

2007 Blueprint for Service Excellence

Division of Student Affairs

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Executive Summary

Vision Statement

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

As demonstrated throughout this report, the Division of Student Affairs is making great strides in realizing this vision.

As a part of its vision, the Division will play an integral role in developing and implementing strategic initiatives that contribute to the University of South Carolina's 2009-10 vision for student enrollment, academic ranking, and fundraising goals. The hiring of a new development officer will lead and advance existing efforts to promote the Division and cultivate financial investment in the Division's programs, services, and initiatives. The Division's enrollment strategies have increased the size and improved the academic profile of the entering student classes in an extraordinarily short time. New student success initiatives such as Supplemental Instruction have measurably improved student learning and academic performance in just the course of a year. The construction of a new residence hall for honors students will serve to attract and retain high ability students, and numerous residential learning communities engage students in opportunities to connect their academic content with out-of-class reflection and application. Students are also participating in study abroad, community service, and fitness opportunities at unprecedented rates. For all these reasons and more, students noted on the 2006 Student Satisfaction Inventory that "it is an enjoyable experience" being a student at Carolina.

Mission Statement

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

The Student Affairs Mission and Vision Statements are inextricably linked. Students are more likely to be successful in their collegiate endeavors (as measured through academic performance and persistence to degree completion) at institutions that foster enriching educational experiences in and out of the classroom. By fulfilling our mission, we are intentionally creating this community of engagement, thus contributing to the University's vision for enrollment and academic standing.

The Division of Student Affairs is actively and effectively achieving its mission through a variety of means. We are enhancing students' **intellectual development** through academic success initiatives (such as Supplemental Instruction and the academic coaching that occurs through the Academic Centers for Excellence and the Student Assistance Program), academic integrity initiatives, residential learning communities, support services for students with disabilities, and support for undergraduate student research. We are enhancing students' **emotional development** through the individual counseling and group support services offered through our nationally accredited counseling center and the interventions coordinated through judicial programs. We are enhancing students' **physical development** through fitness programs and state-of-the-art facilities, services offered through our nationally accredited student health center, Healthy Carolina and its focus on health education and comprehensive health care, Sexual Health and Violence Prevention, and Alcohol & Drug Programs. We are enhancing students' **cultural development** through study abroad opportunities, diversity

retreats, international student services, and multicultural student initiatives. We are enhancing students' **social development** through new student orientation, as well as a multitude of student involvement and leadership opportunities, such as Greek Life, student activities, and student organizations. We are enhancing their **spiritual and character development** through the integration of the Carolinian Creed throughout their academic and social decision-making experiences, religious-life and inter-faith opportunities, and student judicial programs. We are preparing students for **lives of learning and service** through extensive career development services, diverse community service programs, and significant leadership opportunities that foster a sense of community responsibility and stewardship. We are preparing students for **lives of engagement** through fostering a sense of belonging from their first campus visit or their application to the University, acclimating them as new Carolinians during orientation and Welcome Week activities, actively engaging them in meaningful campus involvement and leadership opportunities, conveying the message that the University cares about the quality of their experience and about their persistence to graduation, by celebrating and recognizing their accomplishments on campus, and by preparing them for satisfying professional and personal lives post-graduation.

Strategic Goals

Goal No. 1

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

Goal No. 2

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

Goal No. 3

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

Goal No. 4

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

Goal No. 5

Sustain a workplace environment that ensures highly qualified staff are hired, retained, and earn recognition as campus and national experts in programs and services for students.

Goal No. 6

Engage in constituent outreach, development, and advancement activities.

Goals, Initiatives, and Action Plans

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

Relationship to Vision and/or Mission

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

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

Action Plan/Indicators of Success for #1(a)

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

Progress/Status

Enrollment management unit directors meet bi-weekly to review and communicate enrollment related issues.

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

Progress/Status

Admissions staff reviews previous year's activities and updates marketing and communication plans accordingly.

- Build upon initial implementation of the Enrollment Management Council.

Progress/Status

Council met in April 2007 to review current enrollment issues and be informed of new initiatives relating to enrollment and retention. Council will continue to meet on a regular basis during fall and spring semesters.

- Develop college-specific enrollment plans in consultation with college deans.

Progress/Status

A college enrollment plan template was de-

veloped. Currently, the colleges of Engineering and Computing and Journalism and Mass Communications are developing specific enrollment plans.

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

Progress/Status

Approximately 25% of fall 2007 freshman applicants were assessed under modified admissions review, a process in which staff examine applications using factors other than GPA and test scores in making final decisions. Admissions will adjust the review process each year as needed.

- Continue to implement first-year student residential communities such as Capstone Scholars.

Progress/Status

In 2006-2007, University Housing developed specific learning outcomes for each first-year learning community. These outcomes will guide our work in recruiting and retaining outstanding students to the university and will provide a framework for program development and assessment. In addition to these learning outcomes, continued emphasis has been placed on promoting the benefits of living in a residential learning community to prospective students. Dr. Jim Stiver and Dr. David Whiteman were hired to lead Preston College and the Green Quad Learning Cen-

ter, respectively. Their interaction with students and faculty will greatly enhance these two learning communities. Ground has been broken on the corner of Sumter and Blossom streets for a new first-year honors residence hall expected to house approximately 600 students starting in fall 2009. Several new learning communities are also in development for fall 2009.

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

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

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

Progress/Status

The Visitor Center continues to manage and monitor all campus visit activities and continually assesses satisfaction with campus tours and related visit activities. In 2007-2008 the center will enhance and customize the experience for each visitor, unveil a new reservation system and fully implement a program to engage retired faculty with visiting students and parents. In addition, mp3 and virtual tours will be available, and initial plans will be laid out for a new searchable online map of the campus. The Visitor Center will continue to support visit programs managed by Undergraduate Admissions and Athletics.

- Develop web-based communication strategies and coordinate them among enrollment management units.

Progress/Status

In fall 2006, Enrollment Management (EM) staff with unit web-development responsibility met to review progress, problems, issues, and challenges related to web development. An EM coordinators listserv was developed. The EM Web Communications Committee will continue to review and coordinate activities within the department and also will work closely with University Publications on web initiatives, especially those that ensure accessibility and usability for a diverse audience.

- Coordinate all marketing strategies among enrollment management units.

Progress/Status

Enrollment Management staff meetings provide an ongoing forum to discuss marketing strategies. In addition, EM departments are participating in coordinated efforts at the division level.

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

Progress/Status

The Orientation and Testing office routinely assesses programs and services and monitors the results, including satisfaction with orientation. According to the results of 2006 summer orientation surveys, 86% of parents and 87.5% of students agreed or strongly agreed that they were satisfied with the overall quality of USC's orientation program. This is consistent with data from previous years. For 2007-2008, it is anticipated that progress will be made on dealing with closed-course issues in a number of freshman-level courses.

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

Progress/Status

The Career Center offers a Higher Education Awareness Program (HEAP) for 8th graders, Adventures in Advancement for middle/high school students, and the High School Career Planning institute for 9th-12th graders. These are ongoing and programs will continue to be offered.

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

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

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

Progress/Status

The Admissions staff has developed several new initiatives to recruit students of color, including the KEYS conference, the MOST student outreach team, and the summer seniors college planning conference. Also, we are visiting schools and helping host more

than 1,000 students on campus as part of a statewide Gear-Up grant. A number of these new initiatives involve partnering with TRiO programs and its existing community network.

- Develop specific marketing plan and enrollment benchmarks to increase undergraduate international student enrollment.

Progress/Status

International Programs for Students and Admissions are working in collaboration with other international and academic units on international recruitment efforts. Progress includes hosting a group of overseas advisers at USC; collaborating among units on recruitment overseas; applying to host Muskie Fellowship students; and assisting the College of Engineering and Computing to expand international enrollment by efforts including initiating an international scholarship program. We are planning to print a promotional brochure to represent all international recruiting entities. The international-recruitment group will review recruitment data and consider benchmarking goals for international recruitment.

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

Progress/Status

The Assistant Vice Provost for Enrollment Management will charge a campus task force to study this issue and make recommendations during the 2007-2008 academic year. We will continue to recruit Hispanic students into the Minority Assistance Peer Program (MAPP) and encourage Students Associated with Latin America (SALA) to reach out to the incoming Hispanic freshman students.

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

Progress/Status

Annual review of scholarship expenditures is taking place. Scholarship levels are set in accordance with existing resources. Several

scholarship awards values were adjusted for 2007 to better attract high-achieving in-state students. Additional funding is being sought to support need-based financial aid, including but not limited to the Gamecock Guarantee. Enrollment and retention data on need-based financial aid programs will be monitored. To identify strategic opportunities to alter values or numbers of awards, scholarship awarding will be reviewed in summer 2007 with the assistance of Institutional Planning and Compliance. We are anticipating the roll-out of an expanded need-based aid program for fall 2008. Collaboration with the Student Success Center will help ensure that the enrollment and retention of the recipients of all institutionally funded need-based financial aid is maximized.

- Implement new tracking system into the Minority Assistance Peer Program (MAPP) and enhance monthly workshops.

Progress/Status

Using our new database and tracking system, we were able to determine that among MAP-Pees, a group of mostly African-American students, the fall 2006 to spring 2007 retention rate was 97.4%.

Our monthly workshops were enhanced to meet our student needs.

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

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

- Secure funding from internal and external sources to support implementation of the Gamecock Guarantee which will permit our lowest income students to enroll debt free.

Progress/Status

Division development officer continues to seek external funding for institutional need-based aid efforts. Plans have been developed to use existing internal scholarship resources to implement an expanded institutional need-based program for fall 2008.

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

Progress/Status

Division development officer continues to seek external funding for institutional need-based aid efforts. Plans have been developed to use existing internal scholarship resources to implement an expanded institutional need-based program for fall 2008. An expanded institutional commitment will be required to fully fund the program over time.

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

Progress/Status

Collaboration has begun with the Student Success Center to enhance recruitment and retention of students selected as recipients of institutional need-based grants. In spring 2007, the Students Tackling Academic Recovery (STAR) program was instituted by the Student Success Center for students with academic deficiency. The success of these efforts will be determined by comparing the resulting enrollment and retention of current and future recipients with that of prior recipients.

Initiative # 1(e): Develop goals and strategies for new undergraduate transfer students.

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

- Develop specific enrollment goals for new transfer students.

Progress/Status

Students not admitted for fall are encouraged to pursue bridge programs or to enroll at system campuses as alternative entry points to Columbia. Growth in undergraduate enrollment is projected to be largely a function of increasing new transfer student enrollment.

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

Progress/Status

Joint meetings have been held between USC and technical school staff to enhance communication with prospective transfer students. Communications dealing with the transfer process have been sent to students eligible for mid-year and year-end transfer. Further conversations between the institutions relating to these bridge issues are anticipated in 2007-2008. Officials from Greenville Technical College and USC have developed a memorandum of understanding designed to increase the number of transfer students from GTC to USC. The first cohort of students is expected to enroll at USC in fall 2008. It is anticipated that a similar memorandum of understanding also will be developed with Midlands Technical College.

- Develop specific recruitment programs for international transfer students.

Progress/Status

Specific goals and recruitment strategies have not yet been developed.

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

Relationship to Vision and/or Mission

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

Initiative #2(a): Establish a Department of Academic Success and Student Engagement to coordinate programmatic initiatives, research/assessment projects, and policy development promoting student academic success and engagement in educationally purposeful activities.

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

- Establish staffing, adequate resource base, and space.

Progress/Status

The Department of Academic Support was established in 2006-2007. Resources are being requested to fully implement planned initiatives.

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

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

- Establish a Student Success Center to coordinate overall retention initiatives, with specific oversight of supplemental instruction, tutoring, early interventions (including a freshman call center), academic success/coaching initiatives (including working with academically deficient students), and programs for special student populations (transfers, out-of-state students, under-represented student populations).

Progress/Status

The Student Success Center, located in the Thomas Cooper Library, officially opened in the spring 2007 semester. It offers the following programs:

Supplemental Instruction - Facilitated by 55 trained peer leaders, SI is offered in 15 courses. In fall 2006, 2,060 students attended 8,118 SI sessions and earned, on average, a 2.81 in their SI courses versus a 2.64 for non-participants. Students who attended four or more SI sessions earned on average a 2.99 in their SI courses, a third of a letter grade higher than non-participants.

Tutoring - In fall 2006, 17 tutors were hired and trained according to College Reading and Learning Association (CRLA) guidelines. Tutoring services began in January 2007 in seven areas of study. To date, efforts have focused on building relationships with academic departments and on effectively promoting the resources. Attendance has steadily increased throughout the semester.

First-Year Call Center - Since January 2007, staff have attempted a series of calls to all first-year students, all first-year African-American students, and all first-year students who didn't pre-register for spring classes. Overall, students seem satisfied with their academic experience, although many students have expressed questions and concerns surrounding changing their majors. Plans are in place to contact all first-year students who do not pre-register for fall 2007 classes during June and July.

Early Intervention Initiative - In 2006-2007, professors referred 155 students through this initiative. Plans are being developed with the Registrar to include a referral link on the VIP course rosters for all faculty who teach 100-400 level courses, starting fall 2007.

Scholastic Deficiency Initiatives - At the conclusion of fall 2006, approximately 660 first-year students who were scholastically deficient received a personalized letter inviting them to participate in the Students Tackling Academic Recovery (STAR) workshop in the spring semester and referring them to academic resources provided by the Student Success and ACE centers. In addition, first-year students and their parents received information on other helpful campus resources.

The Student Success Center and the Registrar's Office also are partnering to include a freshman recovery plan as a part of the proposed academic suspension policy.

Special Student Populations Initiatives - Several new initiatives were developed this year for transfer and out-of-state students, including mentoring programs, Blackboard communities, new student guides, and educational sessions that oriented students to the campus, community, and state of S.C. More than 40 students volunteered to serve as mentors to transfer and out-of-state students.

Additionally, the Center focused on intentionally reaching out to students of color through presenting to the Minority Assistant Peer Program (MAPP) mentors and the Association of African American Students (AAAS), as well as sending promotional materials to the student organizations advised through the Multicultural Student Affairs Office. The Center also co-sponsored a Black History Month speaker with the Office of Multicultural Student Affairs.

Academic Coaching - Housing has located an ACE (Academic Center for Excellence) office within the Student Success Center. The new academic success website (with a focus on game plans for success) is active, and promotional brochures were distributed to U101 students.

In 2006-2007, graduate academic-success coaches provided approximately 128 hours of academic-success coaching sessions per week. As of April 4, 2007, there have been 146 scheduled first-time appointments

for academic-success coaching. ACE coaches and the Residential Learning Team conducted academic-success presentations in 60 University 101 classes in fall 2006, reaching about 1,200 students. Among U101 instructors, 97% agreed or strongly agreed that the presentation was comprehensive in its approach to academic-success strategies and skills.

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

Progress/Status

The Student Success Center staff has met with Financial Aid to develop an initiative for student recipients of the USC Opportunity Grants starting fall 2007. ACE partnered with the Office of Student Financial Aid and Scholarships to meet with students who were appealing the loss of aid due to failing to make satisfactory academic progress (SAP). These students met with an ACE coach to complete an Academic Plan and took the LASSI (Learning And Study Strategies Inventory). ACE saw 23 students in this situation in the fall semester and more than 60 students in the summer of 2006. In the spring of 2007, ACE has met with approximately 30 students in this situation. In addition, an initiative was launched to intervene with first-year student financial aid recipients who had a difficult fall semester.

- Orientation and Testing will continue to offer a high quality orientation program as an important step in student transition to USC.

Progress/Status

Orientation programs are continually assessed to ensure they are meeting the needs of our students. Among students surveyed, 87.5% reported satisfaction with orientation. Even more highly regarded were the services of the student Orientation Leaders (96% of students found them helpful) and faculty and staff advisers (95% of students found them helpful).

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

Progress/Status

In fall 2006, the Career Center installed multimedia interviewing software to better prepare students for interviews. Satellite installations are also available in Fellowship and Scholar Programs and in Pre-professional Advising. Credential files for graduate students were transitioned to a new automated system, Interfolio. The Center will move to a more effective online job-posting and campus recruiting system, JobMate, beginning July 1, 2007.

- The expansion of study abroad will support academic goals as well as increase engagement and enhance student success.

Progress/Status

Study abroad participation continues to grow. In 2004-2005, 292 students participated; in 2006-2007 anticipated participation is more than 700 students. Several new programs have been developed and policies have been revised to support continued growth and improve risk management. Staffing and space needs are critical to support further growth.

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

Progress/Status

Representatives from the National Resource Center for the First Year Experience and the Student Success Center have begun preliminary discussions with the Vice Provost for Academic Support on the development of a proposal to establish this board.

Initiative #2(c): Continue Student Success Initiatives Seed Grants to focus on improving the persistence of student populations identified by institutional data as being at a higher risk of drop-out.

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

Five seed grants will be selected for implementation during 2006-2007, with the goal of perma-

nently funding an initiative at the end of the year.

Progress/Status

The following five seed grants were selected for funding: African American Male Institute, The Sophomore Initiative, the COPES stress and wellness project, the Transfer Project, and the Fraternity Values Conference. Projects and end-of-year reports will be completed by the end of May 2007.

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

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

- Commence construction on new honors residence hall, fall 2006.

Progress/Status

Design phase and demolition complete.

- Continue discussion of plans for and construction of houses in the Greek Village.

Progress/Status

The Greek Village currently consists of 17 houses, and two new houses, Sigma Phi Epsilon and Gamma Phi Beta, will open in fall 2007. Construction plans are underway for Omega Psi Phi to open a house in 2008. Currently all 20 lots are taken, yet more chapters have submitted applications for approval.

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

Progress/Status

We are evaluating current building program plan to determine expansion needs based on new partnerships with the School of Medicine, College of Nursing, and others. The final white paper of justification to present to senior administration has been completed.

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

Progress/Status

Hamilton College has been identified for Admissions and funds have been allocated

to begin architectural planning. Short-term and long-term solutions are currently being discussed for Housing offices.

- Complete recreational field project.

Progress/Status

Use of the Blatt field began in fall 2006, and use of the Wellness Center fields began in spring 2007. The Wellness Center support building will be completed by summer 2007.

- Develop a master plan for outdoor recreation project (alpine tower, high ropes, retreat lodge, etc.).

Progress/Status

Research into peer facilities continues. A tentative site has been identified and preliminary architectural design is being investigated.

- Initiate comprehensive study on new student union.

Progress/Status

Developing educational marketing brochure and PowerPoint presentation to be shared with the University community. Data is being provided to Sasaki and Associates for inclusion in the university's master planning process.

Initiative #2(e): Develop and implement a comprehensive Student Affairs marketing plan.

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

- Web sites will be examined for content and effectiveness, with a focus on enhancing virtual student services.

Progress/Status

In December 2006, the Division's professional-development committee sponsored a workshop to help staff evaluate, improve, and maintain web sites. The workshop, which provided a variety of resources for staff, was followed by the first "Web Days," a campaign that encouraged staff to dedicate time during a designated, two-day period to examine and update their Web sites. Plans call for "Web Days" to recur at least once a year.

- New brochures and PR materials will be designed and distributed to students and key constituents.

Progress/Status

New brochures for the Division of Student Affairs, Student Disability Services, Student Health Services, Mediation (Office of Student Judicial Affairs), the Class Absence Reflection Group, the Student Success Center and other programs and offices have been published.

Two Division-wide publications of note were launched in the last year. "Causerie," designed for faculty, is published monthly during the academic year and uses data to describe the student body and relevant topics and provides a guide to related Student Affairs programs, services and initiatives.

"QuickTake" is published at least once a semester for a broad USC audience. The newsletter describes important, timely topics of interest on the USC campus, e.g., study abroad, Supplemental Instruction and Healthy Carolina. To reach even more of the USC community, the newsletter is reformatted as an advertisement in "The Daily Gamecock."

- Establish a Division marketing and communications committee to coordinate and improve communications efforts and enhance collaboration with the new Vice President for Marketing and Communications.

Progress/Status

The committee, which most recently met in March, has expanded in size and scope since its inception. With nearly two dozen members, the committee includes representatives from across the Division of Student Affairs and Department of Academic Support. The committee meets to discuss current communications initiatives, strategies and questions; to collect information to relay to staff throughout the departments; and to provide departmental input on special projects, including crisis communications preparation.

- Define and brand the concept of being a Carolinian.

Progress/Status

Since the publication of the Student Affairs brochure, "What makes a Carolinian?" departments across the Division have adopted and supported the theme of being a Carolinian.

ian. To define this notion, students at this spring's LEAD retreat will create videos on the topic and Student Affairs and Academic Support will launch the "What makes a Carolinian?" blog this fall. Staff are currently developing guidelines for the project and recruiting student bloggers for the start of the next academic year.

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

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

- Establish the Parents Advisory Council to assist with fund-raising efforts.

Progress/Status

The Parents Advisory Council was established in August 2006; members (seven couples) were invited to serve for the 2006-2007 academic year, and fall and spring meetings were held. Members are spearheading parent-volunteer efforts and assisting with promoting the Parents Annual Fund. In FY06, parents pledged \$126,807, and the fund established Dinner Dialogues, a new program aimed at enhancing the interaction between faculty and undergraduate students.

- Increase interaction with parents through the Parents Association and special events such as Parents Weekend.

Progress/Status

Through summer orientations, parents of incoming freshman were enrolled in the Parents Association and immediately added to the electronic listserv to receive monthly updates from USC. Parents Weekend was held September 15-17, 2006 and attracted more than 1,600 participants. In February 2007, a survey was sent to members to gauge interest in parent volunteer opportunities. In addition, smaller groups of parents of student leaders have been invited to a basketball game and an upcoming baseball game.

- Enhance communications with parents through newsletters (electronic and print), listservs, cal-

endars and phone calls.

Progress/Status

We distributed 5,000 copies of the Parents Handbook and Calendar to parents of incoming freshman during summer orientation, as well as at special events such as open houses and scholars weekends. Our printed newsletter, "Carolina Ties," was mailed to more than 16,000 homes in 2006-2007. Members of the Parents Association receive our monthly electronic newsletter by e-mail, in addition to frequent campus updates featuring specific programs/opportunities. The toll-free Parents Assistance Line is used frequently.

- Utilize parental notification in the Behavioral Intervention and Judicial Processes.

Progress/Status

The Office of Student Judicial Programs (OSJP) continues to utilize parental notification in student judicial matters where the student has misused alcohol or drugs and is placed on university or housing probation, informing parents of sanctions and opportunities/services available to their students. The behavioral intervention process, under the leadership of the OSJP and in conjunction with University Housing and the Counseling and Human Development Center, will utilize emergency and permanent contact information to communicate with parents to enlist their assistance in providing information to their students regarding counseling and other services available to address substance and mental-health issues. (See also 3(d).)

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

Action Plans/Indicators of Success for #2(g):

- Collaborate with relevant offices to review existing procedures and develop new procedures as needed in order to efficiently handle potential emergency/crisis situations.

Progress/Status

Emergency response plans from Student Affairs departments are under review, and the

communications committee is evaluating threats in preparation for creating information sheets and white papers to be compiled in the coming months.

Representatives of the Division of Student Affairs and Department of Academic Support participate in university committees on emergency response, pandemic-flu preparedness, and crisis communications.

In fall 2006, the professional-development program hosted LSU's Neil Mathews, who spoke of his experiences related to Hurricane Katrina and gave advice to Student Affairs and other USC staff on preparing the university for an emergency.

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

Relationship to Vision and/or Mission

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

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

Action Plans/Indicators of Success for #3(a):

- Collaborate with academic partners to increase student referrals to and participation in the existing Supplemental Instruction program and Early Intervention Initiative/Class Absence Reflection Group.

Progress/Status

Progress includes: 1) meetings with the Assistant and Associate Deans Council, Faculty Senate, and Academic Advisers Network, 2) the distribution of "Attendance Matters," "Feedback Matters," and "Generations Matter" brochures to each faculty member, 3) presentations and communications to University 101 instructors regarding the Early Intervention Initiative, 4) newsletters, e-mails, meetings, and luncheons with faculty teaching SI courses, and 5) collaborations with the Center for Teaching Excellence.

- Establish a tutoring program in high-risk courses currently not being served by SI or other tutoring initiatives.

Progress/Status

In fall 2006, 17 tutors were hired and trained according to College Reading and Learning Association (CRLA) guidelines. Tutoring services began in January 2007 in seven areas of study. To date, efforts have focused on building relationships with academic departments and on effectively promoting the resources. Attendance has steadily increased

throughout the semester.

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

Progress/Status

These offices have created a new academic success website that offers strategies for academic achievement.

At the conclusion of fall 2006, approximately 660 first-year students who were scholastically deficient received a personalized letter inviting them to participate in the Students Tackling Academic Recovery (STAR) workshop in the spring semester and referring them to academic resources provided by the Student Success and ACE centers. In addition, first-year students and their parents received information on helpful campus resources.

Participation in the STAR workshops was very low (11 students), demonstrating the need to provide academic incentives for students who take advantage of the resources that are in place to help them get back on track. The Student Success Center and the Registrar's Office are partnering to include a freshman recovery plan as a part of the proposed academic suspension policy.

- Establish an intervention plan or initiative for minority students at risk of dropping out.

Progress/Status

Several new initiatives were implemented in 2006-07, including an African-American

Male Institute and a mentoring program for African-American students. The Minority Assistance Peer Program (MAPP) enrolled 232 new students for fall 2006. These students' retention rate to spring 2007 was 97.4%. Thirteen people participated in the African-American Male Institute, which ended in February. Discussions about collaborative efforts to develop a retention initiative for this population have been scheduled between Enrollment Management, Multicultural Student Affairs, and the Student Success Center. Staff from these offices attended the Black Student Achievement Conference and the Noel-Levitz conference on recruiting and retaining students of color.

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

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

- Implement recommendations of the Academic Integrity Task Force.

Progress/Status

An initiative funding request has been submitted to secure necessary resources to implement a centralized Office of Academic Integrity in fall 2007. The Academic Integrity Task Force presented to the Faculty Senate a new honor code, which was approved. The task force moved forward on planning for the implementation of the honor code in fall 2007 and a new Office of Academic Integrity.

- Create a recognizable organizational presence to promote ethics.

Progress/Status

The new honor code proposal includes an Office of Academic Integrity to promote the honor code to work with the Office of Student Judicial Programs on the promotion of the Carolinian Creed and Carolinian Creed Week, to work with faculty to educate them about the honor code and its processes and to work with the Carolina Student Judicial Council to promote the honor code and the Carolinian Creed to the students on campus.

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

Progress/Status

The Student Government Association and the Carolina Student Judicial Council both support permanent university funding of Carolinian Creed Week and Carolinian Creed promotional activities. Currently, the Student Government Association and the Residence Hall Association support Carolinian Creed Week, but recognize that more permanent and substantial funding is necessary to ensure Creed Week's continuing success and impact on campus. These organizations will continue to work toward a proposal to be presented through the budget process.

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

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

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

Progress/Status

Participation has increased again, with more than 700 students expected to participate in 2006-2007. The goal of 1,000 students participating per year remains in place. A workshop to assist faculty develop study abroad programs has been conducted; promotion and outreach continues; a documentary film of the Capstone Abroad program in China is planned for; scholarship opportunities for study abroad in Taiwan have been identified for a new program; program evaluation by participants is being revised; and an assessment form for evaluating site visits is in development.

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

Progress/Status

Career Center programs and services undergo routine assessment to determine their effectiveness and relevance. New programs and services are sought. For example, in 2005-

2006, the Career Center placed renewed emphasis on helping students with their job searches. Students who use the Career Center on-call service are being surveyed to determine the effectiveness and timeliness of the service.

- Intentionally develop, promote, and assess opportunities that encourage students to participate in community service opportunities.

Progress/Status

Community Service Programs (CSP) provided opportunities for at least 3,414 students who compiled an average of 10 hours per person for 34,414 hours of service.

In the fall, CSP hosted more than 30 non-profit agencies at a service opportunity fair, 836 volunteers participated in five Service Saturdays, 29 students became tutors through the America Reads and Hope World Wide programs, and 15 participated in an alternative break trip in Appalachia. During the Carolina Cares Program, more than 1,200 children's Christmas stockings were donated to Salvation Army, 70 Nurturing Center families were adopted, and 130 presents were purchased for the Hannah House shelter.

The spring semester has included the MLK Day of Service for 400 volunteers, Non-Profit Protégé Program for five top-notch students, 24 students tutoring through America Reads and Hope World Wide, a successful Day for Dillon with 50 students, 11 participants in an alternative break trip to St. Helena Island, and 70 students serving in the final Service Saturday of the year.

CSP strives to act as a clearinghouse of volunteer opportunities by maintaining an updated listing of non-profit volunteer needs and advertising these opportunities through a service listserv.

In addition, CSP advises the Carolina Service Council, which has sponsored several successful monthly service projects, campus events including the Canned Creation Homecoming event that collected 3,700 cans, and awareness campaigns including the Hunger Banquet.

Throughout the 2006-2007 academic year, more than 1,356 volunteers participated in the Service Saturday Program (including MLK Day of Service). Additionally, nearly 1,844 students have participated in at least 10 hours of service through the University 101 program, not including Service Saturdays.

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

Progress/Status

For 2006-2007, more than 2,400 students participated in 15 residential learning communities at USC. In a recent survey, more than 90% of them would recommend living in their learning community to another student. Specific learning outcomes were defined for each learning community. The outcomes illustrate that students who live in these communities should learn about and participate in: a) faculty-student interaction b) active learning experiences c) undergraduate research d) study abroad e) service learning f) community development g) diversity. These outcomes provide a framework as we continue to develop and expand promotion, program development, and assessment. University Housing continues to look to expand its partnerships with academic units to support the development of residential learning communities at USC.

- Intentionally develop, promote, and assess opportunities that encourage students to participate in student organizations, leadership positions, and student activities.

Progress/Status

More than 125 USC students and 200 students from other institutions attended the Student Leadership and Diversity Conference (SLDC). The leadership office conducted 20 Student Organization Leadership Development (SOLD) workshops and recognized 145 students during the Outstanding Women's Celebration and the annual TOAST ceremony. Of the 100 students who participated in the Emerging Leaders Phase I (ELPI) program, 76% indicated that they felt connected

to the other students in their section. About half of the students commented that they expanded their leadership skills and knowledge by learning more about their personal style and strengths/weaknesses and by learning about fellowship, communication, and listening. Additionally, most students mentioned that they valued the team-building opportunities. Carolina Productions (CP) continues to program and promote activities to engage, enlighten and educate students about a variety of topics. In fall 2006, CP hosted 167 events with cumulative attendance of 41,778.

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

Progress/Status

Seven Diversity Dialogues programs were held this year on the following topics: Being Latino, Living with Diversity, Transgender 101, Leaders Roundtable, How Far We Have Come, Teaching Respect, and Understanding Islam. Peer Diversity Educators presented in 27 University 101 classes in the fall. A diversity retreat was held this spring; a diverse group of 36 students (seven white, 24 black, one Hispanic, one other, one South Asian, one Haitian, and one Trinidadian American) participated.

- Host Fraternity Values Conference.

Progress/Status

The Fraternal Values Conference was held March 24, 2007 with approximately 90 men in attendance. The Director of the National Inter-fraternity Conference (NIC) facilitated the day-long program which focused on the integration of values into issues such as hazing, alcohol, drugs, gambling, and relationship violence.

- Increase “The Gamecock” publication to 5 days a week from 3 days a week.

Progress/Status

“The Daily Gamecock,” the USC student newspaper, has joined an elite group this fall, becoming one of only 80 U.S. college and university newspapers to publish daily. Earlier in the year, “The Daily Gamecock” gar-

nered 11 awards from the S.C. Press Association, among them the designation as the No. 1 collegiate newspaper in the state.

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

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

- Implement first full year of Healthy Carolina Initiative, with demonstrated improvement in student health behaviors as measured by the NCHA Assessment.

Progress/Status

The National College Health Assessment (NCHA) was implemented on campus in February 2006. The compiled data from the NCHA is guiding the Healthy Campus Task Force which was implemented in spring 2007. This task force is broken into seven sub-committees (physical activity, nutrition, tobacco, mental health & relationships, sexual, substance abuse, and employee health). Each sub-committee will reference the NCHA data when selecting two to three Healthy Campus 2010 objectives as the subcommittee’s focus for the next 18-month period. Each sub-committee will make recommendations for program development/evaluation as well as potential campus policies to address the specific health concerns.

The Healthy Carolina website (www.sc.edu/healthycarolina), a one-stop-shop for student-wellness needs debuted in August 2006. This website includes a list of wellness services on campus, an updated calendar of wellness events, a list of health-related policies, as well as a comprehensive list of professional health-related websites. This website also serves as a promotional site for wellness staff and services on campus. This central web location of wellness programming efforts on campus will help alleviate the confusion regarding wellness programming on campus.

- Utilize the Behavioral Intervention Protocols and Mental Health Disturbance Policies to inform students of healthy lifestyle options and services at USC.

Progress/Status

The Behavioral Intervention Protocols were fully implemented in fall 2006 and evaluated for change in spring 2007. The Mental Health Disturbance Policy will be re-evaluated in summer 2007. Programs in Residence Life training, University 101 (and other classes) presentations, and faculty/staff meetings and orientations will be utilized to promote options for students. Students who go through the protocol will meet with an alcohol/drug counselor at the Counseling and Human Development Center (CHDC) within 72 hours of a report, may participate in an eight-week group at the CHDC, and will have an intervention by the Office of Student Judicial Programs regarding substance use.

- Increase student participation in Alcohol & Drug Programs, with demonstrated improvement in student alcohol and drug use as measured by the CORE survey.

Progress/Status

Number of students reached in U101 remains consistent with U101 enrollment. Average number of students attending the seven Great Gamecock Tailgate parties increased by approximately 50 students. The number of students attending Cocky Thursdays events increased by approximately 35 students. Based on 2006 CORE survey results, we strengthened educational messaging in U101 presentations and social marketing about binge drinking, strengthened educational messaging in U101 presentations about tobacco and marijuana, submitted a Department of Energy grant focusing on white males and civic development, used social marketing to focus on negative consequences, and targeted high-risk groups in late night programming efforts.

- Increase student participation in fitness and recreation programs.

Progress/Status

Online surveys have been conducted in group fitness and intramural sports programs. The number of intramural teams participating has increased by 22% from 2005-2006 to 840. The number of group exercise participants has increased 25% from 2005-2006 to 2,400.

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

Progress/Status

The Office of Student Financial Aid and Scholarships has begun the development of literacy information that may be used to enhance the success of undergraduate students, and to help prepare students who are graduating for a successful transition after they leave the University.

Initiative #3(e): Propose the re-establishment of the University Chaplain position.

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

- Proposal completed by year-end.

Progress/Status

Currently conducting a review of the literature pertaining to the millennial generation of college students and their interest in spirituality, religious tolerance, and meaning-making.

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

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

- Provide diversity training options to faculty, staff and students.

Progress/Status

Throughout the academic year, the Office of Multicultural Student Affairs offered monthly Diversity Dialogues for faculty, staff and students. A list of training topics and resources is available on our web site.

The Division's annual professional-development conference, IdeaPOP!, this year will focus on diversity. The theme is "Embracing Diversity: Knowledge, Respect, Engage-

ment.”

- Conduct a Campus Climate Survey and Train the Trainers program.

Progress/Status

Administered through EBI, an online campus climate assessment of 3,500 randomly selected undergraduates was completed April 6. The Train the Trainers program will be conducted after the results of the campus climate survey are analyzed. It is anticipated that the program will be provided no later than spring 2008.

- Establish the African-American Male Institute to motivate and empower African-American males to assume roles of leadership and expose

participants to proven strategies for creating greater professional and personal success by promoting academic excellence through mentorship, workshops/seminars, and focus groups.

Progress/Status

Thirteen people participated in this year’s African-American Male Institute, held September through February. We will track these participants through their graduation. A final report will be submitted to the Vice President for Student Affairs. We are in the process of looking at the feedback and assessments to make changes to the program for next year’s cohort.

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

Relationship to Vision and/or Mission

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

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

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

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

Progress/Status

3,257 incoming first-year students completed the 2006 CIRP on testing/orientation days. IAC has scheduled the NSSE administration for spring 2007. The Office of the Vice President also is administering a national sophomore survey and the National Association of Student Personnel Administrators' (NASPA) Profile of the American College Student survey. The FSSE was not administered during 2006-2007, but will be considered for 2007-2008.

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

Progress/Status

Department heads met in July 2006 to outline the assessment planning process for 2006-2007, and annual reports will be due July 15, 2007. A Blackboard community for department heads includes forms and reports, and the Student Affairs intranet gives staff ac-

cess to assessment guidelines and survey summaries.

- Provide seed-grant funding for research initiatives, with the goal of a minimum of five projects completed during 2006-07.

Progress/Status

The following five seed grants were selected for funding: African-American Male Institute, The Sophomore Initiative, the COPES stress and wellness project, the Transfer Project, and the Fraternity Values Conference. Projects and end-of-year reports will be completed by the end of May 2007.

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

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

- Establish an annual student affairs research and assessment showcase in which departments and staff members can offer poster presentations on their research and assessment projects, findings, and applications.

Progress/Status

The Student Affairs and Academic Support Strategic Planning and Assessment Committee will evaluate the most effective venue for sharing research and assessment results in 2007-2008.

- Update the Student Affairs assessment Web site.

Progress/Status

The intranet has been updated with survey summaries and assessment guidelines.

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

Progress/Status

Initial conversations have occurred with the Center for Teaching Excellence regarding an opportunity to co-sponsor this presentation. Additionally, “Causerie,” a monthly publication targeted to faculty, provides relevant assessment data. The Student Success Center’s “Generations Matter” brochure also highlights data from NSSE and CIRP.

- Create PR materials that showcase student affairs research and assessment projects, educate faculty and administrators about the characteristics of the student body and their experiences at USC, and illustrate the way data is applied to enhance student learning, success, and satisfaction.

Progress/Status

In October 2006, Student Affairs and Academic Support launched “Causerie,” a newsletter with a dual purpose: 1) to educate faculty and administrators about the characteristics of the student body and their experiences at USC, and 2) to describe the related Student Affairs and Academic Support programs and services to which faculty and administrators can refer students. The foundation of the newsletter’s content comes from data supplied by research and assessment projects, many of which are administered by Student Affairs and Academic Support.

The Student Success Center has developed three faculty publications including “Attendance Matters,” “Feedback Matters” and “Generations Matter” to enhance faculty understanding of this student generation, highlight relevant data, and present the pedagogical methods most effective in engaging and teaching students.

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

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

- If established, the Department of Academic Success and Student Engagement will coordinate efforts to examine university policies, procedures, and communications affecting the student experience.

Progress/Status

The Vice Provost has facilitated discussions with the Registrar and Bursar staff to reduce the number of students whose schedules are dropped at the beginning of the term for lack of payment. A revised process has been developed to avoid unnecessary disruptions to student schedules and administrative duplication of efforts. Discussions also have commenced regarding a proposed revision of the academic suspension policy, which would include a freshman recovery program component. Offices are being encouraged to investigate other opportunities for policy and procedure revisions in 2007-2008.

- Consider the creation of a process by which students can make suggestions for quality improvements.

Progress/Status

The Idea Bank at the University of Alaska Anchorage has been identified as an example.

- Establish and review student affairs policies and procedures to incorporate the promotion of healthy lifestyles.

Progress/Status

A comprehensive list of university wellness-related policies was compiled. This list of policies has been given to the Healthy Carolina Task Force to reference during their recommendations for new wellness programming, evaluation and policy development for a healthy USC.

Goal No. 5: Sustain a workplace environment that ensures highly qualified staff are hired, retained, and earn recognition as campus and national experts in programs and services for students.

Relationship to Vision and/or Mission

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

Initiative #5(a): Continue the initiatives of the Division of Student Affairs' nationally recognized professional development program.

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

- Bring to campus a minimum of 2 national experts on issues of critical importance to higher education professionals.

Progress/Status

The Professional Development Team has brought four national experts to USC in 2006-07:

- 1) Dr. Neil Mathews: "Emergency Preparedness & Crisis Response" – 10/27/06
- 2) Dr. D. Stanley Carpenter: "Student Affairs Scholarship" – 11/17/06
- 3) Dr. Gary Pavela: "Academic Integrity" – 2/16/07
- 4) Dr. Sue Borrego: "Class Matters: Beyond Access to Inclusion" – 3/16/07

IdeaPOP! 2007 will bring Michael J. Cuyjet, editor of *African American Men in College*, to campus on May 23, 2007.

- Coordinate an on-campus conference on diversity.

Progress/Status

Planning is currently underway for IdeaPOP to be held May 22nd and 23rd. The theme is "Embracing Diversity: Knowledge, Respect, Engagement," and sessions will focus on five sub-populations.

- Increase the number of professional staff members who participate in Individual Development

Plans (IDP).

Progress/Status

Staff were encouraged to complete their IDPs for the 2006-2007 year via reminder e-mails sent out in August 2006. Currently, the Core Competencies Assessment and IDP online forms are being rebuilt so as to become password-protected in an online database. The Professional Development (PD) team will be able to compare the numbers of submissions from September 2006 and September 2007. Future plans are to change the annual deadline for submission to May instead of September beginning in the 2008 year. This change will allow the PD team to plan the following year's programs based on the assessment results.

- Student Affairs departments' annual reports will include a staff development plan and summary.

Progress/Status

This component has been added to the 2006-2007 report format.

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

Action Plan/Indicators of Success for #5(b):

- Number of conference presentations will remain constant or increase annually.

Progress/Status

A baseline will be established in 2006-07 from data submitted in departmental annual reports.

- Number of leadership roles with professional organizations will remain constant or increase annually.

Progress/Status

A baseline will be established in 2006-07 from data submitted in departmental annual reports.

- Number of publications will remain constant or increase annually.

Progress/Status

A baseline will be established in 2006-07 from data submitted in departmental annual reports.

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

Progress/Status

A baseline will be established in 2006-07 from data submitted in departmental annual reports.

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

Progress/Status

A baseline will be established in 2006-07 from data submitted in departmental annual reports.

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

Progress/Status

The Division webmaster is building the database.

In other efforts to increase awareness of the expertise of Student Affairs and Academic Support staff, two new features, “Bravo” and “Fit to Print,” have been added to the main web site, www.sa.sc.edu. These features keep campus and external audiences apprised of recognition news, and they serve as an archive of the many instances in which Student Affairs and Academic Support staff are honored and consulted as experts.

“Bravo” highlights awards and honors earned by staff, as well as recognition given to programs and services. “Fit to Print,” the latest addition to the Web site, features a round-up of Student Affairs and Academic Support staff, programs and services highlighted in the press. “Bravo” and “Fit to Print” are updated

as new information is available.

- Establish a National Healthy Campus Clearinghouse and Resource Center.

Progress/Status

The web site has been developed and the first promotional materials have been distributed at the American College Health Association (ACHA) and ACHA Sunbelt Directors meetings. We will develop a list of resource links to post to the web site while encouraging targeted schools to enter their healthy campus initiatives on the site.

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

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

- Conduct assessment of faculty and staff health issues.

Progress/Status

The Faculty/Staff Health Assessment was distributed to 6,000+ faculty and staff employees. The assessment results will be available by the middle of May for use in fall programming development efforts.

Also, a team of investigators from Healthy Carolina, Campus Wellness Promotion, the College of Nursing and the USC School of Medicine partnered to implement a pilot study (Be Well) to address comprehensive wellness initiatives with university employees in the Facilities Services department. This 16-week research study began in January 2007 and consisted of physical examinations, comprehensive lab work and the completion of Personal Wellness Profiles. The goal of this research project is to demonstrate improved health status among the participants which will support a proposal for future research and funding of a comprehensive employee wellness program.

- Include Healthy Carolina information in staff recruitment materials.

Progress/Status

A list of wellness-related programming efforts was developed and uploaded on the Healthy

Carolina web site during the 2006 fall semester. This list of benefits also was promoted during the university's Employee Benefits Fair in October. In addition, Healthy Carolina, Campus Recreation and Faculty/Staff Wellness Promotion met with Mina Antley (Human Resources) to update the presentation given during new employee orientation. This presentation is now more inclusive of all wellness related benefits to USC employees.

- Document staff health activity goals in professional development plans.

Progress/Status

Will meet with Professional Development committee to assess how health and well-being goals might be incorporated into annual Individual Development Plans for 2007.

Initiative #5(d): University Housing Facilities staff will participate in campus-wide program with USC Facilities that raises the skill level of operations and support staff.

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

- Work collaboratively with Midlands Technical College and USC Facilities to offer a multi-year apprenticeship and training that leads to program federal certification as a journeyman by the U.S. Department of Labor upon completion.

Progress/Status

Provided customer service training for approximately 130 employees in the Facilities Management unit within University Housing.

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

Relationship to Vision and/or Mission

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

Initiative #6(a): Hire development officer to coordinate fundraising initiatives for the Division.

Action Plans/Indicators of Success of #6(a):

- New development officer will begin June 2006.

Progress/Status

Director of development was hired in June 2006.

- Develop a comprehensive fundraising strategy that will result in an increase in the number of funding requests made to potential donors and the dollars raised through fundraising efforts.

Progress/Status

An additional \$121,000 for Student Affairs scholarships and programs was raised. A development plan for the upcoming year has been created and a planning session with key Student Affairs and Academic Support staff will be held in June 2007.

- Inform and train staff in strategies to enhance Student Affairs development.

Progress/Status

A development training session was held for department heads and a separate session for housing staff was provided. Three departmental staff meetings have included a presentation by development; the development officer will speak with Admissions staff this summer.

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

Action Plans/Indicators of Success of #6(b):

- Develop a comprehensive annual report and division brochure for general distribution and for specific use by new development officer.

Progress/Status

The division brochure, "What makes a Carolinian?" was published in October 2006 and will soon be updated to reflect the creation of the Department of Academic Support. The annual report, which will be a magazine style publication, is in design and will be published in August.

- Enhance department and division Web sites to highlight key measures of success and demonstrate effective utilization of resources.

Progress/Status

In December 2006, the Division's professional-development committee sponsored a workshop to help staff evaluate, improve and maintain web sites. The workshop, which provided a variety of resources for staff, was followed by the first annual "Web Days," a campaign that encouraged staff to dedicate time during a designated, two-day period to examine and update their web sites. The Web Days campaign included the distribution of resources from the workshop, the creation of "Web Watch," a Blackboard community with an interactive discussion board and the collection of self-scored "report cards" from various offices. The Web Watch community is still active, and plans call for "Web Days" to recur at least once a year.

Resource Requirements

Initiative Funding Requests

by area

Academic Support

Study Abroad and Campus Internationalization Initiative

Requesting \$372,510 (\$40,000 is one-time)

Supporting Strategic Goals #2 and #3

This initiative supports the goal of increasing study-abroad opportunities to all eligible students at USC by providing the staffing and operating expenses necessary to support sustained growth. To continue to develop academically sound opportunities, to provide more diversity in study-abroad locations, and to encourage under-represented student groups to pursue education abroad, trained personnel and adequate funding for promotion, operations, and program oversight are needed. An important outcome will be effective management of risk while increasing opportunities for student participation. The initiative also supports increased activity campus-wide in international development, including the growth of international relationships, new initiatives, international student recruitment to offset U.S. international enrollment lags, and opportunities for student engagement in international activities on campus.

Office of Academic Integrity

Requesting \$166,702 (\$20,000 is one-time)

Supporting Strategic Goal #3

Based on the recommendations of the Academic Integrity Task Force, which were endorsed and approved by the Faculty Senate in fall 2006, an Office of Academic Integrity is needed to serve as the education, investigation, adjudication, promotion, training, and assessment unit for the USC honor code. The institution needs to have a fair and consistent process for managing academic integrity cases. These responsibilities cannot be assumed without resources to support the centralized efforts.

Career Center – Engineering Partnership

Requesting \$104,053 (\$17,450 is one-time)

Supporting Strategic Goals #1 and #3

This initiative would re-establish career services in Engineering and Computing in light of the college's mission to increase the number of students enrolled and career success of students after graduation. This partnership also will assist Engineering and Computing in managing the anticipated growth from recruitment efforts and state scholarship program enhancements. This portion of the request represents 50% of the costs – as Engineering and Computing will be funding/requesting the other 50% of this partnership.

Student Success Center – Phase II***Requesting \$94,493 (\$43,225 is one-time)***

Supporting Strategic Goal #2

Phase I of the Student Success Center operations has benefited significant numbers of first-year and at-risk students, requiring new resources to meet the existing demand and anticipated continued growth. This Phase II request includes critical administrative and graduate assistant support. Current programs serve 600 - 900 students each week and an administrative assistant is required to manage this level of activity. In addition, data indicates that transfer and out-of-state students could benefit from additional retention programs targeted to their specific needs. An increasing number of out-of-state students are enrolling as freshman and the number of transfer students is expanding through bridge programs and other intentional efforts. Graduate assistant staffing is a cost-effective way to address these needs. In addition, GA staffing also will support programs for academically deficient students, who require additional coaching to retain their financial aid and remain enrolled. The one-time programmatic aspects of this initiative (GoalQuest module and 7 Habits of Highly Effective People training/certification) will be funded through existing one-time resources.

Cross-College Advising Service***Requesting \$345,081 (\$120,800 is one-time)***

Supporting Strategic Goal #2

This initiative will serve change-of-college and transfer students whose needs are not being adequately met through the current advising system. Colleges/schools often accept new majors only after current majors are advised and pre-registered, thus leaving prospective majors to be advised in their former college/school. Significant numbers of freshmen either declare or change their major prior to their second year in college: 21% of science and math freshmen, 11% of liberal arts freshmen, 18% of business freshmen, and 13% of engineering freshmen from the 2005 cohort. Change-of-major questions are the top issue of concern expressed by students through

the First-Year Call Center. Annually, more than 1,000 students transfer to Carolina, the majority of whom are coming from technical/two-year community colleges. These students need additional academic guidance and support as they enter the university and navigate a complex academic system. Additionally, the creation of transfer-student bridge programs with Greenville Technical College and Midlands Technical College will require enhanced advising assistance for students transferring to the university.

OSP Regional Transfer Support***Requesting \$98,106***

Supporting Strategic Goals #2 and #3

Opportunity Scholars Programs were established and funded for the regional campuses in 1996. These programs now serve approximately 790 students annually and involve \$1.2 million in funding. Approximately 60 of these students transfer to the Columbia campus each year and need a comparable level of support to enable successful adjustment and degree completion. This initiative would provide the following services to regional OSP transfers: workshops on each campus to discuss the transfer process, financial aid concerns, and general adjustment to the Columbia campus; a web site designed for transfer students; activities on the Columbia campus for potential transfers; a special orientation session to supplement the existing transfer orientation; and a peer mentoring program for students who do elect to transfer.

Fellowships & Scholar Programs***Requesting \$110,106 (\$12,000 is one-time)***

Supporting Strategic Goal #3

Staffing levels have remained the same in this department since 1998. In the last eight years the pool of academically talented students at USC has increased dramatically (SCHC, Capstone Scholars, etc), as has the number of Carolina and McNair Scholars. The expectations from our students and the institution have outpaced the staffing level and two new positions are required to meet the existing needs and future expectations. In addition, the office has

to solicit funds annually from other areas to publish the “True Scholars Report” and operate First-Year Scholar Programs. These components of recurring operations should not be dependent on the availability and prioritization of other areas’ resources each year. In addition, due to budget cuts in FY02, the traditional fall dinners for Carolina and McNair Scholars (two separate dinners) were replaced with a reception in the fall of 2002. Participation in the fall dinners was an average of 71% of scholars; the attendance for the fall receptions in the last two years has averaged only 32%. The final component of this request includes computers and furniture for two student workstations for application completion and practice interviews.

Palmetto Academy: Pipeline to Professional Schools

Requesting \$40,775 (\$1,500 is one-time)

Supporting Strategic Goals #1 and #3

In 2006, 44% of underrepresented minorities who applied to medical school were accepted, nationally. At USC, this portion was only 20%. Similarly, the percentage of underrepresented law school applicants from USC was significantly lower than the national average. A pipeline program for South Carolina high school students would reduce the barriers currently keeping disadvantaged students from pursuing undergraduate and professional education at USC. The pipeline program will be a coordinated effort between high schools, several USC departments, USC professional schools, community professionals, and the private sector. The focus will be on standardized test preparation, educational enrichment, issues of self-esteem, motivation and health, and will include a succession of mentoring opportunities through the span of the program.

Healthy Carolina

Requesting \$255,816 (\$28,300 is one-time)

Supporting Strategic Goals #2, #3 and #5

The Healthy Carolina initiative is driven by the national Healthy People 2010 and Health Campus 2010 initiatives. To be a leader in ad-

vancing the health and well-being of our students, faculty and staff populations, this institutional initiative will focus on the collaborative development, promotion and assessment of programs and services that encourage the development and maintenance of a health mind, body, and spirit. Healthy Carolina’s focus is collaborative and comprehensive, meeting the needs of our populations and benefiting all.

Student Affairs

Improving Access and Success for Students with Disabilities

Requesting \$179,376 (\$34,139 is one-time)

Supporting Strategic Goals #2 and #3

Additional staff positions are needed due to the increase in students registering with the office and the almost daily evolution of assistive technology. In addition, more students with significant disabilities such as Asperger’s Syndrome are enrolling and these students require more staff time in student monitoring and faculty advisement. Assistive technology resources have not been updated in several years; students are working with outdated versions of JAWS, Zoom Text etc. Students with disabilities are entitled to access the same technology as their non-disabled peers. The ability to convert text books and other class materials to an alternative format such as Braille or electronic text is a necessity. Without the equipment or trained personnel able to provide these materials in a timely manner, our students are placed at a disadvantage in the classroom.

Judicial Affairs Staffing

Requesting \$60,757 (\$7,200 is one-time)

Supporting Strategic Goal #3

With the increase in caseload, the addition of behavioral intervention management, and the creation of the Office of Academic Integrity, the Office of Student Judicial Programs (OSJP) will need to be restructured to manage the student conduct process at USC. An additional coordinator will be needed to handle the increase in caseload that has been experienced over the last

few years. The OSJP caseload has increased by 25% each of the last two years, but no additional staff have been added. Timely adjudication of cases is important to our students and to successful case management, involving intervention, education, rehabilitation, and consequences. If cases are not resolved in a timely manner, the negative impact to our students can be considerable.

Blatt P.E. Center Operations and Renovations

Requesting \$3,731,950 (\$3,627,000 is one-time)

Supporting Strategic Goals # 3 and #5

The funds requested in this initiative will allow the Blatt PE Center to improve its level of functionality, maintenance, and cleanliness. The Blatt PE Center houses three academic departments (dance, physical education, and exercise science) and varsity swimming and diving, and provides recreation and fitness opportunities for the Carolina community. The one-time funding request will allow for the renovation of the natatorium, provide for an elevated level of security, improve the recreational / fitness opportunities offered, and enhance the educational process for the students and faculty housed in the center. Due to the significant usage of the natatorium by the varsity swimming and diving teams, we are anticipating that Athletics will support 50%

of the renovation of that area. We have already had one electrical fire in the lighting above the pool this year and must make the facility safe for our students. The operating funds will allow the Blatt PE Center to hire and retain high quality professional staff, comply with the impending increase in the minimum wage, and replace and maintain the educational/fitness equipment.

Multicultural Student Affairs

Requesting \$131,628 (\$10,000 is one-time)

Supporting Strategic Goals #1, #2 and #3

The initiatives included in this request will promote students' academic success, foster student engagement through enriching their educational experiences, and increase diversity awareness and cultural sensitivity among staff and students. This request is composed of additional staffing (a new position and a new GA), a summer bridge program, diversity training, and the African-American Male Institute. The majority of program costs are related to the summer bridge program (\$70,940), which is still in a developmental phase, with the goal of a summer 2008 implementation. Extensive discussions will be held over the course of this year with TRiO Programs, the Student Success Center, University 101 and other academic and service units to ensure that the program is developed using all of the existing resources and expertise available.

Fee Increase Requests

Housing Fees

Across the board increase of 5%

Rising costs of utilities and construction in conjunction with mandatory personnel costs are the primary factors driving the requested increase. We need to accommodate the anticipated 3% cost-of-living increase, manage necessary increases for our minimum wage workers, and fund the additional retirement contributions mandated by the state. A 5% increase is consistent with the current level of the Higher Education Price Index (HEPI).

Health Fee

Increase to \$151 (from \$146)

This fee adjustment represents the third-year increment of a three-year fee proposal that was approved by the Board of Trustees in June 2005.

Health Fee

Pro-rated fee for part-time undergraduate students taking 6-11 hours and graduate students taking 6-8 hours

This fee would provide pre-paid physical and mental-health services for part-time students not currently paying the health fee. We are working toward a system and state-wide policy of mandatory student health insurance for undergraduate students in fall 2008. The approach to payment of the health fee should be consistent with the mandatory health insurance requirements so that all students have prepaid access to the plan's primary care provider. Approximately 17% of our undergraduate students are uninsured and we must take steps to provide for their physical and mental health needs.

Activity Fee

Increase full-time rate to \$70 (from \$68) and part-time rate to \$5 (from \$4.50) to support SGTV

SGTV programs are student-initiated, collaborative efforts. The production environment provides USC students with opportunities to gain professional experience, build portfolios and provide service to the Carolina community while working in teams and facing real-life production challenges. USC students benefit from regular programming that includes sports, news, public affairs, performances, comedy, drama, and game shows. SGTV also benefits and enhances the Student Media program. Media convergence is the ability for an increasingly diverse range of content to be delivered through a range of media channels (i.e. TV, computer, mobile phone, iPod). Television has been the missing component in USC's program. SGTV has worked with Student Government over the last two years to obtain one-time funding. SGTV has grown and there isn't recurring activity fee money to support this program on an ongoing basis.

Space Needs

Undergraduate Admissions

The Admissions office has a critical need for space, as we house staff in four 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. As the institutional recruitment goals continue to expand, it is essential that the effectiveness and operating capacity of the Admissions office is also able to expand.

Housing Offices

University Housing has relocated to temporary space in the McBryde Quad, fragmenting staff and operations. With the impending demolition of a portion of McBryde in spring 2008, it is critical that we identify and begin any necessary renovations on a permanent location for the Housing Offices. Temporary relocations are costly in terms of financial resources, personnel resources and lost time. We cannot afford to continue to operate without a permanent location.

Counseling Services

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

Study Abroad and International Services

The growth of study-abroad participation and student interest have severely strained the existing study abroad office site, which lacks any capacity for further growth. Our current location limits the numbers of students we can serve, as well as the efficiency of our services. Additional space is needed for our resource library, for peer advisers and for office space to accommodate the professional advisers, graduate assistants and student workers who are temporarily housed in the cramped reference area.

Financial Aid & Scholarships

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

Other Issues

Scholarship Needs

Our recurring scholarship budget for FY08 will be \$12.79 million, of which \$6.1 million is 4% fee-waiver resources. With estimated scholarship expenditures of up to \$13.31 million, we are anticipating a recurring funding gap of approximately \$520,000. The estimated expenditures include \$12.71 million in merit aid and \$600,000 in need-based aid. We have made progress in fully funding our existing scholarship program with the assistance of our partners in Business and Finance, however, a gap still exists. Our challenges in fully funding our merit scholarship program coupled with the demand and obligation for need-based resources is a balance that must be addressed. We intend to utilize available 4% fee-waiver funds to begin a more extensive need-based aid program in fall 2008, but will need an additional institutional commitment to fully fund the program over time.

Passport Travel Grant Funding (summer study abroad)

In FY04, we received \$1 million of one-time funding to support summer study-abroad fellowships for our McNair Scholars, Carolina Scholars, Lieber Scholars, and Capstone Scholars. We anticipate that the balance will need to be replenished by FY10 in order to continue our recruitment efforts and enhance the educational experiences of these top scholars. In the next few years, we intend to allocate a portion of these funds to begin a program to encourage our first-generation, low socio-economic students to participate in summer study abroad.