Student Affairs and Academic Support

2010 Blueprint for Service Excellence

Mission – The Division of Student Affairs and Department of Academic Support collaborates with campus and external constituents to provide access, facilitate students' progress and persistence, and advance learning at the University of South Carolina and in the higher education community.

Vision – The Division of Student Affairs and Department of Academic Support collaborates with university and higher education partners to create an optimal learning environment that supports students, faculty, and staff; contributes to students' achievement of learning goals; and enhances the educational experience for all constituents.

Goal No. 1: Teaching and Learning – Enhance the richness of the student experience in and beyond the classroom and provide excellent educational experiences for all constituents.

Goal No. 2: Quality of Life – Provide a rich and rewarding student-centered learning and working environment, facilitating for all Carolinians the highest levels of intellectual and personal achievement.

Goal No. 3: **Research, Scholarship and Creative Achievement** – Contribute to the discovery, application, and dissemination of knowledge and creative achievement.

Goal No. 4: Service Excellence – Improve quality of life beyond the university by engaging the educational and research expertise of faculty, staff and students, and by promoting community service.

Goal No. 5: Recognition and Visibility – Promote accomplishments of students, faculty, staff, alumni and University programs that demonstrate excellence and leadership.

Goal No.6: Diversity – Foster a diverse and vibrant campus environment where all are welcome, all can excel, and all benefit from engagement in a diverse community of scholars.

Goal No. 1: Teaching and Learning – Enhance the richness of the student experience in and beyond the classroom and provide excellent educational experiences for all constituents.

In support of the university's teaching and learning goal, the division collaborates with campus and external constituents to provide access to the university; provide essential programs and services to facilitate enrollment and transition to the university; advances students' progress and persistence, and enhances learning by engaging students and faculty in educationally purposeful activities both in and beyond the classroom. The following describes results of some of the division's work in these areas (goal statements and analysis are from the unit's blueprint, the full unit blueprint is available at [Student Affairs & Academic Support - Strategic Planning](#):

Admissions Goal 1: Recruit and enroll a competitive freshman class while maintaining diversity.
Analysis of Goal Achievement – At the end of the Spring semester, we are on track to meet this year's freshman enrollment goal of 4,200 students in the Fall 2010 class (5% increase in applications and improvement in the quality of applications). We admitted 12,752 students and received approximately 4,670 enrollment deposits (as of May 24, 2010). Increased recruitment efforts led to a 6% increase in in-state applicants, particularly among high-achieving students. Out-of-state recruitment helped us maintain the number and quality of out-of-state applicants during a time when fewer students are looking to attend college out-of-state. Compared to this date last year, we have a 35% increase in African American student enrollment deposits. In an effort to yield more in-state students and minority students, we hosted several admitted student receptions for the first time this Spring. However, a change in scholarship awarding criteria may have negatively impacted the yield of high ability students. A final enrollment profile will be available after the Fall semester begins.

Admissions Goal 2: Create an accessible path toward enrollment for special populations
Analysis of Goal Achievement: Enrollment in our Bridge program continues to increase, as well as public awareness about the program. Our Assistant Director for Transfer Initiatives regularly travels to SC Technical Colleges in order to strengthen our relationship with staff and students. We will not know if our transfer numbers increase for Fall 2010 until after the transfer student deadline of July 1, 2010.

Capstone Scholars Goal # 2: In cooperation with our campus partners, develop meaningful and appropriate intellectual, social, and service opportunities and encourage student participation in the opportunities.
Analysis of Goal Achievement: In Fall 2009, ten Capstone Conversations provided opportunities such as weekly News & Views current event discussions, two Office of Fellowships and Scholars "Last Lecture Series" and six other conversations from around the campus; average attendance was 76. In Spring 2010 semester, we held the Spring Times lecture series (6 sessions) where faculty present articles from the New York Times, two OFSP "Last Lecture Series," seven other alternative lecture events, and weekly News & Views current events discussions; average attendance was 25.Four Capstone Cinemas and five alternative cinema events in the Fall, four (4) Capstone Cinemas (two of which included student content) in the Spring, and one alternative cinema attracted average attendance of 107. The annual Capstone Scholars Maymester trip will be a service learning trip to Ecuador. Twelve passport travel grants were offered, in addition to travel grants offered by the Study Abroad Office, bringing the total of Capstone Scholars being awarded travel grants to over 60. The Office of Fellowships and Scholars Programs provided a speaker for the Welcome Luncheon during Welcome Week and presented at a Hot Cookie Friday session to reach over 80 Capstone Scholars (both 1st and 2nd year students). Seven Capstone Scholars enrolled in the Spring 2010 University 290 course inspired by the Roadtrip Nation PBS TV series. Events targeted towards 2nd year students, such as Challenge U, were not well attended. Next year, all 2nd year Capstone Scholars will live on the same floor in South Quad to promote better buy-in. To enhance leadership offerings, we partnered with PEAK Adventure (Heathwood Hall) to facilitate their climbing tower (5 events). Students were asked which aspect(s) of the Capstone Scholars motto an event targeted. Dream Big was reported 20% of the time, while Impact the Community and Leave a Legacy was reported 39% and 26%, respectively.

Capstone Scholars Goal # 4: Encourage interactions for the Capstone Scholars with faculty, staff, and members of the community outside the classroom.
Analysis of Goal Achievement: Capstone Scholars were provided with a plethora of activities to help them become engaged with faculty outside of the classroom setting, including the Capstone Conversation series with

presentations by two professors, and the Out to Lunch program (19 students participated). Eight students were awarded Magellan Scholarships; four Capstone Scholars were awarded Mini-Grants; 34 students received Magellan Scholars awards (23 of the 34 were 3rd and 4th year students (former Capstone Scholars).

We implemented new programs to increase faculty/student interaction: the faculty dinner series had participation from Business, International Business, Pre-Pharmacy, Nursing, and Exercise Science; the new Spring Times lecture series served as a chance for 6 professors from different departments to speak on an article from the "New York Times." Students are enjoying the benefits of increased faculty interaction. The Faculty Dinner Series has consistently received excellent rankings from the students that attend. Our Spring Times and Capstone Conversation series consistently have high attendance from Capstone Scholars. We hope to increase the number of Faculty Dinners and open them up to more majors. Capstone Scholars are expected to complete five activities per semester but we do not have penalties in place for students who do not fulfill this expectation. Many University 101 instructors build the requirements into their Fall syllabus. Historically, participation is high during the Fall semester but drops off in the Spring semester. This year, however, a record number of students participated in the Spring program: 56% completed a community service project, 55% completed a personal challenge, 65% attended a Capstone Conversation, 64% attended a Capstone Cinema, and 73% attended a social event.

Career Center Goal #1: Expand experiential education opportunities for students.
Analysis of Goal Achievement: The Community Internship Program (CIP) contributed greatly to the expansion of experiential education opportunities for students. Seventy three (73) students were hired for Summer internships, exceeding the goal of 60 students. Thirty two (32) additional students were hired even though their employers did not receive funding from the CIP grant. CIP internships were offered by 44 employers with an average wage of $11.69 per hour. A total of $180,000 of federal stimulus dollars will be distributed to CIP employers to assist them with the salary costs of their interns. Three hundred six (306) students attended outreach presentations introducing the internship program. Three hundred ninety (390) students attended CIP orientations which are pre-requisites for CIP participation. In addition, 112 employers have submitted signed agreements to participate in CIP.

Experiential education emerged as a primary Career Center focus for 2009-2010, bolstered by a 2-year institutional initiative grant ($135,000), the funding of the Community Internship Program (CIP) with federal stimulus dollars ($212,600), and the federal Call to Serve grant ($5000: $3000 in 2010-2011 and $2000 in 2011-2012) promoting internships with the federal government. These grants allowed the Career Center to hire additional staff members dedicated to identifying and promoting internships as well as other experiential education opportunities. In addition to staff members who focus solely on experiential education, all other staff members now include promotion of experiential education in their work. 100% of program managers and assistant directors have created search agents in our JobMate database that regularly notify them of new co-op and internship listings. At our job fairs, all professional staff members are assigned specific employers and network with them at the fairs. This additional effort has taken place in an economic climate where hiring is down and employers are refocusing their recruitment strategies. Employer participation in job fairs has declined by about half from the previous year. Career Center staff members have recognized this significant challenge and through February, have nearly doubled the number of employer site visits and employer meetings made in all of last year. The number of internship listings through February 2010 has nearly surpassed the number of listings for all of 2008-2009. One specific initiative for 2009-2010, the creation of an academic course to prepare students for internship searches, has not been realized. Staff time and fiscal resources simply did not allow for work on the course. The Career Center will explore offering the course as a UNIV 201 option and will seek institutional initiative funding for developing and offering of the course in the 2010-2011 academic year.

Career Center Goal #2: Career Counseling/Advising: Maintain effective career services to students with fewer resources.
Analysis of Goal Achievement: A new service delivery model utilizing small groups and workshops was intended to reduce the number of individual appointments with students. Total participation in individual appointments, small groups, and workshops (1119 participants) exceeded the previous 3-year average for individual appointments (944). Even so, attendance at each small group and workshop remained low. Surveys of small group and workshop participants indicate that learning outcomes were met; however, the number of survey

responses was very low with some small groups/workshops having no participants respond. Both students and staff members have had some difficulty transitioning to the new service delivery model. Some students expressed a preference for individual appointments. Feedback from staff members suggests that the content of several small groups needs to be reviewed, particularly the small groups, "Academic Options" and "What can I do with a major in …?". Offering internship workshops, internship small groups, and Community Internship Program orientations seems to be confusing to students and staff, which suggests that these options also should be reviewed. Staff members suggested reviewing the menu of job search related small groups and workshops.

Logistically, staff members indicated that scheduling, room locations, and attendance data entry improved over the academic year. Student pre-requisites for small groups were not always met. Staff members were challenged by facilitating small groups with students who were at different developmental stages. Staff members will use the written feedback to make improvements to the service delivery model content and logistics in 2010-2011.

Fellowships and Scholar Programs
Unit Overview:
  National Fellowships: This academic year, 159 national fellowship applications were submitted (156 in '08-'09; 171 in '07-'08 and 146 in '06-'07). Of the 159, 19 advanced to the finalist round, three won internships, and 46 won national awards. These 46 award winners have earned more than $1,801,000 for advanced academic study. 54% of total applicants and 59% of the winners are SCHC students, which is lower than the 16-year average of 72%.
  Our database of students engaged in a national fellowship process includes 865 undergraduates (of those, 529 are SCHC and 127 are Capstone Scholars) and 76 graduate students. There was a 17% decrease in SCHC student contacts and a 35% increase in Capstone Scholars student contacts compared to 2008-09. Faculty come from a wide range of disciplines with 354 contacts (the average over the last two year is 286 contacts) representing 100% of the colleges and schools on campus that have undergraduate programs, the School of Medicine and Law, and 22 of the departments and institutes in the College of Arts and Sciences.
  Scholar Programs: The community of 195 Carolina and McNair Scholars and first year Finalists, almost 16% of the overall SCHC population, continues to thrive on campus. This population has averaged this number during recent years. There were 57 First Year Scholars (FYS – Carolina and McNair Scholars and finalists), the same number as the previous year. Program offering and student involvement remained strong again this year.

Fellowships and Scholar Programs Goal No. 1: To identify and support undergraduates applying for national fellowships and to educate the University community on national competitions and characteristics of competitive applicants.
Analysis of Goal Achievement: The methods, quality and quantity of outreach efforts to entice students to consider and apply for national fellowships were diverse and effective. Student contacts were recorded for the year at 1,990, a slight decrease from the previous year. In Fall 2009, student advising appointments increased by 9% and e-mail advisement increased by 62%. The nomination process was refocused and narrowed to a specific faculty population this year, with a goal of more competitive students being nominated. As anticipated, this new method has resulted in fewer nominations overall. Internal publications and information documents were well-designed and well-received, including a new card developed in the Spring semester to promote advising benefits and options via the Legare and the Honors Residence Hall (HRH) satellite office. Perfect Interview was offered to a wider group of students this year.

The opening of the Honors Residence Hall provided an opportunity for OFSP to share office space with several other areas; OFSP staffs the HRH office three afternoons a week. Student drop-ins are increasing and the hope is with each class of students residing in HRH, their familiarity and use of OFSP services will increase. A successful event in HRH was held in February resulting in nine new contacts and 20 follow-up conversations. In contrast, the Fall 2009 SCHC outreach campaign via advisors (this year's SCHC Trick or Treat campaign) resulted in a 61% decrease from Fall 2008 outreach campaign. Overall this year, there was a 17% decrease in SCHC student contacts and a 35% increase in Capstone Scholars student contacts compared to 2008-09. Spring 2010 fellowship workshops were held in the HRH classroom and participation numbers varied greatly. SCHC is our primary outreach population for national fellowship applicants and our staff works closely to facilitate this opportunity by attending weekly staff meetings, submitting weekly electronic messages to students, and having daily interaction with SCHC staff.

Electronic communication is a preferred method of student outreach as noted by a 21% increase in new visitors to the OFSP website and the highest volume of "hits" on Thursdays when our electronic newsletter "The Candidate" is posted. Direct hits have increased by 27%. The website hosted the USPAA Conference information for this year as well. Communication with SCHC students was streamlined in January 2010 with a weekly newsfeed that includes an OFSP news link to a page on our website. The visits to this page have been strong. Results of the annual Technology Survey administered in April were very positive: 99% found the OFSP website easy to navigate and the majority is interested in reading student blogs and profiles of winners. Email communication is the most preferred method of communication. The majority of respondents felt the frequency and content of "The Candidate" newsletters was good.

Fellowships and Scholar Programs Goal No. 3: To cultivate and recognize faculty engagement with Carolina and McNair Scholars and their programs as well as the national fellowship advising process.
Analysis of Goal Achievement: Faculty involvement is at the heart of national fellowship advisement and a core component of the First Year Scholar Mentoring program: their involvement in both areas of our mission was again this year extraordinary. Careful consideration is given by the Associate Provost of Undergraduate Studies regarding the appointment and recognition of faculty involved with these efforts. In terms of assessment, the target was to keep faculty involvement at the same or increase over the average faculty contacts from the last two years which is 286. This target was exceeded, with 354 faculty contacts during the academic year. Further, faculty come from a wide range of disciplines, representing 100% of the colleges and schools on campus that have undergraduate programs, the School of Medicine and Law, and 22 of the departments and institutes in the College of Arts and Sciences.
Students assessed value the learning that occurs in the interactions with the faculty involved in their preparation for national fellowship competitions via the application and interview processes. For example, a Marshall applicant responded via Student Voice, "The committee, as well as my reference writers, offered invaluable advice regarding how my research experiences in sub-Saharan Africa will be enhanced and contextualized my postgraduate training in the UK and how these experiences will be brought back to the US." For the first time in April 2010, faculty and staff serving on the advisory, scholarship, interview preparation committees, and letter writers of nominated competitions were surveyed regarding the benefits of their involvement and their perceptions of the benefits the students derive. With a response rate of 25.5%, respondents shared very positive feedback on the experience. Highlights include: 89% agreed "students can better explain their academic and career goals as a result of the process" and 95% agreed they would "encourage other faculty to direct qualified students to OFSP."

Fellowships and Scholar Programs Goal No. 4: To advise and mentor students as they research and learn about national scholarships that meet their academic and professional goals, examine and evaluate their academic and co-curricular histories, and assemble an application which reflects their individual intellectual, creative, and ethical strengths.
Analysis of Goal Achievement: This academic year, 159 national fellowship applications were submitted. Of the 159, 19 advanced to the finalist round, three won internships, and 46 were selected as Scholars. These 46 award winners have earned more than $1,801,000 for advanced academic study. These students, as well as all USC applicants for national fellowships, are assessed for learning outcomes following completion of their application process. Past assessment of learning outcomes has indicated that student development and learning is advanced by engaging in a specific national fellowship process, whether or not the students win national fellowships. This year 55 national fellowship applicants responded to Student Voice surveys of 23 competitions with excellent results, including: 94.5% agree that "constructing a competitive application packet was beneficial to me;" 91% agreed that they could "better explain my academic and career goals now;" and 100% agreed that "I would recommend the OFSP to other students."
Since the office relocated from Harper, the home of SCHC, to Legare the percentage of SCHC students applying for national scholarships has declined each academic year. This year, 86 (54%) of the 159 applicants in 35 national fellowship competitions were SCHC students, a decline from 68% of SCHC applicants in 2006-2007, the last full academic year OFSP was in Harper. Of the 46 national fellowship winners, 27 (59%) are SCHC, below the 16-year average of SCHC winners of 72%. This year our first US Gates-Cambridge Finalist was a Capstone Scholar, as was one of our Hollings Scholars and one of our Gilman Scholars. The target for this year was to meet or exceed the

three year average number of national fellowship applicants of 157 (155 in '08-'09; 171 in '07-'08 and 146 in '06-'07). With the 159 applicants for national fellowships in 2009-10 the goal was exceeded by two applicants. On an institutional level, national fellowship and scholarship advising benefitted the entire university. Methodology for determining institutional national rankings, such as Forbes "American's Best Colleges," incorporates the number of winners of select prestigious national fellowships such as Goldwater, Truman, Rhodes, Gates-Cambridge, NSF, and Marshall. OFSP is concerned that workshop attendance and USC applicants for Goldwater, Truman, Udall and NSF declined in 2008-09 following the move from Harper. Given that Udall, Goldwater and Truman are feeders for undergraduate competitions, USC is not where we need to be in quality or quantity of applications in these competitions. 2010 NSF GRF results were encouraging, resulting in 10 winners and two Honorable Mentions that included graduating seniors, graduate students and recent alumni.

Financial Aid and Scholarships (OSFAS)
Unit Overview: OSFAS received 44,815 financial aid applications for 2009-10. Need based applicants total 34,560, non-need applicants total 10,255. Approximately 24,500 students have received approximately $350 million. A final accounting of applicants, awards, and award recipients will be made after September 30.

Financial Aid and Scholarships (OSFAS) Goal #1: Administer the University's scholarship program to best serve student recipients, support student recruitment and retention efforts, support departmental initiatives tied to their scholarship selections, and support any specific agenda presented and associated with the identification of and/or delivery of non-University scholarships.
Analysis of Goal Achievement: As of this report, the OSFAS has administered $21,109,792 in University scholarships to 8,057 students, $43,885,588 in state scholarships to 7,777 students, and $22,693,906 in non-institutional scholarships to 4,890 students in a responsible and timely manner. Final expenditure figures will not be available until after June 30 and annual expenditure reporting will not be completed until after September 30. Indications at this time suggest activity in the scholarship programs will remain at a level approximately equal to or in excess of 2008-09 awards. There is potential that both the number of awards and their volume has been affected during this period of economic uncertainty although there has been no attempt to identify the potential impact.

Financial Aid and Scholarships (OSFAS) Goal #2: Administer the University's student financial aid grant programs in a manner that meets individual program compliance responsibilities and, to the extent of funding program eligibility and availability, best serves student applicants'/recipients' needs.
Analysis of Goal Achievement: As of this report, grants to students from the federal and state governments and the institution total approximately $35 million. This amount already exceeds the volume of grants received by students in 2008-09 by approximately $7 million. Significant increases in both Pell Grant awards and the number of recipients are reflective of the economic challenges that are being faced by many students. The increase in Pell dollars awarded also reflects that students, beginning this year, are allowed to receive up to two full Pell Grants in any given award year. The University's $2,500 award to each of the more than 200 Gamecock Guarantee participants and the infusion of $400,000 in institutional funding for need-based grants also play an important role in the increase in grant funding that students are experiencing during the current year. Final grant funding figures will be available soon after September 30.

Financial Aid and Scholarships (OSFAS) Goal #3: Administer Federal Work-Study in a manner that meets program compliance responsibilities, supports the University's employment administration, and best serves student FW-S award recipients.
Analysis of Goal Achievement: As of this report, data reflecting FW-S earnings through
March indicates that annual program expenditures can be projected to total approximately $1,600,000, exceeding budget projections at the beginning of the year but within our funding expenditure capabilities. Approximately 730 students have earned FW-S funding to date. Final expenditure information will be available after September 30.

Financial Aid and Scholarships (OSFAS) Goal #4: Administer educational loan programs in a manner that best meets individual program compliance responsibilities, provides borrowers with guidance about program

participation, assists borrowers with determining best what they need to meet the financial needs of the education being funded, and assists borrowers with debt management.

Analysis of Goal Achievement: As of this report, the OSFAS has administered federal, state, and privately funded educational loans totaling $191,619,757. This amount already exceeds the volume of loans received by students and their parents in 2008-09 by over $12 million. Final loan funding figures will be available soon after September 30.

Financial Aid and Scholarships (OSFAS) Goal #7: Complete planning for and provide leadership in the implementation of the TEACH Grant for 2009-10.

Analysis of Goal Achievement: As of this report, 42 students are receiving $138,772 in TEACH Grants during 2009-10. That the number of recipients is small speaks positively of the efforts being put forth by both OSFAS and College of Education staff to ensure that inquiries are given the appropriate disclosures about TEACH. This information has resulted in many recognizing that this is not a program in which they want to participate. Preparation for initial institutional participation in this program extended over several months. Numerous inquiries regarding associated program administrative responsibilities with US Department of Education officials and colleagues from other schools were completed. Collaboration with College of Education staff has been very positive and administrative responsibilities are being shared. Program policies and procedures along with needed administrative forms and disclosures were prepared and are being utilized

Green Quad Learning Community Goal #1: Promote student engagement in campus life on issues related to sustainability and the environment.

Analysis of Goal Achievement: We are making substantial progress toward this goal, achieving most KPIs related to student engagement such as providing a central source of information, working more extensively with Hall Government and the Resident Mentors, coordinating the efforts of RHA Sustainability-Reps, providing support for a model recycling program, and using the garden as a teaching tool. We are achieving most KPIs related to facilitating student organizations: offering training programs and providing logistical support. We are achieving most KPIs related to the Green Learning Community: supporting self-initiated programs and creating a strong sense of community. We are achieving most KPIs related to student engagement: promoting internships and service learning related to sustainability. And we are achieving most KPIs related to building an overall sense of community: promoting "green holidays" and other opportunities for students, faculty, staff, and community members to gather together.

Declining resources and over-ambitious objectives (related to the number of staff) have limited our achievement in some areas: work with Resident Mentors is much improved but still needs more integration; the Sustainability-Rep program has grown this year but still needs considerable development to be effective; members of the Green Learning Community could still benefit from more outreach projects to complement their emphasis on education and community-building; events to promote study abroad and career night have not yet taken place; and efforts at community-building have still not reached a substantial portion of residents. We have recommended to SAAS that we be provided additional funding, through a budget initiative or a student fee, to improve our capacity to meet this goal. We will be reevaluating this goal (and the related initiatives) next year, as we revise our Blueprint more in accord with our new operational structure.

Green Quad Learning Community Goal #2: Facilitate student success by serving as a gateway for involvement with faculty, staff, and members of local, statewide, and national organizations.

Analysis of Goal Achievement: We are making substantial progress toward this goal, achieving most KPIs related to collaborative efforts: increasing the number and diversity of faculty and staff involved in programs, increasing the number and extent of involvement of community organizations, supporting the Environmental Advisory Committee, hosting and facilitating "green building" organizations, and increasing the number of national events for which we sponsor local programs. We are achieving some KPIs related to supporting research collaborations: facilitating a major student project on bioswale construction and supporting projects from POLI 121 and ENVR 500. We are achieving most KPIs related to academic courses: maintaining the number and diversity of courses and promoting green pedagogy. We are achieving most KPIs related to educational programming: maintaining our level of educational events and initiating several important new series (Greening the Mind, Global Sustainability).

And we are achieving most KPIs related to serving as a gateway to community organizations: increasing the number and diversity of organizations and formalizing our system for publicizing internship opportunities. Declining resources and over-ambitious objectives (related to the number of staff) have limited our achievement of KPIs in some areas, sometimes significantly: the Faculty Associate program is still not formalized, despite increasing faculty involvement; no students applied for grants from the Office of Undergraduate Research, despite encouragement; and the Green Pedagogy series was not as frequent as planned. We have recommended to SAAS that we be provided additional funding through either a budget initiative or a student fee, to improve our capacity to meet this goal. We will be reevaluating this goal (and the related initiatives) next year, as we revise our Blueprint more in accord with our new operational structure.

International Programs Goal #2: Expand participation in education abroad programs that foster students' academic, personal and cultural learning by increasing recruitment efforts.
Analysis of Goal Achievement: Undergraduate study abroad (for credit) participation increased by approximately 2% this year. Total education abroad participation (including for-credit study and non-credit research, service, and intern abroad) increased by 5%. The highlight of study abroad activity this year is the dramatic increase in long-term study abroad participation, up 35% over last year. Promoting longer term study has been a continual focus of the Office's activity due to the increased opportunity for learning it provides as well as the overall affordability of these options. Continual efforts to build relationships with exchange partners and market USC will only help to further increase the number of incoming exchange students, in turn providing USC students with additional cost-effective high immersion study abroad options.
Marketing efforts continue to be successful in reaching students, most notably the change in the Spring semester study abroad event, which reached three times more students than the year prior. In addition to the large fairs, U101 presentations continue to be a primary outreach activity; demand for this presentation was greater than the staff's capacity despite increasing the number of Study Abroad specific presentations provided.
The lack of minority participation in study abroad continues to be a primary concern. While the number of African American students participating in study abroad increased from 21 students in 2007-08 to 45 students in 2008-09, more can be done to increase minority participation overall.   While outreach activities targeting these populations have occurred, significant resources will need to be allotted to minority student recruitment in order to generate any substantial, long standing impact.

International Programs Goal #5: Expand university opportunities for global learning through programming and activities in order to better prepare students to thrive and contribute in an increasingly interdependent world.
Analysis of Goal Achievement: International Programs continues to seek to expand opportunities for students to engage in global learning. The hallmark of these efforts occurs each year in November as part of the nationally recognized International Education Week. Additional efforts to connect international and American students occur through the Carolina Global Community, a Living/Learning Community. Plans are being made to increase the size of the community and add an academic component.
International Programs remains committed to outreach into the University 101 classes in an effort to promote study abroad and increase the recognition of the international students and activities available on campus to first year students.

Judicial Programs and Academic Integrity Goal #1: To promote responsible citizenship, the Office of Student Judicial Programs provides a student conduct system that is fair, student centered, and consistent. The accuracy and effectiveness of the judicial process will be ensured through thorough training and assessment.
Analysis of Goal Achievement: While increasing responsible citizenship is difficult to measure, the office can grow closer to this by training effective, compassionate, and consistent hearing officers to encourage students' positive developmental growth. We have met targets set to ensure goal achievement by providing in depth training to campus hearing officers, Resident Mentors, and Carolina Judicial Council members. The first Student Voice assessment of the campus hearing officer training was launched and results indicated positive feedback on the content and format.
Overall, the student conduct system managed over 1300 cases. Upon review of the nearly 740 hearing decisions by housing and Greek life hearing officers, it is apparent that the training was successful since more cases fell within the consistency parameters than in past years.

Learning outcomes, competencies, and practical applications were developed for the Carolina Judicial Council trainings. An evaluation tool was launched in March 2010; 638 students were sent the survey and 201 responded. Of the respondents, 95% agreed with the statement "My hearing officer treated me with respect." Ninety percent agreed with the statement "Whether I agree or not, I understand the rationale for the decision made in my case." Lastly, 87% agreed with the statement "I have altered my behavior as a result of going through the hearing process." Between March 15th and May 18th there were 13 CJC hearings held with two more scheduled to be heard by May 26th. As predicted, we were unable to resolve all of the 15 hearings by the last day of classes. Based on these demands, the more than 1300 cases the office has purview over, and the opportunities for growth that cannot be explored under the current staffing plan, the recommendation to the Division is to provide financial support for at least one additional full time staff member.

Judicial Programs and Academic Integrity Goal #3: Increase the awareness of campus behavioral standards and utilization of services offered by the OSJP to faculty, staff, and students.
Analysis of Goal Achievement: We have surpassed last year's numbers regarding outreach to faculty, staff and students. In Fall 2008 we reached 577 faculty/staff members in presentations; in Fall 2009, the number increased to 793 faculty and staff. In addition, one of the presentations allowed for a live feed, therefore the actual number of participants is unknown. In Fall 2009, our department had 68 presentations reaching 1,557 students, surpassing the 36 presentations to 723 students in Fall 2008. Due to the three person professional staff team in the department we are limited on the amount of outreaches we can conduct. However, we think outreach is important and the amount of time dedicated last Fall is representative of this. The success rate/number of requests for outreach was due to the institution's need for our services and to the credibility of our office and staff. Our ability to reach more community members and bring consistency to behavioral standards and civility is hampered by the prioritized need to adjudicate cases and monitor overall systems. Our recommendation to the Division leadership is to increase our outreach capacity by providing at least one additional professional staff member that can provide case management assistance while current staff provides credible outreach.

Pre-Professional Advising
Unit Overview: This year has been challengingly successful. With budget cuts reducing our staff to 1 ½ from 2 full-time advisors, and the loss of a significant amount of the operating budget, the OPPA met the most important of its goals: those related directly to students. From student outreach to individual assistance with applications, the office staff focused on services and activities that directly reached students. Some other activities were sacrificed due to the cut in staffing and operating budget.
The acceptance of USC students to medical and law school was approximately the national average for both. For Law school applicants, USC acceptance rate was 68%, while the national average was 67%. Medical school rate for USC applicants was 44% with the national rate being 46%. Two noteworthy issues are at play with the med school applicants. First, the Medical University of South Carolina (MUSC) implemented a practice to give third-time applicants to their medical school "added value" on their application. For this reason, more students are applying to in-state med schools to begin their collection of three years of application cycles to get the "added value" on their third application, thus improving their chances of acceptance at MUSC. Therefore, many students who in past years would not apply due to low GPA or MCAT score are now applying. These are typically students with significantly lower numbers than USC's typical applicant, thereby, having a chilling effect on USC's acceptance rate. The other noteworthy issue is that for USC students accepted to medical school, the average MCAT score was 26, while the students accepted nationally had an average 29. This is a sizeable difference for one of the most important deciding factors for acceptance.   When looking at USC students who had the national average of accepted students' GPA and MCAT scores, 83% were accepted (compared to 46% nationally). USC students are clearly experiencing considerably better success than the national rate, when taking this issue into account.

Pre-Professional Advising Goal No. 2 - Enhance pre-professional student engagement, academic success, personal growth, and career development.
Analysis of Goal Achievement: Most of the OPPA staff's efforts went into this goal that incorporates direct services and activities provided for students. While other activities were cancelled or reduced due to budget and staff cuts, this goal was successful for that reason. While most initiatives will be duplicated next year, there are two that need attention. First, although the number of law schools participating in the annual law school fair was

down significantly, due to the economic climate, it will be repeated since it is a minimally expensive event that draws hundreds of students. The other initiative that needs attention is the MedView Shadowing program. Although successful in the past, new policies and procedures within Palmetto Health are becoming barriers for USC students.   The OPPA is hoping to begin training students to be HIPAA certified, which should help them obtain experiences. The OPPA also will begin discussions with Palmetto Health to facilitate the shadowing process.

Pre-Professional Advising Goal No. 4 - Encourage students to engage in collaborative activities with faculty and the community.
Analysis of Goal Achievement: This goal was achieved in most areas, but achievement suffered from loss of staff. Again, the student-focused initiatives were successful, especially the advent of the MCAT review course with University 101. The new MCAT course also generated revenue of $5,000. The areas that were not successful were those requiring staff time, such as visiting classrooms and advisors. With the addition of a full-time staff member for the next academic year, we expect achievement of this goal will be improved.

Preston Residential College Goal No. 1: Enhanced student success through participation in intellectual, social, and service opportunities within Preston (many, in the Preston tradition, created by the students themselves).
Analysis of Goal Achievement: Attendance at *Preston Presents* has averaged about 5 to 12 students. To encourage participation, in mid-year three students were encouraged to form Preston Scholars, a new club, whose role would be to run *Preston Presents* and offer other intellectual opportunities. The idea was that if students were in charge of the planning, more students would be involved and attend. It has been slow to catch on, but over the next month several events are planned. The Preston website is vastly improved, almost entirely due to the efforts of the principal's GA. Students provide her with events to put on the calendar. It is not clear how well students are using the website. Y-Impact did not make it this year as no one took the reins from the chair who graduated last year. Once again, the Literary Magazine will not appear. It seems that students' interests have shifted from print media. Perhaps an online magazine could be attempted next year.

Preston Residential College Goal No. 2: Encourage robust faculty/student interaction outside the classroom.
Analysis of Goal Achievement: Results are very mixed. Few faculty have attended *Preston Presents* unless they were presenting. Teas have continued to flourish despite budgetary constraints. Few faculty drop by our lobby, but more students have been visiting the offices of our in-house faculty associates. They have been asked to provide counts at the end of the year. Only a few interest tables are formally active in Preston Dining but several faculty associates attract discipline-oriented students simply by reputation while leaving their table open to random student participation. In general, more faculty join students than the reverse.

Preston Residential College Goal No. 5: Continue to work on a development initiative.
Analysis of Goal Achievement: Our budget funded only a half-time principal's research GA this year and we did hot hire a work-study student. The Research GA position will be fully funded next year. Also, the division's development officer has indicated that she is willing and able to work with Preston, Capstone, and the Green Quad to help us fund our special needs. The Jamaica trip, which consumes a lot of the GA's time, will probably be scaled back to run every other year as long as hard financial times continue.

Registrar Goal 1: Provide accurate and timely information that meets the needs and expectations of students, faculty and staff, to facilitate academic planning.
Analysis of Goal Achievement: In March of 2009, the Office of the University Registrar began a six-month implementation phase of new web-based undergraduate and graduate Studies bulletins and went live with the new web-based bulletins in August of 2009. During the Fall 2009 semester the Office of the University Registrar worked with the Office of the Provost, the Faculty Senate, and the Graduate Council to make post-implementation improvements on the content and display of both bulletins. During the Summer of 2010 the Office of the University Registrar will implement an enterprise version of the Acalog bulletin system to support the four regional campuses, the USC School of Law, and the School of Medicine.
The numbers of unique visitors to http://bulletin.sc.edu/ indicate that the new bulletin is being used extensively, especially during peak advisement periods in October-December and March-April. Average monthly hits are about 13,000. A new MW 8:40 to 9:55 am course time slot was added when survey results from faculty demonstrated it

would be well-received. http://registrar.sc.edu/pdf/Spring-2009-75-Minute-Time-Slot-Survey.pdf. A Fall 2009 survey of teaching faculty yielded new information about time and room preferences. http://registrar.sc.edu/pdf/ClassroomsSurveyTeachingFaculty2009.pdf. Since approximately 84% of respondents express a need for a network connection and approximately 80% indicating the need for a data projector, the Provost's Classroom Enhancement Team will increase these particular technologies in more classrooms.   This Summer CEP will fully enhance 13 classrooms compared to 5-6 in previous Summer semesters.

This year, we stopped printing costly 3-part advisement forms for distribution to academic units. Instead, we created electronic versions of the pre-printed forms on the OnDemand system, pdf versions of the blank forms, and asked UTS to explore work-flow options. The STARmart reports of students eligible for advisement/registration were enhanced to include MyVIP ID, Gamecock Guarantee, MSB Indicator, and new race/ethnicity reporting categories. A satisfaction survey of STARmart report users was conducted in April, 2010. Of those using the advisement reports, 76% indicated the reports contained all the information they needed. (others wanted admissions scores, high school gpa, and social security number) and 93% liked the format (others wanted SSN and to do queries). With OneCarolina, we anticipate improvements since many reports are built in to the software.

Total USC system students with access to the Student Progress Report (SPR) this year will be over 10,500, but this represents less than 30% of our undergraduate students. Implementation requires the support of the academic units offering the majors, who must concur with how we are presenting their curricula in the system and with the notion of providing this report directly to the students.

These students will be surveyed about their use and of the SPR in April 2010 using the same instrument as last year: http://registrar.sc.edu/pdf/2008-2009_SPR_VIP_Music.pdf . The results of this will not be available for this year's analysis. The first week of March, we sent an email to students in majors that have access to the report, telling them that their SPR is available on VIP. During the Spring semester, we counted 9,082 requests for the SPR on VIP, almost double the number requested during the Fall semester.

Student Success Center Goal #1: Improve and enhance student academic success.
Analysis of Goal Achievement: This academic year the difference between Supplemental Instruction (SI) and non-SI participants shows a 0.42 difference in the grades of students who attended. In addition, those who attended had fewer grades of F and W. The number of visits has surpassed the minimum goals for attendance. SI leaders and tutors are being observed regularly and are receiving satisfactory or higher ratings. Feedback systems are working well and will continue to expand. Math 122 positions have doubled in effort to support one of the Math Department's most challenging courses. GPA Analysis will occur in the future for tutoring.

Student Disability Services
Unit Overview: In Spring 2010, SDS was serving 580 students - a 36% increase over the previous academic year; more individual staff time is required to process and support these increased student numbers. To register as a student with a disability, documentation must be submitted to verify the extent to which the student's education is impacted by the diagnosed disability. Over the past two academic years, OSDS has seen a 41% increase each year in the number of registered students. As a function of disability classification, certain students require more time than others. Students identified as having a learning disability made up 53% of the SDS population and required an average of 921 man hours of support over the course of the year. Students identified as having psychiatric disabilities made up 13% of the population and required 156 man hours, an increase of 50% from the previous academic year. Students identified as having physical disabilities made up 23% of the population and required 660 man hours, an increase of 36% from the previous academic year. Students identified as having audio/visual disabilities made up 7% of the population and required 1,240 man hours, an increase of 6% over the previous academic year. The length of time spent on each student is highly variable based on the severity of the presenting issue.

Student Disability Services (SDS) Goal: SDS will provide students, faculty, and staff with the knowledge, skills, and abilities necessary to enhance the overall learning environment as well as the Carolina experience.
Analysis of Goal Achievement: While staffing limitations prevented large-scale implementation of the provision of skills necessary to enhance the learning environment for students with disabilities, specific instances of one-on-one interactions provided case-specific development opportunities for faculty. More specifically, the three COP

meetings planned and workshops regarding universal design were not held due primarily to the increase in students seeking services and the staff time required to process and support the increased enrollment. Research on historically difficult classes for students with disabilities is ongoing, with results to be reported by the end of AY09-10. Specific activities related to the matching of new students with peer mentors also were a negative impact of reduced staff. However, favorable outcomes were still realized in that a number of students were able to self-identify other students to provide the needed support. SDS perceives this goal as integral to the full-inclusion of students with disabilities and will determine appropriate steps to implement these initiatives in the upcoming year. In doing so, SDS will begin engaging ACE, the Student Success Center, and Campus Life in making students with disabilities more visible in the Carolina Community.

Student Engagement Goal 1: Increase students' engagement in intentional and integrative learning experiences to optimize student retention and persistence
Analysis of Goal Achievement: The University of South Carolina continues to see strong participation in high impact practices that help optimize student retention and persistence. Approximately 650 students participated in initiatives designed to promote second-year student success. The sophomore-junior year retention rate reached an all time high in 2009 at 78.7% for the 2007 cohort (compared to 78.3% for the 2006 cohort, and 73.7% for the 2004 cohort). A number of pilot programs were launched to facilitate students' integrative learning. Three linked course learning communities were offered in which a cohort of first-year students was enrolled in two courses that integrated common assignments and beyond-the-classroom activities. Initial surveys showed that students participating in the links had statistically higher gains in their enjoyment of the class and their sense of community. Both of these findings mirror national research about the value of linked course communities and their positive influence on student retention. Along with linked course learning communities, the Student Engagement Plan was piloted in several University 101 courses and the Academic Centers of Excellence. The Plan is designed to help students think intentionally about their involvement in high impact activities on campus. This type of planning document supports national studies regarding the importance of college student effort in supporting their success. Initial assessment data indicated that more than 250 students requested an ACE appointment regarding engagement on campus and more than 150 students completed the student engagement inventory. As the use of the Engagement Plan increases we anticipate being able to better assess the value of the plan itself on influencing students engagement on campus.
KPI assessment data also documented the power of students' early participation in undergraduate research and peer leadership. Pre-post assessments from the Discover undergraduate research seminar indicated student gains in confidence in participating in undergraduate research and awareness of their own personal research goals. Students' participation in peer leadership positions also produced statistically significant results related to students' perceived connection to campus and acquisition of key skills.
Overall assessment results indicate the need for the institution to continue to support and expand specific practices that support students learning and engagement including: peer leadership, undergraduate research, linked course learning communities, sophomore initiatives, engagement planning, and participation in the National Student Exchange.

Student Engagement Goal 2: Facilitate and encourage faculty development and involvement in initiatives to support student engagement and integrative learning at the University of South Carolina.
Analysis of Goal Achievement: The number of faculty participating in the development of high impact initiatives increased, with approximately 130 attending or participating in specific initiatives related to service-learning, linked course learning communities and Mutual Expectations. Faculty satisfaction with these events remains strong with an average of 80% of participants finding information at these events useful. In the case of service-learning initiatives, 31 partnerships were formed from faculty interaction with community agencies through the Community Partner Breakfast; 75% found the information at this event helpful.Based on current assessment data, it is recommended that these initiatives continue and assessment efforts directed towards assessing faculty change of behavior as a result of their participation. However, without increased support in the form of a Coordinator for Service-learning, the ability to increase faculty participation and assess change effectively will be limited.

Student Life Goal 3: Increase student retention by reviewing academic support initiatives offered throughout department.

Goal Analysis: Programs and services provided academic support to specific populations our department serves. The Office of Multicultural Student Affairs continues to demonstrate the impact of the MAPP program through the retention numbers of both the first-year MAPP-ees and the upper class MAPP counselors. The retention rate for the 2009-2010 cohort is 97%, which is over 10% higher than the university retention numbers. Programs that targeted African American males and Greek students provided academic support through programming and a system of accountability. GPAs of Greek women continued to be higher than the All-Female average at the university, while men are slightly below. Strategies to address concerns have been implemented; details are described in the full Student Life blueprint at *Student Affairs & Academic Support - Strategic Planning*. The role of faculty advisors for Greek organizations continues to be developed in an effort to provide academic support to those organizations.

Student Success Center Goal #2: Increase awareness of student success and campus resources related to Student Success Center mission.

Analysis of Goal Achievement: All material dissemination goals have been met for transfer, out-of-state and students of color. Over 1/3 of the first-year class has responded to Gamecock Connection inventories. Each of those students was referred to responders who could support their particular needs. FYCC, Tutoring and SI satisfaction and outcome data was not collected due to mid-year changes in staff.

Student Success Center Goal #3: Continue to enhance services and programs for students in transition.

Analysis of Goal Achievement: Out-of-State student program events exceeded the number of attendees from the 2008-2009 academic year. Satisfaction ratings increased as well. Mentors are now required to complete a two-day training in order to serve. This has increased the level of commitment and dedication to the program. More transfer students have contacted the SSC for information and support more than in any other year. Cross campus advisement is well received by students and continued support is anticipated with campus partners. CAR data is limited due to office transition, however 160 referrals were reported. STAR will move to the ACE program as it appears to be a more natural fit with that office.

Student Success Center Goal #4: Provide purposeful student experiences through undergraduate employment and professional development

Analysis of Goal Achievement: Due to transitions in the SSC staff, this data is not fully available. Accomplishing these initiatives for 2010-2011 is a priority.

Student Success Center Goal 5: Continue to build and establish effective collaborations with campus and community partners.

Analysis of Goal Achievement: Each campus partner has received SSC resources continuously. However, in the future the KPI's regarding these initiatives will reflect the number of materials given to partners instead. Partnerships with the Office of Student Engagement and University have proven to be successful and a necessary collaboration for the success of Gamecock Connection.

TRIO Programs Goal #1: Address the University's efforts to promote access and opportunity for students from families with low-income through the Opportunity Scholars and Ronald E. McNair Programs.

Analysis of Goal Achievement: Recruitment goals were achieved, according to official rosters submitted to the U.S. Department of Education. The Opportunity Scholars Program enrolled a total of 490 students since Fall 2002. Of that number, 73 left the University without graduating, 2 transferred, 142 graduated with bachelor degrees, and 273 students remain enrolled. OSP participants have progression rates similar to those for the general student population. According to retention reports from Institutional Assessment and Compliance, the University's six-year graduation rate averages 61% over the past 15 years with an increasing trend that is at a high of 67%. During the same period, the OSP had an average 6-year graduation rate of 58% with an increasing trend as high as 74%. Progression data show OSP students to be resilient, often stopping out, but returning to complete degrees. A significant number of these students take longer than seven years to complete degrees. The overall graduation average for OSP participants (1993 to 2004) is 71%.

University 101 Goal No. 1: Optimize student engagement and success by ensuring a high quality University 101 experience.

Analysis of Goal Achievement: Great improvements were made in the past year in the quality of the UNIV 101 experience. Data from the end of course evaluation showed that, in comparison to Fall 2008, more students reported that the course was valuable (3.94 v 3.80) and that they would recommend it to others (3.96 v. 3.82) (questions were on a five-point scale). The Overall Course Effectiveness factor, as measured on the First-Year Initiative Survey (a national benchmarking instrument) improved from a mean of 4.86 in 2008 to 4.94 in 2009. Our mean on this factor is significantly higher (p<.001) than the mean of all participating institutions (n=59). In addition, students who completed UNIV 101 in Fall 2008 earned significantly higher one-year GPAs (3.24 v. 3.17; p=.02) and persisted at a significantly higher rate than non-participants (87.6% v. 84.6%; p=.02). Moreover, UNIV 101 students had significantly higher means on 3 of the 5 NSSE benchmarks (2009 administration) than non-participants, including: (1) Active and Collaborative Learning (44.8 v. 40.6, p=.004); (2) Enriching Educational Experiences (32.8 v. 30.3, p= .04); and (3) Supportive Campus Environment (64.5 v. 59.3, p= .003).

These data help verify that the recent changes to the UNIV 101 curriculum, including greater flexibility for faculty to choose instructional methods and topics and our increased emphasis on faculty development, have been successful. Continued attention will be given to instructor development. In addition, emphasis will be placed on areas that we learned significantly predict a successful seminar experience, including engaging pedagogies and usefulness of course readings. One area of concern is our decline on the out-of-class engagement factor of the FYI (decreased from 4.98 in 2008 to 4.76 in 2009). This can be attributed to two causes: 1) changes in the curriculum, which no longer require community service and 2) absence of funds to pay for cultural event tickets, transportation, etc. Having funds dedicated to promote out-of-class learning and engagement, as well as connection with faculty and peers, would help strengthen the overall UNIV 101 experience and may lead to greater gains in persistence and satisfaction.

University 101 Goal No. 2: Ensure high quality instruction by fostering the development, efficacy, and vitality of our instructors.

Analysis of Goal Achievement: Great progress has been made on improving the quality of instruction in UNIV 101. Scores on the "Instructor Index," a factor consisting of 7 questions from our end-of-course evaluation, improved from 4.50 in 2008 to 4.62 in 2009. In addition, the Engaging Pedagogies factor on the First-Year Initiative Survey improved from a mean of 5.03 in 2008 to 5.13 in 2009. In comparison to other colleges and universities, our mean on this factor is significantly higher (p<.001) than the mean of all participating institutions (n=59).

These improvements can be attributed to the many new initiatives related to faculty development, including significant changes to the Teaching Experience Workshop, the creation of the one-day Building Connections conference, the development of a 450+ page faculty resource manual, and greater attention to selecting appropriate instructors. It is important to understand that our focus on faculty development pays dividends far beyond its impact on UNIV 101. Our instructors indicated on the 2009 faculty survey that by teaching UNIV 101, and participating in our faculty development program, they have learned new skills that they apply to the other classes they teach and/or to their administrative role. Institutional and Division support is crucial to recruiting new instructors. Division leadership should continue to support staff to teach UNIV 101. Moreover, dual compensation policies must be protected to allow administrative personnel to teach and support is needed to find solutions to attract more faculty members to be involved with UNIV 101.

University 101 Goal No. 3: Optimize engagement, satisfaction, and leadership learning and practice of upper-division and graduate students through service as a peer educator in University 101.

Analysis of Goal Achievement: Peer Leaders continue to play a valuable role in University 101. 89.8% of UNIV101 students reported that the peer leader made important contributions to class. In addition, the role of the peer leader continues to be one of the most meaningful leadership and development experiences for our upper-division students. Peer leaders reported that they developed stronger interpersonal communication skills (91%), leadership skills (96.5%), helping skills (94.6%), and presentation skills (91.2%). Unfortunately, we found it difficult to recruit enough peer leaders to serve in every section of UNIV 101. Applications are down for the second consecutive year. We will continue to work with the campus-wide Peer Leader Advisory Network (PLAN) to develop strategies for

recruiting peer educators. The Division of Students Affairs and Academic Support and/or the institution could better support this goal by helping to provide incentives for peer educators.

University 101 Goal No. 4: Foster student transitions and engagement beyond the first-year experience.
Analysis of Goal Achievement: Enrollment has increased in UNIV 201, 290 and 401 from 144 in 12 sections in 2008-09 to 205 in 19 sections in 2009-10. A new 401 section entitled "Synthesizing the Sciences" was piloted this Spring in an attempt to improve the MCAT scores of pre-med students. A new 201 course on the topic of Civility was developed this Spring and will be offered in Fall 2010 in partnership with the Honors College. We have tabled our intentions to study the 401 experience so that we can wait until the General Education Task Force creates more specific recommendations about what a Capstone or integrative experience entails. We want our work with UNIV 401 to be in line with general education requirements and expectations.

University Housing Goal 1: Enhance students' academic and personal development experiences by creating a learning-enriching environment in the residence halls.
Analysis of Goal Achievement: The goal was to enhance students' academic and personal development by creating a learning-enriching environment, and this goal was met. Academic Centers for Excellence (ACE) data indicate that students are satisfied with ACE services (99% of students surveyed either strongly agreeing or agreeing that they were helped by using ACE services), and GPA data is encouraging; 68% of students using ACE services saw some increase in their GPAs, 4% saw no change, and 28% had a decrease in their GPA. Approximately two-thirds of ACE appointments are with students living in University Housing. We received nearly 2,500 applications for learning communities, increased student participation in learning communities by 133, revitalized three learning communities, and created four new communities. We provide space for students to study and take classes (primarily University 101). Data will be pulled from the Educational Benchmarking, Inc. (EBI) survey relating to "conditions that support academic progress" and NSSE data related to the number of hours studied per week for the next iteration of this report; the ability to fill our Director of Assessment position will contribute to the depth of analysis we will be able to provide. While we believe we have met our stated goal, there is always room for progress and improvement in some of our key performance indicators. Since surveys have not been conducted on a consistent basis, comparison to previous years is not possible. Once we have administered the survey for several years, we will begin to report this year's data compared to historical data in each category.
We have had two positions in Resident Student Learning vacant for the entire year. A second-year graduate student has held that program together for the year, but next year we need to fill the two vacant positions (associate director for resident student learning and coordinator of residential curricular initiatives). These two positions should help improve the academic environment in the residence halls by adding more learning community space, strengthening relationships with faculty associated with the learning communities, and creating linked-course, block scheduling, and co-enrollment options for students. We have also added an interior designer to our staff to assist us with creating environments most conducive to study through the use of colors, textures, and furniture styles and layout.

Visitor Center Goal: Lead campus-wide effort to welcome all visitors and deliver exceptional service and information to a diverse audience.
Analysis of Goal Achievement*: Visitor Center assisted about 4,000 walk-in visitors with questions about the University and surrounding city; answered over 2,000 emails and over 1,100 phone calls each month; and planned and executed visits for more than 3,000 group visit participants. Ninety-nine percent of campus visit participants, to date, expressed that, overall, their visit met or exceeded their expectations. Coordinated Move-In Crew of 139 faculty/staff and 68 students to assist students moving in to the residence halls on the weekend before classes began; processed 98% of requests for information within 24 hours; online reservation system was used by sixty-six percent of campus visit participants and over 96% of these expressed that the system was convenient; of the 47 visitors who took the MP3 campus tour, 100% felt that the quality of the information provided on the tour was either good or excellent and 95% felt that the MP3 tour was convenient and easy to use; 94% of campus visit participants stated that they received the information they needed to make an informed decision about attending USC.

National Survey of Student Engagement (NSSE): USC participated in NSSE 2009 (N=1142 randomly selected first-year and senior students); students' responses about their USC experience provide an indicator of the impact of beyond the classroom experiences on their learning at Carolina.

Enriching Educational Experiences: NSSE 2009 benchmark scores for USC's "Enriching Educational Experiences" were higher (statistically significant) for first-year USC students, than those of three comparison groups: a USC-selected group of 6 peer institutions, all participating institutions with the same Carnegie class classification, and all institutions participating in NSSE 2009. Ratings by USC seniors were about the same (no statistical significance) as scores in all three comparison groups. Student ratings that reflect their engagement on the following items comprise the benchmark score:

♦ "Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)"
♦ "Practicum, internship, field experience, co-op experience, or clinical assignment"
♦ "Community service or volunteer work"
♦ "Foreign language coursework / Study abroad"
♦ "Independent study or self-designed major"
♦ "Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)"
♦ "Serious conversations with students of different religious beliefs, political opinions, or personal values"
♦ "Serious conversations with students of a different race or ethnicity than your own"
♦ "Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment"
♦ "Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds"
♦ "Participate in a learning community or some other formal program where groups of students take two or more classes together"

Goal No. 2: **Quality of Life – Provide a rich and rewarding student-centered learning and working environment, facilitating for all Carolinians the highest levels of intellectual and personal achievement.**

Many of the divisions programs and services that primarily support the university's teaching and learning goal also contribute to students' quality of life by providing an environment that supports their personal and academic endeavors. Additionally, the Division enhances the quality of life for students, staff, faculty, and external constituents by providing programs and services that support diversity; by recruiting, hiring and retaining high quality staff; systematically reviewing and modifying campus environments to become more student-centered; providing facilities, programs and services that meet the needs and expectations of constituents; systematically reviewing and updating policies, procedures and related communications; and by demonstrating compliance with federal, state, and other regulatory requirements. The following outcomes describe results of some of the division's work in these areas:

Admissions Goal 3: Improve Operational Efficiency
Analysis of Goal Achievement: We have improved our operational efficiency over the past year. Even with an increase in applications, we were able to release admissions decisions earlier than promised. Through EMAS, we have increased our processing speed and are able to process more applications in a shorter amount of time. Due to these increases in efficiency we have been able to release decisions ahead of schedule and reduce the amount of mandatory employee overtime required. We have also made improvements to increase our security in an effort to improve protection of student data.

Capstone Scholars Goal # 3: In cooperation with our campus partners, optimize student retention by increasing engagement in campus life and by providing assistance that leads to student success and satisfaction.
Analysis of Goal Achievement: Staff members personally made contact with approximately 60 freshman and sophomore Capstone Scholars with Fall GPAs below 3.0. These students were referred to the ACE Center, where students receive help to meet academic goals and improve their grades. Students were made aware of other support and counseling services available at the university through publications. We placed flyers and magnets for services offered in the welcome packets of 480 incoming freshmen. We tracked the satisfaction of students through a survey at the end of the Fall semester; 60 students completed the survey.
Capstone Scholars "Fellows" are students who are recognized as the most involved Capstone Scholars. Each activity, event, research project, study abroad trip, leadership position, etc. is accompanied by a point total. Students reaching 40 points by their 2nd year become Capstone Scholars "Fellows." For 2010, 15 2nd year Capstone Scholars reached Fellows status. For the first time in the program's history, first-year students reached Fellows status – 7 freshmen. Additionally, 53 first-year students are within range to attain Fellows status at the conclusion of their second year. This can be largely attributed to the semester requirements Capstone Scholars are required/encouraged to complete. There is no "penalty" for not completing the requirements, so we are encouraged by those numbers.
At each event, students were asked to rate the event on a scale from 1-5 (1-least positive; 5-most positive) based on how it impacted the student and what the student learned from the event. The average rating for Capstone Scholar events was 4.44.
In Fall 2009, 6 freshmen left the program – most cited living off campus or in another residence hall as the main factor. In Spring 2010, 3 students left – two because of athletics and one transferred to the Honors College. In Fall 2009, 23 sophomores left the program – 9 of those transferred to the Honors College. In Spring 2010, 10 students left the program – 3 left for the Honors College. Other reasons cited were financial reasons (unable to pay $100 semester fee) or other time commitments. Transferring to another college was not a major factor in any case.

Capstone Scholars Goal # 5: Sustain a workplace environment where highly qualified staff members are hired, provided professional development resources and opportunities, retained, and earn recognition as campus and national experts in programs and services for students.
Analysis of Goal Achievement: The Capstone Scholars Program recently added a second Assistant Principal to help focus on our second– year student experience and promote student/faculty interaction. We sought a candidate with a Masters degree in Higher Education and Student Affairs with relevant work experience as we wanted an individual that could contribute to the success of the program.

Career Center Goal #5: Career Events - Increase opportunities for students to interact with employers at job fairs.
Analysis of Goal Achievement: Total student participation at all job fairs this year was 2,802. This overall attendance increase of 114 students is diminished by the fact that 785 of these students attended the Part-time Job Fair which was added as a new job fair offering in 2009-2010. Given the current economic situation, one would expect job fair attendance to be even higher. More work is needed to help students recognize the value of job fairs as not only one way to find employment but also as a way to help them learn about the world of work and to initiate networking relationships that may eventually lead to employment. Job fairs provide a unique opportunity for students to interact with multiple employers in one setting. Fairs allow students to learn about employers, identify potential full-time job, internship, and cooperative education opportunities, and to initiate the employment process with potential employers.   Given the current economy, attracting employers to job fairs in 2009-2010 has been challenging.   Employer participation at our primary job fairs was down by almost 50%. Recognizing that more students are working to help pay for their education, the Career Center launched a new Part-time Job Fair during Welcome Week 2009. 785 students were able to explore part-time job opportunities with 14 on-campus employers and 14 off-campus employers. Job fairs have historically been a major revenue source for the Career Center and can be quite costly to implement. To reduce costs in 2009-2010, CareerFest (non-technical hiring) and SET (technical hiring) were staged in one venue for the both the Fall and Spring semesters. This change resulted in a savings of only $2.32 per employer; however, if employer registrations had not declined so significantly, the savings would have been even greater. Staging the events in separate venues would have resulted in a significant financial loss for the Career Center. In another move to save money, the Education Recruitment Day was held in the Career Center. The change of venue from the Carolina Coliseum should result in savings, depending on the final employer registration numbers.
Students have reacted pessimistically to the news about the economy. Through individual counseling sessions, many students state that there are no jobs available; so, they simply self-select out of the job search process. Some are delaying graduation hoping to wait out the economic downturn; some are focusing on graduate school as an alternative to joining the world of work; and some are continuing in their current employment. These trends are reflected in the number of students attending job fairs. Where one might predict the student participation to increase, student attendance is down by 78 over the previous 3-year average. Not only is student attendance at job fairs important, their level of preparedness is also important. Preparation helps students to be strong candidates for employment; initial data on student preparation is discouraging and indicates more work needs to be done in this area.

Career Center Goal #4: Employer Relations - Increase quality interactions with employers among all professional staff.
Analysis of Goal Achievement: Employer site visits and meetings through February 2010 nearly doubled the total number of similar employer interactions in 2008-2009. Despite limited funds and human resources, intentional efforts were made to connect with employers seeking information about their hiring needs, informing them of Career Center services, and encouraging them to consider University of South Carolina students as potential hires. Targeted outreach seemed particularly important during this down economy. During the months ahead, these efforts will continue as resources allow and all professional staff members will gradually be incorporated into employer outreach efforts. Meaningful interactions with employers will help staff members to be better resources for students as they prepare for entry into the world of work. Staff members have made some progress with regards to developing employer development skills; however, more growth in this area is still needed.
Efforts to double the number of Career Center corporate sponsors has fallen short of the goal, likely due to the down economy. Contributions from corporate sponsors provide supplemental funds that assist with Career Center operations. Attempts to continue adding new partners will continue with targeted solicitations beginning April 1 and continuing for the remainder of this fiscal year.

Fellowships and Scholar Programs Goal No. 2   To nurture the development of a community among the Carolina and McNair Scholars through planned events and advising for on-going reflection on academic and personal growth.
Analysis of Goal Achievement: The community of 195 scholars, almost 16% of the overall SCHC population, continues to thrive on campus, with ongoing involvement in areas that historically attract high-caliber students,

such as undergraduate research and study abroad (which increased from last year), as well as general activities and service. Scholars serve and achieve in a number of ways: as leaders with 23 scholars reporting leadership in 39 groups; as national scholarship achievers with two Rhodes Scholar Finalists, two Rotary Scholars, and numerous other applicants; and as undergraduate researchers and Magellan Scholars. Assimilation of our 57 First Year Scholars (FYS – Carolina and McNair Scholars and finalists) through faculty and student mentoring as well as programming support went extremely well again this year. There was an increase in upperclassmen involvement in planning and interaction with FYS: this year 57 scholars were recruited as buddies for our freshmen. A StudentVoice satisfaction survey administered to all FYS regarding the early Fall programs had a response rate of 56%; 90% or more of respondents either strongly or moderately agreed the 15 aspects of FYS programming were providing a helpful and positive experience for them. Some of those aspects included: ability to connect with faculty mentor, plan to make a difference on or off campus, feel part of the campus community, be more knowledgeable about the campus community, and have become involved with campus activities. One student said, *"I think the First Year Scholar programs have been a great way for me to transition into college life in a healthy, positive way. I am so grateful to those that have put these programs together!"* Our target of having 90% of all FYS participate in at least one early Fall program was met with a result of 99% this year.

General program offerings increased from 13 in Fall 2008 to 15 in Fall 2009. Student-led programs have been more successful this year with more active leadership from the Carolina and McNair Associations.   To better communicate program offerings and campus resources, the associate director sends a weekly scholar email (vs. twice monthly previously), and with the opening of the new Honors Residence Hall, holds weekly drop-in hours there which have proven beneficial and convenient for resident scholars. Changes were made to monthly scholar meetings during the Spring 2010 semester to increase participation by having "drop-in" meetings, on different days of the week; results will be known in late Spring. New this year was the assessment of the Sophomore September conferences through StudentVoice to determine if these conferences are beneficial, and 100% of those surveyed agreed that they are. One student said, *"despite having a rigid guideline to follow as a pre-pharmacy student who already knows for certain that I want to go into pharmacy, I found the session extremely helpful. I feel like the allotted time could have been a bit longer; however, I realize I can go back to talk any time I want.*" Overall, 75% of sophomores participated in these conferences, which is a decline from the previous year, but only one indicator of sophomore engagement. Sophomores continue to apply for national fellowships and serve in leadership roles on campus.

Financial Aid Goal #8:   Plan for and implement revised procedures for handling the student housing and meal allowance benefits provided to student employees of University housing
Analysis of Goal Achievement: This goal was successfully completed through a collaborative effort of the OSFAS and University Housing. The result helps insure compliance in the treatment of benefits, both housing and meal allowances, that are provided to student employees in the residence halls. A thorough set of policies and procedures has been implemented and the communication necessary between Housing and the OSFAS has provided for the tracking and recognition of these benefits. Therefore, their impact on need-based aid is now being recognized. To date, a total of $863,273 in benefits has been recognized. This amount is broken down into $558,782 in undergraduate housing benefits to 280 students, $108,899 in undergraduate board benefits to 192 students, $194,504 in housing benefits to 25 graduate students, and $1,088 in board benefits to two graduate students.

Healthy Carolina Goal #2: Increase campus-wide advocacy for making healthy choices simple.
Analysis of Goal Achievement: Healthy Carolina has made great strides in the past year to create a breastfeeding-friendly worksite. These efforts have received local, state and national attention and have resulted in participation in the United States Department of Health and Human Services efforts to develop a Business Case for Breastfeeding on a College Campus. Other projects such as the tobacco policy, fitness buddies, walking maps, and the GYT campaign are moving forward and making positive impacts in an effort to make USC a healthier place to live, learn, work, and play.

International Programs Goal #3: Enhance satisfaction and retention of international students by providing outstanding support services in collaboration with university partners.

Analysis of Goal Achievement: International Student Services continues to modify its services to better respond to student need. International Student Services met with its student advisory board, Global Voice, twice during the year for feedback on its programs and services. Additionally, results of a student satisfaction survey indicated a high level of satisfaction across all areas of service delivery. More programming, such as shopping trips and weekend excursions outside Columbia, helped address international student mobility issues. Students responded positively to changes, but further improvements will be made to find additional dates/times for excursions and shopping trips

Additional changes to information delivery are planned, including OPT and CPT (job training and curricular based internships) information and streamlining orientation information. Changes are in response to student feedback and interest in moving more information online to increase information accessibility.

International Programs Goal #4: Enhance the personal development and satisfaction of education abroad students while advancing best practices in the field.

Analysis of Goal Achievement

Online information delivery continues to be an emphasis for the Study Abroad Office, in order to meet the needs of the students and utilize staff resources as efficiently as possible. The Study Abroad Office implemented an application and communication management system and, while the system needs further refinement, online submission and further streamlining of the application process is now possible. Additionally, changes are being made to update and repair online orientation modules. The goal is to increase functionality of the website by later adding a new, high performing student orientation module as well as a parent tutorial and a faculty tutorial. Student satisfaction regarding the study abroad experience remains high and the number of study abroad returnees participating in office sponsored events remains strong. Additional reviews of programs, including in-country site visits have been completed in an effort to maintain quality control.

Emergency management continues to be a priority, a comprehensive emergency management handbook is in the works and the Office offers comprehensive emergency management training for faculty leaders. In addition, a fee request has been proposed to allow the University to charge students for the cost of international travel health insurance, as a uniform policy for insurance would help ensure that all students have the best possible coverage and assistance should an emergency occur abroad.

Judicial Programs and Academic Integrity Goal # 2: Increase awareness of the Honor Code and its process to the University community. Staff will educate faculty on the promotion of academic integrity in the classroom and how to report alleged violations of the honor code. Staff will educate students on the importance of academic integrity and the honor code process.

Analysis of Goal Achievement: Overall, the objectives of the goal were achieved with some room for growth and improvement. OAI increased its number of student presentations this year but had a reduction in faculty presentations. The CTE video for faculty, however, is available at any time on-line and may be a contributing factor to the reduction in requests from faculty. Outreach to campus offices regarding promotion of the Honor Code was attempted with four areas within the division, three of which had sufficient references to the Carolinian Creed and another which is still being developed. The number of case referrals remains consistent from previous years; however, the number of college committee hearings has increased from 9 in 2009 to 13 in 2010 with additional hearings pending. These hearings have increased time-to-resolution for all cases within the office, delaying case outcome for the student and feedback to faculty who refer cases. Within individual schools and colleges, faculty awareness and utilization of the process has improved due in part to the office's regular interactions with the college's assistant and associate deans. Evaluations to assess the Honor Code process by faculty and students were sent out at the end of April and again the first week in May. While response rates were low, the overall feedback for the process by both students and faculty was positive.

For next year, OAI will make intentional communication with individual colleges and schools to offer presentations to faculty. The OAI will continue to outreach to campus offices to promote awareness of the Honor Code and the services of the office. Further, the OAI will explore more intentional outreach between Carolina Judicial Council and Student Government to promote academic integrity and the Honor Code among the general student body. Additionally, a regular assessment schedule will be implemented to gather on-going feedback on the Honor Code process. Our recommendation to the Division leadership is to decrease time to case resolution and increase outreach opportunities by providing resources for an additional professional staff member.

Judicial Programs and Academic Integrity Goal #4: The Behavioral Intervention Team (BIT) provides a structured, positive method for addressing students of concern within the campus community through utilization of the behavioral intervention process.

Analysis of Goal Achievement: The primary target for the Behavioral Intervention Team was to increase utilization of the referral process. Over the past 2 years, referrals have increased 166%. More than 145 students this academic year were individually evaluated by the Team to determine the appropriate intervention. All students of concern were addressed and tracked through the intervention process. The implementation of a parental notification policy for students hospitalized for substances resulted in   over 80 parental contacts to date. The number of cases has increased drastically and there is no longer a full time staff member solely dedicated to handle these time intensive cases. A full-time staff member is needed to manage these cases closely and a budget for the Team is needed to fund office supplies, assessment instruments, outreach materials, training programs and marketing tools.

Judicial Programs and Academic Integrity Goal #5: The University of South Carolina values are outlined in the Carolinian Creed and our department is charged with fostering a campus community that promotes integrity and character development through the Carolinian Creed.

Analysis of Goal Achievement: The primary objective of this goal is to elevate the Carolinian Creed to a shared and indoctrinated keystone of the campus community. University 101 classroom presentation requests about the Creed have remained high and have been co-presented by student CJC members. The Carolinian Creed and its history is a common theme in CJC trainings and meetings. However, the offices continue to struggle with meeting this overall goal due to inadequate funding and university support. While Carolinian Creed Day experienced moderate success, there is significant room for growth and university wide support. Creed Week has been planned for almost a full year and occurred March 22-26, however, challenges remain in consistently making the Creed a part of campus life. Participation in Creed events by student organizations remains low and inconsistent. Funding for these events, while proposed yearly by CJC students to SG and RHA, is meager and inconsistent, making it difficult to plan cornerstone events. These circumstances usurp the ability of CJC members and the OAI/OSJP office to progress in making the Creed a recognized and respected foundation of the campus culture. The recommendation is for permanent university funding to support Creed programs and exposure.

Pre-Professional Advising Goal No 3: Develop and practice methods of assessment that guide improvements and enhance student success and satisfaction.

Analysis of Goal Achievement: The pre/post tests for PACES students were implemented and yielded beneficial results. These initiatives will be restructured based on the knowledge gained regarding the assessment process. Blueprint, goals, initiatives and KPIs will be significantly altered for the next academic year.

Preston Residential College Goal No. 3**:** Increased engagement of Preston with the Columbia community.

Analysis of Goal Achievement: Only a few Columbians have been invited to participate and fewer have accepted the invitation. This is a good idea and should be pursued more vigorously next year for a variety of reasons, not the least of which is a possible tie-in to development. A number of opportunities still remain on this year's calendar.

Registrar Goal #2*:* Improve compliance with federal, state and other regulatory requirements by enhancing security and delivery of official confidential student data.

Analysis of Goal Achievement: Regarding compliance with FERPA and other privacy and security laws, increased number of students and faculty accessing confidential information in a secure manner. The Office of the University Registrar led initiatives to improve compliance with privacy and security laws. A year ago, the University's was not in compliance with Family Educational Rights and Privacy Act (FERPA) requirements released in 2008 because the default PIN for the VIP portal was month and date of birth. Today, all students receive a randomly generated provisional PIN to use for initial login or for reset. http://registrar.sc.edu/html/faq/newPIN.stm#firstTime. Over 31,000 PIN sets/resets have occurred since the change occurred in May, 2009. Faculty and staff FERPA certification will be reinitiated on VIP for Fall 2010, reemphasizing the importance of faculty and staff accountability for the student information they use. A year ago, the VIP login default was USC ID (SSN) and PIN. Today, the SSN is further protected because the default is the safer MYVIPID and password https://vip.sc.edu/vipid.html. UTS reports that 32.5% of VIP users have set a MYVIPID password, up 15.5% from 2008.   UTS pulled the number of logins for the

various types in January and February. USC switched login screens February 2nd. It would appear from the numbers that My VIP ID usage has almost tripled since we swapped screens. Breaking down into students and faculty/staff is a little more difficult, because if they are on both databases and login with VIPID, it registers as a "both", meaning we don't know if they are mainly one or the other. All of the "both" types are lumped into Faculty/Staff for the break down.

The percentage using My VIP ID has doubled in all categories with a simple swap of login screens, so it informs our future decisions about changes. The Office has provided new information for offices handling confidential student data. http://registrar.sc.edu/pdf/Security_Confidentiality_Checklist.pdf.

Before giving permission to USC offices to release student information to an external contractor, the Office of the University Registrar is requiring the Data Security Contract Addendum. This is good practice and in compliance with the FTC's new red flag rules: http://www.ftc.gov/redflagsrule.

In addition to personal pick up or electronic transmission to an institutional partner, USC students may ask that we direct deliver an official transcript via US Mail or Express Delivery. USC students may send an official copy of their individual transcript using secure electronic delivery. The secure pdf transcript delivery option went live in late March; although it won't be fully enhanced until we move to Banner in 2012, we already have about 500 requests. The Office of the University Registrar now has imaged 45% of its pre-1988 permanent records on the secure enterprise system with about 26% of the paper delivered to USC Archives for permanent and secure retention. The quality assurance and indexing functions are on-going.

Student Disability Services (SDS) Goal: SDS will make a concerted effort to improve the quality of life for the students who are registered with our office as well as all Carolinians who engage with the office.
Analysis of Goal Achievement: University staff from the Visitor's Center, Institutional Assessment and Compliance, and the USC Police Department have directly engaged our office by invitation in an effort to begin a conversation on how to fully collaborate in the interest of students with disabilities. In addition, the Vice President for Student Affairs and Academic Support and the Associate Vice President for Housing and Student Development have been guests of the office in order to further the conversation of inclusion of students with disabilities. The faculty from the College of Social Work and the School of Nursing have requested staff from our office be present at faculty meetings in which disability-specific knowledge was sought. Initial feedback from our encounters with faculty and staff has been favorable with the intended result of these individuals and offices becoming more aware of how they can impact the educational experience of students with disabilities. Engagement will continue into the future as SDS seeks to expand the knowledge of the University at-large. Surveys will be distributed at the conclusion of AY09-10 to assess what could further be done to raise awareness of students with disabilities.

Student Engagement Goal 3: Support and provide high quality professional development, resources, and opportunities, for staff within the context of the current fiscal climate at the University.
Analysis of Goal Achievement: The Office of Student Engagement achieved its goal of providing high quality professional development opportunities for its staff through incorporating articles and readings into each of its staff meetings, conducting a site visit to Appalachian State, and encouraging all staff to publish and present on a variety of topics. Staff regularly attended Division of Student Affairs meetings and recently were also asked to present topics of interest at both Idea PoP and the Building Connections conferences. A continued emphasis needs to be placed on staff submitting articles for publication and creating and revisiting useful professional development documents such as the professional statement of character and professional development plan.

Student Health Services
Unit Overview: SHS has met many challenges during the past fiscal year, including a significant increase in the severity and number of patient visits, including a record number of flu-related illnesses due to the H1N1 pandemic. Inadequate facilities and space further complicated this massive increase in patient visits. Through thorough and comprehensive strategic planning, flexibility of our staff, and the collaborative efforts throughout our campus community, we met them.

The H1N1 and seasonal flu viruses impacted our daily operations, our relationships with departments throughout campus, and our outreach efforts. We organized early, forming a campus-wide Pandemic Planning Committee to combat a pandemic through information, communication, and immunization. The University received local, regional and state recognition for our efforts in prevention and employing appropriate mitigation strategies for

H1N1. While this significantly decreased the impact of the virus on our campus, the General Medicine Clinic still saw a 17 percent increase in workload as compared to Summer/Fall 2008, with top diagnoses of upper respiratory infections, pharyngitis, bronchitis/sinusitis and influenza like illnesses.

The general economic downturn, increasing health insurance premiums, and legislative changes like the Federal Deficit Reduction Act (which eliminated reduced pricing of drugs) affected our profit margin, and therefore, our approach to delivery of our services. Employees examined their business models, determining creative ways to generate revenue and cut costs. While expanding our services and integrating them into a holistic model in a contracting fiscal environment has been a challenge, each of our departments has success stories this fiscal year. Student Health Services was recognized nationally when we sponsored the Southern College Health Association (SCHA) 2010 Conference and hosted more than 200 college health professionals from throughout the Southeast this March. This collaborative effort between the health center staff, the School of Public Health, School of Medicine, Environmental Health and Safety, and Emergency Management and Law Enforcement involved many USC faculty and staff as key presenters. The president of the American College Health Association, who was in attendance, designated it the best SCHA conference in 25 years.

While the GMC faced unprecedented challenges in addressing H1N1, it expanded services, improved quality and maintained its role as a teaching institution, providing learning opportunities for nursing, residents, athletic training, exercise science students, and health information management. In July, the GMC implemented an Electronic Health Record system, which is moving the clinic to a system of secure, paperless administration, allowing for confidential communication of lab results to patients and confidential messaging between medical providers and patients. This system also gives students the ability to make appointments at their convenience, at any time. Continued improvements and upgrades to the Electronic Health Record system will improve our already high level of patient satisfaction, our efficiency and our overall quality of care.

This year our Sexual Health and Violence Prevention (SH&VP) department's third annual Project Condom program garnered attention nationwide and internationally in college health as an effective way to engage students in safe sexual health. SH&VP's efforts were recognized again when USC was ranked first in the Southeastern Conference in the 2009 Trojan Sexual Health Report Card. This ranking was based on accessibility of services and information, contraceptive availability and cost, sexually transmitted infection (STI) testing and cost, sexual assault programs, peer groups and Web site usability, and student opinion of the health center. SH&VP also provided advocacy to victims of sexual assault, interpersonal violence, harassment, stalking and hate crimes. The department had great success in its initiatives through outreach, engagement and continued development of its student peer groups. SH&VP was honored for its work this year with a community partnership award from Sexual Trauma Services of the Midlands. USC's Greek Life gave SH&VP the first ever Community Partnership Award for the outreach efforts and the impact it has had on its members.

Through the programs, services and outreach of our Campus Wellness department, USC gained acclaim when it was designated a Fit-Friendly Company by the American Heart Association. Prevention is a major focus of Campus Wellness' programming, and its efforts have had a significant impact on our campus community's ability to gain and maintain optimal health. The department has thought creatively, collaborating with the health center's Lab, to offer screening and counseling to students, faculty, and staff. It addressed stress, the primary impediment to academic success, and began offering a biofeedback program and a "De-stress Fest" each semester. It developed a weekly walking/running program to encourage faculty and staff to be more active during the day. Campus Wellness also expanded outreach, presenting workshops on nutrition, body image, wellness, tobacco cessation, colon cancer and more.

The Lab at Student Health Services saw test volume increase 18 percent this fiscal year, as compared to last year. Implementation of the Laboratory Information System (LIS) improved quality of service through reduced errors, improved results delivery, and record keeping. These improvements were instrumental in managing the increased workload during the H1N1 outbreak. Completion of the interface with Professional Pathology Services will make all laboratory results accessible through the Electronic Health Record. Coupled with an additional Medical Assistant to process send-out orders and assist with specimen collection, the Lab is meeting increased demand for its services.

Women's Care maintained its initiative to expand and improve quality of services through "Well-Woman visits," addressing stress management, fitness, nutrition, and preventive care, while completing many operational measures to contain costs. Women's Care also revised its practice model, expanded outreach activities directed toward individual students and diverse student groups, and developed relationships with campus partners. As the department continues providing patient care, teaching student healthcare providers, and participating in research,

it will continue improving the patient and employee experience. The Pharmacy has been disproportionately affected by the economy, insurance reimbursement rates and legislation. While it has struggled to contain costs, yet maintain adequate inventory to fill prescriptions, over-the-counter sales continue to increase due to more self-treatment and provider recommendation. At the same time, technology is changing the face of the Pharmacy's operations. Patients can call in prescription refills instead of waiting in line, and can now order refills online through our secure Web portal MyRxSpace. These innovations will allow for more efficiency, higher levels of customer satisfaction, and cost savings. The Counseling and Human Development Center saw a 7 percent increase in visits this year, with top diagnoses of depression, anxiety, and sleep disorders. Relationships with campus partners have been important to the Counseling Center's success. Through the Behavior Intervention Team (BIT) process, managed in conjunction with the Office of Judicial Programs and University Housing, the Counseling Center conducted 83 student assessments. The BIT program has expanded significantly at 166% in the past three years. Expanded outreach efforts include our Bystander Accountability Task Force with the Carolina Community Coalition, our Student Educators for Emotional Development (SEED) program and the USC Active Minds Chapter. The Counseling Center also coordinated the first South Carolina Collegiate Mental Health Conference, attended by 80 mental health professionals from schools around the state.

Student Life Goal 1: Provide programs and services that enhance student and constituent development.
Analysis of Goal Achievement: Programs and services were provided throughout the year in a variety of capacities that enhanced student and constituent development. There were a record number of users to the Wellness Center (454,659), in addition to significant increases in programs and services. It is interesting to note the cumulative GPA of participants in recreational programs, in addition to users of the WFC. For example intramural sports participants had a cumulative GPA of 3.22, participants in Group Exercise were 3.44. Participation and satisfaction targets were exceeded for intramural sports teams, Group Exercise participation and sports clubs. Diversity education goals were surpassed this year in the number of presentations, workshops and trainings, in addition to the participation by the campus community. Specific programs were developed for student organizations and special populations. The Diversity Peer Educators provided support and training for the entire campus. Through a newly incorporated leadership model, Greek student involvement in leadership development programs increased by 50%. 94% of Greek students surveyed reported that membership in a Greek organization enhanced their ability to set goals and achieve them, while 91% agreed that Greek membership enhanced their ability to examine values in decision making. Parents Weekend 2009 was again a successful weekend for the Carolina community with more activities for parents and a 5% increase in overall attendance, providing an opportunity for parents to come to campus to learn more about what is offered, attend a Friday class and network with other parents and campus administrators. Online services for students were provided for student ticketing and assisting students in finding off-campus housing. Both programs touched thousands of students and continue to address the changing needs of students in two specific areas. Community service projects continue to provide an excellent opportunity for students to learn more about diverse community needs, develop relationships with other students and live out the values of the Carolinian Creed.

Student Life Goal 2: Reduce high risk behaviors by educating students on healthy lifestyle choices.
Analysis of Goal Achievement: Addressing high risk behaviors on campus is a campus-wide responsibility. A number of programs and initiatives were offered this year to address high-risk students and behaviors and change the environment in which students live and work. The online alcohol assessment was required in the Fall semester, although changes were made to transition to a new program Fall 2010. Collaborations were made with other offices on campus in developing a plan for addressing student behaviors. A tracking system was developed to assist in identifying trends of usage, time of year and offense location in order to better target programming during high-risk times of the year. Although there is no clearinghouse for data collected on alcohol and other drug programming and initiatives, steps were taken to design a system for the upcoming year. 2010 Core data continues to provide a glimpse into the behaviors of our students, which is something that must be a priority in the coming year. Students are reporting significant increases in alcohol and drug use within the last 30 days. A detailed summary will be designed and distributed to key administrators and partners this Summer in an effort to address the concerns.

Student Life Goal 4: Provide facilities that maintain the highest standard of quality and meet the needs of the campus community.

Analysis of Goal Achievement: Twenty four facilities are maintained throughout the Department of Student Life; cleanliness and safety are primary areas of focus because we know through surveying users and residents that these factors impact usage and residential experiences. Systems have been enacted throughout the Wellness Center and the PE Center that maintain the highest standard of quality in the five pools, multipurpose space and outdoor multipurpose fields. Participant satisfaction with and perception of cleanliness within the facilities have continually been rated high on annual surveys. The residential experience of students living in the Greek Village is assessed each year and improvements have been made to ensure that staff is aware of resources that can impact the academic and residential experience for members. Steps have been taken this year to improve the safety and security procedures in the RHUU. Staff (including tenants) is better equipped with the skills and training to handle emergency situations, in addition to security enhancements that have been made in the building to continue meeting the needs of the campus community. Systems will continue to be evaluated and assessed annually.

Student Life Goal 5: Update policies and procedures to meet the needs of the campus community.

Analysis of Goal Achievement: Significant work was done this year on reviewing and updating policies and procedures. Specific procedures have been developed outlining use of facilities and equipment to provide clearer expectations and improve service delivery. A comprehensive staff manual was designed and shared with staff outlining university procedures related to our work. An organizational management system designed to make the registration and renewal process of over 290 organizations was developed this year; users reported satisfaction with the program and satisfaction with convenience, organization and effectiveness of it.

University 101 Goal No. 5: Sustain an efficient and effective work environment where highly qualified staff are provided professional development opportunities and resources.

Analysis of Goal Achievement: Major efficiencies were created in the workflow of the office and in the management of information through the creation of a password-protected database system that contains data on instructors, peer leaders, and the Fall schedule. Coupled with an online application interface that allows end-users to upload and edit their own data, the new system eliminates duplication of entry, allows immediate access to data, and generates real-time custom reports. This new system also increases the security of our information as data is not housed on individual machines and access is restricted to key personnel.

University Housing Goal**:** Create a rich and rewarding living, learning, and working environment that meets and exceeds student expectations.

Analysis of Goal Achievement: This goal can be met by creating a safe, secure, and inviting physical environment. We did not achieve this goal at the desired level. While we were able to continue our efforts to have a fire suppression system installed in every University Housing building, we have not yet met the goal of 100% sprinkled. We responded to 3.3% MORE calls for Heating, Ventilation, and Air Conditioning (HVAC) complaints, despite a concerted effort of upgrading mechanical rooms, fan coil units, and dehumidification systems that would prevent mold growth. We did see a reduction in HVAC calls in Preston, the most recent hall to receive a mechanical upgrade. We submitted a plan to have a University Housing Master Plan study conducted, but it was pulled from the Board of Trustees agenda due to institutional budget concerns. This plan would have conducted a market and demand analysis, a facilities condition audit, and created a 15 to 20 year financial plan. Absent that document, we have been attempting to fix what breaks and plan facilities projects that address the highest student complaint issues (i.e. HVAC and mold reduction, water quality, water infiltration, general "freshness" of our spaces, etc.). What should not be lost is the competition we are facing from the off campus market for returning students and family/graduate students. Our facilities provide the basics, but competing with new or nearly-new is difficult. While we continue to have a waiting list for returning students, we may not always have that luxury, especially as off-campus facilities reduce their rental fees and provide amenities that we cannot. Vacancies in family and graduate housing are extraordinarily high, and anecdotal evidence (from students and from our English Proficiency for Internationals (EPI) partners) would suggest that the lower occupancy rates is the result of perceived lower quality of our family/graduate units. Carolina Gardens is in the worst shape, and we will request a study be conducted on that facility's long-term viability, and we will explore public-private partnerships in this area. Occupancy management has been difficult, given the uncertainty of the freshman class size. We lost

over $1 million in revenue in 09-10 because the projected freshman class size of 4,100 did not materialize, and only 3,900 spaces were needed for freshmen. Some of the 200 spaces reserved for those freshmen (for which we turned away upper class students on a waiting list) were never filled. We mitigated the financial impact of those vacancies by converting double occupancy rooms to singles where we were able, and that generated $222,665 in additional revenue. We did well in the area of sustainability, including supporting a green learning community, hiring a sustainability coordinator, utilizing green cleaning methods, achieving LEED certification on renovation and construction projects, implementing green printing solutions, etc. We also did well in increasing safety on campus, as demonstrated by continuing to install fire suppression systems, adding cameras, providing emergency notification boards, etc. The cameras, in conjunction with University of South Carolina Police Department (USCPD), assist us in identifying vandals and thieves. Ultimately, identifying the culprit of vandalism lowers student fees for residential students. The emergency notification boards are crucial in notifying students of emergency situations on campus. When not being utilized for that purpose, a myriad of institutional messages can be displayed, and can become a small source of revenue. We have switched to using soy ink in our printers. Our publications use recycled paper and soy ink.

We have again, been told to expect a large freshman class size, somewhere between 4,200 and 4,300 students. We will try to hedge our vacancies by using historical data on the number of returning students who cancel their contracts and use that trend as a way to accommodate the "extra" freshmen students. Recommendations to the division include providing the range of possible new freshmen to expect. While 4,300 may be the "stretch" goal, we need to know how many students enrollment management realistically expects to enroll.

Visitor Center Goal 2: The Visitor Center will deliver exceptional customer service through all portals and to all visitors and provide a rich learning environment for all visitors and staff.

Analysis of Goal Achievement: 97% of requests for information were handled within 24 hours of receipt (achievement of this goal was affected by the continuing rise in general university visitors and college-bound students/parents visitor traffic, especially in October-November 2009 and March-April 2010). We serve more than 13,300 virtual visitors each month, with the most widely used web application supporting the online visit reservation system. Satisfaction with this system is measured when college-bound students and parents come to campus for an actual visit; 66% of campus visit participants schedule their visit using the online reservation system and more than 98% expressed that the online reservation system was convenient to use; 97% of campus visit participants stated that they received the information they needed to make an informed decision about college. 33% of scheduled campus visits either fail to show up for their visit (wasting significant staff time and inconveniencing faculty and staff who have set aside time to meet with them), are cancelled, or are changed in some way that requires a complete rescheduling of the visit. Therefore, the Visitor Center is performing at least 1/3 more work than is reflected in the numbers, while still delivering a high level of service.

In addition to the campus visit program, we assisted 41,821 visitors who walked-in to the Visitor Center with a myriad of questions about the University and surrounding city, and answered more than 23,506 emails and 13,319 phone calls. While the number of phone calls and emails remained nearly the same, the number of visitors who walked-into the Visitor Center needing assistance more than doubled from the previous year. Of the 129 groups that visited the campus, 49 represented underserved schools and collectively involve almost 5,300 visitors (2,577 were high school juniors and seniors). Thirty four group leaders evaluated their campus tours (response rate of 26%) and 94% indicated that their overall group visit experience was either excellent or good.

Visitor Center Goal 3: The Visitor Center will support enrollment goals and support recruitment activities sponsored by Office of Undergraduate Admissions & Athletics.

Analysis of Goal Achievement: The Visitor Center full-time staff and student Ambassadors helped meet constituents' needs by participating in Open Houses, Bridge Day, McNair Scholar's Weekend, and Carolina Scholar's Weekend. All staff for these events were trained in order to effectively aid over 4,200 visitors to date at these events. To date the Visitor Center provided 131 Ambassadors and full-time staff to support events sponsored by Undergraduate Admissions. The Visitor Center also scheduled staff to assist with Scholar's Day, the Minority Luncheon, the SC Guidance Counselor tours, Carolina Preview, and Discover Carolina, sponsored by Undergraduate Admissions.

National Survey of Student Engagement (NSSE): USC participated in NSSE 2009 (N=1142 randomly selected first-year and senior students); students' responses about their USC experience provide an indicator of the quality of life at Carolina.

Supportive Campus Environment: NSSE 2009 benchmark scores for USC's "Supportive Campus Environment" were higher (statistically significant), for both first-year students and seniors, than those of a USC-selected comparison group of 6 institutions, as well as the comparison group of all institutions with the same Carnegie class classification. Student-rated items that comprise the benchmark:

- ♦ "Campus environment provides the support you need to help you succeed academically"
- ♦ "Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)"
- ♦ "Campus environment provides the support you need to thrive socially"
- ♦ "Quality of relationships with other students"
- ♦ "Quality of relationships with faculty members"
- ♦ "Quality of relationships with administrative personnel and offices"

Goal No. 3: Research, Scholarship and Creative Achievement – Contribute to the discovery, application, and dissemination of knowledge and creative achievement.

In support of the University's research, scholarship and creative achievement goal, the Division provides professional development opportunities for campus, state, national and international constituents to promote student learning and facilitate transitions into and through educational systems; improves programs and services through systematic planning and assessment; facilitates scholarship of teaching, learning and student development; engages in scholarly activity (conducts research, produces scholarly publications; delivers scholarly presentations) to advance the academy and knowledge base; and advances habits of mind that encourage lifelong learning among students, faculty and staff. The following outcomes describe the results of some of the division's work in these areas:

Career Center Goal #3: Each professional staff member will be proficient in developing clear and measureable learning outcomes.
Analysis of Goal Achievement: Surveys of small group and workshop participants indicate that learning outcomes were met; however, the number of survey responses was very low with some small groups/workshops having no participants respond. In the same surveys, nearly 90% of participants strongly agreed that the small groups and workshops were well-organized; 100% strongly agreed that the facilitators communicated the content clearly and were effective in leading the small groups and workshops; and 75% of participants were likely to attend future Career Center small groups and/or workshops. Career Center staff members continue to have difficulty getting student response to follow-up surveys and invitations to join focus groups. This suggests that perhaps fewer and perhaps more targeted surveys and focus groups need to be developed. Also, other assessment methods need to be identified and tried.
The formal process of developing clear and measureable learning outcomes is new to most Career Center staff members. The transition to a new service delivery model presented a timely opportunity to help staff think specifically about outcomes for newly developed small groups and workshops. Staff members were assigned specific small group and workshop topics and asked to develop learning outcomes for their assigned topics. In addition, staff members were organized into teams so that they could seek guidance and input as they developed their learning outcomes. Learning outcomes were completed for all small groups and workshops by August 15, 2009. To assist with the assessment of learning outcomes, all staff members completed training on how to use Student Voice. Students who participated in small groups and workshops during the month of February 2010 were surveyed. Surveys included the specific learning outcomes for the small group/workshop students attended as well as questions on student satisfaction with their experiences. Results of small group, workshop, and other programmatic assessments will be used to revise small group/workshop content and delivery methods for 2010-2011.

Financial Aid Goal #5:   Investigate, plan, and provide leadership in the mainframe automation of federal grant Common Origination and Disbursement (COD) file processing and transmission.
Analysis of Goal Achievement: After approximately nine months of investigation, planning, and collaboration with UTS staff, the mainframe automation of federal grant Common Origination and Disbursement (COD) file processing and transmission was tested and accomplished. Transmissions between the University and COD now run nightly. As of this report, the files of 4,680 grant recipients who are receiving over $22 million in Pell, ACG, and SMART grant funding are being administered through the processes achieved through these efforts.
Financial Aid Goal #6:   Provide leadership in expanding the mainframe automation of Common Origination and Disbursement (COD) processing and transmission and plan for the conversion to Federal Direct Loan Program (DL) from the Federal Family Education Loan Program
Analysis of Goal Achievement: The University announced its conversion to the Federal Direct Lending Program from the Federal Family Education Loan Program in December 2009. Building upon the efforts previously expended in achieving mainframe automation of federal grant COD administration, continued analysis, planning and collaboration is occurring. These efforts will ultimately enable the mainframe automation of the additional COD responsibilities associated with administering Federal Direct Lending. It is anticipated that the needed functionality for enabling mainframe administration of the approximately $180 million of anticipated DL borrowing in 2010-11 will be completed in late spring/early summer.

Financial Aid Goal #10:   Review the services being provided by the OSFAS during Orientation.
Analysis of Goal Achievement: Because of ever increasing demands on and competition for staff time, a review of OSFAS services provided to families during Orientation was undertaken. As a result of that review, it was determined that the expectations of attendees were common enough that a very responsible and service-oriented group session could maintain the level of service provided in past years. Group presentations have generally improved the overall information provided by ensuring that all families are hearing a common presentation that will likely cover more than they might ask on their own. Over 1,000 family units participated in the 2009 OSFAS Orientation presentation, that number consistent with 2008 and up 10% or more from the five preceding years. Further efforts to both tie the presentation more closely to that of the Student Accounts Office and to update/refine the OSFAS presentation based on ongoing experience of family expectations is being accomplished at this time.

Green Quad Learning Community Goal #3: Create a nationally-recognized program in the Green Quad through research, development, outreach, and assessment.
Analysis of Goal Achievement: We are making substantial progress toward this goal by collaborating with other faculty to conduct research and assessment projects that have been and will be published in appropriate academic journals; developing a comprehensive fundraising strategy and submitting grant applications; broadening our promotional activities through electronic media, making conference presentations, and giving tours; and establishing a pre- and post- survey of students. We are achieving most KPIs related to staff excellence by establishing a staff training and orientation program, developing an online handbook, and undertaking a radical restructuring to incorporate green values in our operations. Declining resources and over-ambitious objectives (related to the number of staff) have limited our achievement of KPIs in some areas: support for faculty and student research and travel has been minimal; grant applications have not been as frequent as planned; publicity efforts are much improved but still need more staff time; results of assessment activities need further analysis and application; and the new "green" workplace structure is a work-in-progress. We have recommended to SAAS that we be provided additional funding through either a budget initiative or a student fee, to improve our capacity to meet this goal. We will be reevaluating this goal (and the related initiatives) next year, as we revise our Blueprint more in accord with our new operational structure.

Healthy Carolina Goal #1: Increase the attention and number of current research projects within the Division of Student Affairs and Department of Academic Support that directly address the health and well-being of the Carolina Community.
Analysis of Goal Achievement: Healthy Carolina has done an extensive job of including and increasing evaluation efforts for all programs and services offered by Healthy Carolina as well as Campus Wellness. The staff was disappointed with the response rate of the National College Health Assessment; 18% is still considered a good response but it far below our 2006 and 2008 response rates of 33% and 34%, respectively. It is believed that this decrease in the response rate can be attributed to "corners cut" in an effort to decrease the budget for this project. The previous implementations included a mailed personalized letter to each of the 4,500 selected participants. This year a generic postcard was used. The other major research project implemented this year was the evaluation of the Healthy Carolina Farmers Market. Evaluating a community based initiative can be difficult but Healthy Carolina implemented innovative evaluation techniques to gather useful and reliable data.

Healthy Carolina Goal #3: Develop and expand departmental collaborative efforts targeting health within the campus community.
Analysis of Goal Achievement: The number of hours that goes into this goal is astonishing and is hard to put in numbers. This year has been a great year of developing new relationship with departments such as University Housing, Green Quad and Atlas Vending. One can not quantify the impact of these relationships but all of these initiatives are based on evidence-based programs in the field of Public Health.

Healthy Carolina Goal #4: Increase funding for health related programs, services and research.
Analysis of Goal Achievement: Healthy Carolina continues to consistently seek external funding for projects and initiatives that are innovative and evidence-based, but are not currently funded by the institution. This endeavor is

extremely time consuming but it continues to bring positive publicity and recognition to Healthy Carolina and the University of South Carolina.

Judicial Programs and Academic Integrity Goal No. 6: Develop and practice methods of research and assessment that guide improvements to the Office of Student Judicial Programs and the Office of Academic Integrity to enhance student success.

Analysis of Goal Achievement: Our department has successfully developed learning outcomes for the training and services that our office provides. We have utilized these outcomes for the development and revision of assessment tools that have been launched this academic year. Outcomes from the Academic Integrity Workshop evaluation have guided content changes for the upcoming year to further contribute to students' future success in the classroom. The student conduct assessment for adjudicated students was sent out on March 15th. The Honor Code process assessment for students and faculty was sent out at the end of April and again the first week of May. The use of findings from other Student Voice assessments has aided in the identification of trends of student behaviors that can guide the development of tiered new educational sanctions. Further, assessment outcomes have been employed in the creation of national and regional conference programs by graduate assistants as part of their professional development. Unfortunately, due to university wide travel constraints, benchmarking the staff's assessment outcomes and overall professional staff development has been hindered since 2007/08.

National Resource Center Goal No. 1: Advance and support a global community of educators who promote student success, learning, and development.

Analysis of Goal Achievement: The activities of the National Resource Center in this area--particularly those related to conferences, continuing education, publications, and recognition programs--met or made significant progress toward all of the initiatives included in this goal. Analyses of registration and satisfaction statistics for our events met or exceeded our goals for all of professional development events except one (2009 Students in Transition), despite the fact that higher education budgets, and especially travel funds, have been cut significantly. Further, our ability to continue to produce high-quality print and online resources in support of our mission also illustrates our success on goal achievement, including the publication of two new titles (one guide and one monograph), a new online free newsletter (Toolbox), the continued success of our periodicals, and a full development pipeline for new publications. The fact that responses to all of our recognition programs exceeded our 2008-2009 benchmarks is another sign of success toward this goal. Finally, our ability to plan for 2010 new professional development opportunities such as two institutes, and a national recognition program for excellence in first-year teaching as well as the advancement of our efforts to create online courses are other examples of goal achievement. Some areas for focus in the future include continued efforts toward online learning opportunities, which were delayed in 2009-2010 because of a failed RFP process, a critical analysis of our National Conference on Students in Transition (the only NRC meeting to not meet the levels set for the year), and ongoing attention to our efforts to increase submissions to our scholarly journal. However, overall, we are very pleased with our achievement of this goal, particularly in light of declining higher education budgets and travel funds. Professionals in our field are putting their limited funds toward the issues that they really value and, clearly, the mission and activities of the Center fall into that category. This level of national exposure for the Center and the University of South Carolina help advance the Division's goals for professional development and bring positive attention to the university.

National Resource Center Goal No. 2 - Develop and practice methods of research and assessment that guide improvements for student learning, success, and satisfaction as well as provide better understanding of student transitions into and through higher education.

Analysis of Goal Achievement: The National Resource Center had very high aspirations for our research and assessment activities in 2009-2010. Within a few short months of submitting this year's departmental planning blueprint, two members of the NRC staff who were instrumental to the pursuit of our research and assessment initiatives left to pursue other professional opportunities. Through reorganization and effective hiring, we will enter FY2011 with a full staff in the Research, Grants, and Assessment area of the Center. However, these staff vacancies (for most of 2009-2010 while a reorganization and a successful national search were realized) have severely limited our progress on this goal in the current year. Rather than try to address all of these initiatives with such a diminished research staff, the NRC leadership decided to prioritize a few of our research and assessment

activities for the 2009-2010 year and postpone others to 2010-2011, including charting a multi-year research agenda for the NRC; making accessible procedures for NRC data services, research requests, and data sharing; and the first-year assessment listserv essay series. However, for those projects that were maintained as research/assessment priorities for 2009-2010, we experienced a great deal of success toward our overall department goal to "develop and practice methods of research and assessment that guide improvement." More specifically, we administered the 2009 National Survey of First-Year Seminars, which yielded a larger sample than for previous administrations; proposed and presented two research presentations at conferences sponsored by the National Resource Center and six research sessions at other national conferences; awarded the 5th Paul P. Fidler Research Grant; and acquired the first research grant in the history of the Center (a small grant award from The Spencer Foundation). In addition to advancing Blueprint Goal No. 2 for the National Resource Center, these activities also advanced Division outcomes to promote staff engagement with scholarly activities and development toward campus and national visibility and expertise. In the next year, our unit looks forward to revisiting the initiatives that were initially set forth in support of this goal and that were postponed due to lack of human resources.

Student Disability Services (SDS) Goal: SDS will commit itself to the dissemination of knowledge relevant to increasing overall accessibility and diversity.
Analysis of Goal Achievement: Student Disability Services continues to work collaboratively with the registrar's office and institutional assessment and compliance to accurately and effectively manage information on IMS regarding students with disabilities while maintaining students' rights to privacy and confidentiality. While progress has been made in achieving this goal, limitations of the current IMS system make it difficult to obtain all the necessary information through IMS. Effective strategies for working with IMS have been identified and the SDS staff is analyzing initial data and comparing data to admissions data at this time to determine if students registered with SDS are representative of the university student body.   Early data analysis revealed approximately 50% fewer students with disabilities registered at USC than anticipated based on national data, other SEC institutions and SDS selected peer institutions. Based on the results of the current data analysis, SDS will provide targeted information regarding documentation, registration, and services and accommodations provided by our office to any groups that are under-represented in our current student population.

University Housing Goal #3: Expand current knowledge base to inform practice and to share relevant results with colleagues.
Analysis of Goal Achievement: We have met this goal. We have made a concerted effort to have more employees take the WorkKeys Assessments (the screening tool to establish eligibility in the apprenticeship program), and to have more employees participate in the apprenticeship program. We created a graduation ceremony for the successful apprenticeship employees and provided support for those employees who did not pass the WorkKeys Assessment so that they could increase their chances of passing the test the next time it was offered. Staff members are making concerted efforts to learn in order to do their jobs better. There is a cost to the department ($70,000 for the apprenticeship program); however, the increased skills obtained through the program result in better service to our students. We have been encouraging staff to attend training sessions to be competent with new systems. Professional staff training was adjusted so that it was not a duplication of Graduate Assistant training. Instead of focusing on the operational aspects of running a building, professional staff training focused on developing leadership skills. All of the management staff read the book Five Dysfunctions of a Team, and various other books and articles were read by different segments of the department. Sixty-five percent of graduate students reported being more competent as a result of the Friday Morning Professional Development series. For University Housing, the Division does an excellent job at providing professional development opportunities for those who have been trained (or are being trained) in student affairs. University Housing provides professional development opportunities and specific training for maintenance and custodial staff. Based on the data, we need to do a better job of connecting readings and discussions to staff's daily activities. A 65% rate of "approval" in that area should be higher, and we will investigate the reasons for the low score. This score only represents our graduate students, and next year we will also assess the professional staff members who participate in those meetings. Our feedback on the diversity readings was also less than desired. Anecdotal evidence would suggest that staff did not consider poverty a diversity issue.

Goal No. 4: **Service Excellence – Improve the quality of life beyond the University by engaging the educational and research expertise of faculty, staff and students, and by promoting community service.**

In support of the University's service excellence goal, the Division provides high-quality publications, professional development events, and resources on student transition, learning and success to both internal and external constituents; provides opportunities to collaborate with other entities and educational institutions to learn about services, products, and programs that assist educators in meeting the needs of students; engages in community partnerships to advance educational attainment, affect economic development and improve quality of life; collaborates with system campuses to advance Student Affairs and Academic Support operations and provide system leadership; and facilitates opportunities for community service and service learning among students, faculty and staff. The following outcomes describe the results of some of the division's work in these areas:

Financial Aid Goal #9:   Review web page information for improvement opportunities
Analysis of Goal Achievement: An extensive review of the office webpage was conducted with numerous updates and additions accomplished as a result of these efforts.

International Programs Goal #6: Advance the institutional commitment to service, research, scholarship, and creative achievement for students, faculty, and staff through a global lens.
Analysis of Goal Achievement: For the first time Spring semester, International Student Services has partnered with the Community Service Department to reach out to international students and challenge them to participate in a community service project. In March, a group of 24 students including 8 international students, a JFDP fellow (Eurasian fellowship program for short-term scholars) and 16 American students went to the USC Arboretum for a day of service. International Student Services hopes to implement service Saturday opportunities every semester in the future. Professional Development opportunities continue to be strongly encouraged by International Programs. A lack of resources prevents many staff from attending conferences, specifically the national conference on international education. Staff are encouraged to participate in webinars, local conferences, division events and other innovative professional development opportunities. Experience in foreign countries is critical for staff to maintain international expertise, which is a hiring criterion for all professional staff. Travel opportunities related to international recruitment, study abroad site visits and program development are both mission-critical and vital for maintaining professional competence. International travel and participation at the NAFSA Annual Conference, considered the most important international marketplace for doing international higher education business, needs to be protected despite budget constraints.

Registrar Goal #3: Improve client services operations and related policy/procedures.
Analysis of Goal Achievement: Provide certification services for Chapter 33 and Yellow Ribbon participants such that students who apply for Chapter 33 benefits receive satisfactory service. During the first year administering veteran's certification services, we had 282 Chapter 33 applicants for whom we currently have open cases. 86 of those are dependents of Active Duty or Prior Service military (30.50 percent), called Transfer of Entitlements (TOE). We accepted fifty (50) applicants for Yellow Ribbon Benefits. Of these, two (2) did not enroll in the university at all. Of the 48 who did attend, thirty-six (36) were certified to the VA for YR benefits in either the Fall 2009 or the Spring 2010 semesters. Of these, eleven (11) are Chapter 33 Dependents, or 22% of all YR applicants.
 After initial incorporation of new procedures, the office examined survey results provided by a member of the Veterans Student Services Advisory Committee (VSSAC). The survey was focused on reaching out to veterans, and we used data from the survey to inform the group.
We want our candidates for degrees to have accurate, useful, and timely information for Graduation and Commencement. The Spring commencement survey conducted May 11 – 19, 2009 had 493 total respondents (13% of those surveyed). The University clearly provides good service to the large majority of those participating in the graduation or commencement processes. There are no red flags needing our immediate attention, but results indicate that our methods of communication can be improved. 13% disagreed with the statement: "Communications I received from the registrar's office regarding the degree application were clear, concise, and easy to understand" and almost 16% said the Graduation Information link on the registrar's website was not easy to find. This is not because the office does not communicate, but how and how frequently we communicate must be evaluated. A formal communication plan will be developed for graduation and commencement. The degree

application process itself is fragmented, since each college handles it slightly differently. The process improvements made with the new student self-service promise to firm this up in the 2012-2013 academic year. We learned that we must improve directions for those attending the ceremony; 25% thought the directions (signs) inside the Colonial Life Center were not clearly defined, and 20% wanted more assistance with academic regalia. The Office of the University Registrar provides the information, but an evaluation of how we get folks attention in the large and confusing venue is needed. Graduation survey for 2010 is being administered but results will not be available before the end of this reporting period.

The number of candidates for degrees in May 2010 was over 5,900, an increase of 7% over last Spring. The number of Columbia undergraduate candidates in the Spring of 2010 increased by over 5% since Spring 2009. Final approval statistics for Spring are not yet available.

Student Engagement Goal 5: Coordinate and increase the level of intentional academic service-learning opportunities at the University of South Carolina

Analysis of Goal Achievement: Service-learning continues to expand as a teaching pedagogy at the University of South Carolina. The number of service-learning courses has increased from 25 in 2008-2009 to 42 in 2009-2010. Recent assessment data from USC service-learning courses in the Spring and Fall 2009 confirm the impact of service-learning on students as it indicated numerous key educational outcomes of the pedagogical process. Course pre- and post-survey results (n = 328) suggest that students who engaged in service-learning courses during both of these semesters increased perceptions of course relevancy, academic engagement, and community connection and involvement. Additionally, increases were demonstrated in student career direction, confidence in academic ability, and feelings of post-graduation preparedness, outcomes which directly support student persistence and learning. These findings are consistent with national studies which indicate that service-learning experiences enhance students' learning of course material* and positively affect their critical thinking and problem solving abilities*. These studies also demonstrate that students engaged in service-learning projects report higher levels of satisfaction with college* and more confidence about their career choices*. Finally, service-learning consistently is linked with social integration* and retention of first-year students*, minority students *, women*, and the general student population*.

Despite the success demonstrated in these findings and the growth in resources developed by the Office of Student Engagement, there is currently no full-time staff support for service-learning or community engagement across the entire Columbia campus. Although budget constraints preclude the ideal establishment of a Center for Community Engagement, it is our belief that, at minimum, a full-time staff member is required to advance community engagement practices with organization and vigor. Although current activity can be maintained by the Office of Student Engagement, expansion of the practice is not feasible given current resources. In spite of the economic challenges faced by our institution, service-learning provides an opportunity to further advance the impact and reputation of our university. Service-learning will not only move us forward, but will position us as an institution of character, fostering innovative and revolutionary ways to teach, research, and serve.

*See full blueprint with citations at *Student Affairs & Academic Support - Strategic Planning*

Student Life Goal 6: Provide quality training opportunities that enrich both the student and staff experience.

Analysis of Goal Achievement: Providing quality training and professional development opportunities for staff and students is important in our department in order to ensure that employees feel valued and exposed to different ways of approaching situations. Analysis of student employees in Campus Recreation shows that academic impact of their employment. Five undergraduate students participated in the Community Service Intern program, which proved to be educationally beneficial to them beyond the classroom. Leadership development and mentorship will continue to be a focus for the department in FY11. Students have been empowered through governing boards and councils. For example, the new selection process of Carolina Production Executive board members has allowed this group to be chosen by a varied group of individuals who have different levels of investment in the organization. The Sport Clubs Council was developed this year to provide peer leadership for the 35 clubs at the university. Students reported that the experience was excellent and participation enhanced their financial management and communication skills. Efforts have also been made to better address staff development opportunities at the departmental level. Monthly meetings and trainings are designed to provide all staff with new skills that will make them more successful in their roles. A staff survey and focus groups will be conducted this summer to develop a plan for better addressing staff training needs.

Student Life Goal 7: Provide high-quality publications and online presence to improve customer satisfaction and increase awareness of programs and services.

Analysis of Goal Achievement: Offices within the department continue producing high-quality publications and evaluating online presence to ensure we are meeting student needs. A virtual tour has been designed for the RHUU website that will provide potential customers with a visual resource when making reservations. In addition, online resources have been developed to assist customers in the event planning process. Students continue reporting satisfaction with the online student ticketing system that distributes over 90,000 tickets to students annually. Awareness of opportunities through Student Media has increased due to marketing campaigns that have been designed and executed this year. The Daily Gamecock, WUSC and SGTV continue to be a source of news, information and a forum of exchange for all members of the university community. A new staff member was hired in May to assist the department in addressing IT needs, specifically in terms of web site design and updates. Parents are informed through a number of publications from the Office of Parents Programs. Overall, 73% of parents responding to the year-end survey think their students have been more successful because of the information they receive. Survey data is included in the full Student Life blueprint at *Student Affairs & Academic Support - Strategic Planning* to describe the impact that information sharing has had on both students and parents.

Student Life Goal 8: Use assessment and data collection to evaluate programs and services for effectiveness.

Analysis of Goal Achievement: Assessment and data collection has been used in a number of ways this year to examine the programs and services offered throughout the department and to examine the impact those programs and services have had on students and other constituents. Analysis is provided in the full department blueprint at *Student Affairs & Academic Support - Strategic Planning* for specific areas, and additional information is available upon request. In summary, year-end assessments provided valuable data on the work being done and how it has impacted students during their time at the university and beyond.

Student Life Goal 9: Develop collaborative partnerships that promote student success and meet recruitment goals of the University.

Analysis of Goal Achievement: All units have a role in promoting student success and meeting the recruitment goals of the university. Collaborative partnerships have been developed throughout the department to enhance co-curricular experiences with academic units, involve faculty and staff on advisory boards to provide leadership in decision making, and promote awards and contributions of exemplary students, faculty and staff. The Parents Association continues to provide an opportunity for parents to receive information that will help their student be successful. All staff members participate in annual recruitment events including Fall Open House, Scholars Day, Preview Days and other special events in order to share opportunities and experiences with prospective students and parents. Over 800 students and parents have participated in weekly tours of the Greek Village, which in turn has led to increased in fraternity and sorority membership. To continue strengthening relationships with community partners, the department's outreach efforts included involvement through city youth summer programs, state high school journalism programs and the aquatics swimming lesson program. The Carolina Community Coalition, which includes members of both the Carolina and Columbia communities, continues to provide leadership to our substance abuse efforts on campus. Off-campus student services collaborated with sustainability efforts on campus to encourage students, faculty and staff to bike to campus through the launching of the Commuter Challenge. There are many ways in which our department promotes academic success and assists in meeting university recruitment goals.

Student Life Goal 10: Increase private funding for Division priorities and create awareness of the Division of Student Affairs and Academic Support (SAAS) as an area for which private support is sought and needed.

Analysis of Goal Achievement: Development activities have been sponsored this year to increase annual funding for student programs and opportunities. In addition to the work of the development officers, the growth of the Parents Advisory Council continues to impact the fundraising and recruitment efforts for the University. Total pledges to the Parents Annual Fund and General Scholarship Funds in FY10 exceeded goals and will again provide support to Dinner Dialogues and will fund special projects. Development prospect base and proposals have increased this year, with a focus on parents. Work continues on developing a system of collecting attribute data in order to better cultivate relationships with potential donors.

TRIO Programs Goal #2: Promote college access for low-income and potential first-generation college individuals residing in Richland County, South Carolina.

Analysis of Goal Achievement: Over the past three years (2006-07, 2007-08, & 2008-09) the Upward Bound has place 74 of 88 seniors in postsecondary education for an 87% placement rate. Federal performance reports submitted each year provide this information. Upward Bound has recently received new leadership and redefined college placement procedures to improve its performance in this area. According to the education profile of Richland School District One compiled by the South Carolina Department of Education, the Upward Bound placement rate of 87% is 17% higher than the district's placement rate of 70%. However, Upward Bound recruits students exclusively from four schools that have the lowest placement rates in the district. For graduating seniors in 2007-08, Eau Claire High School had a 52% placement rate, Columbia High School had a 62.7% placement rate, Lower Richland High School had a 53% college placement rate, and WJ Keenan High School had a 73.1% placement rate. This information is provided by the South Carolina Department of Education's report, 2007-08 S. C. High School Completers Enrolled In 2008-09 College Freshman Classes.

University 101 Goal No. 6: Provide service and outreach that addresses the needs of campus partners and external audiences and increases the recognition and visibility of University 101 Programs.

Analysis of Goal Achievement: University 101 Programs continues to receive national and international attention. For the 8th consecutive year, *US News and World Report* named our seminar a "Program to Look For." In addition, we have received approximately 25 inquiries about our program from other institutions and hosted 3 visitors from across the country. Our staff has been busy spreading the word about the good work at the University of South Carolina by giving 5 national presentations at conferences and institutes and by publishing 1 article in a peer-reviewed journal. Between July 1, 2009 and May 19, 2010, the University 101 website received 21,616 visits, including 8,960 from 910 different colleges and universities.

University Housing Goal #4: Demonstrate responsible stewardship of fiscal, human, technical, and other resources for delivery of high quality, efficient, and customer-oriented services.

Analysis of Goal Achievement: Based on the available data, this goal was met. The department completed reviewing or is in the process of reviewing fourteen departmental processes, all using data to inform their reviews. We can demonstrate eight instances of using existing data to inform our practice, and we are tracking demographic characteristics of the applicants in our search process. As we accumulate data over the years, we can begin to identify and address anomalies in the data and make realistic targets. Overall, the department is using data to inform decisions and improve practice. Paying attention to true "key indicators" of performance, such as the 30 day aging report of incomplete work orders and maintenance response time is helping us improve service to students. Additionally, we are using national databases that can help us benchmark our performance to like-institutions. We are paying attention to the smaller details through the mystery shopper program.

In the professional staff recruitment category, the position band will not allow us to list Master's preferred, and we receive many applicants without a master's degree. Because of the timing of the professional staff vacancies and the shallowness of the applicant pool, we made a decision to leave two Residence Life Coordinators vacant, rather than fill them with less qualified people. Recruiting from national conferences should assist in deepening the applicant pool. For the Resident Mentor recruitment process, we increased our male applicants from the previous year, and maintained gender and ethnicity percentages. However, the increased Grade Point Average requirement has made fewer males even eligible for the process. In particular, we are having difficulty recruiting from some of the more difficult majors (i.e. Engineering).

The key performance indicators in this section need to accumulate longitudinal data in order to determine which direction the service indicators are heading. We also need to incorporate financial information into this section with benchmarks such as operating cost per student, operating cost per foot, percentage of operating cost compared to student room fee revenue, etc. Not only will this provide a comparison of our operation from year to year, it will also allow us to benchmark ourselves with other institutions (particularly the operating cost per square foot). We also need to align our maintenance and custodial staffing structures with the Association of Physical Plant Administrators of Universities and Colleges (APPA) standards. These standards can identify areas of over- and under-staffing.

Goal No. 5: **Recognition and Visibility – Promote accomplishments of students, faculty, staff, alumni and University programs that demonstrate excellence and leadership.**

In support of the University's recognition and visibility goal, the Division supports and encourages development of programs and personnel toward campus and national visibility and expertise; publicizes examples of excellence, leadership and best practices among students, faculty and staff; acknowledges faculty contributions and expertise; and maintains strong relationships with University and student media outlets. The following outcomes describe the results of some of the division's work in these areas:

Admissions Goal 4 Develop and begin to implement plan for the model admissions office
Analysis of Goal Achievement: This year we were given the unique opportunity to revise the organizational structure of the Undergraduate Admissions office, bringing us one step closer to becoming a model admissions office. We continue to provide students and parents with exceptional customer service through our telecounseling campaigns, special events, operations efficiency, etc. One area we can still improve is getting more staff involved in professional development activities within the office, division, and community. Time seems to be our biggest constraint. Our service, morale, and communication suffer, also, because of our space difficulties. We are spread out over four offices which make daily interaction a challenge.

Fellowships and Scholar Programs Goal No. 5: Strengthen institutional academic stature through the development of both national fellowship applicants and Carolina and McNair Scholars, resulting in heightened distinction and humanistic awareness of the entire University community.
Analysis of Goal Achievement: Contributions of this unit to facilitate the sharing of student achievements both in personal appearances, in media outlets, and in student outreach for recruitment are considerable and impressive. Staff accommodates unanticipated requests for information of outstanding student achievements and/or representatives quickly and professionally. Annual support is given to many units on campus including but not limited to SCHC, Development, Advancement, Media Relations, University Publications, and Admissions. Personal relationships with students and detailed records including press release forms on all Carolina and McNair Scholars and FYS as well as national fellowship finalists and winners provide an accurate resource for responding to these special requests. The staff presence and contributions to the recruitment process for Carolina and McNair Scholars increased this year and more than 100 Scholars participated. An alumni database for all national fellowship finalist and winners and Carolina and McNair Scholars is maintained. Contact with these alumni continues on an informal basis with an annual outreach email as well as provide current students with connections to alumni for internship, national fellowship, or graduate school support.

International Programs Goal #7: Lead institution in international outreach and collaboration with partner institutions to promote university internationalization efforts.
Analysis of Goal Achievement
International Programs continues to collaborate with campus partners in academic units toward internationalizing the campus. This resulted in 17 international agreements during the academic year with several more in process (see full department blueprint at *Student Affairs & Academic Support - Strategic Planning*. International Programs has undertaken review and update of exchange agreements, including tracking student mobility resulting from articulated transfer agreements and exchange agreements. International Programs continues to offer expertise in the creation of a variety of models and has several projects underway in collaboration with the Moore School of Business, College of Engineering and Computing and College of Hospitality and Retail Management. The addition of a technology coordinator position funded by Federal Stimulus has greatly increased International Programs web presence and student recruitment pages. With additional stimulus funding, additional web advances will further allow International Programs to highlight its programs and be a more efficient resource for international activity on campus.

National Resource Center Goal No. 3: Engage in constituent outreach and foster the development of relationships between the Center and members of our international network.
Analysis of Goal Achievement: The Center experienced continued and even heightened success in the development and maintenance of relationships with other organizations (both for-profit and not-for-profit),

national experts in our area, as well with members of our network. The NRC's success as an exhibitor and presenter at other national conferences, the strong presence of exhibitors (including many new companies and organizations) at NRC-sponsored events, the number of successful ongoing and new publication partnerships with other national organizations, the high acceptance rate to our invitations for co-hosting institutions for our conferences, and the development of resource-sharing agreements with the organizers of regional meetings are key indicators of goal achievement in this area. Further, we have successfully increased our communication with our Advisory Board and former Outstanding First-Year Advocates and engaged them in our work in meaningful ways (e.g., consultants, content experts for Institutes, and reviewers for Paul P. Fidler Grant proposals, conference proposals, and award nominations, etc.). These efforts not only supported the NRC's Blueprint Goal No. 3 but also are directly related to the Division outcome to "provide opportunities to collaborate with other entities and educational institutions." While we met most of our benchmarks for success with respect to the presence of our constituency base that focuses on transitions outside of the first-year experience, this is the area that most needs our continued attention in future strategic planning and blueprint cycles. We have created the channels for involvement from these colleagues but are still working to increase the response to these opportunities. While this is partially a job of effective promotion and engagement, we must be aware that the economy affects these programs and the professional involvement of the educators therein. As other transition programs are often not as institutionalized as FYE, it is probable that they are more negatively impacted by budget constraints, thus limiting their ability to become engaged in these professional development opportunities.

National Resource Center Goal No. 4: Optimize the impact of the NRC organizational identity in communicating the mission, goals, and values of the Center.

Analysis of Goal Achievement: The Center has experienced moderate success in our efforts to optimize the NRC organizational identity through the identification of logo concepts, contracting with an external marketing firm, refinement of the NRC mission statement, and the process of drafting a vision statement and core commitments. One of the areas that resulted in both successes and challenges with respect to the achievement of this goal was our attempts to increase the public relations and media coverage of Center activities. We made significant headway in forging contacts with local, regional, and national media outlets. However, these relationships did not yield the media coverage that we had hoped to achieve. We feel that this is due to two primary reasons. First, relationships with the media often need time to develop and mature before they yield consistent coverage; thus, we should consider our efforts this year as "first steps" in what is actually a multi-year process. Second, higher education has been an area of media coverage that has been drastically diminished as newspapers and other media outlets have managed their own budget cuts. Going forward we will continue to nurture our relationships with our growing database of media representatives and target our efforts and outcomes on specific higher education media outlets rather than general media. Finally, our future efforts will need to focus on the balance between NRC organizational identity and the University of South Carolina branding to effectively address the relationship between the Center and the University.

National Resource Center Goal No. 5: Engage in effective use of technology to strengthen our connection with our constituency and to streamline the delivery and support of publications, research, and professional development events.

Analysis of Goal Achievement: The National Resource Center has made incredible process toward the achievement of the initiatives that we set forth in support of this goal, including the implementation of Sharepoint and development of databases to enhance internal communication and organizational effectiveness. Further, effective use of social media technologies has increased the scope of the NRC's connection with our external network and enhanced online submission systems help our interaction with members of our national and international network. While we are excited by these advancements, the initial launch of E-Commerce in NRC activities represents the early phases of achievement of not only Goal No. 5 of the 2009-2010 Blueprint but a ten-year ongoing effort to incorporate this technology into NRC financial transactions. E-Commerce was first introduced in January, 2010, and has the potential to provide numerous benefits including, enhanced customer service, increased efficiency, 24 hour a day/7day a week service and access, collection of market data, and more efficient use of staff time. Overall, the focus of our IT efforts in the coming year will be to continue to effectively use and expand our use of technology, particularly E-Commerce, such that all areas of our organization are

operating at full effectiveness in support of our own goals and the Division Outcome to provide excellent service to constituents.

Pre-Professional Advising Goal No. 5: Provide excellent service for other essential activities.
Analysis of Goal Achievement: Departmental Goal #5 was achieved. The management of letters of evaluation is efficient and timely. A new electronic letter system on the USC campus would streamline the process even more. Discussions have begun with Technology Services. The APEX camp will be conducted in June.

Student Disability Services (SDS) Goal: SDS will increase its visibility on campus, among its peer aspirants, as well as in the community it serves.
Analysis of Goal Achievement: Students with disabilities have few role models that they can turn to for advice or encouragement as a student or future employee. A list of 15 current and former successful students has been compiled along with a list of questions to ask each student. These individuals will be contacted and a web page will be created where one individual will be focused on each month. Beyond basic demographic information, major, and current employment or status, students will be asked about qualities they believe are important for successful students, which accommodations were most useful, advice for current students on being a successful student. This activity has taken longer than planned because time and energy of staff have been focused on compliance for students who are currently registered and new students and parents seeking information in preparation for fall.

Student Engagement:
Unit Overview: Through regular interaction with students the Office served approximately 2750 students and 150 faculty members at the University in the 2009-10 academic year. The following information provides an overview of specific program demographics and the number of students served.
- The Sophomore Initiative served over 850 students through a variety of initiatives designed to support second-year student success and persistence.
- 13 University of South Carolina students participated in semester or yearlong exchanges at other universities in the United States, U.S. Territories, and Canada through the National Student Exchange Program. The University welcomed 43 students from other universities who exchanged here during the 2009-10 academic year.
- Over 300 students expressed interest in participating in the National Student Exchange through various outreach events and informational sessions.
- Over 400 students participated in some form of student engagement planning through the Student Success Center, Academic Centers of Excellence, and University 101. The student engagement plan is a document that is designed to help students reflect and be more intentional regarding their involvement on campus.
- 28 first-year students participated in the Discover Undergraduate Research seminar co-sponsored by the Office of Undergraduate Research and Student Engagement
- 17 students were funded for Undergraduate Research Mini-grants through a partnership between the Office of Student Engagement and the Office of Undergraduate Research
- Over 100 students participated in two Mutual Expectations sessions that were designed to increase faculty-student interaction and discussion about commonly shared classroom expectations.
- Over 1,000 students participated in 42 service-learning courses offered in 23 different departments across the university.
- Approximately 150 faculty participated in a variety of workshops and events related to service-learning, sophomore initiatives, mutual expectations, etc. sponsored by the Office in 2009-10.

Student Engagement Departmental Goal 4**:** Increase the recognition and brand awareness of the unique mission and functions of the Office of Student Engagement to faculty, staff, and students
Analysis of Goal Achievement: In the three years since its creation, the Office of Student Engagement has established its strategic goals and the distinct initiatives it manages. Service-learning, the National Student Exchange, linked course learning communities, The Sophomore Initiative, The Student Engagement Plan, the Peer Leadership Advisors Network, and Mutual Expectations have been incorporated as the primary initiatives from the

Office and collaborative partnerships have been formed to support several other high impact activities such as residential learning communities, undergraduate research, and study abroad specifically. In addition to collaborative partnerships the Office has increased its outreach to parents and students by participating in events such as fall open house events, Scholars Day, and Orientation. Due to budget cuts over the last fiscal year, currently 87% of the Office budget for both personnel and programs comes from University Housing. With further cuts likely to occur, questions remain concerning the unit's ability to continue increase student and faculty participation in high impact activities without increased staffing and programmatic support. Due to the nature of the Office's funding, continued attention should also be given to how the work of the Office of Student Engagement can specifically support the mission and goals of University Housing along with other campus stakeholders.

University Housing Goal #5: Recognize staff for their outstanding contributions to the department, the division, the University, and their respective professional fields.

Analysis of Goal Achievement: We have eliminated the take-home pay reduction that custodial staff moving from temporary to permanent status experienced. We are hopeful that the change will encourage more custodians to switch to permanent status when the opportunity is offered. All of the eleven employees offered permanent employment were temporary employees. Ideally, we would like to have two-thirds of our custodial staff in permanent status. This would allow us to have a stable work-force and have flexibility in difficult budget times. The department has recognized staff publicly on a consistent basis (28 awards presented) through a variety of methods (employee of the quarter, employee of the year and the Southeast Association of Housing Officers (SEAHO) award). The "of the quarter" and "of the year" awards have a monetary award as well. The recognition programs have served as motivators for our staff, and now the employees are able to influence recognition through a newly formed departmental recognition committee. The Recognition Committee determined that the information would be best utilized by individual supervisors with their employees to recognize them for their performances. The committee will encourage the utilization of the survey beginning Fall 2010. We created an employee of the year award that was presented at the end-of-year breakfast in May. Our ability to recognize and financially reward our custodial and maintenance staff for completion of the apprenticeship program has been a key component to the apprenticeship program's success. Campus Facilities has not been able to retain their funding for their side of the program, but we will continue our partnership with Midlands Tech as long as is possible. We have been successful at recognizing and rewarding staff within our departmental structures, but we would like to see more regional and national professional organization nominations made.

Goal No.6: **Diversity – Foster a diverse and vibrant campus environment where all are welcome, all can excel, and all benefit from engagement in a diverse community of scholars.**

The division values diversity, and integrates this goal into the programs and services of units across the division. In all programs and services, the division makes special efforts to consider diversity (in multiple ways - participation numbers, program delivery considerations, special interests/needs, etc.) and provide support services to groups/individuals so that all can participate and excel. The division provides programs and services that improve access and retention of underrepresented populations in support of the teaching and learning goal; facilitate an environment that attracts and welcomes diverse students, in support of the quality of life goal; advance learning about diversity; and engage constituents in educationally purposeful activities with others that are different from themselves. The following outcomes describe the results of some of the division's work in these areas:

Capstone Scholars Goal # 1: Assist in the recruitment of a high quality Capstone Scholars freshman class to help the University in meeting student enrollment goals.
Analysis of Goal Achievement: We revised the annual Capstone Scholars brochure and distributed it to almost 1,500 prospective students and families. Additionally, we redesigned our website to include student testimonials, videos, and highlight student successes. During the heavy recruiting season in March 2010 we received 3,500 hits on our main page with over 1,500 looking at our opportunities, housing options, and requirements. We presented the Capstone Scholars program at 2-3 Open House events, Scholars Day, Carolina Junior Preview, and an admission event with high school guidance counselors. Additionally, during the recruiting period of March 2010, we have met with over 20 prospective students and families. Over the course of April 2010, we met with an additional 12 families. See results of recruiting efforts in full Capstone blueprint at *Student Affairs & Academic Support - Strategic Planning* for Fall 2009 compared to Fall 2008.

International Programs Goals #1: Increase international recruitment efforts in order to develop a more diverse and academically meritorious student population.
Analysis of Goal Achievement: International Programs continues to build expertise in international recruitment and has begun strengthening ties across campus by convening an international recruitment workgroup and coordinating recruitment efforts. Fiscal year 2009-2010 is the benchmark year for a 5-year international recruitment push, seeded with federal stimulus money. Success of the goal depends largely on the feasibility to continue in-country recruitment fairs and student contact with the main constraint on efforts being budgetary. If funding levels restrict the continuation of in-country activities, little benefit may come from those recruitment activities undertaken this year. To complement in-country presence, additional recruitment opportunities have been sought, such as use of in-country agency representation, website promotion, articulated transfer agreements with partner institutions, greater outreach to English Programs for Internationals (EPI) students, and revision of policies to make study at USC more attractive to sponsored students at the graduate level. All of these alternative recruitment activities are in the initial phase; progress will be monitored.   To underscore the importance of international students on campus a GPA and retention study is in progress. Initial findings indicate that during the 2009-2010 academic year non-citizens in all visa categories reported an average GPA of 3.557 while American citizens had a cumulative GPA of 3.154. The caliber of international students is further highlighted when broken into undergraduate and graduate categories.

Pre-Professional Advising Goal No. 1 **-** Assist in the recruitment of high-quality and diverse students to the University.
Analysis of Goal Achievement: The Office of Pre-Professional Advising (OPPA) is a key recruiting tool for USC, especially for the Carolina and McNair scholarship candidates. Few colleges and universities have an office such as the OPPA offering comprehensive, personalized assistance for pre-professional students. As was indicated in last year's office survey, many students choose to come to USC to take advantage of the OPPA's services and activities. We continue to work closely with Admissions, the Visitor Center, the Athletic Department, and academic units across campus in recruiting desired students

TRIO Programs Goal #4: Diversity- Foster a diverse and vibrant academic environment where all are welcome and all can excel.

Analysis of Goal Achievement: The 2009 Gamecock Guarantee cohort included 125 students with a slight majority of females (51%), 58% White, 28% African American, and 14% other. This enrollment reflects the diversity among all students who meet Pell Grant eligibility (USC Financial Aid). OSP cultural enrichment activities included the following activities that provided students exposure to diverse cultural offerings: Empowerment Presentation: "What is Diversity?"; Andrew W.K – Hard Rock Philosopher; Celebrating Hispanic Heritage; Reading by Martha Hamilton, foreign correspondent for the Associated Press; "Platanos and Collard Greens": A Romantic Comedy Theatrical Production; Reading by Kwame Dawes, Distinguished Poet in Residence at USC; The Last Lecture Series; USC Jazz Combos Recital; Institute for African American Research Seminar; "An Evaluation of the Shop Talk Movement; Community-Driven Colorectal Cancer Awareness and Education in Barbershops and Beauty Shops" presented by Ms. Michelle Williams; The Nutcracker; and Study Abroad Fair.

University Housing Goal #6: Foster a diverse and vibrant academic environment where all are welcome and all can excel.

Analysis of Goal Achievement: The data show that we have met this goal. We can attract a diverse applicant pool; 3 of 12 applicants (25%) for the Information Resource Consultant were minorities, and a minority was hired; 44 of 127 (34.6%) for the first RLC search, and 24 of 57 (42.1%) for the second RLC search. Overall we had twelve positions open this past year, and we hired five minorities into those positions. This does translate into a diverse departmental staff, including 36.2% of the full-time staff identifying as minority. However, we continue to be concerned about the number of minorities we hire into management-level positions. Our training programs had positive impacts across all employee levels (RMs, graduate students, and professional staff); however initiatives that included reading and discussion seemed not to have occurred as they were envisioned. Next year we will continue with our training efforts, but we will place more emphasis on the year-long reading program related to diversity to ensure that the discussions are occurring. The books have the potential to be an effective teaching tool but right now, it is not used to its full potential in all areas of the department. It would be helpful if the Division expressed its commitment to diversity perhaps through a division meeting.

National Survey of Student Engagement (NSSE): USC participated in NSSE 2009 (N=1142 randomly selected first-year and senior students); students' responses about their USC experience provide an indicator of the campus climate towards diversity as well as the educational experiences that advance student learning about diversity.

- ♦ Both first-year students and seniors at USC reported engaging (more often than their peers at USC-selected peer institutions) in courses that "included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments."
- ♦ Both first-year students and seniors at USC "had serious conversations with students of a different race or ethnicity than your own" more often than respondents at USC-selected peer institutions.
- ♦ Both first-year students and seniors at USC "had serious conversations with students who are very different from you in terms of religious beliefs, political opinions, or personal values" about as frequently as respondents at USC-selected peer institutions.
- ♦ Both first-year students and seniors at USC reported that their experiences at this institution contributed to their knowledge, skills, and personal development in the area of "understanding people of other racial and ethnic backgrounds;" USC students (both groups) rated their experience higher on this item than did students at USC-selected peer institutions.