudentVoice surveys; results will be reported in the end-of-year blueprint update document.

The Capstone Scholars Program, in collaboration with the Office of Student Engagement and the Study Abroad Office, used StudentVoice to track four events and compile a demographic data set of participants. Participant tracking will help us identify programming needs and assess program effectiveness.

An American Medical College Application Service workshop slated for last week in March will be evaluated using StudentVoice.

Student Health Services used StudentVoice to guide planning and support assessment efforts in various health campaigns, including

women's health, flu vaccine education, and sexual health information.

**Action Plan** - Collaborate with Institutional Assessment and Compliance (IAC) and other experts to identify instruments that may further evaluate student learning, particularly program or department specific tools.

**Progress/Status Update:**

The University's director of institutional effectiveness, an IAC staff member, is a member of the new Planning, Assessment and Innovation Council for the division, and will assist with selection of appropriate assessment methods.

**Action Plan** - Conduct a study on the status of campus internationalization at the University.

**Progress/Status Update:**

At the request of Provost Becker, the study was delayed until the General Education review was further along. Then, due to budget cuts and resulting short staffing, preliminary planning for the study was postponed.

**Initiative 4(b) - Develop a comprehensive plan to coordinate survey instruments, develop a clear link between assessment results and departmental and division goals and disseminate assessment findings.**

**Action Plan** - Partner with the Center for Teaching Excellence to share beyond the classroom assessment findings with faculty at faculty senate meetings, departmental meetings or CTE events.

**Progress/Status Update:**

Although assessment and research results are being shared with faculty and staff (see next item), progress on this item was dependent on hiring a planning and assessment staff person. The position was filled in January, and we expect to make significant progress in this area next year.

**Action Plan** - Create PR materials that showcase student affairs research and assessment projects, educate faculty and administrators about the characteristics 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:**

The Cooperative Institutional Research Program Freshman Survey, the National Survey of Student Engagement, PACS and departmental assessments were featured in six issues of "Causerie," which were mailed to about 2,200 University faculty, staff and administrators. Initial budget cuts required the spring semester printing schedule to be reduced by half. Further budget cuts will eliminate the printed version of "Causerie," forcing a move to electronic distribution beginning in September. ("Causerie" is published September–April.) Based on information from last year's readership survey, revisions included a prominent note alerting readers to availability of full data citations and .pdf files of current and archived issues. Hits to "Causerie" online, though still very few in number, increased to an average of 22.5 hits per month from an average of 4 hits per month last year. Administered a readership survey for faculty, the publication's main audience, May 6 – 14. The percentage of faculty who report receiving "Causerie" increased to 83% in FY09 from 69% in FY08, indicating that distribution methods have improved. The percentage of faculty who report reading "Causerie" also has increased, to 68% in FY09 from 62% in FY08. The other results are worrisome. Fewer faculty report discussing information with or referring students or colleagues to resources described in "Causerie." Faculty agreement with the following statements also declined: information in "Causerie" is presented clearly, helped them assist and understand students, increased knowledge about Student Affairs and Academic Support programs and services, relevant to their roles at the University and their work with students. Faculty comments indicate that efforts to promote the online presence of "Causerie" and the accompanying data citations haven't been entirely successful. Next year, we will print half as many issues and strive to increase awareness of "Causerie" online.

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

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

**Progress/Status Update:**

All departments are participating in division-wide review of University policies to ensure that they are updated and accurate. Review will be completed by summer 2009.

Undergraduate Admissions has adopted a policy of two official notification dates; applicants who met the October 1 deadline for early answer were provided a response by December 18; applicants who met the regular credentials deadline of February 1 were promised a response by March 16. This system provides applicants a measure of control over the anxiety-heightening experience of applying for admission, and provides some peace of mind for making decisions. Applicants know when they can expect to hear about their status.

In Fall 2008 Undergraduate Admissions launched a real-time online portal for students to check on whether their credentials (application, fee, counselor evaluations, etc.) have been received. This system greatly improved the online status check system that had been initially launched the previous year, and pulls data directly from CRM. Tracking of credentials allows the staff to process applications more efficiently, as they can readily identify students who have submitted all documents.

Document imaging continues to enable staff to pull documents up immediately when needed for discussion with students, and during the holistic review.

Due to staff shortages, OSJP did not complete a campus wide review of the conduct code.

**Action Plan** - Complete comprehensive off campus student services study.

**Progress/Status Update:**

Coordinator for Off Campus Student Services was hired in June 2008. Research is ongoing to identify best practices in addressing off campus and commuter student needs, including conference calls with three institutions. An off campus student needs assessment was conducted in Fall 2008. The survey was sent to 19,733 off campus students; 3,380 responded (17% response rate). A survey on the need for student legal services (703 respondents) indicated student need for renters' rights information sessions; two sessions were offered this spring. Focus groups will be conducted this summer and information will be available Fall 2009.



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

**Progress/Status Update:**

An online process for receiving suggestions was created at the institution level.

**Initiative 4(d) - Support university's institutional effectiveness efforts and lead efforts related to student affairs and academic support.**

**Action Plan** - Establish institutional effectiveness committee to ensure compliance with SACS accreditation standards.

**Progress/Status Update:**

Committee members have been identified and meeting arrangements are underway.

**Initiative 4(e) - Examine the class scheduling process to identify optimal patterns and processes to meet the needs of the university and help ensure student success and satisfaction.**

**Action Plan** - The Office of the Registrar will collaborate with Academic Support and other Divisions to conduct student-centered action research on classroom scheduling, focused on student success and satisfaction relative to course meeting patterns, start times, intervals between classes, and distance and travel time between classroom buildings.

**Progress/Status Update:**

This project is in progress, including literature review; web scan; student surveys conducted via StudentVoice and interviews with professional peers.

## **Strategic 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.**

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

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

**Progress/Status Update:**

The Division of Student Affairs and Department of Academic Support's Professional Development (PD) Team sponsored two national experts on critical issues in higher education during this academic year. Dr. Terrell Strayhorn, author of the book *Assessing Learning and Development Outcomes* presented in November to division staff and faculty on *Using New Tools for Assessing Student Learning*; 128 people attended. Dr. Marcy Levi-Shankman, co-author of the book *Emotionally Intelligent Leadership: A Guide for College Students* presented in January to division staff on the topic of *Emotionally Intelligent Leadership: Helping Students Succeed in College*; 66 people attended. Both speakers provided presentation materials that are posted on the PD team website. In February, Bobby George, Director of Training and Development for the South Carolina Department of Health and Human Services, presented on the issue of motivation in tough times; 74 people attended.

In March, Dr. Linda Nilsson from Clemson University presented to 132 division staff and faculty on the topic of learning styles. The PD Team sponsored three sessions (Practically Speaking) after the national speakers to highlight the campus activities related to those topics; due to the low attendance (32 total) at those events, the team will re-evaluate the need for the programs. Due to the budget constraints the team plans to seek more local and regional speakers to save on travel costs associated with bringing speakers to campus.

OSP faculty and staff have been working in partnership with the Center for Teaching Excellence to conduct a Community of Practice on teaching first-generation and low-income students. In support of this effort, TRIO Programs and Student Engagement sponsored a campus visit by Vincent Tinto, renowned scholar in the areas of learning communities and student retention.

SDS sponsored presentations by Alan Muir and Sarah Helm from the University of Tennessee in Knoxville in April to discuss employment issues for students with disabilities. Two sessions were offered, one for students and one for faculty, staff, and other external campus partners.

**Action Plan** - Coordinate an on-campus conference on best practices on student experiences.

**Progress/Status Update:**

The Division of Student Affairs and Department of Academic Support's Professional Development (PD) Team coordinated the conference held on May 13-14, 2009 for 220 participants. The focus of the conference was on the student experience on the USC-Columbia campus; Dr. John Gardner served as keynote speaker for the event.

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

**Progress/Status Update:**

During the 2007-2008 academic year, 177 staff members started the IDP process and 29 staff members completed the process. During the 2008-2009 academic year, 138 staff members began the IDP process and 51 people completed the process by June 30.

**Action Plan** - Departmental annual reports will include a staffing plan.

**Progress/Status Update:**

Division leaders agreed to provide information about staffing needs separately from their department blueprint for 2009-10. Departments will outline any new positions that are needed, and any current positions that will be vacated within one and five years. Together with current staff information already available, this data will provide a clear picture of the department's current staff structure and any changes necessary to support the mission of the department in the future.

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

**Progress/Status Update:**

During the 2007-2008 academic year, the PD Team sponsored 22 events with a total of 1,583 participants. In 2008-2009, the PD Team sponsored 22 events with a total of 1631 participants. The team evaluated the programs at the annual retreat in May and determined to discontinue some events in the future due to low participation rates.

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

**Action Plan** - Number of conference presentations will increase annually.

**Progress/Status Update:**

Although some travel plans were cancelled due to budget restrictions, several staff members presented at state, regional, and national conferences. The division's Professional Development Team reports that division staff presented sessions at 20 national meetings and 23 state and regional meetings.

**Action Plan** - Number of leadership roles within professional organizations will increase annually.

**Progress/Status Update:**

Although leadership roles received less emphasis due to budget and related travel restrictions, several staff members hold state, regional, and national leadership positions. A summary of leadership roles is being prepared by the division's Professional Development Team and will be reported in May.

**Action Plan** - Number of publications will increase annually.

**Progress/Status Update:**

The division's Professional Development Team reports that 23 publications were produced by division staff.

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

**Progress/Status Update:**

The division's Professional Development Team reports that 13 Units and/or staff members in the division received awards this year.

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

**Progress/Status Update:**

The division's Professional Development Team reports that 10 grant applications were submitted this year.

**Action Plan** - Track and report staff expertise and professional development programs.

**Progress/Status Update:**

A summary is being prepared by the division's Professional Development Team and will be reported in May.

**Action Plan** - Promote the National Healthy Campus Clearinghouse and Resource Center.

**Progress/Status Update:**

The National Healthy Campus Clearinghouse has undergone a major facelift. The Clearinghouse is in the process of being completely restructured so that is more user-friendly and can be easily expanded. When the Clearinghouse update is finished (expected by May 1) the website will have 5 sections: Healthy Campus, Health Promotion, Administration (inclusive of the Sunbelt Survey), Tobacco Policies and Lactation Support. Once the site is complete, the Healthy Carolina staff will brainstorm ways to promote it, given budget restrictions.

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

**Action Plan** - Implement the Faculty/Staff Health Assessment and develop new programs based on demonstrated need.

**Progress/Status Update:**

The Faculty/Staff Health Assessment was not completed in time to include a report of results in this update. Results will be reported during 2009-10.

**Action Plan** - Enhance marketing efforts to increase faculty/staff participation in wellness and fitness opportunities.

**Progress/Status Update:**

Faculty Family Night was held on 10/8/08 with 215 participants. Swim lessons for faculty / staff continue. Participation rate for faculty / staff in group exercise has increased 17% from 07-08.

**Action Plan** - Include Healthy Carolina information in faculty and staff orientation materials.

**Progress/Status Update:**

Healthy Carolina materials are provided during the annual Benefits Fair as well as all new employee (faculty and staff) orientations. Two Healthy Carolina programs are on the Human Resources professional development calendar for the 2008/2009 academic year.

**Action Plan** - Document staff health activity goals in professional development plans.

**Progress/Status Update:**

A summary of such activity is being prepared by the division's Professional Development Team.

**Action Plan** - Create a supportive environment for expectant and new mothers who choose to breastfeed.

**Progress/Status Update:**

Healthy Carolina worked closely with Human Resources and departmental human resource representatives to promote lactation support services. To date, more than 20 expectant mothers have participated in breastfeeding classes with a lactation consultant. Healthy Carolina also implemented monthly lunch-n-learns addressing the issues of being a working mother; evaluations of these sessions are being tabulated. A website, listserv and lending library were also developed for the Lactation Support Program.

**Action Plan** - Implement a monthly marketing piece (brochure, flyer, postcard) for faculty and staff that spotlights preventative health services available on campus.

**Progress/Status Update:**

Three publication pieces were developed raising awareness about Student Health Services, including two Gamecock Health magazines, a Guide to Student Health Services, and a Parents' Guide to Student Health Services. These publications were distributed

during summer orientation and at Parents' Programs.

Healthy Carolina developed a marketing piece targeting faculty and staff. Due to budget cuts, the publication has been distributed on campus every 6-8 weeks instead of every 4.

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

**Action Plan** - Evaluate Housing's Apprenticeship Program.

**Progress/Status Update:**

12 custodians and 3 zone maintenance workers have been enrolled in the Apprenticeship Program; three (2 custodial and 1 maintenance) have been removed from the program due to academic performance. There has been no turnover in staff enrolled in the program and EPMS evaluations reflect higher satisfaction with employee performance as a result of increased skill level. Current inability to raise pay for people who successfully complete the program may inhibit future participants.

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

**Progress/Status Update:**

Based on 52 responses to a survey of the Support and Operations staff, the professional development team and divisional leadership will discuss the feasibility of adding an additional subcommittee to the team to address the needs of this population. Any change would begin in Fall 2009.

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

**Progress/Status Update:**

The division sponsored a division-wide meeting for all staff on September 18, 2008. Dr. Harris Pastides provided a state-of-the university address; 212 people attended. Due to the low number of support and operations staff (less than 30) in attendance at the fall meeting, the division only sponsored the one event.

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

**Action Plan** - Conduct a review of internal promotions within division departments.

**Progress/Status Update:**

During the current fiscal year, nine Division of Student Affairs and Department of Academic Support employees were promoted to positions within their current department or to another area within the division; 7 of these internal promotions took place within Enrollment Management. It is predicted that the FY09 internal promotion totals will be less than the 27 reported for FY08. This decrease is due primarily to the current economic crisis which resulted in an institution-wide hiring freeze.

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

**Progress/Status Update:**

This fiscal year, nine Division of Student Affairs and Department of Academic Support temporary employees were hired into permanent positions within the division; 6 of these hires were in Housing and Student Development.

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

**Progress/Status Update:**

A process was put into place beginning in September 2008 to directly notify supervisors of employees whose EPMS reviews were overdue by one month. If EPMS reviews are not completed after two months, respective department heads and AVPs are contacted by the Associate Vice President and Assistant Vice Provost for Administration. These reminders are intended to have a significant impact on the division's EPMS completion rate, which will be provided in a report from Human Resources at the end of the fiscal year.

**Action Plan** - Implement a comprehensive Student Affairs orientation program for new employees.

**Progress/Status Update:**

The Division of Student Affairs and Department of Academic Support's Professional Development Team sponsored two orientation programs in August 2008. The first program, for graduate assistants (GA Orientation), had 82 participants. The second event, the New Employee Orientation Program, had 28 participants. An evaluation of the programs indicated that most participants found the sessions to be very helpful to advancing their understanding of the areas/units in the division.

**Initiative 5(f) - Develop a plan to support the federal minimum wage increase.**

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

**Progress/Status Update:**

All permanent staff within the division earn above the minimum wage of \$7.25, effective July 24, 2009. Any departments with current student employees earning less than \$7.25 per hour were contacted in January 2009 with a reminder that these positions should be re-hired for the fall semester complying with the new federal minimum wage standards.

**Initiative 5(g) - Develop and disseminate high-quality publications, professional development events, and resources on student transition, learning, and success to both internal and external constituents.**

**Action Plan** - Provide resources on first-year experience and student-in-transition issues to division professional staff.

**Progress/Status Update:**

The NRC utilized campus marketing to inform USC staff of resources, events, and opportunities with the NRC. For example, both the "Stay Informed" e-mail announcements and the *USC Times* were used to promote the submission process and announce the winner of the Paul P. Fidler research grant; disseminate proposal and registration information about the 16<sup>th</sup> National Conference on Students in Transition; and to share the news that the NRC had received the 2008 ASHE Special Merit Award. Further, *Essay Magazine* published an article to introduce the new Directors of U101 and the NRC, which also contained information about the Center. The NRC also provided a copy of all resources printed in the 08-09 year to the Thomas Cooper Library and, upon request, disseminated approximately 50 complimentary copies of various publications to staff of the Division of Student Affairs and Department of Academic Support; other campus staff, faculty, and students; and staff members at other USC campuses.

**Action Plan** - Produce resources on student transition, learning, and success in a variety of print and online formats.

**Progress/Status Update:**

Since July 2008, the NRC has published three print monographs (*Residence Life Programs and The New Student Experience, 3<sup>rd</sup> edition*; *Graduate Students in Transition: Assisting Students Through the First Year*; and *2006 National Survey of First-Year Seminars: Continuing Innovations in the Collegiate Curriculum*); one on-line monograph (*Exploring the Evidence: Reporting Research on First-Year Seminars, Volume IV*); and one guide (*A Family Guide to Academic Advising, 2<sup>nd</sup> edition*, printed in both English and Spanish language editions). In addition, the NRC produced five issues of its online newsletter, *E-Source for College Transitions*, with a sixth issue slated for publication and dissemination to 192 subscribers in May 2009. Further, the *Journal of The First-Year Experience and Students in Transition* was published in Fall 08 and Spring 09 and distributed to 472 subscribers. The NRC website is updated regularly to include current online information and resources.

**Initiative 5(h) - Provide opportunities to acknowledge excellence and best practices in our field.**

**Action Plan** - Support recognition programs for excellence in providing and advancing efforts to improve student learning and transitions into and through higher education in the campus, state, national and international communities.

**Progress/Status Update:**

In 08-09, the NRC sponsored the 20<sup>th</sup> Outstanding First-Year Student Advocates Awards. The campaign generated 84 nominations. Ten higher education professionals were identified as the recipients of the award, two from each of the following sectors of higher education: 2-Year Colleges, 4-Year Colleges and Universities with less than 2,000 students, 4-Year Colleges and Universities with 2,000-7,000 students, 4-Year Colleges and Universities with 7,001-15,000 students, 4-Year Colleges and Universities with more than 15,000 students. Recipients were honored at an awards lunch at the 28<sup>th</sup> Annual Conference on The First-Year Experience, and are noted on the NRC website (<http://www.sc.edu/fye/centerinitiative/advocates/currentyear>), and were acknowledged in an *E-Source* feature in the March issue of the newsletter.

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

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

**Progress/Status Update:**

Informal planning sessions were held with Associate Vice Presidents regarding their respective units. A year-in-review session and planning for 2009-10 was held in May.

**Action Plan** - 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:**

The new Director of Development held one-to-one meetings with each of the Assistant/Associate Vice Presidents to assess goals and priorities and for prospect development. Follow-up to those meetings included compiling lists of new prospects from each area, with particular emphasis on University 101 Peer Leaders, Peer Advisors in the Student Success Center and Study Abroad participants.

Professional training for Deans and Department Heads was considered as Advancement Resources Group had been hired as consultants by Central Development for a program in the fall; therefore, costs could be shared. It was determined that, even with cost-sharing, the expense was too great at this time.

Plans are in place to use our electronic training and communication vehicle, *Stay Informed*, for development training and update segments as we approach the end of the fiscal year and are planning for the new one.

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

**Progress/Status Update:**

We are on track to increase the prospect pool over previous year levels. A strategy for "top ten" donor solicitation pool will be

developed and the goal of \$700,000 will be met by year's end.

The prospect pool has increased 40% over last year.

Strategies have been developed and implemented for a "top 25" primary prospect list. All 25 have been contacted, visited and solicited where appropriate. In addition, a "top 50" new Parent prospect list has been developed and contact and/or qualifying visits have been made to 68%.

The number of asks has increased 200% over last year; total amount of asks last year was \$28,500; to date this year, the ask amounts total \$402,500.

As of the end of February, 2009 (the most recent Development Summary available), \$708,018 has been raised for the Division of Student Affairs, with an additional \$250,000 raised for a new Carolina Scholar Scholarship which is currently reflected in the totals for the Honors College.

Cultivation events have included Freshmen Send-offs, Presidential Step-Up events, Prospective student reception in Jacksonville, FL and the planning of an upcoming young alumni event for Student Affairs graduates.

**Action Plan** - Provide leadership and support for University scholarship fund campaign.

**Progress/Status Update:**

The University-wide scholarship fund campaign was tabled due to changes in strategic campaign direction and leadership. However, a new General Scholarship brochure, *Make a Difference*, was distributed to all Directors of Development and Central Development staff; a giving link was provided for on-line gifts to be directed to general scholarships and to the Gamecock Guarantee; an appeal was made to the Parents Advisory Council during their spring meeting; giving to the general scholarship fund will be one of the two designations highlighted on the University's year-end annual fund mail appeal.

**Action Plan** - Provide opportunities for online giving.

**Progress/Status Update:**

Several offices have added a link to their websites, or have taken steps to put a link in place; these include the offices of Student Engagement, University Housing, Professional Development, and Student Health Services. A Higher Education and Student Affairs practicum student conducted a review of current sites and a plan has been developed for links on key home pages. AVPs will be given an option of one of two types of link “looks” and all sites will go directly to the University’s on-line giving site.

**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 Plan** - Develop and distribute a comprehensive annual magazine and a revised Student Affairs and Academic Support brochure.

**Progress/Status Update:**

“*Essay*,” the Division’s annual magazine, was mailed in October 2008 to 2,334 University faculty, staff and administrators, 1037 prospective donors and 427 colleagues, professional counterparts and off-campus partners. *Essay* articles gave equal representation to Student Life, Academic Support Student Development and University Housing, and based on positive comments from last year’s issue, featured more student profiles and an added family profile. *Essay topics* included financial aid, the Gamecock Guarantee, “Beyond the Classroom: China,” new senior staff, Fulbright winners, the West (Green) Quad community garden, suicide prevention program, 100<sup>th</sup> anniversary of “The Daily Gamecock,” staff awards, the Bridge Program, presidential campaigning on campus and the new online alcohol-education requirement.

The division brochure will not be updated this year. The budget doesn’t allow for printing or distribution by mail or at conferences; available resources will be directed to Web site improvements.

**Action Plan** - Develop and distribute to potential donors a Gamecock Guarantee brochure and web site.

**Progress/Status Update:**

The development of these publications has been delayed due to changes in the program framework and the need to ensure that students

highlighted in the publications are successful returning students.

**Action Plan** - 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:**

An inventory is in progress. An alternative to a static website is being assessed and may result in an on-line newsletter as an innovative and less expensive form of development communication for the Division.

**Action Plan** - Offer staff training sessions on communications topics identified as areas needing improvement.

**Progress/Status Update:**

A training session with the Career Center marketing team was held to discuss promoting their services to students. An InDesign tutorial for Career Center staff is tentatively scheduled in April. Training on publication design, planning and writing; media relations; Web site improvement and other topics will be offered in late spring and summer.

**Initiative 6(c) - Provide opportunities to collaborate with other entities and institutions of higher education to learn about services, products, and programs that assist higher educators in meeting the needs of students.**

**Action Plan** - Develop and nurture relationships with for-profit and non-profit companies, national and regional organizations, and other educational institutions that help higher educators meet the needs of students.

**Progress/Status Update:**

The National Resource Center (NRC) has a strong and successful history of inviting for-profit and non-profit companies, organizations, and institutions to exhibit at their three annual conferences. There were 11 exhibitors at the 16<sup>th</sup> National Conference on Students in Transition (11/6-8/2008 in Columbia, SC) and 50 exhibitors at the 29<sup>th</sup> Annual Conference on The First-Year Experience (2/12-16/2009 in Orlando, FL), which represent recent participation records for exhibitors at these events. Further, the NRC makes a commitment to exhibit at the meetings



of other national higher education associations and had a presence at the 08-09 annual meetings of the Association for the Study of Higher Education (ASHE); the National Academic Advising Association (NACADA); the National Orientation Directors Association (NODA); NASPA, Student Affairs Administrators in Higher Education; and ACPA, College Student Educators, International and have plans to exhibit at the annual meeting for the Association for Institutional Research (AIR) in late May. In addition to our conference presence, the NRC enjoys publication partnerships with several national organizations (e.g., NACADA, NODA, the Higher Education Research Institute (HERI), the Association of College & Research Librarians (ACRL), and the Association of College & University Housing Officers – International (ACUHO-I)) to develop, produce, and disseminate several volumes in the NRC monograph series.

## **Strategic 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.**

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

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

**Progress/Status Update:**

In 2008-09, 156 applications were submitted between 36 competitions showing a decrease of 11% from last year. Of the 156 applicants, 11 were nominated by the University, 8 are finalists, and 37 are scholars. 80 of the 156 applicants are SCHC students. Of the 37 scholars, 21 are SCHC students and one is a Capstone Scholar. As of May 6, 48 students have responded to surveys for 28 different competitions. This is a 23% increase from 37 total respondents for the 2007-08 school year. Highlights from this year's assessment of 48 students include: 98% of students moderately or strongly agree that constructing a competitive application packet was beneficial to them. 88% of students moderately or strongly agree that they learned something new about themselves through the application process. 92% of students moderately or strongly agree that they can better explain their academic and career goals now. 94% of students moderately or strongly agree that they found the OFSP staff and resources to be helpful in the process. 87% of students moderately or strongly agree that they found the Faculty Advisor/Committee to be helpful in the process. 94% of students moderately or strongly agree that they would recommend the OFSP to other students. 92% of students moderately or strongly agree that as a result of the process, they plan to use or implement ideas or insights.

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

**Action Plan** - Continue a coordinated effort to recruit student-oriented faculty to participate in Fellowships and Scholar Programs services and programs.

**Progress/Status Update:**

Faculty recruitment and appointment letters from the Associate Provost and Dean of Undergraduate Affairs were sent in August 2008; thank you letters to First Year Scholar Mentors were sent in August 2008, with copies to deans and department heads. Thank you letters have been, or will be, sent to faculty participants in Fulbright, Marshall and Rhodes committees and advisory/scholarship committee members, along with year-end fellowship results.

To date, OFSP has had 288 faculty contacts through committees, mentoring programs and other special activities as detailed below. Faculty participants represent 100% of the colleges and schools on campus that have undergraduate programs and all 19 departments in the College of Arts and Sciences. Faculty participation through committees and mentorships increased less than 1% overall this year, but the number of faculty nominating students to the Fellowships Office increased by 28%.

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

**Progress/Status Update:**

University Housing developed brochures to assist in the recruitment of faculty to participate in living-learning communities. A plan is in place to identify faculty to give varying amounts of time to our communities - from 1-2 hours/semester to a more significant amount of time each month. Recruitment of faculty will be centralized in the Office of Residential Student Learning to ensure that faculty understand the level of commitment needed. Due to staff turnover, full implementation of the recruitment plan was delayed until Fall 2009.

The Green Quad has developed an email list of 220 faculty who receive weekly program

updates. Nine Faculty Associates teach courses in the learning center and ten have participated as guest speakers in the seminars sequence for first-year students. Altogether, approximately thirty faculty have participated in Green Quad programs this year.

**Action Plan** - Develop a coordinated effort to recruit high quality faculty to participate as Faculty Associates on the Judicial Council.

**Progress/Status Update:**

Nomination letters were sent to qualified faculty members through Deans and Associate Deans. Of the 68 faculty participating on the council, over 30 are new.

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

**Progress/Status Update:**

University Housing published a faculty recruitment brochure in early Spring 2009, to be used primarily during conversations with faculty members who are considering becoming more involved in the residence hall living and learning communities. Faculty will be identified through networking with current faculty principals and associates and through connections with members of Student Affairs staff. Due to staff turnover, full implementation of the recruitment plan has been delayed until Fall 2009.

**Action Plan** - Develop a coordinated effort to recruit faculty and graduate students to use health related data (National College Health Assessment and Faculty/Staff Health Assessment) for their research and scholarly publications.

**Progress/Status Update:**

Healthy Carolina staff are members of a manuscript writing team that includes 5 faculty members from the Arnold School of Public Health. This writing team has had 2 manuscripts accepted for publication (in peer reviewed professional journals) on the National College Health Assessment data and has another 5+ in the writing/submission phase. Two graduate students have used the NCHA data for their thesis/dissertation data.

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

**Action Plan** - Recruit new faculty and staff to participate in prevention, intervention and recovery activities.

**Progress/Status Update:**

Several programs took action to increase involvement of faculty in prevention, intervention and recovery services: seminars were presented to faculty members on classroom management issues including problematic student behavior, academic integrity, and academic support resources such as tutoring and supplemental instruction. Publications such as *Creating Academic Responsibility* and related email communications helped faculty connect students who were struggling academically with resources to assist them. Specific information about the success of these efforts will be provided in the year-end update.

**Action Plan** - In conjunction with the Center for Teaching Excellence host seminars and distribute resources for faculty regarding classroom management, the Behavioral Intervention Protocol, and Academic Integrity.

**Progress/Status Update:**

Three seminars were presented to more than 500 faculty members and teaching assistants on classroom management, the Behavioral Intervention Protocol, and Academic Integrity; one of these sessions was presented through CTE. Positive feedback regarding professionalism and usefulness of information was received from the Vice Provost of Faculty Development.

**Action Plan** - Provide presentations and distribute educational resources promoting the new honor code.

**Progress/Status Update:**

Five presentations were made to faculty groups, including the School of Music and Political Science, and 10 presentations were made to students in classroom settings. Honor Code pamphlets, pens, and post-it notes were distributed to inform the campus community about services and contacts.

**Action Plan** - Develop a comprehensive crisis management guide.

**Progress/Status Update:**

The "Dealing with Distressing Student Behavior" file folder was created and distributed to over 6,500 faculty and staff members.

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

**Action Plan** - Form the International Exchange and Study Abroad Advisory Committee.

**Progress/Status Update:**

The International Advisory Committee has been approved. Membership will be finalized by the end of spring semester and the group will convene at the beginning of the next academic year.

**Action Plan** - Offer comprehensive portfolio of workshops on study abroad program development and implementation. Partner and collaborate with other units to engage faculty and increase workshop participation.

**Progress/Status Update:**

Areas for collaboration between the Office of International Programs and the Walker Institute have included the Edmund S. Muskie Graduate Fellowship Program application; additional opportunities will continue to be explored. International Student Services (ISS) has collaborated with the Career Center in offering a three-part career series with the goal to enhance the job readiness of international students.

ISS offers a communication workshop to the campus community, faculty, staff and student workers, which presents strategies for effective cross-cultural communication. The Study Abroad Office is collaborating with the Center for Teaching Excellence to offer a program development workshop in April. A Crisis Management Workshop for current faculty-led study abroad program directors is also scheduled for April. The "Marketing and Administration of Faculty-Led Study Abroad Programs" workshop was cancelled last fall due to reduction in staffing.

**Action Plan** - Expand outreach to faculty with international interest to involve them in campus internationalization. Assist faculty by identifying international education related opportunities for facilitating teaching and scholarship.

**Progress/Status Update:**

International Programs (IP) worked with the College of Education to host scholars from partner institutions and promote internationally based activities during fall semester including International Education Week. International Programs facilitated the placement of outstanding junior faculty members from

Southeastern Europe and Eurasia in its participation in the Junior Faculty Development Program (JFDP) funded by the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Current JFDP scholars are being hosted by the Medical School and the Linguistics Department.

Edmund S. Muskie Graduate Fellowship Program, a program of the Bureau of Education and Cultural Affairs of the US Department of State, provides scholarship support for top students from Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan. The program is facilitated by International Programs and requires collaboration with areas such as Public Health, International Studies, Public Administration, Journalism and Library and Information Science.

Taiwan Faculty Research Award is a sponsored faculty award program offered by the Taiwan Ministry of Education for research conducted in Taiwan. International Programs coordinates marketing activities and facilitates the award application.

International Programs hopes to work more closely with campus partners in gaining more participation in International Education Week events and other internationally-focused events.

The Study Abroad Office continues to work with new and experienced faculty-led program directors to plan and implement programs. During the 2008-09 academic year, twenty-five faculty are leading programs abroad as compared to twenty-six last year. Eleven of these individuals have not led programs abroad previously, as compared to ten new faculty leaders in 2007-08.

**Action Plan** - Create task force to explore development of an International House in Maxcy.

**Progress/Status Update:**

While this area is still considered vitally important, there is currently no residence hall space available. A tentative plan to create a task force to consider the viability of turning Maxcy Hall into an International Living Learning community has not been implemented because it is not clear when Maxcy will be available.

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

**Action Plan** - Evaluate efforts to ensure that all sections of University 101 utilize a peer or graduate leader.

**Progress/Status Update:**

97.6% of sections (161/165) utilized a peer or graduate leader. Three of the sections without a team teacher were added during June orientation; arrangements for other sections were made much earlier.

**Action Plan** - Develop a plan to better support faculty in utilizing a peer or graduate leader.

**Progress/Status Update:**

Based on feedback from current peer leaders and instructors, a comprehensive plan was developed to better support both peer leaders and instructors in their role as teaching partners. Due to budget constraints, some portions of this plan were not enacted. However, many new ideas were implemented, including revising the new instructor workshop (TEW) to include a session on utilizing a peer leader; changes to the peer leader – instructor matching process; and the agenda for the peer leader training.

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

**Action Plan** - Create and distribute an advising guide for transfer students.

**Progress/Status Update:**

The Office of System Affairs and Extended University publishes a *Transition Guide* for USC students who are moving from one campus to another within the system. Further study will be conducted to evaluate need for a guide for students who are transferring to USC from an institution outside the system.

**Action Plan** - Create and distribute advising resources for students who are changing their major.

**Progress/Status Update:**

The Major and Sophomore Information Fair took place on October 2, 2008 as a collaborative effort between the Student Success Center and the Office of Student Engagement. Advisors from colleges across campus provided students with information on course/progression requirements, majors available, application deadlines, how to find their advisor, and related topics.

A Change-of-Major Tips Sheet is available on the academic success web site. Check-sheets for all majors are available for Student Success Center staff to use when answering general questions for students changing majors.

**Action Plan** - Develop a referral guide that refers advisors to resources such as the academic advisors web site, Academic Success web site, academic advisors listserv and support resources available for students.

**Progress/Status Update:**

Based on feedback from faculty, the Student Success Center developed a one-page referral guide to direct advisors to campus resources; the guide is organized by topic area (academic assistance, counseling, diversity services, and student health). The guide has been distributed to faculty and advisors at the Academic Advisors Network meeting and new faculty orientation, and to students at Student Success Center events, such as Supplemental Instruction leader and tutor training, and Students Taking Academic Responsibility seminars.

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

**Progress/Status Update:**

The Student Success Center created a draft advising syllabus based on syllabi posted on the NACADA Clearinghouse web site and other supplemental NACADA materials, and are planning for its distribution.

**Action Plan** - Offer academic advising webinar series to provide advisors with professional development opportunities on campus.

**Progress/Status Update:**

This series was not continued due to low numbers of participants and budget concerns.

**Action Plan** - Student Disability Services will provide education and information to faculty regarding inclusive practices and strategies for instructing and advising students with disabilities.

**Progress/Status Update:**

The office of Student Disability Services (SDS) provides education and information to faculty in a number of different formats. The staff held six "Faculty Drop-Ins" at the beginning of each semester to inform faculty about a student with a disability who was enrolled in their course; 12 faculty attended the Drop-In Sessions for fall and spring. Staff were available

to answer faculty questions regarding appropriate accommodations for the course and SDS office procedures.

Each faculty member whose class included a student with a disability received a letter or email from SDS describing specific accommodations for each student enrolled in their class. SDS also offered a Community of Practice for faculty who work with students who are deaf or students who are blind. Attendance at the Faculty Drop-Ins was lower than expected, since staff spend about 25% of their time on daily communication with faculty through e-mail, by phone or in person. The Community of Practice (COP) meets monthly each semester. During the fall, 5 faculty attended those sessions. This spring, 5 different faculty have attended the meetings so far. Two faculty have been unable to attend due to scheduling conflicts but communicate with the COP through e-mail.

# Resource Requirements

## Initiative Funding Requests

### *Approved*

#### **Federal Direct Lending**

*Supports strategic goals no. 1 and no. 2*

**Requesting \$125,144 recurring and \$6,000 one-time**

With President Obama's proposal to do away with the Federal Family Education Loan (FFEL) Program by award year 2010-2011, the need to be prepared for Federal Direct Lending (DL) or some emerging hybrid loan program is a necessity. This transition requires the automation of the federal Common Origination and Disbursement (COD) process for originating an eligible student record, recording aid program disbursements including disbursement adjustments to each student record, and reconciling program expenditures, drawing down funds, and monitoring the various program accounts. The University's current COD administered programs approach \$15 million to less than 4,000 students. Adding to this student lending which approaches \$150 million to 15,000 students (and parents) and the current manual processing done with COD becomes virtually impossible and risky. Once automated, the COD administration will be at such volume that a position must be dedicated to keeping our student and program records current and correct. The transition away from FFEL will also dictate a significant transitional effort to educate and assist students as they move into the new loan program as well as to prepare them for the adjustments with which they will need to deal during repayment; this need would be addressed by a second position.

#### **Immigration Compliance**

*Supports strategic goal no. 2*

**Requesting \$49,055 recurring and \$6,400 one-time**

Changes in the computer system required by the Department of Homeland Security for reporting international student information will be introduced in summer 2009. These changes will be accompanied by regulatory changes, which in addition to changes enacted by DHS in 2008, have and will continue to increase data management workload for International Programs. The South Carolina immigration regulations, passed in 2008, have also increased the need to manage data and have expanded the student client group handled by International Programs to include permanent residents and other foreigners on non-student visas. This initiative will provide critical staffing for managing international student data in order to comply with the various immigration reporting, citizenship verification and employment review processes now mandated by law.

#### **Cross-Campus Advising – Phase I**

*Supports strategic goal no. 2*

**Requesting \$62,942 recurring and \$12,600 one-time**

Seven of our 10 undergraduate colleges and schools maintain admission and/or progression standards that are higher than that of the general university. Students who are ineligible to declare or continue in a particular major due to grades or curricular deficiencies need expert guidance exploring options, setting goals, and registering for appropriate courses. Such guidance is not available in a prospective college/school until after current majors are advised and

pre-registered, thus limiting course availability for these students. In addition, advisors in specific programs may not be sufficiently knowledgeable about other programs on campus to provide expert guidance. Such guidance would also assist our significant numbers of undecided students. Of the fall 2007 freshman cohort (3,690), 407 (11%) had no major, and 1,087 (29.5%) were conditionally admitted to a major. Of these students, only 318 (21.3%) had declared a major by Fall 2008. Change of major questions are the primary concern expressed by students via the First Year Call Center. Due to the current budget climate, a phased approach to meeting all cross campus advising needs is proposed. This proposal for one full time advisor and related support represents Phase I of that plan.



## **Initiative Funding Requests** *Postponed*

### **Pre-Employment Programs**

*Supports strategic goal no. 3*

**Requesting \$157,176 recurring and \$8,580 one-time**

This initiative will establish an experiential education program that will result in increased internship, co-op and job-shadowing 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.

Simultaneously, 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 school selection decisions, while 65% indicate "prospective internships" as the key co-curricular factor influencing their decision. The sophomore and junior years are critical times for finding internships and co-ops. In 2008-2009, the number of sophomores and juniors seeking assistance from the Career Center increased by 11% and 14% respectively over the previous 3-year averages.

The University of South Carolina ranks 13th among 15 SEC/ACC schools in career counselor to student contact ratio. The external review completed in October of 2008, made two recommendations relating to an increased focus on experiential education and internships.

### **Academic Integrity**

*Supports strategic goals no. 3 and no.7*

**Requesting \$49,840 recurring and \$4,000 one-time**

The Office of Academic Integrity is staffed with one full-time hearing officer. The office was established in FY08 and

centralizes academic integrity education and adjudication across the institution. The average case resolution time for this year is 53.7 days with the longest case taking 152 days for resolution; the volume of cases is most significant near the end of a semester and the time to resolution is greatest during those peak periods. Cases cannot be managed by graduate assistants due to the sensitive and complex nature of the cases as well as the level of investigation and judgment required when working with faculty. Adding a hearing officer would improve case resolution time and ensure that the needs of students and faculty are met.

### **Service Learning**

*Supports goals no. 2, no. 3, no 4*

**Requesting \$127,091 recurring and \$12,261 one-time**

The recent selection of the University of South Carolina for the Carnegie Foundation classification for Curricular Engagement and Outreach & Partnerships situates the university to advance the practice of service-learning forward as an innovative strategy to engage students, faculty, and the community in all three primary goals of the institution; teaching, research, and service. To raise the level of intentional and coordinated academic service-learning throughout campus and for the goals of the Carolina Service-Learning Initiative (CSLI) strategic plan to be accomplished, a dedicated university office and staff are necessary.

The Office of Student Engagement has spearheaded the efforts to date but does not have adequate staffing or resources to focus solely on service learning. During this time of budget constraints, service-learning provides an opportunity to further advance the first-class nature of our university by simultaneously strengthening our mission to

provide the “highest quality education to the state’s diverse citizens” as well as the goals and objectives of multiple campus offices, departments, and groups throughout the university system.

**Student Affairs and Academic Support  
Chief Diversity Officer (CDO)**

*Supports goals no. 1, no. 2, and no. 3*

**Requesting \$159,958 recurring and \$1,500 one-time**

The demographics of our state and nation require a commitment to student diversity and access. The University has expressed that commitment in its leadership as the flagship institution of the state. Developing a senior position within Student Affairs and Academic Support to focus on student diversity initiatives would further support the institution's efforts. By establishing accountability measures for student diversity-related activities within Student Affairs and Academic Support, coordinating student diversity initiatives across organizational lines, and evaluating and promoting programs to enhance accessibility, this new position would provide strategic leadership to enhance the effectiveness of existing programs and ensure that the University's student diversity-related goals are coordinated, led and evaluated at a senior level.

**International Student Recruitment**

*Supports goal no. 1*

**Requesting \$96,575 recurring and \$1,500 one-time**

International student enrollments at USC fall below desired rates at both undergraduate and graduate levels. The international student market is a growing one, but it is one that is extremely competitive and USC is not now well-positioned to compete in the global marketplace for new students. There is a need to increase and improve our international presence through a variety of recruitment efforts, including electronic and print media, as well as through innovative programs of collaboration. To effectively recruit international students, USC must

develop collaborative partnerships with other institutions which will lead to granting USC degrees. Due to lack of resources, USC is currently missing opportunities to develop Study USA programs, which are short-term non-degree programs which can generate summer school tuition revenues, while leading to future degree seeking student enrollment. This initiative would provide both short-term and long-term recruitment opportunities.

## **Fee Requests**

### ***Approved***

#### **Housing Fees**

##### **Requesting 4.5% weighted average increase for undergraduate and 2% for family/graduate**

The requested rates enable Housing to remain competitive with the growing off-campus market, while keeping our rates for first-year students required to live on campus below those of most SEC and ACC institutions. The overall budget does not include any CPI adjustments for expenditures and reflects an overall internal cost savings of \$150,000 in supplies and services. The rising minimum wage and employee fringe benefits are contributors to the requested fee increases. In addition, the opening of the Honors Residence Hall increases expenses at a greater rate than revenues resulting in an estimated net loss of \$975,000 on that facility in year one. Due to institution-wide budget challenges, Housing is also bearing a greater financial responsibility for other academic support functions to include the Office of Student Engagement, overall Student Affairs and Academic Support activities, and graduate assistant tuition supplements previously paid by the College of Education; the additional cost of these activities totals \$175,000.

#### **Campus Activity Fee**

##### **Requesting increase from \$76 to \$80 for FT rate**

This adjustment to the Campus Activity Fee (CAF) supports services and activities provided by the department of Student Life for all students. The additional funds will also cover the increase in minimum wage implemented in FY08 and FY09 for the several hundred student employees who work in Student Life facilities.

#### **National Student Exchange Fee**

##### **Requesting new fee of \$245 (\$205 is pass-through to NSE organization)**

The National Student Exchange (NSE) per student placement fee has increased from \$100 to \$105. The NSE also requires an application fee of \$100 per student. These costs are pass-through charges and are paid directly to NSE on a student's behalf. The additional \$45 represents funding to support the development and expansion of the NSE program through increased marketing and assessment. The \$45 increase was determined based on pre-departure fees at other institutions in the NSE of similar size and type. The overall fee will enable the NSE program to be visible to students, integrated with other activities such as undergraduate research and service learning, and operate in a break-even financial position.

## **Fee Requests**

### ***Postponed***

#### **Health Fees**

##### **Requesting increase from \$153 to \$155 for FT rate and \$102 to \$103 for PT rate**

These fee changes support the anticipated operating cost increases in the coming year and establish a break-even operating position. Pharmacy supplies for resale are expected to rise approximately 6.1% based on the CPI rate of inflation. A number of vacancies as well as new positions are necessary to meet student demand and operational requirements. Examples include two full-time radiology positions to ensure that the office is staffed and open during normal business hours and an information technology director to manage the new electronic medical records system as health services transitions to an even greater dependence on technology. Due to state budget reductions, Student Health Services has also accommodated the shifting of additional Healthy Carolina operating costs and overall Student Affairs and Academic Support activities; the added cost is approximately \$65,500.

## 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 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.

### **Health Services**

Lack of space for practitioners and lack of properly configured space makes meeting the physical and 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. Inadequate space has been noted in the last accreditation visits for both the Health Center and the Counseling Center. Student fees have been collected to establish a renovation reserve fund to apply to a new facility. A feasibility study has been completed and a proforma has been developed to determine the overall cost of the project.

### **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 back-up 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. Currently, the garage behind the Financial Aid buildings has been converted into temporary cubicle space for four staff members. There is no additional opportunity for expansion in the existing location. 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.

### **Blatt PE Center**

The Blatt PE Center currently houses Exercise Science, Physical Education, Dance, Varsity Swimming and Campus Recreation. Forty years of use and an ever increasing demand for 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 developed a renovation plan and budget estimate. The \$36 million estimate will need revision if this project moves forward since the estimate has aged and some immediate safety concerns in the natatorium have been addressed.

### **Greek Village Expansion and Outdoor Playing Fields**

With the addition of two national sororities and up to three national fraternities over the next four years, the demand for greek village housing will continue to expand. This need is exacerbated by the eventual demolition of

McBryde, which will displace additional fraternities. Approximately 12-15 acres of space is required for 10 new Greek houses. In addition, 20 acres of outdoor playing fields is necessary to support student intramural and recreational activities, as the current space cannot accommodate the existing and expanding demand.

## **Other Resource Issues**

### **Passport Travel Grants**

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. Over the last five years, the pressure on this fixed pool of funds has increased as there is more competition for the portion of these resources that are awarded on a competitive basis and we have incorporated awards for low socioeconomic students to encourage their participation in study abroad. We anticipate that these funds will be depleted by the end of FY11. Incorporating these awards into our overall scholarship budget will enable this valuable program to continue. These grants are a tremendous recruitment tool as well as a mechanism to encourage our students to study globally. In FY08, of the 98 awards that were made, 66 students participated in a USC study abroad program, returning \$132,000 of tuition back to the institution.