

*2011 Blueprint for Service Excellence*

**Division of  
Student Affairs and  
Academic Support**

*University of South Carolina Columbia*

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# Division of Student Affairs and Academic Support

**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, advance learning, and shape responsible citizens and future leaders.

**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:** Manage the comprehensive and collaborative efforts of the University to meet student enrollment goals, and provide essential programs and services to recruit and enroll new freshmen and transfer students and facilitate their successful transition to the university.  
(provide access)

**Goal No. 2:** Improve student progress and persistence to degree completion by increasing student engagement in campus life and by providing and supporting essential programs, services, and educational activities that lead to student success and satisfaction.  
(facilitate student progress and persistence)

**Goal No. 3:** Collaborate with campus and external constituents to provide essential programs and services that advance learning, at the University and in the higher education community.  
(advance learning)

**Goal No. 4:** Provide essential programs and services that shape responsible citizens and develop future leaders, in collaboration with university, community and external partners.  
(shape responsible citizens and future leaders)

**Division Goal No. 1: Manage the comprehensive and collaborative efforts of the University to meet student enrollment goals, and provide essential programs and services to recruit and enroll new freshmen and transfer students and facilitate their successful transition to the university.**

### **Admissions**

**Goal #1: Recruit and enroll a competitive freshman class while maintaining diversity.**

**Analysis:** The number of Fall 2011 applicants indicates we are on track to meet the freshman class size goal of 4,400. Applications are up 16%, and preliminary numbers indicate the quality of applicants is strong. Out-of-state applications increased by 24%, while in-state increased by 8%. We also saw a 16% increase in African American applicants. The increase in in-state applicants is at a time when high school graduation rates in South Carolina are decreasing and there is a high demand for qualified South Carolina residents among in-state competitors. The increase in out-of-state applications may be attributed to an enhanced Search campaign, and/or more out-of-state presence through the regional recruitment program. We are also increasing yield efforts by hosting two additional yield events this Spring, and continuing to provide students with personal attention.

### **Admissions**

**Goal #2: Create an accessible path toward enrollment for special populations**

**Analysis:** We continue to expand our focus on transfer student recruitment. Last year, approximately 20% of applications were from transfer students. This Spring we saw a 15% increase (1,886) in transfer applicants and a 20% increase (624) in enrolled transfer students. To provide a more seamless process for students, we are centrally processing Change of Campus requests for students coming to USC from another USC campus; previously, this was done in each academic department. This Fall we participated in several College Application Month events sponsored through the Commission on Higher Education, and we co-hosted the first Think College event to reach out to low-income students and encourage thinking about college early.

### **Admissions**

**Goal #3: Improve Operational Efficiency**

**Analysis:** Due to the increase in applicants, it is necessary to continually improve our operational efficiency. Even with an increase in applications, we were able to release our early answer admission decisions earlier than promised. This Fall we processed 9,716 applications to release decisions during Early Answer Decision Week. To date, we have processed 11,774 applications, and expect to meet our deadline to release remaining decisions by March Notification Week.

### **Student Financial Aid and Scholarships**

**Goal: Assist students and their families in securing the financial aid and scholarship resources for which students are eligible.**

**Analysis:** Over the past five years, scholarships received by the student body have grown in number from 22,069 to 23,381; their value has grown from \$76,919,471 to \$102,764,680. Student grants received have grown in number from 8,036 to 10,611; their value has increased from \$22,139,205 to \$34,251,617 (during this five-year period, the University's commitment in need-based grants has increased from providing 411 grant awards totaling \$404,500 to providing 638 grant awards totaling \$1,087,655). The number of educational loans for University students has grown from 24,369 to 29,381; the dollar value of these loans has grown from \$142,418,049 to \$194,338,215. While unduplicated recipient numbers are not available for the three aid types highlighted above, over the past five years the number of aid recipients has increased from 22,343 to 25,303. The total of their aid has grown from \$272,804,498 to \$367,838,600.

### **Student Financial Aid and Scholarships**

**Goal:** **Obtaining and administer federal, state, institutional and privately funded financial aid and scholarship resources.**

**Analysis:** The conversion from the Federal Family Education Loan Program to Federal Direct Lending took a monumental effort to ensure a successful transition. Included were preparation and modification of existing procedures, communications to the service population who were affected by this adjustment, and implementation of the numerous administrative changes needed to assure that borrowers received their loan funds in a timely fashion and that Fall 2010 semester fees could be paid with minimal confusion. The entire conversion took approximately 18 months; administrative tweaking to office Direct Loan program administration is now ongoing.

### **Student Financial Aid and Scholarships**

**Goal:** **Assist students and their families in securing the financial aid and scholarship resources for which students are eligible.**

**Analysis:** A cohort of 135 students was selected for the 2010 Gamecock Guarantee (GG) program. Preliminary data reflect that the first year cohort of GG participants are receiving gift aid (grants and scholarships) that make up 94.54 % of their total financial aid awards; self-help aid (loans and work-study) constitute the remaining 5.46% of their total awards. By comparison the total entering resident freshmen class is receiving gift aid and self-help aid in amounts that make up 67.17% and 32.83% of their total awards respectively. This is evidence of the individual attention and monitoring that GG participants are receiving in an attempt to minimize their dependence on educational loans.

### **Visitor Center**

**Goal:** **Provide a welcoming environment which offers exceptional customer service to all visitors of the Columbia campus.**

**Analysis:** Visit program has grown at exponential levels over the last 5 years (over 300%). Visitors report very high levels of satisfaction with their tour guides (99.5% report that tour guide either met or exceeded their expectation) and their overall campus visit experience (99.8% report that their campus visit either met or exceeded expectations) and this information is continuously used to improve our visit programs.

### **Orientation and Testing**

**Goal # 1:** **Contribute to student recruitment and retention by offering comprehensive Orientation programs in Summer, Fall, and Spring.**

**Analysis:** The Orientation Leader staff assisted approximately 5360 students (4429 freshmen, 931 transfers) and 5175 parents registered for Summer Orientation programs; August Orientation welcomed an additional 467 students (127 freshmen, 340 transfers). A new session in November for Spring transfer students was attended by 241 students. Although it was challenging to work around Orientation Leader class schedules and find academic space (since this program took place while classes were in session) this greatly alleviated pressure on the January sessions, attended by 441 students (including 87 freshmen) over 3 days just prior to the start of classes. In response to the growing student population as well as the increased demand by academic areas, this year's Orientation Leader staff was increased from 24 to 26 (22 new members and 4 returners from the previous staff). The applicant pool decreased slightly, from 144 to 134, but there were far fewer incomplete applications submitted, which may mean that early efforts to educate prospective candidates allowed them to make better decisions about self-selecting out of the process. The staff includes 14 males and 12 females with majors in every academic college/school except Social Work, Nursing, and Pharmacy. USC Orientation did NOT

participate in the Student Voice national benchmarking study this year because it was determined that last year's results did not yield any helpful information.

### **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:** The Capstone Scholars brochure was revised and distributed to almost 1,500 prospective students and families through Undergraduate Admissions, the Visitors Center, and during recruiting events - such as Open House - when staff and undergraduates met with prospective students and families. During the heavy recruiting season in September, October and November 2010 we received on average over 4,200 hits per month on our homepage with hundreds of individuals looking at opportunities, student testimonials, student videos, housing options, and requirements. Close to 400 students joined our new Facebook page in Fall 2010 (provides ability to target students News Feed with updates, videos, pictures and announcements). We presented the Capstone Scholars program at two Open House events and one event targeting South Carolina guidance counselors. Additionally, during the Fall 2010 semester, we met with over 15 prospective students and families in one-on-one appointments in the Capstone Scholars office.

### **International Programs**

#### **Goal #1: Develop a more diverse and academically meritorious student population through international recruitment, support and retention.**

**Analysis:** International Programs embarked on a major international recruitment initiative through Federal Stimulus funding. The full impact of the recruitment activities are not readily visible in the number of international student currently enrolled, due to the time-lag between first contact and matriculation. Strides are being made to build brand recognition and establish a pipeline of students through in-country recruiting (approximately 20 fairs attended between 01/2010 and 06/2011), online recruitment fairs (2 fairs with CollegeWeekLive) and advertisements (7 ads placed in magazines or online), articulated transfer agreements and cohort programs. Priority recruitment areas are Brazil, China, India, Indonesia, Republic of Korea, Saudi Arabia, Taiwan, Turkey, and Vietnam. International Programs identified these countries as either currently high-sending countries (China, India, South Korea, Saudi Arabia, and Taiwan) or countries with strong potential markets of students (Brazil, Indonesia, Turkey, and Vietnam). All of the countries, except Brazil and Turkey, also include representative offices of IDP Education. IDP Education is currently the only partner agency approved, under contract, to recruit students on behalf of the university on a per student fee basis. Continued participation in IDP activities and fairs is important for fostering the growth of the relationship and brand identity among IDP counselors and students. Web traffic to International Programs has also shown significant increase in users and continues to be monitored to improve user-friendliness and access to important information. Additional study is underway to learn more about the international student population on campus including, retention information and academic performance.

### **Pre-Professional Advising**

#### **Goal #5: Assist in the recruitment of high-quality and diverse students to the University.**

**Analysis:** Open houses and other recruitment events allow the OPPA to inform prospective students and parents about the unique services of the office. Representatives from the OPPA are always present at these functions and are well-received by visitors. The OPPA is frequently visited by prospective students sent by the Visitor Center and by prospective student-athletes referred by the Athletic Department.

**Student Disability Services****Goal #1: Provide accommodations for students with disabilities**

**Analysis:** It is projected that by the end of AY10-11, OSDS will have added its largest number of students to date and is expected to reach a total of 650 students, in contrast to 454 total students registered in AY06-07.

Of students currently registered, the largest category is those classified with learning disabilities (57%), followed by physical disabilities (24%), psychiatric disabilities (13%), and audio/visual disabilities (6%). Students diagnosed with learning disabilities continue to make up the largest population of new students registering with OSDS. This allocation of students is comparable to what is seen on the national level. However, the total number of students registered with OSDS here is less than expected for a university with over 29,000 students.

Over the past five years, the distribution of students who register with OSDS has remained relatively consistent, with the exception of a decreasing number of students who present with audio/visual disabilities. It is suspected that rising entrance requirements make it more difficult for these students to be admitted. The number of students who register with OSDS has consistently increased year after year, while the number of staff has remained unchanged. OSDS registered 145 students during the Fall 2010 semester, which is equivalent to the total number of students registered in the previous academic year.

Test proctoring continues to be the most widely approved and utilized accommodation; 598 exams were proctored by OSDS during the Fall 2010 semester, a 67% increase over Fall 2009. This continues the increase in frequency of this accommodation, with 121 exams in the Fall of 2008, and 358 exams in the Fall of 2009. Note takers are provided as an accommodation for many students with disabilities; OSDS was able to cover 64 (80%) of the 80 classes requested on a purely volunteer basis. Student requests for alternative format books were fulfilled with 19 books being converted in-house at an average time to completion of 20 hours per book; 79 books were obtained from publishers and other sources at an average time to completion of 1.5 hours per book. In 2010-2011, OSDS worked with campus partners to provide interpreters for special events, including ESPN Game Day.

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

### **Student Success Center**

#### **Goal #1: Improve and enhance student academic performance**

**Analysis:** Supplemental instruction and tutoring continued to grow and thrive in Fall 2010; SI was offered in 17 courses, including Opportunity Scholars designated course sections (HIST 102B & PSYC 101B), full SI course coverage for BIOL 101/102; CHEM 111/112; and MATH 142. For spring 2011, PHIL 110 SI leader positions were doubled to provide more support to this course, as recommended by the department and volume of student visits. Each SI leader facilitated three sessions per week for 14 total weeks of the semester. Weekly attendance includes about 25% of registered students for a course. In total, over 3,400 unique students attended SI sessions this fall semester for a total of 14,000 visits, surpassing the target goal set by 40%.

240 students responding to a survey at the end of the fall 2010 semester reported being highly satisfied with their SI sessions. Specifically, 60% felt attending SI helped them gain a better understanding of the course content. 74% said SI helped them develop more effective learning/study strategies, and 80% and 76%, respectively, felt that attending sessions helped them earn higher grades on course tests and an overall higher final course grade.

Session attendance totaled more than 25% of the registered students for each SI course, with the exception of CSCE 145/146 (12 %) and JOUR 201 (23%). Collectively, SI assisted more than 50% of the total enrolled students in SI designated courses. Attendance reached record numbers. Although comparison GPA data will not be retrieved until May, we believe that the historically consistent positive trends will continue. Expansion of both programs is limited primarily by physical space, and secondarily by funding. Supervision, observation, and safety needs compel us to consolidate SI and tutoring within the Thomas Cooper Library; however, physical space allocated to the SSC in this building currently limits any future growth.

### **Student Success Center**

#### **Goal #2: Continue dissemination of student success and campus resources**

**Analysis:** Publicity of academic support and advising services is effective given our current structure. Early intervention outreach continues to be somewhat more problematic. Of 5181 new students in Fall 2010, 3442 (or 66.4%) were contacted by a student First Year Call Center caller via telephone conversation, voice mail message, or e-mail if no phone number was listed. Only 13% of contacts resulted in an actual conversation with the student and about half of voice mail messages were not returned. Alternative contact methods, including social media and personal meetings or events are being discussed for the FYCC in the coming year.

A lower percentage of new students registered for Gamecock Connection in Fall 2010 due to a change in the orientation process; due to budget constraints and limited evidence of positive student impact the Gamecock Connection contract was not renewed after the Fall 2010 semester.

### **Student Success Center**

#### **Goal #3: Continue to develop and provide services and programs for students in transition.**

**Analysis:** Analysis of data collected for the Creating Academic Responsibility (CAR) initiative prompted consideration of restructuring the process. Total referrals in fall 2010 totaled 154, including 148 unique students. Four students were referred twice and one student referred three times. Ninety-three students did not meet with a first responder or SSC staff member. Forty-nine interventions were

considered complete/resolved. Thirteen students dropped the course in question and one student withdrew from the university. Of the 36 students for whom we received responder reports, the average fall 2010 GPA is 2.091, with a range of 0.0 to 4.0. Fifteen students are on academic probation. All but four are enrolled for spring semester 2011. Because the majority of referrals are for first-year students living on campus, the Student Success Center and University Housing are discussing ways to improve efficiency. In Spring 2011 a pilot study is planned that includes assigning an ACE coach to each residence hall. Referrals will be made directly to these coaches who will in turn contact the student for an intervention. This process should greatly reduce the lag time between referral and intervention. The SSC will continue to facilitate interventions for off-campus students.

Cross Campus Advising staff met with 517 students and conducted over 40 phone advisement sessions during the Fall 2010 semester, up from 73 contacts in Spring 2010.

### **University 101 Programs**

#### **Goal #1: Optimize student engagement and success by ensuring a high quality University 101 experience.**

**Analysis:** For the second year in a row, great improvements were made in the quality of the UNIV 101 experience. Data from the end-of-course evaluation show that - in comparison to Fall 2009 - more students reported that the course was valuable (4.09 v. 3.94) and that they would recommend it to others (4.06 v. 3.96). These questions were on a five-point scale. The Overall Course Effectiveness factor (7-pt scale), as measured on the First-Year Initiative Survey (a national benchmarking instrument) improved significantly from a mean of 4.94 in 2009 to 5.21 in 2010. In fact, all 15 factors on this instrument increased from 2009 and 14 of the factors showed gains that were statistically significant. We are particularly proud of these gains this year, given the increase in the number of students served and the increased class size.

These data help verify that the recent changes to the UNIV 101 curriculum and emphasis on faculty development have been successful. Moreover, focusing resources on the factors that lead a successful seminar experience, such as engaging pedagogies and usefulness of course readings, have resulted in a higher quality experience for our students. In addition, the out-of-class engagement factor of the FYI, which decreased in 2009, has shown a significant increase this year (from 4.76 to 4.97). It appears that the funds from Student Life to support out-of-class activities have worked to improve this important factor.

Overall course effectiveness, as measured on the First-Year Initiative Survey improved from a mean of 4.86 in 2008 to 4.94 in 2009 to 5.21 in 2010. Our mean on this factor is significantly higher ( $p < .001$ ) than the mean of all participating institutions ( $n=58$ ). (This factor represents the degree to which students report that the course (a) included interesting subject matter; (b) contributed to the ability to succeed academically; (c) contributed to the ability to adjust to the college social environment; (d) covered topics important to the student; and (e) is one the student would recommend to other first-year students.)

UNIV 101 students in fall 2009 earned significantly higher one-year GPAs than students who did not take the course (3.17 v. 3.11;  $p=.03$ ). The one-year persistence rate of students who took UNIV 101 in fall 2009 was significantly higher than those that did not take the course (86.1% v. 85.1%;  $p=.03$ ).

### **Student Judicial Programs and Academic Integrity**

#### **Goal #3: Afford a structured, positive method for addressing students of concern within the campus community through utilization of the behavioral intervention process.**

**Analysis:** The office continues to provide outreach to the campus community on the behavioral intervention process. Publications, including the new South Carolina Cares cards and the Dealing with Distressing Student Behavior file folders, were distributed across campus outlining resources available for students in distress. The outreach is working as a campus awareness tool to promote a central

reporting location, which is critical to the success of the process, as demonstrated by the number of referrals received which has increased from 145 total last academic year to 155 to date (1-18-2011) this academic year. The number of alcohol transports increased 165% from the Fall of 2008 to the Fall of 2010, emphasizing the need to include parents as partners in this process; this Fall, 78 parents were notified about their student's involvement in the behavioral intervention process.

The number of cases continues to increase 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, substance abuse/mental health assessment instruments, outreach materials, training programs, and marketing tools. Although the team has been able to address every referral, the magnitude of referrals has strained partner offices to address them in a timely manner. The Counseling and Human Development Center remains a primary partner in addressing these students of concern, but their current staff shortages limit their availability to complete assessments quickly and provide enough groups to accommodate the number of students requiring group counseling as an intervention. Seven students this Fall were referred off campus for intervention due to class conflicts with limited on campus group counseling intervention options. Nine students to date will have to complete the intervention off campus in the Spring due to class conflicts and limited on campus group counseling intervention options.

### **Student Health Services**

**Goal 1: Improve the quality of healthcare and prevention services that promote student success.**

**Analysis:** SHS has met this goal in every aspect of its operations as evidenced through this analysis and documentation. The department used data from the National College Health Assessment and the Faculty Staff Health Assessment to inform its strategy and work, resulting in highly specialized, tailored, effective programming and services. The department developed and deployed many popular programs that see real beneficial results including Choose to Lose and Walking Works. The department provides extensive outreach to campus classes including University 101, and has significant reach through its Peer Educator program.

SHS distributed 2,031 flu vaccines this Fall through campus-wide clinics, including a drive-through clinic, which helped ensure the health and safety of the campus community.

SHS improved the quality of preventative health services to students through increasing staffing to accommodate increased enrollment and demand for services. In response to growing needs among female students dealing with eating disorders, it added a multidisciplinary team clinic, which is providing more intensive interventions including individual psychotherapy/family therapy/medical and psychiatric care to the more critical patients in attempts to decrease the incidence of students who leave the University under involuntary withdrawal secondary to medical risks.

Medical chart review by the Peer Review Committee is conducted regularly, with more than 99 percent of the charts in the past review showing no problems, in compliance with established standards and accreditation guidelines.

With high-risk behaviors on campus evident and increasing, notably alcohol consumption, the CHDC has been an integral component of efforts of the Behavioral Intervention Team, through which it has worked on more than 150 cases this Fall. In addition, CHDC conducted 60 alcohol and drug required groups for more than 351 students. The CHDC also offers individual and group counseling sessions that focus on overcoming and managing substance and alcohol abuse.

The SHS Sexual Assault and Violence Intervention & Prevention (SAVIP) department recently updated and signed two Memoranda of Agreements with two local hospitals as part of the community Sexual Assault Response Team (SART) to improve services to students. The department conducted extensive outreach on campus in all areas of interpersonal violence, bystander accountability, healthy

relationship building and gay/lesbian/bisexual/transgender/questioning (GLBTQ) issues. The department held campus-wide events including Domestic Violence Awareness Month, the Silent Witness Project. SAVIP also launched several new and expanded programs including Carolina Beautiful, a positive body image initiative, and the Hero Project, a bystander accountability initiative.

The Business Office began filing student's charges on all commercial health insurance carriers. It is filing more than 300 claims per month with more than 50 carriers.

### **Student Health Services**

#### **Goal 4: Advance the planning process for construction of a new health care facility that maintains and incorporates fiscal responsibility**

**Analysis:** Students' medical needs are very close to outstripping our capacity to serve them. Construction of a new healthcare facility with adequate space for providers and patients is vital to maintaining a high level of patient satisfaction, delivery of quality care and increasing access to services. The USC Board of Trustees has approved phase I of a project to build a 100,000 square foot facility at a total cost of \$44.5 million. However, the project has stalled prior to Joint Bond Review Commission approval. Due to the extreme space constraints, the favorable environment for construction costs and financing, and the commitment made to our students in 2006 when we began collecting funds to support a new facility, the project may be re-evaluated to build 60,000 square feet now with cash on hand and build the remaining 40,000 as a second project. A proforma has been developed detailing future budget expectations under both scenarios.

Each unit within SHS is aware of the need for financial diligence and is working to do more with less and increase the impact of their programs, services and outreach initiatives. SHS is diligent in establishing measures of cost containment with emphasis on paperless clinic processes, streamlining procurement of medical supplies and conservation of travel fund allotments.

The Business Office is handling charges that are not paid on the date of service by transferring them to the student's University account at the end of each day. The University acts as the collection agency for the department. Should a student's account continue to be in arrears, holds are placed on the account to prevent students from receiving diplomas, registering for classes or receiving transcripts.

SHS has also sought to contain costs through seeking grant money. This year, the CHDC was awarded a \$15,000 capital improvement grant from the Office of Parents Programs to remodel all waiting areas. Through this grant, the CHDC partnered with the Department of Art to create a gallery to display student work in the waiting area.

### **University Registrar**

#### **Goal: Provide academic planning services, data integrity services, and services to current and former students, faculty, staff, administrative units, and external agencies.**

**Analysis:** DARS - Degree Audit Reporting System - The College of Arts and Sciences is now fully programmed and among the 65% of degree programs and areas of emphasis on the Columbia campus that are live in DARS. The online student progress report puts a very useful tool into the hands of students to assist with degree planning process. It has been very well received by students with an approval rate of over 90%.

ACALOG - academic bulletin management project - Bringing the bulletins into the registrar's office, introducing database management software and expanding to an enterprise approach that includes the regional campuses has permitted us to improve the accuracy and consistency of information, provide a more useful and accessible product and assisted in the University's preparation for our SACS accreditation visit. Since October 2010, the bulletin.sc.edu site has had 94,770 visits and 403,254 pageviews. Users average time on site is 4:10. Visits have come from 144 countries/territories.

Three quarters of faculty, staff and students surveyed felt that the bulletin was easy to use and had the functions and capabilities they expected.

Secure electronic transcripts - Our initiative to provide increased secure options for delivery of official transcripts for students and alumni yielded a new secure PDF transcript delivery option. We delivered approximately 2400 transcripts through the new process. Over 80% of survey respondents indicated they were very satisfied with the service and would use the service again and 100% of the respondents indicated that they were either Very Satisfied (70.97%) or Moderately Satisfied (29.03%) with the presentation of the website and the information on the site.

### Capstone Scholars

**Goal #2: In cooperation with campus partners, develop meaningful and appropriate academic, leadership, social, and service opportunities that encourage student interactions with faculty, staff, and members of the community outside the classroom leading to student success and satisfaction.**

**Analysis:** In many areas student participation increased in Fall 2010. Close to 78% of 1<sup>st</sup> year Capstone Scholars completed all 5 semester requirements (one Capstone Conversation, one Capstone Cinema, one social event, one community service opportunity, and one personal challenge). These requirements are not required as part of a scholarship or to continue with the program, so these numbers indicate the significant level of buy-in the 1<sup>st</sup> year students have with the program.

34% of 2<sup>nd</sup> year Capstone Scholars completed all 5 semester requirements. Sophomore participation has always been a struggle, but already 19 2<sup>nd</sup> year Capstone Scholars have participated at the level needed to be designated a "Capstone Scholars Fellow," close to double the number last year and the highest number ever at such an early timeframe. Over 30 more sophomores are within 10 points of becoming a Capstone Scholars Fellow and 101 are halfway to becoming a Capstone Scholars Fellow; these are an extremely positive numbers for the program. In 2011-12, sophomore floors will be provided in Capstone House, making it a true 2-year living learning community.

Approximately 92% of 1<sup>st</sup> year Capstone Scholars and 90% of 2<sup>nd</sup> year Capstone Scholars said they would recommend the program to incoming freshmen.

Over 72% of students who participated in a new Challenge Course, offered in partnership with Campus Recreation, said the course contributed to improved skills development, stress management, leadership and team building.

63 Capstone Scholars participated in a Psychology mentoring partnership with Hand Middle School in Fall 2010. Over 500 hours of services were provided; over 93% of the hours spent were spent engaging in the prescribed curriculum (460~). Capstone Scholars represented about 90% of all mentors in the program. Many capstone scholars indicate they will participate again next semester.

### University Housing

**Goal #2: Facilities – Provide sustainable, clean, well-maintained, functional, and attractive facilities.**

**Analysis:** Adequate progress was made this year. The biggest component of this goal, the development of a comprehensive University Housing master plan, is currently being processed in procurement. Installation of fire suppressions systems continues steadily, with 85% of all residence hall space (including Greek Village) being sprinkled. Security cameras have been installed in most buildings, and meetings have been scheduled with USC PD to discuss implementing cameras in additional areas. Emergency notification display screens are in progress, with an implementation timeline of Fall 2011. LEED certification and Green Globe achievements are also being achieved, with Patterson Hall likely to exceed the Silver LEED certification with enough points for gold.

### **University Housing**

**Goal #3: Services and Stewardship – Deliver high quality, efficient and effective customer-oriented services by being good stewards of fiscal, human, technical, and other resources.**

**Analysis:** Good progress has been achieved. The biggest barrier to achievement of this goal is the warehouse purchase. We believe at this time we will purchase the warehouse which will allow us to consolidate shop space and create an inventory control system. This will also allow us to implement a handheld wireless solution so that maintenance personnel can receive work orders in the field, thereby reducing response time to students. All of these changes should result in our maintenance staff spending less time picking up supplies, and will allow us to track inventory purchases and control costs more effectively. The cancellation of the contract with Palmetto Boys State will save more than \$200,000 in subsidized costs, but will result in a loss of direct summer revenue. We are working to improve processes to use data to inform practice in the maintenance area. This goal includes data on the number of work orders completed each month (a high of 3,500 in August), the time to complete work orders, and the associated costs. We implemented an application where students can enter their work orders online; this appears to have reduced response time. We had a goal of 50% of the work orders to be submitted online, and we currently have 41%. A more aggressive marketing campaign is planned for next Fall to educate students on the benefits of entering online.

### **Campus Recreation**

**Goal: Facilitate the physical, social and mental development of participants through recreational programs and services.**

**Analysis:** Use of the Strom Thurmond Wellness and Fitness Center has increased by 10.3% (383,066 visits thru 2/11) from FY 2010. Use has increased by 20.4% since FY 2006. Group Exercise participants have increased by 10.5% (3480 participants thru 3/18/11) from FY 2010 and by 68.6% since FY 2006. 430 teams participated in intramural sports this fall; 98% of participants reported confidence in their understanding of healthy behaviors as a result of their intramural involvement. The athletic training room in the Wellness Center opened in spring 2011 and is now supervised by a professional, certified athletic trainer, providing Carolina students with the same level of care as that provided to our student-athletes.

### **Russell House University Union**

**Goal: Exceed customer expectations by providing quality facilities, programs and services that enhance student learning.**

**Analysis:** Increased student participation in campus-life sponsored initiatives and increased use of the services available in the Russell House University Union. RHUU use has increased by 4.5% in 2010 (8179 total bookings from 7824 in 2009). Carolina Productions had 10,542 participants at 25 events from January 10-March 4, 2011. The 2011 MLK, Jr. Day of Service had 515 participants. Over the past five years, participation in the MLK, Jr. Day of Service has increased by 29% and the number of agencies served by 200%. Participation in Alternative Spring Break service trips increased by 150% over 2009-2010 offerings. Survey data from student leaders and student employees indicates their involvement within campus life initiatives has helped them have a sense of belonging and community; and prepared them for life after USC. RHUU has improved campus safety and emergency notification procedures; 32 cameras and a transmitter were installed, and 2 digital display boards provide campus-wide messages for instantaneous emergency communication

### **Fellowships and Scholar Programs**

**Goal # 2: Increase the number of national fellowship applicants through identification and recruitment of academically talented students and educate the University community on these awards.**

**Analysis:** The methods, quality and quantity of outreach efforts to entice students to consider and apply for national fellowship continue to be diverse and effective this year. Fall 2010 student contacts surpassed that for Fall 2009 and national fellowship applicant numbers are on track to meet or exceed previous years. Although student contacts are up, student visits to the Honors Residence Hall (HRH) satellite office declined more than 50% from Fall 2009 to Fall 2010. Part of this drop-off could be attributed to the director not holding weekly HRH office hours in Fall 2010. Of the 887 students on the undergraduate database, 536 are SCHC students with 123 added since August. Capstone Scholars are also noted on the database and 40 new Capstone students were added in the Fall semester.

92 graduate students are included in our database. Office/staff expertise on national fellowships for advanced graduate students is needed, as indicated by student requests and drop-ins to the office. Nominations of students to the office this Fall increased greatly from Fall 2009 (142 in Fall 2009 to 228 in Fall 2010). Nominations will be requested again in the Spring semester.

During Fall 2010 more emphasis was placed on OFSP Facebook page and fans increased. The OFSP Facebook page has seen an increase in traffic and visibility with now over 200 fans. Additionally, periodic status updates provide targeted deadline information and encouragement to visit our office.

### **Student Disability Services**

**Goal #2: Consult with faculty to assure students with disabilities are provided appropriate accommodations.**

**Analysis:** Maintaining the role of Consultant to faculty and staff continues to be a priority of OSDS. Staff notify faculty at the beginning of each semester of the appropriate accommodations for individual students in their classes and then work collaboratively with faculty to ensure students have access to all class materials. It's estimated that over 1300 letters were sent to faculty over the course of the Fall semester. This is a continuous endeavor as student registration with the office occurs all semester. One-on-one contact between faculty and students has increased in an attempt to intervene on a more systemic level in which all parties are brought together to both resolve conflict and provide resources and information.

Campus partners continue to seek us out as a source of information in planning for special events and conferences. These gatherings have been made more accessible for all who choose to attend by providing interpreters, enlarged print text, and text in braille. The work done with these campus partners is not merely reparative and we continue to convey disability-specific knowledge to consider in the initial stages of event planning.

### **Student Disability Services**

**Goal #3: Educating the Carolina Community**

**Analysis:** A collaborative relationship with Dr. Joseph Johnson and the development of his QRECT class response system has been formed in an effort to ensure its ability to be used by students with disabilities. We've worked with Linda Mahilik from University Technology Services (UTS) to make sure that the entire USC website is accessible to students with disabilities. OSDS also continues a collaborative relationship with Facilities Management, and has been called upon on numerous occasions to provide information on the accessibility and modification of campus buildings. OSDS support to system campuses continues with frequent contact and guidance.

## **Student Engagement**

### **Goal # 1: Increase students' engagement in intentional and integrative learning experiences to optimize student retention and persistence.**

**Analysis:** Evidence of goal achievement from the Fall 2010 semester can be seen in several ways including: increased participation in high impact activities, increased recruitment and promotional activity, and through initial quantitative and qualitative assessment data. Student participation increased in student engagement planning, sophomore initiatives, and peer leadership activities. 153 students requested student engagement coaching appointments in the Fall, an approximately 11% increase from 2009. Establishing partnerships between the Academic Centers for Excellence (ACE) pre-advising initiative, Student Success Center Cross-Campus Advising Office, and The Office of Student Engagement's Sophomore Initiative, led to an increased number of students who participated in the Fall 2010 Major and Information Fair for first and second-year students. Over 100 peer leaders attended the first annual peer leadership mixer which was designed to recognize the specific efforts of peer leaders on campus and provide opportunities for these students to network together. Survey results indicated that 86.3% would attend another peer leader event in the future and 91% felt more valued as a peer leader as a result of attending the peer leader mixer.

The office also saw increased recruitment and promotional activity of high impact practices; 29 Presentations were given regarding the National Student Exchange representing an almost 300% increase over the Fall of 2009. Student Engagement Plan presentations were given in 5 University 101 sections. Marketing and recruitment efforts for other events such as the sophomore beach bash, and Mutual Expectations remained strong.

Initial assessment data indicated students' growth and development in a number of key areas. Qualitative data from 2 linked course learning communities indicated that these clusters provided students the opportunity to build connections quickly and deepened their understanding of course content. Research has shown that the ability to develop social networks, get to know faculty and staff, and make connections between courses are important factors in promoting student retention. Data continues to indicate the value of promoting Undergraduate Research in the first-year experience. 18 undergraduate participated in the 8 week, not-for-credit Discover seminar that was designed to introduce students to undergraduate research. Pre-post tests indicate that students' had statistical gains in their confidence to engage in undergraduate research, awareness of their personal research goals, and ability to find a faculty mentor for their specific research projects. 99% of students and faculty who participated in the Mutual Expectations program designed to promote faculty-student interaction perceived the program to be helpful. Students indicated that as a result of their participation they will respect and appreciate faculty more. National research suggests that faculty student interaction is a key indicator of student satisfaction and academic success. Therefore these initiatives continue to be a valuable way to promote student engagement and retention.

## **TRIO**

**Goal: Provide college access and educational opportunity services to individuals who are economically disadvantaged and who are without a family history of four-year college completion.**

**Analysis:** Trio's Opportunity Scholars Program (OSP) partnered with Undergraduate Research and the Magellan Guarantee Programs to place 7 students in research internships with faculty; with International Programs to assist 10 students to participate in international learning opportunities; Ronald E. McNair Program has placed 11 students in graduate education at the doctorate level and 10 at the masters level; and since 2008, 352 students who have received the Gamecock Guarantee award, 313 (89%) were enrolled in spring 2011 (78 [84%] of the 2008 cohort, 105 [84%] of the 2009 cohort, and 130 [97%] of the 2010 cohort), rates comparable to the general student population.

### Orientation and Testing

**Goal # 2: Offer an easily accessible, cost-effective Placement Testing program which benefits students by placing them into appropriate level coursework.**

**Analysis:** Testing in French, German, Italian, Latin, and Spanish is offered for students prior to Orientation through this office. The Department of Languages, Literatures, and Cultures offers the test on a periodic basis throughout the Spring and Fall Semesters. Technical problems related to the Math Placement Test have been reduced, so that student scores are posted to the University mainframe in a timely manner. To date, there have only been two students of the entire testing population who have not had their scores updated in the required timeframe. The success rate for the Math B (Algebra) test is 76%, while the success rate for the Math A (Precalculus) test exceeds 90%.

### Orientation and Testing

**Goal # 4: Provide excellent communication and timely information for Orientation and Testing clients as well as the University community**

**Analysis:** The ability to make simple text changes to the Orientation and Testing web site without having to go through Division IT has proven to be very valuable. An office Facebook page has been established, allowing another means to inform and connect with campus partners. We are currently working with UTS to evaluate the online registration form for Orientation, found on VIP. The goal is to have online registration available by mid-February, two weeks earlier than last year's opening date of March 2.

### Off-Campus Student Services

**Goal: Exceed customer expectations by providing quality facilities, programs and services that enhance student learning.**

**Analysis:** New Off-Campus Student Lounge opened in Spring 2011. New Off-Campus Living Guide will be distributed to all transfer students admitted to the University. Pilot Neighborhood Welcome event in August 2010 enabled community and campus leaders to go into neighborhoods where students live to welcome them and give them important information.

### Student Organizations

**Goal: Exceed customer expectations by providing quality facilities, programs and services that enhance student learning.**

**Analysis:** 376 student organizations are registered on campus; 41 of those organizations are new during the 2010-2011 academic year. More than 11,080 people attended Homecoming week events.

### Parents Programs

**Goal: Provide high-quality, informative events and publications for families of Carolina's undergraduate students to educate parents about the University and to provide resources to encourage student success.**

**Analysis:** Hosted 5,272 participants during Parents Weekend 2010, a 14 percent increase over 2009 (4,626 participants). Families could participate in 82 activities/events (the same as in 2009) offered by 59 campus departments (up from 52 in 2009), an 11.9% increase.

Parents Association members receive monthly e-newsletters and other important University updates; membership stands at 11,313 (as of 3/28/11), up 17 percent so far in 2010-11 over year-end 2010 and 33.2 percent over 2009.

59 parents make up the Parents Advisory Council (up from 38 in 2009-10). PAC members are hosting "yield" receptions in seven cities (up from two in 2009-10) this spring to encourage admitted

students to choose Carolina. Parents Annual Fund is providing funds for a new student lounge in the Russell House; technology upgrades for the conference room shared by Study Abroad, Fellowships and Scholar Programs, and Undergraduate Research; and laptops and digital video cameras for University 101 students to make student films inspired from the First-Year Reading Experience book.

**Division Goal No. 3: Collaborate with campus and external constituents to provide essential programs and services that advance student learning, at the University and in the higher education community.**

**Career Center**

**Goal #1: Career Counseling/Advising: Advance students' career development by providing effective career counseling and advising.**

**Analysis:** Key components of effective career counseling and advising include formal career assessments, relevant occupational and education information, and reasoned decision-making. Students are moving away from more formal career assessments like the Strong Interest Inventory and Myers Briggs Type Indicator (331 students) to FOCUS, a computer assisted career guidance program (407 students). Assessment of FOCUS interpretation small groups indicated that 93% of the stated learning outcomes were met.

While 45% of the Career Center's library books are older than 5 years, the Center continues efforts to make sure career information resources are current. Increasingly, information is being distributed electronically. This trend is shaping how fiscal resources are spent and will require better tracking of student use of electronic resources as well as the effectiveness of those resources. A benchmarking study in the Spring 2011 term will help inform future direction for library resources.

Counseling and advising services are delivered in a variety of formats – individual sessions, small groups, workshops, and other group presentations. In year 2 of a new service delivery model that relies on small groups and workshops more than individual appointments, Fall 2010 saw an increase in drop-in interactions (2051 students), workshop attendance (140), and presentation participation (5116 students in 263 presentations). As expected, individual student appointments decreased (364 appointments); however, small group participation also decreased with only 62 students participating. Although students who participated in the small groups indicated they were satisfied with their experiences and achieved desired learning outcomes, the number participating is a disappointment. Better promotional efforts are needed and the use of small groups will be evaluated at the end of the academic year.

In Fall 2010, the Career Center launched a new Career Peer Educator (CPE) program to assist professional staff members in providing effective career counseling and advising. The initial group of 7 CPEs provided 441.75 hours of service in the Fall 2010 term. In the Spring 2011 term, the effectiveness of the CPE facilitation of small groups, workshops, and resume reviews will be assessed.

**Career Center**

**Goal #2: Experiential Education: Increase experiential education opportunities for students.**

**Analysis:** Experiential education opportunities include cooperative education (co-op), internships, and job shadowing. The number of student contacts on the topics of "internships, co-op, or shadowing" increased from a three-year-average of 681 to 1057 in Fall 2010. A focus group and Student Voice survey were used to determine student perceptions and experiences with co-op. Positive results from assessment of the co-op experience included these general results –

- students were able to apply what they were learning in the classroom
- students were more motivated to learn and developed a greater investment in their academics
- students developed more effective leadership skills
- students were able to work with more diverse types of people
- students expressed 100% satisfaction with their co-op experiences; 89% of employers rated students' skills as exceeding expectations or being outstanding

Barriers to co-op participation included not being perceived as full-time students while participating in co-op.

Launching the Community Internship Program (CIP) in the Spring 2010 semester was a great success. The challenge for the 2010-2011 year is to maintain the momentum generated and continue

with program improvement. Employer interest has continued with 23 new employers now participating in CIP (44 employers hired student interns through this program in Summer 2010). Employer evaluations regarding CIP students indicate that 91% of stated learning outcomes were met; 100% of employers were satisfied with the CIP experience. Students also expressed satisfaction with CIP as 92% had positive experiences.

Job shadowing allows students the opportunity to observe and interact with professionals in career areas that interest the students. Since many students shadow during holiday breaks, the sample of student and employer evaluations for Fall 2010 is small. Only 75% of students reported that their overall shadowing experience was very good or excellent. Interestingly, if the shadowing experience led students to decide that they did not want to pursue a particular career path, they rated the experiences less favorably. Only 66% of employers reported the shadowing experience as being very good or excellent. Reasons given included schedules did not mesh resulting in very little time with the student, human resources arranged the experience and the professional being shadowed did not receive enough information to prepare for the student, and a student seemed unfocused and not very well prepared. These trends will be monitored as more evaluations are received in Spring 2011.

Students are beginning to understand the value of experiential education as part of their career development. The number of student contacts who expressed an interest in internships, co-ops, or job shadowing increased by 55% over the previous 3-year average. The Career Center began using Constant Contact to regularly inform students about experiential education opportunities and there are currently 2057 subscribers to that newsletter. Even so, more strategic marketing and communication are needed to motivate students to explore experiential education opportunities. Many student participants in the Fall 2010 co-op focus group and Student Voice survey stated that they were previously unaware that co-ops existed and often found out from employers and peers.

### **Career Center**

#### **Goal #3: Employment: Facilitate employment of graduates by advancing students' job search skills and creating opportunities for interactions with prospective employers.**

**Analysis:** Teaching job search skills and connecting students with employers are the primary ways the Career Center facilitates employment of USC graduates. A new service delivery model was launched in Fall 2009 that emphasizes small groups and workshops to teach job search skills. While workshop attendance for Fall 2010 has increased over the previous Fall, student attendance at workshops that focused on job search skills was disappointing. If significant improvement in small group and workshop attendance is not evident in the Spring 2011 term, changes in the service delivery model will be made.

Student use of the Perfect Interview system nearly doubled in Fall 2010 (2,206 sessions) when compared to the previous 3-year average (1,190 sessions). Using technology to assist students with interview preparation has greatly increased access beyond what was available via face-to-face mock interviews. Also, 93% of employers attending job fairs described students as being prepared.

UNIV 201, a new course that teaches job search skills was planned in Fall 2010 and will be implemented in Spring 2011. Learning outcomes and a course syllabus were created.

Student participation at Fall 2010 job fairs was down by 191 students when compared to the previous 3-year average attendance at the Fall fairs. Employer participation was up by 7.6% in Fall 2010 compared to Fall 2009. Experts in the career services suggest that the decrease in student attendance is typical during a down economy when the number of jobs decreases. Evidently, students assume that there are no jobs; so, they self-select out of the search process.

Student attendance at employer information sessions was emphasized in the Fall 2010 term. These sessions often occur the evening before an employer interviews students on campus. They are a valuable way for students to make positive first impressions and to learn important information about

employers as part of their interview preparation. Student attendance increased by 29 students from the previous Fall term.

### **Student Judicial Programs and Academic Integrity**

**Goal #1: Provide a fair, student centered, and consistent conduct process to uphold the behavioral and academic standards of the Codes and foster individual student development.**

**Analysis:** With 1,150 students seen through both conduct processes to date (1-18-2011), the offices have surpassed the number of students seen last year at this time. Despite this increase, the offices remain committed to providing an educational process that meets this goal. The office looked at how conduct processes can be more developmental by revising the training provided to conduct administrators to include more specific educational learning outcomes. This change was reflected in the students' feedback on the process where 81.3% of respondents stated that they believed the student conduct process was fair and 75.1% of respondents stated that they understood how their individual behavior impacts others. OSJP staff dedicated at least 2 hours daily to review other campus conduct administrators' hearing decisions to ensure they are consistent with provided parameters for corresponding violations and align with the decision-making among the 40 campus conduct administrators. Challenges the offices have faced in fulfilling this goal include a lack of staffing which negatively impacts time to case resolution. A funding shortage hinders the offices' ability to explore alternative methods of administering conduct systems through participation in external professional development opportunities and to seek advanced professional training. It is anticipated an additional staff member will join the Office of Academic Integrity in Spring 2011.

### **University Housing**

**Goal #1: Learning – Create a physical and cultural environment where students and staff are encouraged to learn and grow.**

**Analysis:** Many initiatives contribute to this goal and some were more successful than others. With the hiring of a Marketing Coordinator, outreach to both current and prospective students increased, as demonstrated by more open houses and tour dates and times. We tracked our Resident Mentor programming efforts which support the A-Frame and Community Development conceptual models for our work. Preliminary numbers suggest that RM staffs are beginning to view their positions as helping students develop in the A-Frame and Community Development programming concepts. By next year, we hope to implement card readers at each programming event in order to tie attendance at programs to self-reported outcomes in our year-end survey. Learning communities are expanding in number and variety for Fall 2011. Alcohol violations are up from 7.4% the past two years to 8.5% of the residence hall population this year. BIT referrals through the end of November were up 74% compared to last year. This is creating a strain on our staff who follow up with every hospital transport (63 through the end of November) and BIT situation. Staff are learning as well through our maintenance and custodial apprenticeship program. Because of the cost of the program and the resultant pay increases, we are examining the amount of time staff are away from work and the benefits we see in the field to determine whether or not the program will continue in its current form. Sustainability initiatives are plenty, and we will add a sustainability component to our year-end survey to determine whether or not students are buying into the sustainability initiatives.

### **International Programs**

**Goal #2: Expand global learning through study abroad, cultural programming and activities in order to better prepare students to thrive and contribute in an increasingly interdependent world.**

**Analysis:** It is still too early to report on many of the initiatives under goal #2, as the expansion of study abroad programming and student numbers cannot be reliably reported until students begin their

courses. Despite incomplete data it appears that there will be an increase in study abroad participation, although the extent to which underrepresented populations have been increased is not currently conclusive. On campus international activities have increased with the hallmark International Education Week having further cross-campus buy-in and participation. The International Education Week committee, currently staffed mainly by International Programs, is interested in recruiting members from other departments on campus to increase planning efforts, enhance events, and provide recognition for activities. Additionally, success with the International Student Association has helped to bring further diversity and additional international activities to campus.

### **International Programs**

**Goal #3: Increase the university's comprehensive internationalization through international outreach, collaboration with partner institutions, and support for internationally focused scholarly activity.**

**Analysis:** Work continues on this goal with strides to accomplish initiatives, although due to the timing of this update current information is not available. Collaborative nature of the activities within goal three provides for uneven workflow. Current increase in international efforts along with increased SACS and policy scrutiny has resulted in slower processing times for contracts and agreements. International Programs staff continues to seek positions and opportunities for professional development within the university, locally, regionally and nationally to increase the international profile and competence. It is important that some resources continue to be devoted to professional development activities, as these help innovate current programming, bring national attention to the university, increase knowledge base and update best practices while providing valuable learning opportunities and increase staff job satisfaction.

### **National Resource Center for The First Year Experience and Students in Transition**

**Goal #1: Advance and support a global community of educators who promote student success, learning, and development at critical transition points into and through the higher education experience.**

**Analysis:** Registration numbers for all but one professional development events (i.e., conferences, institutes, and online courses) met or exceeded our goals, and nominations for all of our recognition programs were at or well above 2009-2010 numbers. Additionally, early indices of participation in upcoming events are positive. Our signature event, the National FYE conference, has the highest pre-registration numbers since the current economic downturn commenced. The second half of 2010 represented a heavy production phase for the Publications division of the Center: several publications have been or are about to be released and one of our major periodicals, E-Source for College Transitions, went through a major transformation from a paid subscription to a free resource. We are looking forward to the first half of 2011 when distribution and sales numbers will reflect these development and production efforts. Our biggest challenge with respect to our progress on this goal is related to strategic planning for the future; current commitments, while successful, often divert resources and attention away from those initiatives that are related to future planning.

### **National Resource Center for The First Year Experience and Students in Transition**

**Goal #2: Develop and practice methods of research and assessment that provide better understanding of student transitions into and through higher education and guide improvements for student learning, success, and development.**

**Analysis:** The Center has experienced great success in our research and assessment activities. We have had outstanding success with the acceptance of proposals and presentations featuring Center research findings at national conferences and have made significant progress in our plans to also disseminate

those findings via the NRC website and publication outlets. Further, we have finalized a 5-year schedule for the Center's research agenda of ongoing national surveys, are currently conducting our first grant-funded research project, have laid the groundwork for the submission of additional grants, and have cultivated partnerships for collaborative research studies. Finally, the response to the 2010-2011 Paul P. Fidler Research Grant exceeded our goals and the activities of past grant winners brought positive attention to the research funded by the Center. The only initiatives in this area that have not yet fully met the benchmarks for success are those related to the dissemination of research findings and assessment resources via the Center website, which is scheduled for the coming months.

### **Fellowships and Scholar Programs**

**Goal #1: Provide an integrated learning experience for national fellowship applicants leading to national award winners.**

**Analysis:** Honors College students continue to be the primary target group for national fellowship applicants and reflect the majority of students in our database. To date (1-18-2011), 115 applicants have been submitted in 22 national fellowship competitions. Percentages of SCHC and Capstone applicants, finalists and winners will be provided in the final 2011 blueprint. The first assessment of an alumni population, Goldwater Scholars, was done with a 62.5% response rate and exceptional feedback on the benefits of application and interview process as an integrated learning opportunity. Surveys to Truman Scholar alumni and Fulbright Scholar alumni are planned for the Spring 2011 semester.

### **Fellowships and Scholar Programs**

**Goal #3: Optimize the intellectual and personal development of Carolina and McNair Scholars and nurture the development of their community through planned events and advising.**

**Analysis:** The community of Carolina and McNair Scholars, comprised of 175 undergraduate students 45 First-Year Scholars (41 scholars plus two Carolina finalists and two McNair finalists) and 134 upperclassmen, continue to be leaders on campus and beyond and take full advantage of undergraduate opportunities such as studying abroad, undergraduate research and participating as national fellowship applicants. There is much to celebrate among this group. E-mail is the primary form of communication including 17 weekly emails another 33 emails sent throughout the semester. Facebook is utilized and a blogspot was created. A new Google calendar was added to the Scholars portion of the OFSP website for Spring 2011. Frequency and avenues of communication will exceed that of previous years.

Scholars Programs hosted the 2010 Undergraduate Scholars Program Administrators Association (USPAA) Conference, June 2-4, 2010. This conference was the largest to date for the organization and included 41 participants from 22 different colleges and universities, 12 educational sessions presented by 23 presenters as well as five USC scholars. Admissions and Capstone Scholars were also sponsors and all units worked closely together and helped fund parts of the meeting.

First-Year Scholars were welcomed by their faculty mentors and assimilated into the Carolina Community through carefully orchestrated programs and activities. The work was well done as reflected in the 100% participation of FYS in one or more Fall programs and their satisfaction with the offerings. Assessment results indicate that 90% of the respondents "have been able to connect with one or more staff members of the OFSP," while 92.5% indicated they have connected with one another. To a lesser extent the respondents have connected in one way to their faculty mentor – 82.5%.

Sophomore programming and support continued to be a priority for Scholars Programs as well. Thirty-one scholars and six finalists, or 70% of the sophomore scholars participated in "Sophomore September" advising to reflect on their first year and brainstorm plans for their second year and beyond.

### **Fellowships and Scholar Programs**

**Goal #4: Facilitate learning and student development through engaged faculty in the integrated learning processes of national fellowship advisement and as mentors for Carolina and McNair Scholars.**

**Analysis:** Faculty involvement is at the heart of national fellowship advisement and a core component of the First Year Scholar Mentoring program, and faculty involvement in both areas of our mission is 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. The target is to keep faculty involvement at the same or increase over the average faculty contacts from the last two years, which are 321. To date this year, faculty came from a wide range of disciplines colleges and schools on campus with undergraduate programs providing students with rich interactions and developmental opportunities. We believe we are on track to meet this target.

**Pre-Professional Advising**

**Goal #1: Enhance pre-professional student engagement, academic success, personal growth, and career development and independence.**

**Analysis:** Initiatives have been successful, involving far more student participation than in past years. Student participation in living and learning communities allows for the development of support networks, camaraderie, and integrative learning. The OPPA has worked with Housing for several years offering communities for pre-med and pre-law students; next year, the two pre-med communities will combine to form one large community and the pre-law community is being expanded to become the Law, Justice and Politics Community and will be marketed to a larger audience.

The pre-med and pre-law orientations in August drew the largest crowds ever, with over 200 students at the pre-med orientation and 65 at the pre-law orientation. Class visits, drop-in hours, and the listserv are all on target to reach or exceed participation goals.

The law school fair was another success, drawing representatives from over 50 law schools, 25 more than ever before. The past two years have seen reductions in travel, which translated in fewer law school representatives, but this year has proven different.

The OPPA continues to work closely with local hospitals and the Free Medical Clinic (FMC) to place USC students in their volunteer programs. Representatives from four hospitals and the FMC have come to campus to share opportunities with students during the PACES camp and for pre-med community meetings.

**Pre-Professional Advising**

**Goal #2: Encourage students to engage in collaborative activities with other students, faculty, staff, and community members to enrich their learning environment.**

**Analysis:** Pre-Professional students must demonstrate their interest, motivation, and varied life experiences to admissions committees, while also confirming their own commitment to a chosen profession. By interacting with faculty, staff and other students in varied experiences, students can clarify their goals and gain from exposure to others' ideas, knowledge, cultures, attitudes, and beliefs. Faculty have been involved with both of the OPPA's orientations, presenting information and speaking casually with students post-orientation. The pre-law Meet and Greet held in October allowed 60 pre-law students the opportunity to hear from and discuss issues individually with five members of the Midlands legal and political community.

Pre-med and pre-law students have also interacted personally with directors of admissions from the USC School of Law, MUSC, and the USC School of Medicine when the directors visited campus.

The UNIV 401 course, Synthesizing the Sciences, has increased in registration from 77 last year to 85 this year. The course was revised significantly using the course evaluations from last year. New

instructors were hired, the registration process has been smoother, and the students have far fewer questions this year as the OPPA has incorporated all instructions for the students in the class syllabus.

### **Pre-Professional Advising**

**Goal #3: Develop and practice methods of assessment that guide improvements and enhance student success and satisfaction.**

**Analysis:** Assessment has been valuable for the OPPA in regards to reviewing data and comments and revising programs accordingly. The Pre-medical Academic and Career Exploration Series (PACES) summer camp for incoming freshmen is designed to expose students to the medical field and the realities of preparing for medical school. In an assessment of their knowledge about preparation for medical school and the medical education process, the students were given a pre and post-test. The results of the two tests were compared and found to be statistically significant in the students' knowledge between the pre and post tests, with a P value of .0001. The PACES camp helps prepare students for the rigorous preparation for medical school. Responses indicate that the camp is regarded highly by participants and, based on this feedback, the camp will be extended by one day next summer and will include more hands-on health care activities and career observation.

### **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:** Achievement can be seen through increased attendance of faculty at events and through quantitative and qualitative assessment data. Staff interacted with over 80 faculty in the Fall of 2010 as compared to 132 in all of 2009-2010. Faculty participated in events such as 2 Mutual Expectations workshops, the Community Partner Breakfast, and 3 service-learning workshops. The initial perceptions of faculty satisfaction with these events was positive. However, quantitative and qualitative assessment data regarding faculty perceptions of their learning as a result of these events will not be available until early in the Spring 2011 semester.

### **Student Engagement**

**Goal #3: Coordinate and increase the level of intentional academic service-learning (SL) opportunities.**

**Analysis:** During the Fall of 2010, 424 students were enrolled in 18 courses across 13 academic departments. Other specific data is pending, however, with these numbers SL enrollment for the year of 2010-11 is trending to meet, if not exceed, 2009-10 numbers. Students' perceptions of their learning from these courses were captured on pre-post surveys but will not be available for analysis until February 2011. The number of service-learning professional development events is increasing. This Fall the office hosted 4 service-learning events including a Poverty Roundtable (27 participants), Community Partner Breakfast (150 participants), CTE Building Partnerships (13 participants) and CTE Mini Grant Workshop (11 participants). An additional 5 events are planned for the Fall representing an increase in the total number of events held from 6 in 2009-2010 to 9 in 2010-2011. Recruitment for the third annual Community Partner Breakfast increased from 130 in 2009 to 180 in 2010, an increase of 27%. However, despite the increased number of RSVP's, attendance numbers (150) stayed identical to last year's event. At the 2010 Community Partner Breakfast, 40 faculty members from 19 departments attended the event. This is an increase of 10 departments from 2009. Both faculty and departmental participation increased by 52% from 2009 to 2010. Initial participant satisfaction with the breakfast was extremely positive, however, data regarding the impact of the breakfast will be available in the Spring 2011 semester.

Through membership in the South Carolina Campus Compact, the university was awarded approximately \$30,000 in an AmeriCorps-United Way Healthy Families grant. Eligible students who complete 300 hours of service to the community by July 31, 2011 will be eligible for an \$1,100 educational award through AmeriCorp. In addition, Drs. Karen Heid and Tasha Laman were recipients of the 2010 SC Education Oversight Literacy Award for their service-learning course taught in the Spring 2010. The award will provide \$10,000 for continued program development.

### **University 101 Programs**

#### **Goal # 2: Foster student learning, transitions, and engagement beyond the first-year seminar.**

**Analysis:** The department continues to provide high quality courses beyond the first-year seminar, as evidenced by strong student satisfaction in UNIV 201, 290 and 401. For instance, 95% of UNIV 290 students and 100% of UNIV 401 students indicated on the end-of-course evaluation that the course was valuable and that they would recommend it to other students.

In addition, we continue to innovate in order to meet student demand and evolving University priorities. For instance, this Fall a new UNIV 201 course related to the President's initiative on Civility was piloted. This course, taught by a faculty member from the Department of Philosophy, utilized a series of 9 public lectures from local and national experts related to civility in public discourse. In Spring 2011 another new section focused on experiential education will be piloted.

UNIV 290 courses continue to serve the needs of our residential colleges and learning communities programs. Five sections of UNIV 290 were offered Fall 2010, enrolling 44 students. These include 3 sections for Green Quad Learning Community focusing on sustainability, 1 new section on "History Matters" for Preston Residential College, and 1 new section for transfer students in the Bridge Program. Six sections of UNIV 290 are scheduled for the Spring semester, including courses for Capstone Scholars and Magellan Scholars.

One major challenge is ensuring adequate enrollment in sections of UNIV 201 and 401 that are not affiliated with a specific program or academic advisor. The decentralized nature of the University and the absence of a uniform method to advertise courses make it challenging to effectively market these courses.

### **University 101 Programs**

#### **Goal #3: Foster the development of instructors to ensure high quality teaching and enhance their satisfaction, vitality, and efficacy as members of the university community.**

**Analysis:** Great progress on improving the quality of instruction in UNIV 101 continues. The program's attention to faculty development was recognized by the National Association of Student Personnel Administrators (NASPA), who awarded University 101 with the Gold Award in Excellence in 2011 for the category of "Administrative, Assessment, Information Technology, Fundraising, Professional Development and related." Our submission, "University of South Carolina's University 101 Program Instructor Development Process" was selected from among the 10 category gold honorees as Grand Silver in the 2011 NASPA Excellence Awards program.

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 to 4.64 in 2010. 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 to 5.36 in 2010. In comparison to other colleges and universities, our mean on this factor is significantly higher ( $p < .001$ ) than the mean of all participating institutions ( $n=58$ ).

These improvements can be attributed to the many initiatives related to faculty development, including the revised Teaching Experience Workshop, the one-day Building Connections conference, the 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 the impact

on UNIV 101. Our instructors indicated on the 2010 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. For instance, 95% of respondents noted that by teaching they now have a better understanding of students (M = 4.72), 90% are more sensitive to and understanding of students' academic needs (M=4.62), and 91% reported that they now have a larger network of colleagues at the university (M=4.51). Approximately 1/3 of our instructors teach other courses at the University. Of these instructors, 98% reported that by teaching UNIV 101 they now use a wider variety of teaching strategies in their other courses (M = 4.71). Thus, it is reasonable to expect that the focus on faculty development in University 101 translates into the diffusion of better teaching across the University.

Institutional and Division support is crucial to recruiting new instructors. Division leadership should continue to support staff to teach UNIV 101.

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. If UNIV 101 seeks to reduce class size while increasing the number of students served, finding qualified instructors will be a significant challenge.

### **Visitor Center**

**Goal:** Support student learning by offering a rich and rewarding work environment

**Analysis:** University Ambassadors volunteer nearly 8500 hours each year to help run the Visitor Center and give campus tours; they are extremely motivated and satisfied in their roles (Peer Leadership Survey conducted by Office of Student Engagement shows significantly higher levels on key indicators of confidence, skill base, knowledge, a sense of belonging, and satisfaction in their role than all other peer leaders groups).

### **Greek Life**

**Goal:** Advance student success through collaborative partnerships

**Analysis:** Greek Camp- Our office was able to partner with student leaders to redesign new member education into an intensive off-campus experience that took two new members from each chapter and placed them in randomly assigned groups led by a leader in the Greek community. Curriculum centered around team building, values, and finding common ground. Many rising chapter and council leaders came from this group of students.

Students have refocused their programming efforts and are conducting purposeful programming centered around the 4 core values of Greek Life- scholarship, leadership, service, and, friendship. This includes Greek Week, which for the first time features a day of activities featured around each value.

Chapters that fall below 3.0 average GPA have been assigned an Academic Center of Excellence (ACE) coach and plans are in place to have those chapters develop academic plans and meet with a member of the Greek Life team to evaluate progress.

### **Substance Abuse and Alcohol Prevention**

**Goal:** Reduce high risk behaviors by educating students on healthy lifestyle choices

**Analysis:** During the first year of AlcoholEdu for College on USC campus over 4,500 new & incoming students completed the course with an 80% or better and gained a solid alcohol education foundation.

### **Student Media**

**Goal:** Provide the university community a source for news, information, forum for exchange of ideas and a direct way of communicating, while also enhancing student learning through hands-on training

**Analysis:** Student media participants are providing up-to-the-minute updates through social media, websites, email blasts and broadcast channels. Print publications are providing in-depth information and being recognized at the state, regional and national level. Students are engaging in creative collaborative projects to take information and promotion to the next level. For example, USC students voted for the "Best of Carolina." Results were shared via website, print, on-demand video, social media and television.

**Division Goal No. 4: Provide essential programs and services that shape responsible citizens and develop future leaders, in collaboration with university, community and external partners.**

#### **Student Judicial Programs and Academic Integrity**

**Goal #2: Promoting a campus climate of civility and responsible citizenship through education and outreach to the USC community on the behavioral and academic expectations valued by the University and espoused in *The Carolinian Creed*.**

**Analysis:** In support of the President's Civil Discourse initiative, staff researched and piloted a civility workshop this Fall as a sanction. The workshop assessment shows that 84.61% of the class agreed as a result of attending the class "they gained more knowledge about what it means to be part of the Carolina Community and how they can meet the expectations of the community." Due to the success of the pilot, another workshop is scheduled for April 2011. Expansion of the workshop will be explored to accommodate the demand for this type of education, therefore outreach to Higher Education Student Affairs (HESA) graduate students to serve as facilitators is anticipated. Outreach by the offices included presentations on academic integrity, behavioral issues, and classroom management. Even with 91 presentations provided, the offices were still unable to fulfill all presentation requests due to the need to focus on primary functions. The Office of Academic Integrity had a 116% increase in the amount of U101 "Cocky Never Cheats" presentations provided from last year, and the office was not able to fulfill all requests received. The Office of Student Judicial Programs continues to provide outreach, specifically to U101 classes, and seeks new opportunities to provide outreach to new constituents.

The Academic Integrity Committee meets twice a year and continues to provide guidance for the office through programmatic and policy change recommendations. This Fall, an assessment was launched to gather feedback from the student community on *The Carolinian Creed* awareness and programming. As a result, areas of improvement were identified and changes will be made based on that data for marketing and programming efforts.

#### **University 101 Programs**

**Goal # 4: Optimize engagement, satisfaction, and leadership learning and practice of upper-division and graduate students through service as a peer educator in University 101.**

**Analysis:** Peer Leaders continue to play a valuable role in University 101. 91.1% 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 developmental experiences for our upper-division students. 92.5% of peer leaders reported that the experience was valuable. In addition, peer leaders reported that as a result of this experience they developed stronger interpersonal communication skills (92.5%), helping skills (96.2%), presentation and facilitation skills (92.4%), and leadership skills (96.3%) as well as overall increased their confidence and self-esteem (84.9%).

Increased marketing efforts to recruit new peer leaders for Fall 2011 have been successful. While the deadline is still a few days away, we have already received 112 applications, which is up from the 83 we received last year. We continue to look for more creative ways to recruit strong students to apply for the program through such mechanisms as an increased social media presence, more intentional incorporation of current peer leaders into recruitment efforts, and stronger partnerships with departments campus-wide to solicit nominations and advertise this opportunity.

In an effort to enhance the Peer Leader Program, the Peer Leader Task Force was created and charged with studying and making recommendations for improvement, including the role peer leaders should play in University 101, ways to increase the number of students who apply for the position, and how to best support and train those individuals. The task force met five times throughout the Fall 2010 semester and generated two main recommendations. First, that the program establish a set of learning outcomes for the Peer Leader Program for University 101 students which will serve as the foundation

for the recruitment, selection, and training process as well as the roles and responsibilities of the peer leader. Second, to enhance instructor and peer leader training and development through the implementation of a mid-semester evaluation and check-in process, an additional training session for peer leaders and instructors on the role of the peer leader in the classroom and how to maintain a successful teaching partnership, as well as an additional training session in August for peer leaders to provide relevant course information and start off the semester. These recommendations will be implemented as appropriate throughout the next recruitment and training cycle.

We continue to find it difficult to get Returning Peer Leaders to attend professional development opportunities and meetings hosted by our department as there are no incentives or methods of accountability in place to ensure attendance. Providing compensation for Returning Peer Leaders could not only be used to help increase the rate of return for peer leaders but also further the development of additional opportunities for returners to be involved in the support functions of the program such as recruitment and marketing. At present, funding is not available for this initiative.

### **Student Life**

#### **Goal 4: Advance leadership and life skills by providing integrative learning experiences.**

**Analysis:** A one-day community service training workshop for student organization leaders focused on enhancing students' service-leadership skills, including project planning, volunteer facilitation, reflection, and evaluation. An Emerging Leaders Program curriculum was designed based on Kouzes and Posner's "Five Practices of Leadership" and data from the National Association of Colleges and Employers (NACE), focusing on skills that employers identify as important in the hiring process. Assessment of the 21 participants indicated that the curriculum promoted leadership and the development of interpersonal skills as participants responded they felt more confident in coalition and team-building, and had increased their understanding of how to use their leadership style on campus. The "Gamecocks Giving Back" service pledge was launched to encourage members of the Carolina community to contribute at least 10 hours of service during the 2010-11 academic year.

Programs and services offered through the Minority Assistance Peer Program (MAPP), workshops and small group discussions introduced students to key campus offices that contribute to student retention and academic success. Collaborations with 5 campus partners in Fall 2010 included Moore School of Business, Office of Greek Life, Counseling Center and Campus Wellness. The African American Male Institute met weekly since early September and averaged about 10-13 men at each session. Retention rates will be recorded and student impact will be outlined in report submitted June 30, 2011.

### **Student Government**

#### **Goal 4: Advance leadership and life skills by providing integrative learning experiences.**

**Analysis:** Student Government Congressional Advisory Board surveyed students on campus and held four town hall meetings to learn about students' opinions about national concerns. Six members of the Congressional Advisory Board presented these concerns to members of the South Carolina congressional delegation in Washington D.C.

### **Greek Life**

#### **Goal 4: Advance leadership and life skills by providing integrative learning experiences.**

**Analysis:** Students are starting to recognize unacceptable behavior in their peers and are beginning to demand accountability for those actions. Greek Judicial Board is beginning to operate as a way to hold chapters accountable to community standards, and Greek Programming Board held a "Think Before you Drink" forum that started healthy dialogue about risky behavior in the community.

## Green Quad

### **Goal #1: Promote campus-wide integrative, ecological thinking.**

**Analysis:** We are making substantial progress toward this goal and achieving most KPIs within each initiative. Particularly note-worthy related to curriculum is the significant progress toward the long-awaited “Sustainability Across the Curriculum” workshop for May 2011. The Campus-wide Awareness Team organized a very successful Sustainability Week and coordinated our reporting for the “Great Power Race”--which provided us international recognition for amassing the highest number of points. Our Experiential Learning Team is promoting undergraduate research, and providing a central source of information for internships and service learning related to sustainability. All elements of the Green Quad are now working together extensively, including the Learning Center, Hall Government, and the Resident Mentors, supporting self-initiated programs and creating a strong sense of community by promoting “green holidays” and other opportunities for students, faculty, staff, and community members to gather together. The Green Learning Community is producing its own very frequent programming.

## Green Quad

### **Goal #2: Build the campus capacity for engagement and transformation.**

**Analysis:** We are making substantial progress toward this goal. The Campus Planning Team organized another very successful Earth Summit. The Training Team is supporting student organizations, offering leadership training and logistical support in different venues to a variety of groups. The Assessment Team has done an excellent job and emerged as a centerpiece for the entire organization, monitoring the work of project teams and individual staff and providing encouragement and support where needed. The Global Sustainability Team organized a series of innovative speakers through video conferencing. The Social Justice Team organized a well-attended forum for candidates in the 2010 elections and laid the groundwork for a study-abroad trip next year. The Publicity Team has achieved become very well-organized and able to increase attention to our programs. The Outreach Team has been successful in creating a presence at events on campus and in the community. And the Professional Development Team has created a series of programs that have greatly enhanced staff development. The Assessment Team has still not achieved the ideal sample size for Green Quad surveys and has only recently found a new partner to work on the campus-wide survey; the Environmental Justice Team had difficulty developing its ideas for study abroad in time to meet the deadlines of the Study Abroad Office.

## Green Quad

### **Goal #3: Promote sustainable management of campus resources.**

**Analysis:** We are making substantial progress toward this goal and achieving most KPIs related to each initiative. The Green Team is starting to support the efforts of campus departments to adopt greener policies and is rolling out a “Green Certificate” program in the Spring. The Food Team has been very successful in using the garden as a teaching tool and building off its programs by offering workshops on campus and in the community. The Recycling Team continues to support a model recycling program in the Green Quad, has been able to prepare much more for Recyclemania, and developed an innovative freecycling event. The Transportation Team has primarily been involved in supporting the innovative programs of the Department of Vehicle Management & Parking Services. The Landscaping Team has won an award for last year’s student project on bioswale construction and is planning more landscaping initiatives in the Spring.

Achievement of KPIs has been limited in some areas: the Bicycling Team was largely inactive and has been merged for the Spring with the Transportation Team; the Food Team has not been able to devote sufficient resources to approaching Dining Services about possible reforms; the Green Design Team had only one member (which will be increased for the Spring), which limited its focus primarily to tours.

## **Student Affairs and Academic Support Resource Requirements**

### **Space Needs (top priorities)**

#### **Undergraduate Admissions**

The Admissions Office has a critical need for space, as we have staffing in four different locations across campus; three of these locations are temporary. By placing employees in multiple buildings, we create communication and efficiency challenges. Our ability to adequately train, integrate, and fully utilize new employees is hampered by geographic distance. Approximately 20,000 square feet is required to support the back office processing functions and enable us to consolidate staff. Front office staff would remain in Lieber. Our institutional reliance on enrollment is expanding at a rapid pace and the financial stability of the University is largely enrollment-driven. The Office of Undergraduate Admissions must be in a position to effectively support the goals of the institution and functional space is a key variable.

#### **Student Health Services**

Lack of space for practitioners and lack of properly configured space makes meeting the physical and mental-health demand of our students a challenge. In addition, the separation of the Student Health Center and the Counseling Center poses many logistical challenges as the overlap of physical health and mental health grows. Inadequate space has been noted in the last accreditation visits for both the Student Health Center and the Counseling Center, as undergraduate enrollment has grown 51% since the current Student Health Center was built. Student fees have been collected to establish a renovation reserve fund to apply to a new facility. By the end of FY11, approximately \$10 million will be set aside to meet the commitment made to our students in FY06 when we began collecting fees to support this new facility. Although a feasibility study has been completed and phase I approval was received from the Board of Trustees, the project has stalled prior to Joint Bond Review Commission approval. Construction costs and financing costs remain low, so there is no better time to use cash on hand to invest in the wellness of our students. Delays will only decrease the purchasing power of cash on hand and escalate the eventual cost of the project.

#### **Career Center**

The Career Center currently occupies approximately 13,000 square feet in the Moore School of Business Close/Hipp building. The University's lease agreement with the Department of Justice will require the Career Center to vacate Close/Hipp when the new MSOB building is completed. In addition to standard offices and storage space, the Career Center has classrooms for employer information sessions and career workshops, interview rooms, and a career resources library. Quality of space is critical due to the expectations from employers. With the state and national focus on career placement and gainful employment, it is essential that appropriate space is identified for this institution-wide function. Due to the timeline for University and state approvals, the Capital Operations and Planning Subcommittee (COPS) estimates that a project to renovate space for the Career Center will need to be approved by the Buildings and Grounds Committee of the Board of Trustees in fall 2011 to meet the requirement of vacating Close/Hipp by late fall 2013.

#### **Student Success Center**

Supplemental Instruction, Tutoring and Early Intervention Programs have become essential components of the success of our students. With the addition of Cross Campus Advising and Financial Literacy, the Student Success Center has the potential to be a one-stop solution. However, space constraints are significantly limiting our ability to service students based on existing demand. Cross Campus Advising, for example, will serve 600 students in spring 2011 versus 100 students in spring 2010 when the program began. Participant volume is expanding rapidly and funds are available to hire peer advisors as a best practice triage mechanism, but space does not exist to house these peer advisors. In addition,

## **Student Affairs and Academic Support Resource Requirements**

space constraints are limiting the delivery of academic success coaching for at-risk students as well as expansion of SI and Tutoring in STEM courses. Providing a cohesive student success program is critical to the retention and graduation of our students; currently, space is a major barrier to service delivery.

### **Financial Aid and Scholarships**

Not only is the Office of Financial Aid and Scholarships in buildings that have continual repair needs and have had ongoing sewage back-up issues, but the growth we are experiencing due to enrollment increases and more financial aid applications and awards cannot be effectively managed in these facilities. The dollar volume of aid processed over the past five years has increased 35% to \$365 million. In addition, the Office of Financial Aid and Scholarships services 25,000 students, more than 85% of the student body. Currently, the garage behind the Financial Aid buildings has been converted into temporary cubicle space for four staff members. There is no additional opportunity for expansion in the existing location. Obtaining space to enable efficient workflow and expansion of student and staff labor will make a tremendous difference in our ability to serve students in an efficient and effective manner.

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

The demand for Greek Village housing continues to expand with the addition of national sororities and fraternities and a waiting list of chapters requesting to build. The Greek Village is a new student recruitment tool and expanding the Greek Village enhances our recruitment efforts and our ability to house more students on campus. Approximately 12-15 acres of space is required for 10 new Greek houses. In addition, the need for outdoor playing fields has grown dramatically, as there are more than 25 intramural teams on a waiting list for field space. Approximately 20 acres of outdoor playing fields is necessary to support student intramural and recreational activities, as the current space cannot accommodate the existing and expanding demand.

## **Fee Requests**

### **Housing Fees**

***Requesting 3.8% weighted average increase for all undergraduate facilities and 0% for family and graduate housing.***

The requested rates will allow the university to remain competitive with the growing off-campus housing market, while keeping our rates for first-year students who are required to live on campus below most of our benchmark institutions. This proposal also positions University Housing to continue to address deferred maintenance and life safety needs. Projects will move forward at the rate at which Campus Facilities staff are able to manage the projects.

There are several reasons for the 3.8% proposed increase for undergraduate housing. First, we are committed to keeping the cost of attendance reasonable for our students. Given the financial challenges resulting from decreased state support, Housing has assumed responsibility for approximately \$425,000 in operating costs associated with A-funded units. Subsidized units include Judicial Programs, Academic Integrity, Student Engagement, Residential Learning Communities, and others. In addition, Housing pays more than \$1.6 million in University overhead and anticipates an investment of \$100,000 for a dedicated project manager in Campus Facilities. In family and graduate housing, we have already reached the upper limits of monthly rent and no increase will be implemented. Overall, a CPI increase of 2.1-2.3% is the basis for many of the routine costs such as

## **Student Affairs and Academic Support Resource Requirements**

security, trash, and supplies. Revenues and costs associated with bringing Patterson Hall back on line have also been included.

A critical tool for making the most effective investments in our current facilities and planning for new facilities is our Housing master plan. This study is in progress and results should be available in September. The results will position us to better prioritize renovations and construction as well as make strategic decisions regarding public/private partnerships in the context of our documented needs for campus housing.

### **Initiative Funding Needs**

#### **Undergraduate Admissions – \$1.7 million (*defer to FY13 due to one-time balances*)**

##### *Supports division goal #1*

We have piloted a successful regional recruiters program with one-time funds and must continue to invest in this effective recruiting channel. Competition is increasing, as regional recruiters are the standard for large institutions. Funding supports regional representatives, logistical support, promotional materials, postage, program registration, travel expenses, etc. In addition, the 85% growth in application volume over the past 10 years requires the hiring of additional processing staff, the expansion of successful minority recruitment programs, maintenance of an application inquiry contract that enables us to market to students likely to enroll, and support for growing operating costs.

#### **Enrollment Management - \$170,000**

##### *Supports division goals #1, #2*

Campus visits have grown approximately 300% over the last five years and permanent staffing and operating cost investments must be made to manage the volume. The visit experience is a key factor in student enrollment decisions and servicing prospective students must be a high priority. Another high priority area is our investment in access and affordability. The expansion of the Gamecock Guarantee program and the need to serve other special student populations requires additional support in both Financial Aid and TRIO Programs. Low socioeconomic and first generation students are an at-risk population if an adequate support structure does not exist.

#### **Career Center - \$630,000**

##### *Supports division goals #2, #3*

Given the governor's proposed metrics for higher education in SC, the expectations nationwide for gainful employment, and the responsibility to students and parents, additional investment in career services is required. This initiative will enhance experiential education programs and services to increase internship, co-op, externships and job-shadowing opportunities for students. In addition, it will enhance placement tracking to statistically demonstrate the employment, salary levels and further education achieved by our graduates. The resources required to provide direct student services and programs leaves a gap in the opportunity for employer development and impair opportunities to provide an individualized approach to assisting students with career planning. Through this initiative, each college will have a Career Center liaison to provide direct individualized career advising and a Career Center liaison to perform employer development, increasing the number and quality of experiential education opportunities, especially internships. An externship and job shadowing database

## **Student Affairs and Academic Support Resource Requirements**

will be created; along with targeted outreach to alumni and parents to develop opportunities for students.

### **Student Success Center – \$479,450**

#### *Supports division goal #2*

To reach persistence and graduation goals, programs proven to enhance student success must be expanded. Activities such as supplemental instruction and tutoring are very effective but need to reach a greater number of students to significantly impact persistence. In addition, programs such as cross campus advising are experiencing demand far greater than can be met. In spring 2010, cross campus advising serviced 100 students; in spring 2011 the program will service 600 students. Additional staffing is required to meet existing demand. Activities such as academic success coaching, which is mandated for students on academic probation, has been highly successful and is being requested by other at-risk students. The addition of staffing to service these students will result in retention gains that quickly exceed the cost of the programs.

### **Registrar – \$200,000**

#### *Supports division goal #2*

The Office of the Registrar seeks to fund and expand Graduation Planning Services (GPS) in support of academic advising and student success, the mission of the university, and the goals of our division. The core of the expanded service is the Degree Audit Reporting System (DARS) in which we define academic programs for automated degree audit and academic advising support, evaluate and articulate transfer work and online student progress reports for self-directed planning. This initiative will place tools into the hands of students and academic advisors to efficiently and effectively make informed decisions and will provide a clear path toward degree completion. Because DARS can track the Carolina Core requirements separately or as part of a degree program, the Registrar's GPS program is positioned to assist students by providing the tools to effectively monitor progress and make informed choices. Students will have self-service access to feedback on progress in completing core requirements and to see how the core applies towards completion of degree. This plan represents four additional student services coordinators to manage the system and process.

### **LGBTQ Support – \$66,000**

#### *Supports division goals #2, #4*

There is a need for education, advocacy and support for the growing population of our lesbian, gay, bisexual, transgender, queer, questioning and straight-allied students at the University. Expanding these services may result in retention gains and will improve the University-wide awareness and understanding of the LGBTQ community. This initiative supports an LGBTQ advisor, a graduate assistant, and office operating costs.

### **UNIVERSITY 101 – \$254,000**

#### *Supports division goals #2, #3*

University 101 experienced enrollment growth of 18% from fall 2009 to fall 2010. To meet this demand, additional sections of the course are needed. Permanent funding for 25 sections would enable us to continue to guarantee availability of a University 101 section for any student choosing to enroll. In addition, class size has increased over the last two years as resources have declined. In fall 2008 the average class size was 17.5 students, which increased to 21.5 in fall 2010. The growth in class size is not consistent with an effective "seminar" style course, which is illustrated in feedback from instructors and students. An additional 25 sections would reduce class size to an average of 19 students, enhancing the

## **Student Affairs and Academic Support Resource Requirements**

effectiveness of the course to an even greater level. The final component of the request supports a coordinator for faculty development and assessment to focus on instructor preparation and development and drive curriculum improvement based on data analysis. This position is an important tool to drive USCconnect and integrative learning within U101.

### **Judicial and Academic Integrity – \$99,500**

*Supports division goals #2, #4*

As caseloads have increased in both Judicial Programs and Academic Integrity, time to completion has expanded and preventive educational efforts have been minimized. In addition, growth and awareness of the Behavioral Intervention Team has expanded the BIT role considerably, requiring extensive time and attention. While the emergency needs of our most critical situations are managed, the cost of disengagement is considerable. The addition of a judicial coordinator and an AI coordinator will significantly impact timely case resolution and the ability to engage in valuable educational activities.

### **Other Institutional Considerations**

#### **Leadership Initiative**

While this initiative is supported for FY12 with one-time funds, it requires recurring funding to sustain these activities. If the first year of the program is successful, it is anticipated that an investment of approximately \$150,000 will be necessary in FY13 to provide coordination of activities, student leadership grants, faculty leadership development grants, assessment and evaluation, and promotion.

#### **Service Learning Initiative**

Provides an established center to coordinate and expand service learning activities based upon findings from the 2007 Provost Task Force on Service Learning, the current Advance Carolina goal, and data documenting the benefits of service learning activities in student success and retention. USC's current designation as a Community Engaged university by the Carnegie Foundation requires a commitment to maintain. An investment of approximately \$130,000 would provide staffing to increase the level of intentional and coordinated service-learning and programmatic resources for faculty development initiatives and new course development.

#### **Carolina Community Coalition**

The Carolina Community Coalition represents students, faculty, staff, law enforcement, community agencies and leaders in addressing high-risk behaviors on campus and within the Columbia community. Over the last year the group has grown over 50% in membership, taken the leadership in reviewing and revising the campus alcohol and drug policies and disseminated data that is collected throughout the institution on alcohol and other drugs. This group has been grant funded over the last year, but will need permanent resources to continue to address the high-risk behaviors of our community. Approximately \$67,000 would be required to support a staff member and operating costs.

#### **Blatt PE Center**

The Blatt Physical Education Center is currently operating on an 8am to 8pm, Monday through Friday schedule. Approximately \$88,000 of funding is needed to resume the previous operation schedule of 6am-11pm Monday through Friday and 10am-11pm on Saturday and Sunday. This would provide an additional 51 hours per week of programmable space. This additional time would be used by intramural sports, sport clubs, and unstructured recreation. The Departments of Physical Education and Exercise Science would also benefit from having the extended facility hours.

## **Student Affairs and Academic Support Resource Requirements**

### **Russell House University Union**

As the campus union, this highly utilized facility needs adequate staffing to manage weekend coverage for the building (to protect the facility and patrons) and support for specialized events. In addition, the programmatic area of the RHUU includes the office community service programs. Initiatives sponsored by this unit have increased 20% but no additional support has been provided to manage this volume. As community service is an important component of citizenship, leadership, and integrative learning, staffing in this areas has broad benefits. Approximately \$83,000 is required.

### **Mandatory Student Insurance Hard Waiver**

Current University policy does not require our undergraduate students to have health insurance coverage. Moving to a mandatory hard waiver would enable students with adequate health insurance to opt out, while requiring those without adequate coverage to participate in the University's endorsed student health insurance plan. The North Carolina University System, which consists of 16 institutions, recently awarded a bid for student health insurance. The bid resulted in an annual premium which is less than \$700. An increase in USC's plan participants will greatly reduce our current plan premium of \$990 and should offer more comprehensive benefits. We are anticipating a substantial premium increase for fiscal year 2012 due to increased loss ratios, so the implementation of mandatory insurance for all students would be timely in its impact on rising premium costs.