

Executive Summary

Blueprint for Academic Excellence South Carolina Honors College AY2018-2019

Introduction

Fall 2017 again saw our largest and strongest incoming class ever, including new Stamps Scholars--;579 students, up from 504 in 2016. "Palmetto Ivy" might have been audacious branding decades ago, but the rising profile of our students now exceeds or rivals the Ivy League in average SAT, ACT, and high school grades. Our stellar retention, graduation, and honors completion rates; top ranking; and record number of national fellowship winners (including a Rhodes, the 25th year of Goldwaters, 3rd highest producer of Hollings winners, and more)--;all indicate we are continuing to deliver an extraordinary undergraduate experience to our 2000+ students.

Highlights

Mutual benefits of OFSP merger, including a 42% increase in SCHC national fellowship applicants; strong hires; continued reorganization; 594 Honors classes; continued success in research, internships, study abroad, service learning, and senior thesis; the new Honors Engineering program; progress on the dorm wing; classroom space created in DeSaussure; Dean's Council (student advisory board); Honors Ambassadors program development; success in fundraising--;\$2,527,086 as of 3/9/18.

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Blueprint for Academic Excellence

South Carolina Honors College

AY2018-2019

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Foundation for Academic Excellence

Mission Statement

Our mission emphasizes excellence in 1) our courses, 2) advising, 3) community-building, 4) beyond-the-classroom experiences, 5) student achievement, and 6) external engagement.

1) We will serve our students by offering a rich curriculum of core, major, and special-interest courses, featuring small classes and strong teachers.

2) We will provide individualized and insightful advising that leads to academic success, on-time graduation, and meaningfully focused and successful lives after college.

3) We will create and foster a nurturing, stimulating, open, and diverse learning community that benefits all students, within and beyond the Honors College.

4) We will provide and enable transformative "out-of-the-classroom" experiences--;study abroad, internships, service learning, undergraduate research, and the senior thesis.

5) We will recruit and prepare students, Honors and non-Honors, to compete for national and international fellowships and awards,

6) We will engage with parents, alumni, supporters, and donors to assure that the SCHC continues to thrive and advance.

Date of last update: Spring 2018

Updated: 03/12/2018

Vision Statement

By attracting a diverse group of high-ability, high-aspiration students to the University of South Carolina, and by providing them with an extraordinary education, the South Carolina Honors College will continue to prepare its graduates for leadership roles in all fields and continue to be recognized as the pre-eminent Honors College in the nation.

Date of last update: Fall 2016

Updated: 03/12/2018

Values

We endorse the Carolinian Creed as our values statement.

Updated: 03/12/2018

Goals - Looking Back

Goals for the South Carolina Honors College for the previous Academic Year.

Goal 1 - Faculty Fellows

Goal Statement	Develop and Expand the Faculty Fellows (Core Faculty)
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	The Faculty Fellows Program secures outstanding faculty to teach honors classes; creates informed advocates for the SCHC within key units; generates faculty participation in recruiting, thesis direction, course development, research opportunities, scholarship and fellowship support, and much else. The Honors College has no faculty of its own, and the involvement of faculty is crucial to all our goals. Thus, this program, which aims to involve faculty in the Honors College, is aligned with the University goals and focuses especially on item 1 in our Mission, but also relates to 2-5.
Status	Progressing as expected (multi-year goal)
Action Plan	As faculty rotate off and the program expands, we will continue to collaborate with chairs, program directors, deans, and the provost's office to identify and recruit appropriate faculty for this role.
Achievements	This program is in place, and we are refining and evolving Faculty Fellows' activities beyond teaching for us. They have been invaluable with recruiting events, with admissions review, with course and faculty cultivation, with fellowship applications and preparation, policy and initiative guidance, and more.
Resources Utilized	Faculty Fellows receive a stipend of \$2500. The funding was created in 2013. We have 10 active Faculty Fellows now and will have 15 at the beginning of Fall 2018.
Goal Continuation	Yes.
Goal Upcoming Plans	Expand the number and the activities. Explore standing committees composed of the Faculty Fellows and staff.
Resources Needed	None.
Goal Notes	

Goal 2 - Structure and Processes

Goal Statement	We will continue to evolve processes, structures, and staff performance. New tools, new strategies, and new challenges for advisors and other staff continue to emerge.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal relates in part to adapting to growth and institutional changes, but it is also focused on continuing to deliver and even improve upon the education we have promised students. It relates especially to items 1, 2, 4, and 5 of our Mission.
Status	Progressing as expected (multi-year goal)
Action Plan	Weekly staff meetings, team meetings, and/or training sessions have helped us maintain effective advising. Weekly leadership meetings also provide essential communication. Consultations with HR professionals have been extremely helpful.
Achievements	The College has been reorganized into a vertical structure, with staff reporting to ass't deans. We continue to adjust duties, assess performance, fill vacancies, and make refinements, including creating two directors in OFSP and adding an advisor to the internships program.
Resources Utilized	Minimal funds as part of a retention and as recognition of new duties.
Goal Continuation	Yes.
Goal Upcoming Plans	Hire new advisors and fill vacancies. Continue to refine communication, assessment and planning.
Resources Needed	No new resources are anticipated in the near future. Depending upon growth and the new budget model, funds may be needed.
Goal Notes	

Goal 3 - Curriculum

Goal Statement	We aim to continue to offer courses to meet the increased demand of growth. We want to maintain and even enhance the extraordinary variety and quality of our courses. We are especially focused on expanding course offerings in the STEM and Business Fields, where student demand is growing.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Spurring Knowledge and Creation •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Our students obviously need to be able to take Honors courses in their major fields of study and fulfill their "with honors" distribution requirements. See item 1 in our Mission.
Status	Progressing as expected (multi-year goal)
Action Plan	In collaboration with Engineering, we have expanded our Honors courses from five or six per semester up to twenty or twenty-two. We have reduced the class sizes in Biology substantially, and made progress in reducing class sizes in other science courses. We are working with other colleges and units to request faculty hires and additional teaching capacity to teach Honors classes.
Achievements	The implementation of the Honors Engineering courses was a great leap forward. The new Nursing program, which extends early admission into the Nursing program to Honors students, has also been a very positive addition. With the cooperation of other deans and the provost's office, we have been able to provide enough classes for students to meet their requirements.
Resources Utilized	\$2,027,871 used to fund Honors courses.
Goal Continuation	Yes.
Goal Upcoming Plans	The new budget model may create a new paradigm for securing classes and faculty. Creating Honors teaching slots through designated hiring could make the Honors curriculum more stable. We have been extremely fortunate to have the support we have had at all levels for Honors courses. It's the main factor in our top ranking. So our plan is to continue to offer an unparalleled curriculum.
Resources Needed	No additional resources are needed at this time. Since faculty are going to be hired in key areas, some new faculty in Biology, Chemistry, Statistics, Physics, Business, and other high-demand areas could be designated as Honors teaching slots.
Goal Notes	

Goal 4 - Student Experience

Goal Statement	We want to continue to improve and expand activities to support students, build community, increase diversity, and enrich students' educational experiences.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	This goal aligns with items 3, 4, and 5 in our Mission. Creating a vibrant learning community is obviously central to our Vision.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>We have retained and refined many successful events, including the Freshman Flotilla, Convocation, Opening Barbecue, Artists in Residence, Bedtime Stories, College Banquet, Free Cultural Tickets Program, and Revocation. We have added Alumni Panels, Dean's Council meetings, Caffeine with the Dean, and departmental drop-ins. We will continue to take advantage of cultural events and expect the Dean's Council to suggest additional opportunities.</p> <p>We will continue to offer our workshop on transferring into the Honors College, bringing in high-achieving students who will enrich the SCHC.</p>
Achievements	We have continued to make progress in this area, adding events and activities, including some at 650 Lincoln. Caffeine with the Dean is a promising new event, and Lunch with Faculty Fellows is a popular opportunity for students to engage with outstanding faculty. We continued to increase the diversity of the Honors College student population by recruiting transfer students, and we also continue to recruit new students vigorously.
Resources Utilized	The Educational Foundation funded Parents Picnic this year, saving us about \$15k, and keeping our event expenses under \$25k.
Goal Continuation	Yes.
Goal Upcoming Plans	We plan to involve the Dean's Council more in event planning. Caffeine with the Dean and the Alumni Mentor Panels have both come from that group, and we want our program to be more responsive to what students want, as well as what we think they want and need.
Resources Needed	No new resources are needed.
Goal Notes	

Goal 5 - Post-Graduate Data

Goal Statement	We are seeking to understand more clearly what our students are doing when they graduate, and how we can enhance their preparation. About 1/3 of our students, we have learned, go to graduate school. Another 1/3 go to professional training (med school, law school, veterinary school, pharmacy, etc.). And 1/3 go into the work force. Our advisors are specializing in particular majors, and we are developing alumni connections that will become, we think, a mentoring network.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal aligns with items 1, 2 (especially), 3, and 4 in our Mission. Preparing our graduates for leadership roles is essential to our Vision.
Status	Progressing as expected (multi-year goal)
Action Plan	We have continued to improve our data, and we now have a good idea of the outcomes for last year's graduating class at the time of graduation. We will continue to track each class. Our advising explicitly engages students in career planning.
Achievements	We continue to make progress every year in capturing more fully and accurately what our students are doing after graduation. Our pre-advising worksheet for students has been designed to get them thinking more deeply about life after college as they progress from the freshman year. Our summer orientation for incoming students in fact includes more focus on the opportunities students want to create during and after college. We plan to involve alumni in creating a career network, and are looking at tools to do that. We have begun an alumni speaker/panel series.
Resources Utilized	Staff time has been used. No additional funds.
Goal Continuation	Yes.
Goal Upcoming Plans	Continue as outlined in the Goal Achievement section.
Resources Needed	No new resources. We may purchase software to help set up the alumni mentoring network.
Goal Notes	

Goal 6 - National Fellowship Advising

Goal Statement	Provide an integrated learning experience for national fellowship applicants leading to national award winners.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal supports all USC high-ability students engaging in national fellowship competitions, and specifically #5 of our college mission statement.
Status	Progressing as expected (multi-year goal)
Action Plan	Facilitate an integrative learning process for self-reflection and academic and career planning for national fellowship applicants involving OFSP staff, scholarship committees, and faculty mentors.
Achievements	<p>2016 was a banner year for national fellowship applicants and winners at Carolina. Winners included the University's first Gates Cambridge Scholar, the 24th consecutive year of Goldwater Scholars, a Truman Scholar, and a DOE Computational Graduate Fellow. National benchmarking of the Goldwater and Hollings competition resulted in impressive placement of USC among peer and peer aspirant schools. In the 2015-2016 academic year, we had 258 applications submitted in 62 competitions, with 56 winners. This reflects a continued upward trend of increasing application numbers.</p> <p>Success in national fellowship competitions is an important component of the rankings of honors colleges. The SCHC rating in this category (awards) of 4.5 out of 5 mortar boards in the most recent set of rankings was supported by USC students who were our first ever Gates Cambridge Scholar, two Goldwater Scholars, one Truman Scholar, seven Fulbright Student grantees, and six NSF GRFP winners.</p> <p>While our ultimate goal is for students to win national fellowships, the heart of the process is to facilitate a process for self-reflection and academic and career planning for national fellowship applicants involving OFSP staff, scholarship committees, and faculty mentors. Each national fellowship applicant is assessed, and 98% of those responding found that the process of applying for a national fellowship prompted them to reflect on their academic and/or professional goals; 92% say they are better able to explain their field and academic interests to a broad audience; 88% better understand how to tailor personal writing for a particular audience; 94% will use materials from their fellowship application for applications to other opportunities; and 88% think the process of applying was worthwhile, regardless of outcome.</p>
Resources Utilized	Relocation of OFSP from Legare to DeSaussure College in December 2015. Reporting lines of OFSP moved from Office of Provost to South Carolina Honors College in April 2016. Unit of six staff assigned to national fellowship advising, Top Scholar advising and SCHC academic advising. Funded by A funds.
Goal Continuation	The goal is continued.
Goal Upcoming Plans	<p>Bolster institutional success in national fellowship competitions through increased number of SCHC applicants. Target - increase SCHC applicants by 10% over last year.</p> <p>Continued focus on diversity and inclusion efforts, related to recruiting national fellowship applicants and recruitment of staff. Targeted outreach to Pell Grant recipients and Gamecock Guarantee students. Begin to track applicant numbers by ethnicity and gender.</p>

Resources Needed	Target student populations have increased since 2007: Capstone by 38%, SCHC freshman by 69%, SCHC total by 47% resulting in a 50% increase in national fellowship applicants while OFSP staffing for national fellowships has increased by only 1/3 FTE. Resource request of one FTE for national fellowship advising for undergraduate and graduate academically talented students.
Goal Notes	

Goal 7 - Top Scholars Engagement

Goal Statement	We aim to engage Top Scholars to build community and participate in high-impact activities to facilitate the development of their full potential and distinguish themselves on campus and beyond.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This program offers additional support to high-achieving students, relating to items 1-5 in our Mission, and most specifically to item #2.
Status	Progressing as expected (multi-year goal)
Action Plan	Serve as the institutional home base for the Top Scholars community and communicate with both internal and external constituents. Create and communicate integrated learning opportunities through advisement and program offerings.
Achievements	<p>Scholar Programs reached a pinnacle this year. Not only did the first class of Stamps Scholars graduate, but the Stamps Charitable Foundation and the University expanded the Stamps Scholar program to include out-of-state students in fall of 2017. Scholar Programs curates an enviable menu of programs to create a community among the almost 200 Top Scholars, who are the beneficiaries of intensive individual and group advising.</p> <p>Top Scholars are actively engaged, as reflected in their participation in office-sponsored events during the year: 89% participated in at least one fall event, and 89% again for the spring. Further, in 2015-16, 97% of our Top Scholars were engaged in at least one high impact activity, including leadership positions, study abroad, work/internships and/or undergraduate research. Awards Day showcased 37 Top Scholars winning 55 awards, including the Swanger Leadership Award; two male students tied for the Algernon Sydney Sullivan Award.</p>
Resources Utilized	Relocation of OFSP from Legare to DeSaussure College in December 2015. Reporting lines of OFSP moved from Office of Provost to South Carolina Honors College in April 2016. A total of one FTE for Scholar Program advising with support from a total of one FTE support staff. A funded unit with some select support from Educational Foundation and Stamps Matching Grant.
Goal Continuation	Goal to be continued.
Goal Upcoming Plans	Provide leadership and programmatic support to decisions regarding expansion of USC Stamps Scholars Program from 20 to 40 Stamps Scholars to offer a top-tier Stamps Scholarship program for both in and out of state scholars.
Resources Needed	To deliver on what the University promised in the agreement with the SCF, we must be able to accommodate more Stamps Scholars, as well as meet the administrative expectations and requests of the Stamps Foundation. We need, in other words, to expand our staffing to support Scholar Programs.
Goal Notes	

Goals - Real Time

Goals for the South Carolina Honors College that are in progress for AY2018-2019.

Goal 1 - Leadership Roles and Staffing

Goal Statement	Evolve the leadership roles and staff positions to maximize effectiveness.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal aligns with items 1, 2, 3, 4, 5, and 6 in our Mission. Our Vision obviously requires effective leadership and staff.
Status	Progressing as expected (multi-year goal)
Action Plan	We are continuing to refine the leadership roles and the organization of the College. We have hired three advisors, shifted one advisor into a new role, and created two new director positions in OFSP. We are in the process of hiring staff in student services.
Achievements	We consulted with HR; drafted various organization charts and held many discussions about the pros and cons of various approaches and assignments; met with staff; received feedback; made adjustments; rewrote job descriptions; changed positions of key staff; implemented. This is an ongoing goal because we will continue to evolve structure and assignments.
Resources Utilized	No new resources were imported. Some adjustments were made to reflect changes in duties.
Goal Continuation	Yes
Goal Upcoming Plans	Continue to assess the effectiveness of our structure.
Resources Needed	No new resources are needed now. We will need to replace Ed Munn Sanchez and deal with growth, so new resources may be needed in the future.
Goal Notes	The restructuring was completed in the Fall, but we are continuing to rebuild our staff, having lost our budget manager, two advisors, and an associate dean, as well as moved our development director into an assistant dean position and shifted other staff around. We will continue to adapt our organization to our staff and our needs.

Goal 2 - Essential Courses and Class Sizes

Goal Statement	Evolve the procedures and resources needed to establish clear and shared expectations for essential courses, and work to limit all class sizes to 18.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal is the essence of item 1 in our Mission. Having the appropriate courses and class sizes is key to our Vision.
Status	Progressing as expected (multi-year goal)
Action Plan	We have been and will continue to work with Arts and Sciences, Nursing, and with Engineering to secure faculty. We will work toward similar strategies in Business. We increased the student fee, which has allowed us to offset some of the cost of adding more classes to meet the needs of our growth. We aim to expand our offerings in other colleges. We have made significant progress in limiting class sizes and reducing H10 classes, even with our substantial growth.
Achievements	Because we aggressively pursued increasing the number of courses, including funding the hiring of Instructors in various units to free up faculty to teach Honors, we were able to offer enough courses to meet the demands of our population growth. We grew 12% this past year. We are up 49% over the past four years.
Resources Utilized	Increasing the student fee to \$575 per semester has allowed us to increase the number of courses. We spent \$2,027,871 on courses in FY18, up from \$1,624,070 the previous year, and \$1,547,555 the year before that.
Goal Continuation	Yes.
Goal Upcoming Plans	Although we do not know the size of the incoming class, all indications we have are that it could be as large as last year's class. Our goal would be a class in the neighborhood of 550, but we are again planning to maximize our course offerings. The strategy of hiring Instructors to free up faculty is a good stand-in for the more preferable but much more expensive strategy of hiring more faculty. We are dependent on the growth of the faculty to provide a sufficient supply of research-active regular faculty to teach our courses.
Resources Needed	We appear to be in a sustainable position for the coming year. Depending on the growth and the costs per class, and of course the new budget model, resources may be needed in subsequent years.
Goal Notes	

Goal 3 - Faculty Fellows

Goal Statement	Expand the Faculty Fellows participants from 15 to 25; refine and focus their duties and expectations.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Securing outstanding faculty to teach our classes is key to our mission, and the Faculty Fellows program does that. The program also provides extremely valuable faculty participation in recruiting, strategic planning, policy decisions, thesis direction, course cultivation, student research, and interdisciplinary collaboration.
Status	Progressing as expected (multi-year goal)
Action Plan	The expansion of the Faculty Fellows has been put on hold as a result of the Excellence Initiative, but we will maintain the status quo and plan to expand in the near future.
Achievements	The Faculty Fellows program is established and now must be cultivated and maintained.
Resources Utilized	Faculty Fellows receive a stipend of \$2500, which comes from funding added to our budget in 2013. We aim to maintain about 15 Faculty Fellows and expand this number as resources become available.
Goal Continuation	Yes.
Goal Upcoming Plans	We will replace Faculty Fellows as they rotate off and expand the number as resources become available through fundraising or budget increase.
Resources Needed	To increase the program to 25 Faculty Fellows would require \$25,000.
Goal Notes	

Goal 4 - Student Cultivation and Community

Goal Statement	We will continue to improve and expand activities to increase diversity, build community, support students, and cultivate potential award applicants with OFSP, which serves Honors and non-Honors students, graduate students, and alumni.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal drives those aspects of our mission that are predominantly extracurricular, although the relationships are obviously interdependent. Items 1-5 in our Mission are related,
Status	Progressing as expected (multi-year goal)
Action Plan	Our continuing plans for achieving this goal have included many specific activities. We seek to increase our diversity both our recruiting and admissions endeavors, and by inviting students to apply to transfer. In 2017 about 16% of our students were non-white (not all students identify their status). Our courses reflect diversity in many forms. We have increased support for student travel, including study abroad and research presentations. We will continue to offer events and initiatives that encourage students to apply for fellowships and awards, and build community. Our weekly newsletter, which has a robust open rate over 60%, will continue to bring these events to the attention of students. We will build on the success of the Honors Ambassadors program, which selects outstanding students to work with us in recruiting and programming. The Dean's Council, launched this year, will also enhance our programming. The BARSC MD program will be sending its first class to med school and selecting its fourth incoming class and is attracting potential students to consider USC. We will continue to work with Housing to collaborate more effectively on Honors dorm events. Almost all of our students engage in an internship, service learning activity, directed research, or study abroad. Our study abroad participation has been increasing (now over 70%), and our internship program is thriving. We are adding an additional advisor to work on internships as we expand that program. Our students' participation in research, funded by the Honors College and other sources, is remarkable.
Achievements	Senior and sophomore surveys indicate overwhelming satisfaction with the "Honors Community." Seniors consistently report in the upper 90th percentile satisfaction with their experience in the Honors College. Retention and graduation rates, which are a function of community (it seems safe to say), are constantly extremely high.
Resources Utilized	Staff time and modest event expenses (refreshments). The Freshman Flotilla is a major expense (about \$12k), but well worth it, we believe.
Goal Continuation	Yes.
Goal Upcoming Plans	Continue with the structure and philosophy in place.
Resources Needed	No new resources are needed.
Goal Notes	

Goal 5 - Post-Graduate Preparation

Goal Statement	We want to continue to focus more attention on enriching students' understanding of their options after college, and the steps they need to take to maximize their open doors.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal engages all aspects of our Mission.
Status	Progressing as expected (multi-year goal)
Action Plan	We are talking more explicitly during orientation about major selection and career planning, supplementing what the University is already doing in this arena. We will continue to emphasize the value of engaging in the process of applying for fellowships and awards. Our advisors will continue to work with students on the details of building strong undergraduate careers that lead to success after college. In addition to expanding our internships, we will continue to expand our alumni engagement, both as a development opportunity and a network for students.
Achievements	We now have good data on graduating students.
Resources Utilized	Staff time.
Goal Continuation	Yes.
Goal Upcoming Plans	We are seeking better data on alumni--not only recently graduated but the entire alumni cohort.
Resources Needed	None.
Goal Notes	

Goal 6 - Top Scholar Engagement

Goal Statement	We aim to engage Top Scholars to build community and participate in high-impact activities to facilitate the development of their full potential and distinguish themselves on campus and beyond.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This program offers additional support to high-achieving students, relating to items 1-5 in our Mission, and most specifically to item #2.
Status	Progressing as expected (multi-year goal)
Action Plan	Serve as the institutional home base for the Top Scholars community and communicate with both internal and external constituents. Create and communicate integrated learning opportunities through advisement and program offerings.
Achievements	<p>Our community of 195 Top Scholars continues to meet and exceed our expectations for full immersion in our nationally-ranked honors programs, bringing distinction to themselves and the institution. To support these students, a primary task of the office is continued information sharing and relationship development with the McNair Foundation and the Stamps Foundation and the USC Development team. This year the Stamps Scholarship program expanded to include five out of state scholars, and the Stamps Carolina Scholars were renamed Stamps Scholars. Hamilton Scholars were renamed 1801 Scholars. For our Top Scholars, a formalized four year experience is offered and is based on a holistic advising model with the goal of creating a framework for a personalized, exceptional undergraduate experience for each scholar. Participation is impressive as evidenced by these highlights: 91% participated in at least one Scholar Program offering; 46 sophomores or 98% participated in Sophomore Strategy Advisement sessions, exceeding the three-year average of 94%; 100% or 62 First Year Scholars (FYS) participated in at least one FYS program, continuing the three-year average of 100%;and 100% of the 62 FYS participated in a one-on-one meeting with an advisor. Beyond Scholar Programs offerings, an amazing 90% of our upperclassman Top Scholars have participated in at least one high-impact activity while at USC: study abroad (30%), service-learning classes, undergraduate research (40%), leadership positions (68%), or internship/meaningful work experience (66%). Scholars United is a thriving student organization run by the Top Scholars and provides a warm supportive community in the larger campus environment for these incredible students.</p>
Resources Utilized	A funded unit with some select support from the Educational Foundation and Stamps Matching Grant. The Associate Director for Scholar Programs was promoted to Director of Scholar Programs. Scholar Programs Coordinator continued with 50% assignment to Scholar Programs.
Goal Continuation	Goal to be continued.
Goal Upcoming Plans	Provide leadership and programmatic support in the expansion of USC Stamps Scholars Program from 19 to 25 in 2017-18 (to 40 in 2020-21). Stamps Scholars are in a top-tier scholarship program for both in and out of state scholars. Collaborate with Special Events and University Development on the McNair Scholarship 20th Anniversary celebration and consider possible changes in the overall delivery of Top Scholar spring dinners.
Resources Needed	
Goal Notes	

Goal 7 - National Fellowship Advising

Goal Statement	Provide an integrated learning experience for national fellowship applicants leading to national award winners.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal supports number two, number three and number five of the College mission statement.
Status	Progressing as expected (multi-year goal)
Action Plan	Facilitate an integrative learning process for self-reflection and academic and career planning for national fellowship applicants involving OFSP staff, scholarship committees, and faculty mentors.
Achievements	<p>2017 was a landmark year for national fellowship applicants and winners at Carolina, including a Rhodes Scholar, the 25th consecutive year of Goldwater Scholars and the largest number of Fulbright winners (9) since 2012. Applications and winners continue to rise, as does our percentage of SCHC applicants and winners. •286 applications were submitted (for the 4th consecutive year, this is the highest number we have seen) for 61 unique awards, with 58 winners. The applicants were distributed as follows: SCHC students 56%, SCHC alumni 5%, Top Scholars 20%, Capstone 6%, Capstone alumni 1%, graduate students 9%, alumni 7%.</p> <p>The average number of applicants in the past five years is 227; this year with 286 applications submitted we exceeded our target of meeting the five-year average with a 26% increase.</p> <p>Our average number of winners in the past five years is 50; this year we have 58 and exceeded the target of meeting the five year average by 16%.</p> <p>Positive assessment results continue, exceeding the 2015-16 levels in these learning outcomes (all % are based on responses received):</p> <ul style="list-style-type: none"> •99% found that the process of applying for a national fellowship prompted them to reflect on their academic and/or professional goals; •90% are better able to explain their field and academic interests to a broad audience; •94% better understand how to tailor personal writing for a particular audience; •93% feel their future applications for other opportunities will be more competitive; •94% will use materials from their fellowship application for applications to other opportunities; •93% think the process of applying was worthwhile, regardless of outcome. <p>Success in national fellowship competitions is an important component of the rankings of honors colleges. National competitions included in the methodology include Rhodes, Marshall, Gates Cambridge, Mitchell, Goldwater, NSF Graduate Research Fellowships, Truman, Boren, Udall and Gilman.</p>
Resources Utilized	Six staff are assigned as a unit to national fellowship advising, Top Scholar advising, and SCHC academic advising. Funded by A funds. The Scholar Programs Coordinator was assigned 40% to national fellowship advising starting in July 2017. The Fellowships Coordinator was promoted to Director of National Fellowships.
Goal Continuation	Goal to be continued.

Goal Upcoming Plans	<p>Bolster institutional success in national fellowship competitions through increased number of SCHC applicants. Target - increase SCHC applicants by 10% over last year.</p> <p>Continued focus on diversity and inclusion efforts, related to recruiting national fellowship applicants and recruitment of staff. Targeted outreach to Pell Grant recipients, Gamecock Guarantee. Continue to track applicant numbers by ethnicity and gender.</p>
Resources Needed	
Goal Notes	

Goals - Looking Ahead

Goals for the South Carolina Honors College that are slated for the upcoming year.

Goal 1 - Curricular Improvements

Goal Statement	We must provide a wide range of courses, including required courses across the disciplines as well as innovative and unique courses that are often interdisciplinary. We must engage strong research-active faculty to teach these courses, making exceptions when we have an opportunity to use outstanding adjunct faculty.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Spurring Knowledge and Creation •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	The curriculum is the foundation of our mission: Item #1.
Status	Progressing as expected (multi-year goal)
Action Plan	We will continue the implementation of the new Engineering Honors curriculum, which has increased our Engineering offerings fourfold and give us the strongest Engineering honors program in the country, we believe. We will also continue to work with Nursing as their program is launched. We hope to develop a program in Business similar to the expansion in Engineering, and International Business is the obvious place to start, where many courses are already predominantly composed of Honors students. We have significantly reduced or eliminated H10 (hybrid) courses, and we will continue that movement toward H01 courses capped at 18. Our main challenge going forward is to continue to provide enough courses to meet the needs of a larger student body, and to avoid compromising the quality of the faculty who teach for us. We also want to cultivate courses in fields not currently served or underserved.
Achievements	We increased the number of courses substantially, to 594, allowing our students to progress toward graduation "with honors." We decreased the number of H10 sections and aggressively pursued smaller average class sizes, although the increase in students meant that we pretty much appear to have remained stable.
Resources Utilized	We spent an additional \$403,801 on the curriculum, increasing to \$2,027,871.
Goal Continuation	Yes
Goal Upcoming Plans	We think Admissions may want to consider a Wait-List system to have better control over the number of incoming students.
Resources Needed	Increases in student fees are funding the increased curricular costs. Since the population has increased 49%, and our budget has increased 3%, an increase to our budget would allow us to enhance our beyond the classroom endeavors. Right now, the increase in funds is going, appropriately enough, to our courses, our top priority.
Goal Notes	

Goal 2 - Plan for 40th Anniversary

Goal Statement	Our honors program dates back to the 1960s, emerging in a coherent form in 1968. The college was formed in 1978. Thus, our 40th and 50th anniversaries will be celebrated this coming year, which offers a great opportunity to enhance our alumni network and raise funds to enrich the experiences of our students. Scholarships, Faculty Fellowships, and study abroad resources will be our focus.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Providing more support for students and for Faculty Fellows obviously aligns with our mission to recruit superb students and give them an extraordinary education. This goal touches every aspect of our Mission.
Status	Progressing as expected (multi-year goal)
Action Plan	We have an internal committee. We will involve our partnership board members and alumni, Dean's Council, Dean's Circle, and student focus groups to gather ideas. We anticipate both student and alumni events to celebrate.
Achievements	Planning is underway, with a committee formed and ideas floating. We are especially focused on development opportunities and energizing our current students with a sense of what they have inherited.
Resources Utilized	Just staff time so far.
Goal Continuation	Yes.
Goal Upcoming Plans	We will weave the recognition into just about everything we do this coming year, but we plan on a large event in the fall and another in the spring. One may be more oriented toward students, and the other toward alumni, but we are still in the early discussion and input phase.
Resources Needed	We will fund this out of existing resources or gifts for this purpose.
Goal Notes	

Goal 3 - Securing Courses and Faculty

Goal Statement	We need to develop a more secure and simpler process for securing courses and appropriate faculty.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	The curriculum is the most important thing we do: it's the foundation for the SCHC's existence. Item #1 in our Mission.
Status	Progressing as expected (multi-year goal)
Action Plan	The transfer of funds from the Honors College to various units as compensation for courses is complicated, and the SCHC is thus dependent upon various constituencies to provide its curriculum. A simpler and more secure mechanism would strengthen the Honors College going forward. This new model might emerge as part of the budget redesign or as the result of hiring policies, or some combination.
Achievements	Yes, we have been able to secure appropriate faculty.
Resources Utilized	\$2,027,871.
Goal Continuation	Yes.
Goal Upcoming Plans	<ol style="list-style-type: none"> 1) Pursue dedicated hires with high-demand units. 2) Hire Instructors to free up faculty. 3) Create incentives for departments to prioritize providing Honors classes. This will be important if the new budget model rewards credit-hour production. Honors classes will have to be treated differently.
Resources Needed	None needed now.
Goal Notes	The Accenture Group's recommendation to staff Honors classes with faculty within departments, rather than hiring faculty specifically for the Honors College, seems clearly to be the right approach. But hiring new faculty who are assigned teaching slots for honors classes, which could then be filled by any faculty member in the department, would over time eventually eliminate the transfer of funds, except for special adjunct teachers (who are exceptional and few in number).

Goal 4 - National Fellowship Advisement

Goal Statement	Provide an integrated learning experience for national fellowship applicants leading to national award winners.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal supports all USC high-ability students engaging in national fellowship competitions, and specifically #5 of our college mission statement.
Status	Progressing as expected (multi-year goal)
Action Plan	Facilitate an integrative learning process for self-reflection and academic and career planning for national fellowship applicants involving OFSP staff, scholarship committees, and faculty mentors.
Achievements	<p>National Fellowship advisors have used technology, Pathfinder, and other resources to accommodate the increase in high ability students and provide individual student advising. Applicant numbers continue to increase, as do faculty volunteers, who are involved in advising and nominating students in competitions such as the Fulbright, Truman, Udall, NSF GRF and others.</p> <p>Faculty volunteer forms, Fulbright faculty outreach forms, and faculty volunteer recognition have been implemented.</p>
Resources Utilized	Current staffing of six FTE's for OFSP. Recruitment for a new academic advisor/fellowships coordinator position is currently underway.
Goal Continuation	Goal to be continued
Goal Upcoming Plans	Continue to focus on diversity and inclusion efforts, related to recruiting national fellowship applicants and recruitment of staff. Targeted outreach to Pell Grant recipients, Gamecock Guarantee. Continue to track applicant numbers by ethnicity and gender. Continue to recruit and engage faculty to support the various national fellowship competitions in advisory and nomination committee capacities. Continue focus on recruiting high ability undergraduate and graduate students to consider and apply for national fellowships. Recruit, train and integrate the new Academic Advisor/Fellowships Coordinator into the OFSP and SCHC teams.
Resources Needed	No new resources needed.
Goal Notes	

Goal 5 - Adapting to Growth

Goal Statement	Aside from the curricular implications of growth, we aim to participate effectively in the expansion of the Honors Residence Hall and the use of 650 Lincoln as our sophomore and beyond dorm. We also aim to continue to expand and organize our staff to deal effectively with a larger SCHC.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	The community of the Honors Residence Hall is an important part of the Honors College experience. Even the small percentage of students who do not live there benefit from the vibrant community that develops there. Item #3 in Mission.
Status	Progressing as expected (multi-year goal)
Action Plan	We are studying other honors colleges' facilities, and we are researching best practices for classroom and living space. We have been involved in the selection process for construction of the new dorm wing and plan to continue to be involved. We have hired superb new staff and are in the process of hiring more. Although we are happy for Ed Munn Sanchez, who is leaving us to become dean elsewhere, his departure leaves many gaps to be filled.
Achievements	We have hired new advisors and adjusted job duties to be able to handle the increase in students. The acquisition of DeSaussure and some creative use of our space have made it possible for everyone to have a place to work; although some offices are not ideal, the staff has been upbeat and understanding. Through pre-emptive actions, we have been able to provide a strong curriculum.
Resources Utilized	Starting level salaries for three advisors and a modest retention package. Salaries for four instructors (increases the cost of courses, but has been necessary).
Goal Continuation	Yes, we must continue to adapt to growth without compromising quality.
Goal Upcoming Plans	In addition to filling staff vacancies as they occur, we need to be able to predict class size and make sure we have the capacity to provide essential courses and services. During the coming year, we will continue to explore the possibility of a more secure mechanism for securing courses and faculty. A wait-list for admissions, with explicit tiers, seems like a reasonable option to explore.
Resources Needed	Whether we would need more resources or even fewer resources would depend on the process used to line up courses and faculty. Under the current model, we do not need additional resources for the coming year, based on what we know now about the incoming class.
Goal Notes	

Goal 6 - Top Scholars Engagement

Goal Statement	We aim to engage Top Scholars to build community and participate in high-impact activities to facilitate the development of their full potential and distinguish themselves on campus and beyond.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This program offers additional support to high-achieving students, relating to items 1-5 in our Mission, and most specifically to item #2.
Status	Progressing as expected (multi-year goal)
Action Plan	Serve as the institutional home base for the Top Scholars community and communicate with both internal and external constituents. Create and communicate integrated learning opportunities through advisement and program offerings.
Achievements	<p>Scholar Programs continued to flourish with an engaged community of 195 Top Scholars in leadership, service, internships, national fellowships, study abroad and undergraduate research.</p> <p>The expansion of the Stamps Scholarship program to out of state scholars (5 added in fall 2017) has gone smoothly. The Carolina Stamps Scholars were renamed Stamps Scholars with this change.</p> <p>The McNair 20th anniversary celebration was a successful.</p>
Resources Utilized	<p>The Associate Director of Scholar Programs was promoted to Director of Scholar Programs in March 2018 and represents an FTE. The Scholar Programs coordinator continues to have 50% assignment to Top Scholars work. The unit is funded by A funds with some support from the educational foundation and Stamps Matching Grant accounts.</p>
Goal Continuation	The goal is to be continued.
Goal Upcoming Plans	Continue to provide leadership and programmatic support in the expansion of USC Stamps Scholars Programs from 19 to 25 in 2017-18 (to 40 in 2020-21). Stamps Scholars are in a top-tier scholarship program for both in and out of state scholars.
Resources Needed	No new resources needed.
Goal Notes	

Academic Programs

Program Rankings

Academic programs that were nationally ranked or received external recognition during the Academic Year.

The only evaluations of honors colleges have been done by John Willingham, in 2012, 2014, and 2016. In the most recent ranking, published in 2016 in "Inside Honors," the SCHC was given 5 stars (or "mortarboards") overall, and ranked in the top group.

Instructional Modalities

Innovations and changes to Instructional Modalities in unit's programmatic and course offerings that were implemented during the Academic Year.

We encourage and sometimes fund innovative pedagogies, such as the Experimental Music class, the Chemistry of Food, the intensive 10-day Design Thinking course, the Smithsonian Maymaster, but the faculty who teach our courses are in charge of the instructional modalities they choose to employ. There have been no college-driven changes to pedagogical philosophy: We encourage small classes with lots of student participation and engagement. We are exploring, however, the idea of having a few faculty trained in Phillips Exeter's Harkness Method, which can be (inadequately) described as a more disciplined, strategic, and nuanced version of the flipped classroom. This pedagogy, we believe, would work well in many Honors classes.

Program Launches

Academic Programs that were newly launched during the Academic Year; those that received required approvals but which had not yet enrolled students are not included.

We did not launch any new academic programs.

Program Terminations

Academic Programs that were newly terminated or discontinued during the Academic Year.

We did not terminate any academic programs during this period either.

Supplemental Info - Academic Programs

Any additional information on Academic Programs appears as Appendix 1. (bottom).

Academic Initiatives

Experiential Learning for Undergraduates

Initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.

Experiential learning is at the heart of the SCHC curriculum and is focused on our Beyond the Classroom requirement. This includes Study Abroad/Away, Undergraduate Research, Service Learning or Community Engaged Research, and Internships.

We have a large and well established undergraduate research program. Students pursuing STEM research are eligible for the Science Undergraduate Research Fellowship (SURF). Students pursuing research not in STEM fields are eligible for the Exploration Scholars Program. In addition, Honors College students are very active in pursuing Magellan grants and in working with faculty as part of research teams throughout the university. For the current academic year, we have awarded \$321,693 in SURF and Exploration Grants to 117 students. In addition, there are 72 Magellan Scholars who are in the Honors College.

We have a significant number of additional students pursuing non-funded research, research funded by faculty, or REU's at other institutions. Overall over 40% of honors student were involved in Undergraduate Research. We are in the process of joining the Research Registry with the Office of Undergraduate Research which will allow us to have more precise data on the research participation of our undergraduates.

Over 70% of our students study abroad, and we develop 3 to 5 study away courses each year for Honors students. We encourage students to do a semester or year away, if possible, by giving them honors credits for a portion of that coursework taken abroad. We have also developed an exchange with the Honors College at the American College of Greece where our students can take honors courses that will meet SCHC requirements. This is a new program, and we have our first student there currently.

Our most visible internship program, the Washington Semester Program (WSP), celebrated its 25th year last spring. We continue to refine and improve this life-changing program. The South Carolina Semester is the SC Statehouse version of the WSP. In addition to these two programs, Honors students engage in internships they find on their own, through the University, and also through the Honors College (typically about 130 per year are in this last category). We track other internship participation when it is counted for a "Beyond the Classroom" activity.

A significant number of our courses contain educational experiences that are in some way outside of the traditional academic classroom setting. Greg Stuart's Experimental Music class for instance involved the students, many of whom were not Music majors, in a series of concert performances. Lara Lomicka's French class links her students to an English class in Paris, and the two classes host each other during their spring breaks. Joel Collins' Constitution course includes a trip to Philadelphia to the Constitution Center. Lynn and D'Alberto's course on leadership connects each student to an accomplished mentor, and the student observes, interviews, and interacts with the leader in his/her workplace setting--in preparation for a profile of that leader in the context of the iconic leaders studied in the course.

The SCHC participates in funding an Americorps Vista staff person, and some service-learning flows through that person. We also offer service-learning courses, such as "Women in Society" or "Homelessness."

Experiential Learning For Graduate & Professional Students

Initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate or Professional level.

We do not teach graduate students, although our students do often take graduate courses.

Affordability

Assessment of affordability and efforts to address affordability.

We have of course focused on affordability by pursuing scholarships for our students through philanthropy. Such scholarships are essential to our recruiting efforts. As part of our scholarship awards process, we look for potential candidates for our need-based full-tuition scholarship, the Belser Award. The vast majority of our students do not qualify for a need-based scholarship. All Honors students receive some scholarship assistance, and when the entire scholarship packages are considered, the Honors College is, we believe, a relative bargain. Although we have chosen to charge a fee, the additional fee does not cover more than a portion of the benefits of being in the Honors College.

We do work to make the SCHC more appealing, which includes more affordable, by funding research, travel, senior thesis materials, and internships, and also by hiring students to work at the Honors College.

Our main contribution to making the SCHC more "affordable" has been to secure and increase scholarship funding. The implementation of the out-of-state Stamps Scholars this year is a perfect example.

Reputation Enhancement

Contributions and achievements that enhance the reputation of USC Columbia regionally and nationally.

The most obvious answer here is that our top ranking enhances USC's reputation. But we also participate in the NCHC conference, publish in its journal, participate in the SEC annual meetings, and also in the Honors Education at Research Universities (HERU) meetings, attending and giving papers, including a keynote. At the fall 2017 NCHC conference in Atlanta, we sent 8 representatives from the South Carolina Honors College-- all of whom presented. In addition, we hosted the annual SEC honors deans retreat at USC in February 2018. Our students enhance our reputation by presenting scholarly papers and publishing their research (with our financial support, as needed).

Challenges

Challenges and resource needs anticipated for the current and upcoming Academic Years, not noted elsewhere in this report and/or those which merit additional attention.

It still seems like a good idea to award faculty searches to units in part on the basis of that unit's need to serve the Honors College. We urgently need, for instance, Biology courses. We also need science lab courses for non-science majors. Approving faculty searches for the explicit purpose of increasing Honors courses would, over time, increase the stability of our curriculum. Also important, this strategy would create an understanding that Honors courses are part of the core mission of various units. As chairs, directors, and deans try to meet all their various commitments, it's not always clear what sort of priority the Honors College is. We have enjoyed tremendous leadership support, and the needs of the Honors College have been prioritized, to the degree possible. But having dedicated Honors teaching slots within units would alleviate the need for recurring negotiations and explanations. Because our Honors College has such a distinct identity and strength, it is possible to think of it as an external entity, and of Honors classes as a supplement, something extra. But Honors students of course are citizens of other colleges, majoring in other colleges. Our complicated system of transferring differential funds for each course does potentially obscure the dependency of the Honors College. It would take some years to transition to this model of course slots designated for Honors, without fund transfers, but the process would likely be a healthy one. To be more

specific: the goal would be to have a foundation of recurring courses that are perceived to be the responsibility of the various units, and there would be no transfer of funds for these. The funds would already have been allocated to the unit in the form of teaching capacity. Other courses, often with the SCHC designator, would be one-time or occasional courses, and could involve the transfer of funds, thus creating some incentive for departments to offer innovative courses.

Supplemental Info - Academic Initiatives

Any additional information on Academic Initiatives appears as Appendix 2. (bottom)

Faculty Population

Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2017	Fall 2016	Fall 2015
Tenure-track Faculty	2	2	3
Professor, with tenure	1	1	2
Associate Professor, with tenure	1	1	1
Assistant Professor	0	0	0
Librarian, with tenure	0	0	0
Research Faculty	0	0	0
Research Professor	0	0	0
Research Associate Professor	0	0	0
Research Assistant Professor	0	0	0
Clinical/instructional Faculty	3	3	3
Clinical Professor	0	0	0
Clinical Associate Professor	0	0	0
Clinical Assistant Professor	1	1	1
Instructor	2	2	2
Lecturer	0	0	0
Visiting	0	0	0
Adjunct Faculty	7	6	3

Faculty Diversity by Gender and Race/Ethnicity

Note: USC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See https://nces.ed.gov/ipeds/Section/collecting_re

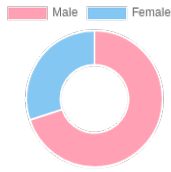
Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2016, Fall 2015, and Fall 2014.

	Fall 2017	Fall 2016	Fall 2015
Gender	5	5	6
Female	2	2	3
Male	3	3	3
Race/Ethnicity	5	5	6
American Indian/Alaska Native	0	0	0
Asian	0	0	1
Black or African American	2	2	2
Hispanic or Latino	1	1	1
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	0	0	0
Two or More Races	0	0	0
Unknown Race/Ethnicity	0	0	0
White	2	2	2

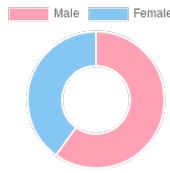
Illustrations 1 and 2 (below) portray this data visually.

Illustration 1. Faculty Diversity by Gender

2017 Faculty Gender



2016 Faculty Gender



2015 Faculty Gender

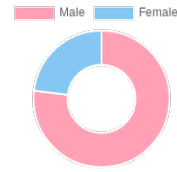
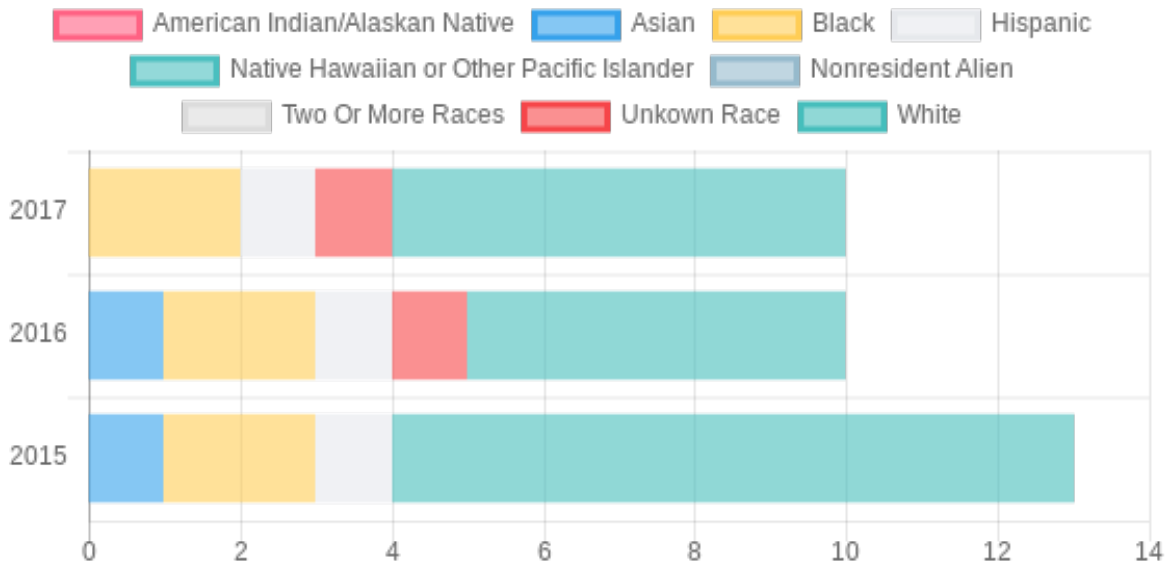


Illustration 2. Faculty Diversity by Race & Ethnicity



Faculty Information

Research and Scholarly Activity

Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:

1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.

2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at:

<http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member in FY YYYY (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).

3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

The Honors College does not have its own faculty, although we have described the Faculty Fellows program above.

Faculty Development

Efforts at Faculty Development, including investments, activities, incentives, objectives, and outcomes.

Optional

We also work with faculty and unit leadership to improve teaching effectiveness.

Supplemental Info - Faculty

Any additional content on Faculty Information appears as Appendix 4. (bottom)

Supplemental Academic Analytics Report

Content from Academic Analytics appears as Appendix 5. (bottom)

Teaching

Faculty to Student Ratio

The formula used to compute the ratio uses data from Faculty Population by Track and Title and Student Enrollment by Time Basis, as follows:

$$\frac{(Total\ Full-time\ Students + 1/3\ Part-time\ Students)}{((Total\ Tenure-track\ Faculty + Total\ Research\ Faculty + Total\ Clinical/Instructional\ Faculty) + (1/3\ Adjunct\ Faculty))}$$

Table 4. Faculty-to-Student Ratio, Fall 2017, Fall 2016, and Fall 2015

Fall 2017	Fall 2016	Fall 2015

Analysis of Ratio

Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio.

This is not applicable to us.

Faculty Awards Received

During AY2017-2018 faculty of SCHC were recognized for their professional accomplishments in the categories of Research, Service, and Teaching.

Research Awards

Recipient(s)	Award	Organization
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Service Awards

Recipient(s)	Award	Organization
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Student Recruiting and Retention

Student Recruitment

Efforts, including specific actions, to recruit students into College/School programs.

The majority of our off-campus recruiting is handled by the Admissions Office. However, we do have opportunities to welcome prospective and admitted students when they visit campus.

Weekly information sessions: Weekly information sessions are coordinated in partnership with the Visitor Center. In the summer and fall, sessions are held once each on Monday and Friday. In the spring semester, sessions are held twice daily on Monday and Friday. The second session in the spring allows admitted students to have a more tailored experience of the USC campus. They get a special tour of the Honors Residence Hall provided by a University Ambassador who is a current Honors student.

Individual appointments: Individual appointments are scheduled on an as-needed basis in partnership with the Visitor Center. Prospective students meet with the Recruiting Coordinator or other available staff member. Students and families who cannot attend a weekly session are given an individual appointment.

Phone appointments: Phone appointments are scheduled on an as-needed basis for students who are not able to visit the campus, but would like to know more about the SCHC. Prospective students speak with the Recruiting Coordinator.

Admissions Events: In partnership with University Admissions, the SCHC participates in the various iterations of Meet the SCHC, Admitted Students Day, and Open House. We send representatives to participate in panels, information sessions, and resource fairs. The dean makes presentations during the Scholar recruitment weekends, and as part of the various major recruiting events.

Class visits: Class or special program student visits are coordinated on an as-needed basis. Each visit is unique to the group and typically involves a tour of the Honors Residence Hall and an information session by the Recruiting Coordinator.

School visits: School visits are coordinated on an as-needed basis. Schools can request that the Recruiting Coordinator or other representative visit their school to provide information about the SCHC.

Alumni receptions: In partnership with the Director of Alumni Engagement, prospective students are invited to receptions hosted by SCHC alumni where they have an opportunity to engage with current students, staff, and alumni. See the Alumni section of this report for more details.

Other touchpoints: As much as possible, the SCHC tries to follow-up on all interactions with prospective students to have a personal connection. This is primarily in the form of postcards or emails sent after information sessions and individual appointments. On an as-needed basis, the Recruiting Coordinator may organize calling campaigns or other efforts to connect with prospective students.

Honors Ambassadors: The Honors Ambassadors program is a team of 17+ students who have been selected to represent the SCHC. They are a diverse group, with a variety of backgrounds, interests, and majors. As friendly and informed faces, they are a great resource for our prospective students. They assist with all recruiting efforts, but their primary recruiting-related tasks are to assist with the weekly information sessions, individual appointments, and events organized by Admissions, as well as occasional alumni receptions. After each interaction with a student, they follow up with an individual note to encourage the student to reach out with additional questions. They also run the SCHC Instagram account and encourage prospective students to follow it.

Transfers: We also encourage high-achieving, non-Honors students to apply to transfer into the Honors College at the end of their first year or in the middle of their sophomore year. In December 2017, we accepted 3 transfer students (slightly lower than our average of 7 in previous December transfer cycle). We expect to transfer in an additional 45 students in May 2018 based on previous May transfer cycles.

Student Retention

Efforts at retaining current students in College/School programs.

Honors students see their honors advisor and their major(s) advisor every semester. A key goal of this advising session is making sure students are progressing successfully.

We are also focused on retaining students within the Honors College, if that is in fact in their best interest. Students who wish to withdraw from the Honors College must meet personally with the dean. We want to make sure that the student is in fact making the right decision to drop out of Honors, and we want to know if there is something we can learn from this student's experience to improve the SCHC.

Student Enrollment & Outcomes

The following data was provided by USC's Office of Institutional Research, Assessment, and Analytics.

Note: Student enrollment and outcomes data are calculated by headcount on the basis of primary program of student only.

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2017	Fall 2016	Fall 2015
Undergraduate Enrollment			
Freshman			
Sophomore			
Junior			
Senior			
Sub Total	0	0	0
Graduate Enrollment			
Masters			
Doctoral			
Graduate Certificate			
Sub Total	0	0	0
Professional Enrollment			
Medicine			
Law			
PharmD			
Sub Total	0	0	0
Total Enrollment (All Levels)	0	0	0

Illustration 3. Undergraduate Student Enrollment by Classification

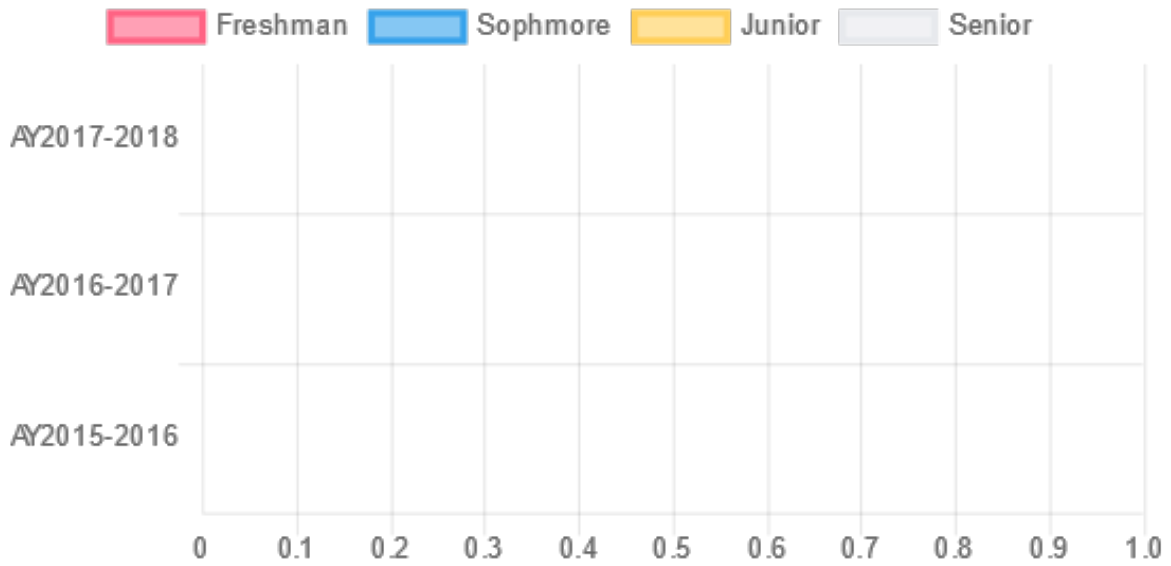


Illustration 4. Graduate/Professional Student Enrollment by Classification

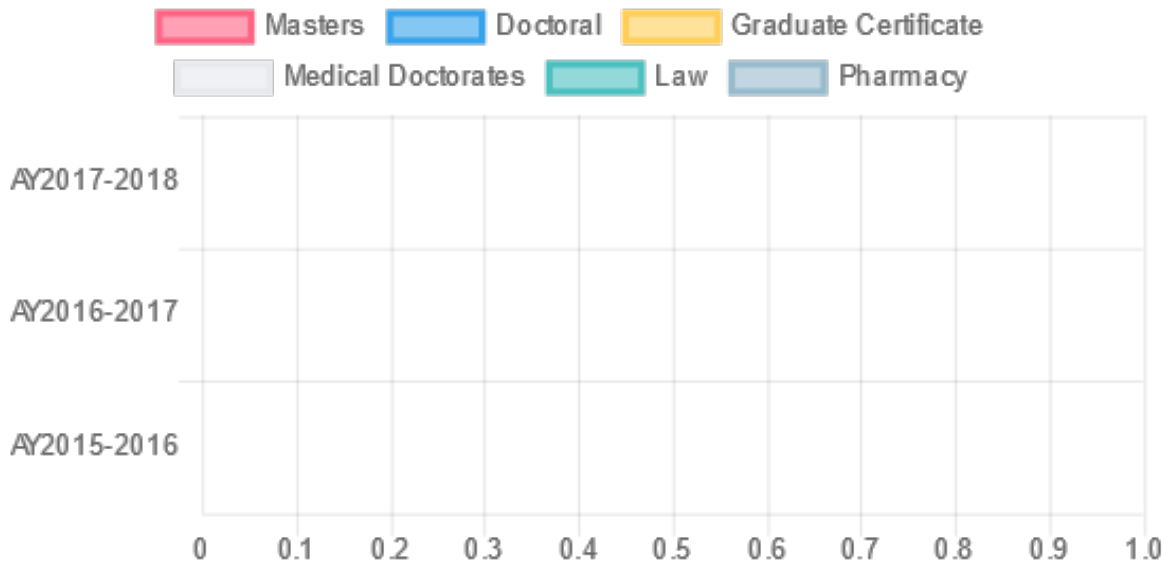
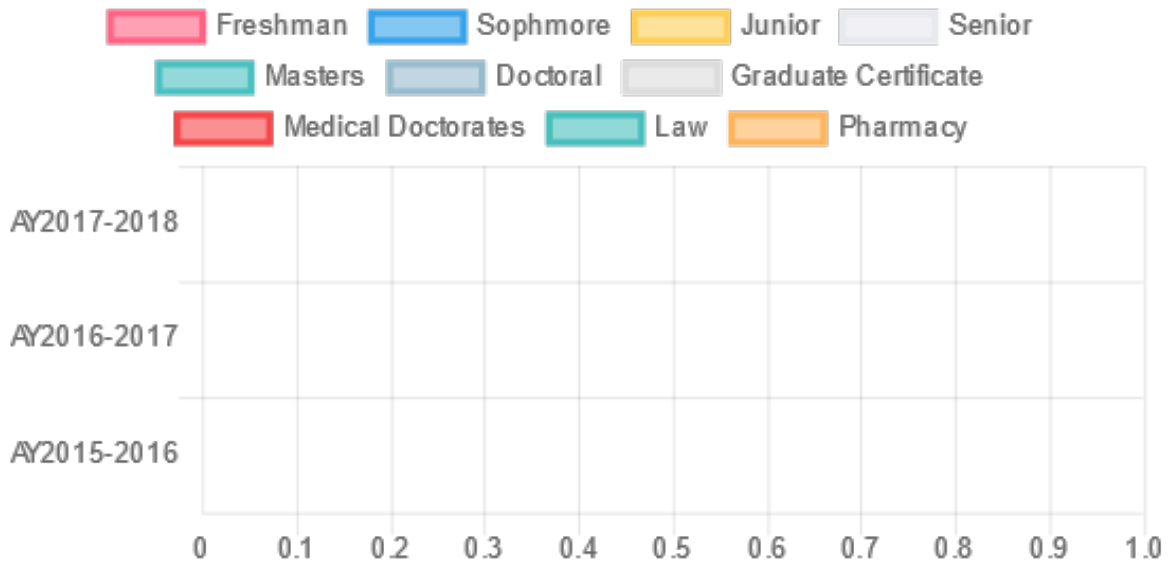


Illustration 5. Total Student Enrollment by Classification (All Levels)



Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2017	Fall 2016	Fall 2015
Undergraduate	0	0	0
Full-Time			
Part-Time			
Graduate/Professional	0	0	0
Full-Time			
Part-Time			
Total - All Levels	0	0	0
Full-Time	0	0	0
Part-Time	0	0	0

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2017	Fall 2016	Fall 2015
Undergraduate	0	0	0
Female			
Male			
Graduate/Professional	0	0	0
Female			
Male			

Illustration 6. Undergraduate Student Diversity by Gender

2018 Undergraduate Gender



2017 Undergraduate Gender



2016 Undergraduate Gender



Illustration 7. Graduate/Professional Student Diversity by Gender

2018 Graduate Gender



2017 Graduate Gender



2016 Graduate Gender



Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2017	Fall 2016	Fall 2015
Undergraduate	0	0	0
American Indian/Alaska Native			
Asian			
Black or African			
Hispanic or Latino			
Native Hawaiian or Other Pacific Islander			
Nonresident Alien			
Two or More Races			
Unknown			
Race/Ethnicity			
White			
Graduate/Professional	0	0	0
American Indian/Alaska Native			
Asian			
Black or African			
Hispanic or Latino			
Native Hawaiian or Other Pacific Islander			
Nonresident Alien			
Two or More Races			
Unknown			
Race/Ethnicity			
White			

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

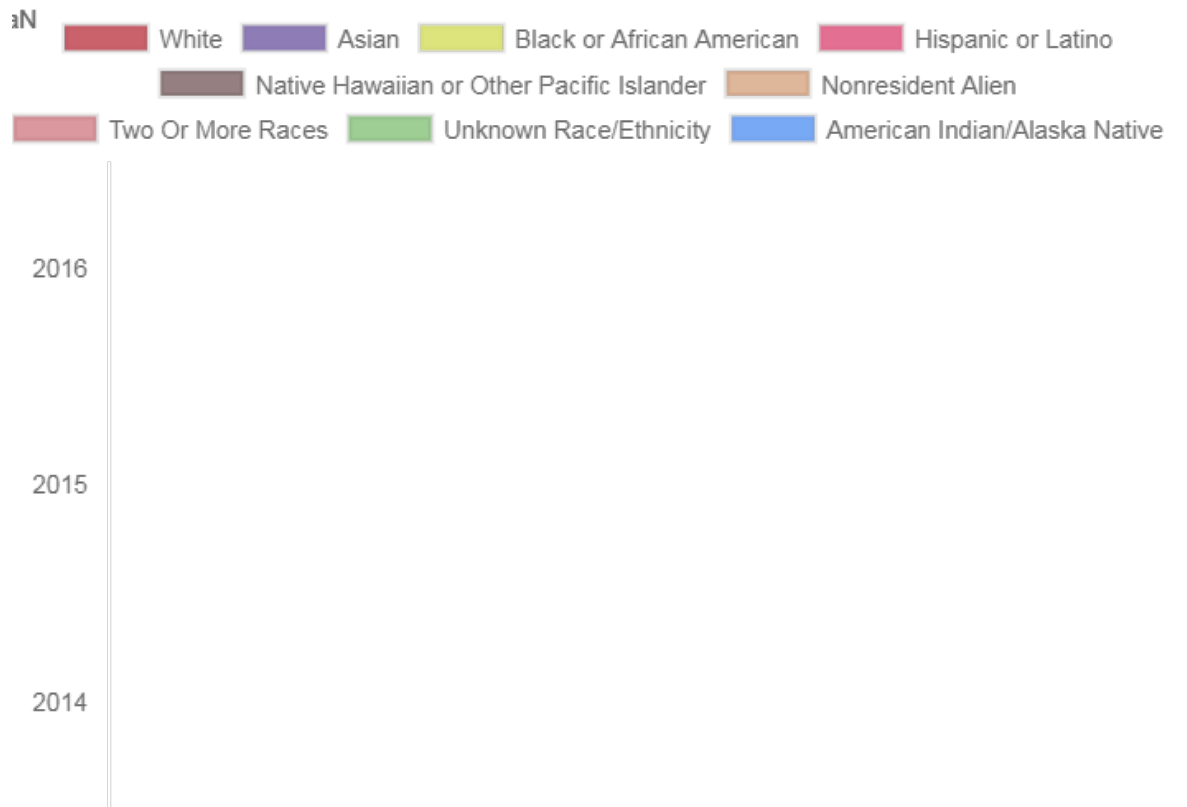
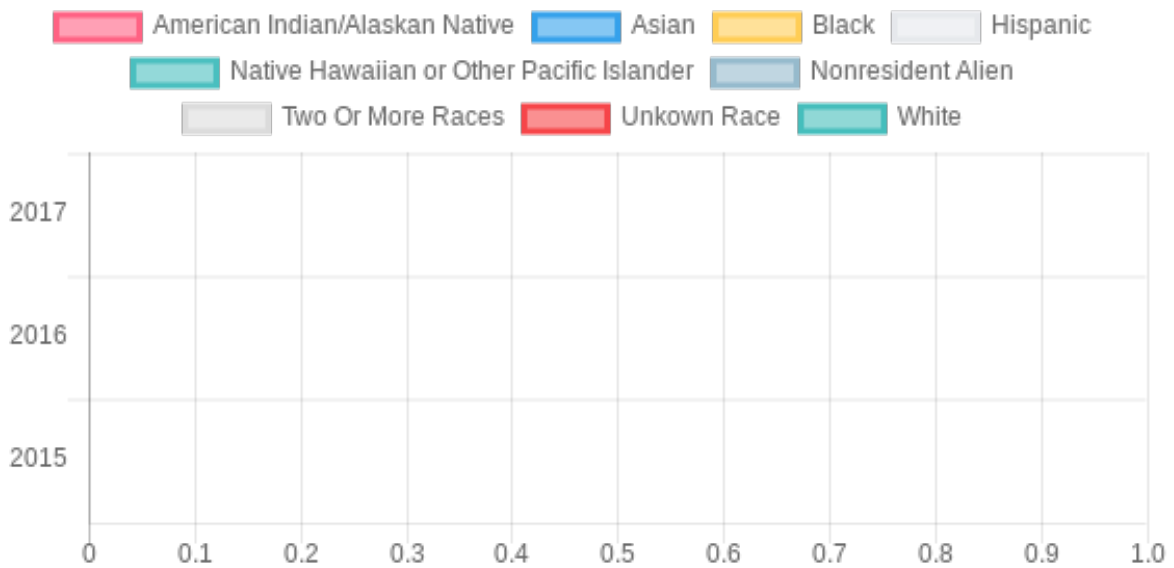


Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity



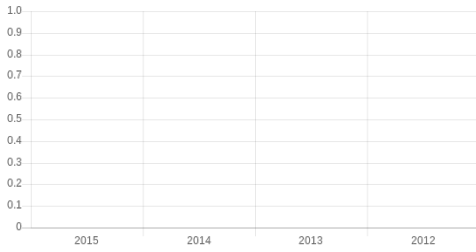
Undergraduate Retention

Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

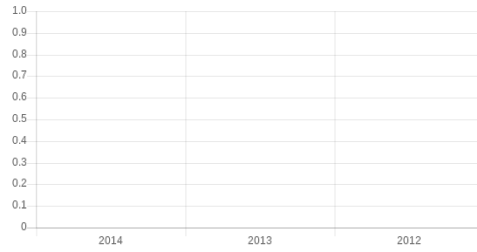
	First Year	Second Year
Fall 2016 Cohort	0%	N/A
Fall 2015 Cohort	0%	N/A
Fall 2014 Cohort	0%	0%
Fall 2013 Cohort	0%	0%

Illustration 10. Undergraduate Retention, First- and Second Year

First Year



Second Year



Student Completions

Graduation Rate - Undergraduate

Table 10. Undergraduate Graduation Rates for First-time Full-time Student Cohorts at 4-, 5-, and 6 Years.

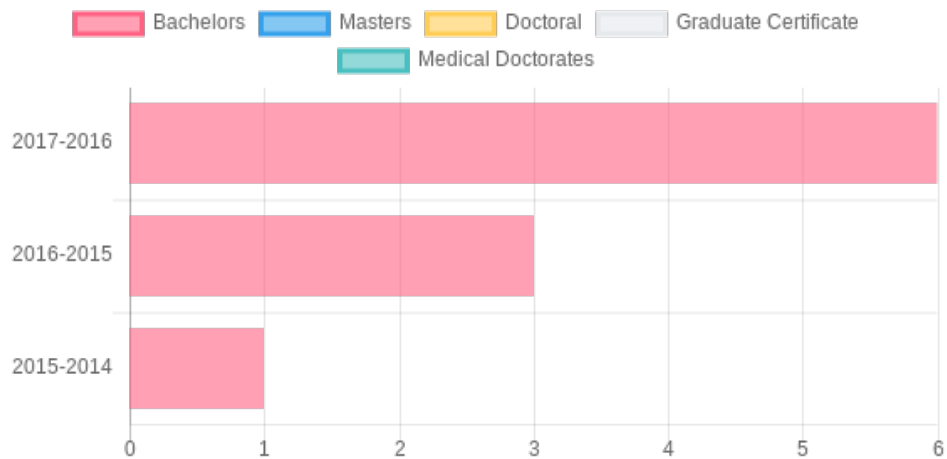
	4-Year	5-Year	6-Year
Fall 2011 Cohort	0%	0%	0%
Fall 2010 Cohort	0%	0%	0%
Fall 2009 Cohort	0%	0%	0%

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2016-2017	AY2015-2016	AY2014-2015
Associates Degree	0	0	0
Bachelors	6	3	1
Masters	0	0	0
Doctoral	0	0	0
Medical	0	0	0
Law	0	0	0
Pharmacy Doctorate	0	0	0
Graduate Certificate	0	0	0

Illustration 11. Degrees Awarded by Level



Alumni Engagement & Fundraising

Alumni

Substantial activities, engagements, and initiatives with alumni during AY2017-2018, focusing on relationships and activities with alumni.

Director of Alumni Engagement Beth Hutchison and Assistant Director of Development Kathy Keenan worked together to engage alumni in many activities including:

Initiative 1 - Networking Panels: A total of ten alumni, leaders in their respective fields, spoke to students at three career panels in Columbia about how to succeed and how the Honors College had prepared them for success. Of special note, one pre-law panel was a Lunch and Learn at Nelson Mullins Law Firm. Several students followed-up with the alumni and had subsequent meetings following the events. In addition to the three events held in Columbia, Greg Farrante, Carolina Scholar from the Gates Foundation, spoke to students in the Washington Semester program. In addition, Jimmy Story, a foreign career service officer, currently Deputy Principal Officer in Sao Paolo, Brazil, met with students and with the dean's "Connecting Life and Leadership" class, and students interested in foreign service have followed up with him.

Initiative 2 - Alumni Mentors: Fifteen alumni mentors were chosen from a variety of careers to mentor students in the Honors College Life and Leadership Class. This was conceived of as a pilot program to assess the potential and possible problems of setting up a widespread alumni mentoring program, which we plan to pursue.

Initiative 3 - Alumni Receptions: Alumni receptions were held in Atlanta, Columbia and Greenville. The Atlanta and Greenville receptions were also for admitted student recruitment. The alumni were able to mingle with the students and their parents and tell them what they loved about the Honors College. We plan to return Charlotte and Charleston to the alumni reception rotation next year. We had a very successful event in Washington, DC, several years ago, and we also plan to return there.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes during AY2017-2018, including Fundraising and Gifts.

Total giving to the South Carolina Honors College for FY18 as of 3/9/2018 is \$2,527,086, with two \$25,000 endowed gifts pending. Year-to-date we have 367 donors and eight major gift solicitations.

The Honors College hired Jennifer Shepard as Senior Director of Development in April 2017. Jennifer has worked to build a new pipeline for the Honors College that includes new alumni and parents. She has engaged all high-level donors and donors with endowed funds. It has been a priority to personally deliver endowment reports, and whenever possible the donor's scholar participated in the visit. Jennifer created new collateral materials with our funding needs and helped to build Beth and Kathy's portfolios. Jennifer is working on development and alumni engagement opportunities for the 40th College Anniversary year and is engaging all Carolina Scholars as the 50th Anniversary of that program is in 2019-2020.

Kathy's visits were in South Carolina and North Carolina where she focused on lead annual gifts and stewardship. A Dean's Roundtable was held in Charleston last fall, hosted by a Partnership Board member and engaging alumni and parents. One set of parents in attendance offered to host the next one at their home. We will be hosting a Dean's Roundtable with parents in Columbia in April 2018. Kathy closed several major gifts including one from parents and a unique gift from the sorority Chi Omega.

Beth continued her fundraising efforts for the Washington semester program and closed several major gifts, including one in memory of the Honors College Founding Dean, William Mould.

Initiative 1 Major Gifts: To date we have five new endowed funds and three pending solicitations. Beyond the Classroom Initiatives are a top funding priority along with endowing faculty fellows and high-yield scholarships. Dean Lynn has conducted 26 visits with the highest priority donors, which included three solicitations.

Initiative 2- Annual Fund: The Annual Fund to date has yielded \$20,687 in revenue. We did an Everclear Blast for Year End Giving which yielded significant results.

Initiative 3- Dean's Circle: This year we implemented a Dean's Circle renewal program to increase the retention rate of our donors, which has been successful. We also created a Young Alumni Dean's Circle which will launch in fall 2018. A new Dean's Circle brochure was produced, and we have increased the events for Dean's Circle members to include a Dean's Roundtable, Coffee with the Dean in the HRH, and invitations to the Last Lecture series.

Initiative 4- Donor Engagement at the Leadership Level: All of our scholarship donors received a visit from the Dean, the Senior Director, and in some cases their scholars. This activity is laying the groundwork for a major fundraising year in 2018-2019 as we celebrate the 40th Anniversary of the College and the 50th Anniversary of the Carolina Scholar Program.

Initiative 5- Naming Gift: The Honors College White Paper was revamped in mid-fall 2017 and included a new area for student diversity. SCHC, USC and development administrators met for a strategy session to further develop the concept and determine the next steps of donor engagement. There will be significant movement through the end of the fiscal year laying the groundwork for an ask.

Supplemental Info - Alumni Engagement & Fundraising

Any additional information on Alumni Engagement and Fundraising appears as Appendix 6. (bottom)

Community Engagement

Description

Community engagement and community based research, scholarship, outreach, service or volunteerism conducted during AY2017-2018, including activities at the local, state, regional national and international levels.

The South Carolina Honors College supports several student service organizations. These groups receive guidance and resources from the college's AmeriCorps VISTA and from the Coordinator of Service-Learning. These groups all were founded by Honors College students, but still reach beyond our college and welcome members from the Carolina community at large to share in their service efforts. Four student service organizations merit special recognition for their efforts in the 2017-2018 academic year:

1. Perhaps the Waverly Tutoring Project is the most significant because of its deep impact on the young students being tutored and the college students tutoring them. Since 2012, Waverly has partnered with St. Lawrence Place, an emergency shelter for children--; a long and successful partnership rare for student organizations. Each year, Waverly works with 40-60 of the city's most vulnerable and underserved children. Honors College students make a sincere commitment to building relationships with these young people, spending an average of two hours each week mentoring them. This year, in addition to the emphasis the program has historically placed on literacy, Honors College students created a science program to encourage the children to ask questions of their world.

2. Communities in Harmony is a program in which students, both Music majors and music lovers, bring instruments into women's and children's shelters and make music. The women and children are not only the audience, but they also get to play (or play with) the instruments. This is a lovely form of music therapy, and it involved 16 students in the Fall 2017 semester (270 over the past five years).

3. In Project VIDA, which blossomed from an Honors College senior thesis, students create and give presentations about healthy living to elementary, middle, and high school populations in underprivileged communities. This year, Project VIDA was awarded a \$1,000 Youth Service America grant. The grant will empower VIDA's Global Youth Service Day project to build a sustainable farm with Ezekiel Ministries.

4. The Honors Service Team, a new group, was sparked in Fall 2017 by underclassmen looking for ways to engage with the Carolina and Columbia community. They dedicated themselves to stocking the shelves of the Gamecock Pantry. The food pantry serves students experiencing food insecurity--; an underreported problem on college campuses. In the Fall, students loaded grocery carts with \$1,092 worth of cereal and granola bars to sustain college peers they will likely never meet.

Service-learning serves as one of four required Beyond the Classroom experiences for Honors College students. Students in these courses have the exceptional opportunity to apply their classroom knowledge to real problems in their community. Since 2012, the Honors College has offered 24 service-learning courses. Due to faculty sabbaticals and other interruptions, the Honors College was unable to offer service-learning courses in Fall 2017. However, in Spring 2018 the service-learning curriculum was revitalized with three courses, and five unique service-learning classes in Fall 2018 will explore topics from food sustainability to local history, gender identity to ecological conservation.

Our students, as you might imagine, are widely engaged in "community engagement and community-based research, scholarship, outreach, service or volunteerism," and a significant portion of this activity stems from research funded by the Honors College and/or from senior thesis research. The following examples provide some sense of the range and depth of these endeavors:

Title: The Effects of Genetic Risk and Neighborhood Social Factors on Blood Pressure in African Americans

Student: Raines Waggett, Biology
Mentor: Dr. Dawn Wilson

Title: An Evaluation of the Impact of Localized Health Efforts on a Community
Student: Sareen Handoush, Public Health
Mentor: Dr. Edward Frongillo

Title: The Identification of Specific Learning Disabilities (SLD) in South Carolina
Student: Iris Sakamoto, Experimental Psychology
Mentor: Dr. Scott Decker

Title: Molecular Mechanisms of Warburg Micro Syndrome: A Model for Intellectual Disability
Student: Mara Cowan, BARSC - Developmental Neuroscience
Mentor: Dr. Sofia Lizarraga

There are many more examples that will be omitted here, but are equally impressive.

Finally, The South Carolina High School Writing contest is now in its fifth year. We received several hundred submissions and are in the process of evaluating them now. Before the end of the semester, we will bring the finalists to campus for the second round of the competition. In addition, we have made plans to turn this experience into a class for fall 2018 to benefit our Honors College students who are interested in pursuing a career in editing or publishing.

Community Perceptions

How unit assesses community perceptions of engagement, as well as impact of community engagement on students, faculty, community and the institution.

Students who participate in an Honors service-learning class complete a questionnaire that captures their perception of the course's activities and the impact. Through these questionnaires, it's clear that students who participate in honors service-learning leave the experience with transformed perceptions about their communities. The students truly feel they have impacted their partnering organizations, and many choose to continue participation far beyond the conclusion of an Honors service-learning class. A few highlighted student quotations about their experience with our service-learning courses follow:

Personal Growth: Students reported that service-learning gave them a new perspective and made them more grateful for what they have. "After the service-learning, I experienced the personal fulfillment of giving my time to help a cause greater than myself, which I probably would not have experienced otherwise. This service-learning experience has made me want to continue to serve on my own time in the future."

Increased Knowledge of Issues and Interest in Service: Students unanimously reported that they had a newfound understanding of issues that we face on a local, national, and global level. They stated that they now know where to help, and had an increased desire to serve in the future as well as knowledge of service opportunities and non-profits. It is clear that service-learning courses motivate to serve, and the tools and knowledge to do so in a meaningful way. "I mainly worked with kids at Hannah House. Before this course, I had never really thought about kids when I thought about homelessness. I was able to learn about a whole new side to homelessness. I saw how they responded to volunteers, learned how they viewed their current living situation, and saw how they interacted with one another. In class, we mainly discussed homeless adults, so I feel that my service with kids really supplemented my learning."

Academic Impact: Students reported that the service component genuinely reinforced the academic concepts

taught in their class. "The class focused a lot on how to respond to issues of homelessness and poverty, and my service-learning experience allowed me to actually be a part of that response rather than just talk about it."

Incentivizing Faculty Engagement

Policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity.

We provide funding for courses that involve community engagement. We put out an annual call for courses, encouraging service-learning courses especially, which we happily provide with special funding if needed.

Supplemental Info - Community Engagement

Any additional information on Community Engagement appears as Appendix 7. (bottom)

Collaborations

Internal Collaborations

These items do not seem applicable to the SCHC.

External Collaborations

These items do not seem applicable to the SCHC.

Other Collaborations

Our most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations.

These items do not seem applicable to the SCHC.

Supplemental Info - Collaborations

Any additional information about Collaborations appears as Appendix 8. (bottom)

Campus Climate and Inclusion

Campus Climate & Inclusion

Activities unit conducted within AY2017-2018 that were designed to improve campus climate and inclusion.

As of Spring 2018 there are 1,984 active students in the SCHC.

- 83.82% (1,663) self-report as White Non-Hispanic
- 7.11% (141) self-report as Asian
- 2.82% (56) self-report as Hispanic
- 2.37% (47) self-report as Black
- 2.17% (43) gave no response
- 1.41% (28) self-report as Two or More Races
- 0.20% (4) self-report as American Indian or Eskimo
- 0.05% (1) self-report as Native Hawaiian/Other Pacific Islander
- 0.05% (1) self-report as Other

In addition, SCHC has 14 Gamecock Guarantee students.

The area of most concern is our ongoing desire to be more successful recruiting African-American students. We have both continuing efforts and new initiatives to help recruit a diverse student body and to have the Honors College reflect University of South Carolina's commitment to Diversity.

We continue to grow our Minority Transfer Recruitment Reception and other efforts. This year we invited over 200 rising sophomores to our event and 50 either attended or set up separate meetings with us. We are now in the process of receiving their applications to the college and believe we will get a significant yield. In addition, we had a much more robust review process in our freshman admissions process. Part of this was due to a particularly strong applicant pool, both in general and in the diversity of the applicants. As part of the normal review process, SCHC staff reviewed over 200 applicants in a third-round review. Again, this pool of applicants was significantly diverse and we expect a solid yield.

As part of the efforts of the college Diversity Officer (a position held by Dr. Kim Simmons, Dr. Ed Munn Sanchez, and currently Dr. Kay Banks) we have enlarged our advertising for our open staff positions to capture a diverse applicant pool. In particular, we are advertising in Diversejobs.net as well as in the Chronicle, Higher Ed News, NACADA, and NCHC. As a whole the SCHC staff and particularly its leadership are significantly diverse.

The Honors Curriculum continues to offer a wealth of courses that engage with diversity and diversity issues, offering 10-15 courses each semester engaged directly with diversity in its many forms, and offering many more courses that engage with diversity as an element of the course.

Supplemental Info - Campus Climate & Inclusion

Any additional information about Campus Climate and Inclusion appears as Appendix 9. (bottom)

Concluding Remarks

Quantitative Outcomes

Explanation of any surprises with regard to data provided in the quantitative outcomes throughout this report.

We cannot think of any surprises to explain.

Cool Stuff

Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.

Probably the coolest things that are not in this report are the individual accomplishments and outcomes of our students. As our graduating seniors head off in May to enroll in prestigious medical schools, law schools, graduate schools; as they accept the positions and fellowships and awards they have won; as they go to work in desirable jobs--we have the good fortune to celebrate their successes. Here for instance is the list of law schools where last year's graduates are now studying, some on full or partial scholarships: Harvard, Emory, George Washington, Richmond, Virginia, Alabama, Syracuse, Wake Forest, Louisville, and South Carolina. Lists of graduate schools, medical schools, employers, etc. would yield similarly impressive results.

Appendix 6. Alumni Engagement & Fundraising

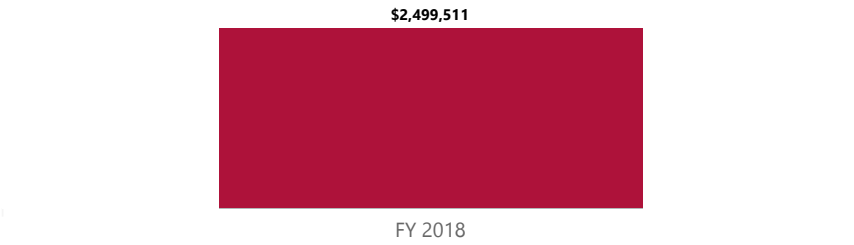


Unit Performance

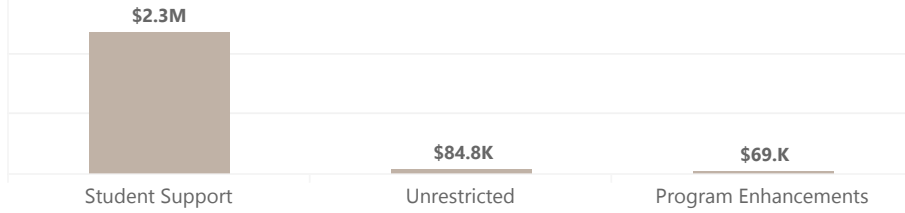
All Gift Band Unit SC Honors College Year FY 2018 Calculation Production

Data update time: 3/2/2018 11:09:39 AM - Printed by Jancy Houck

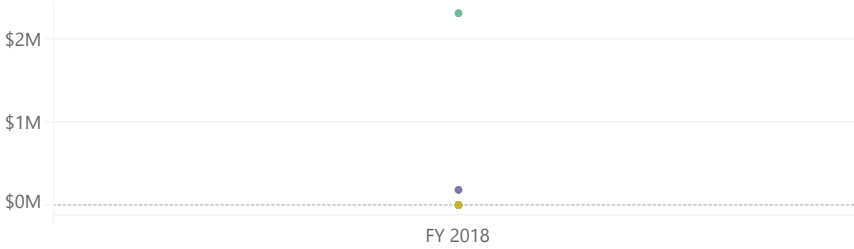
FY - YTD Production



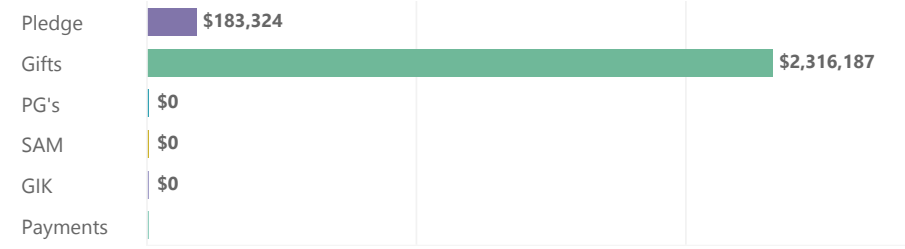
Total \$ by Purpose



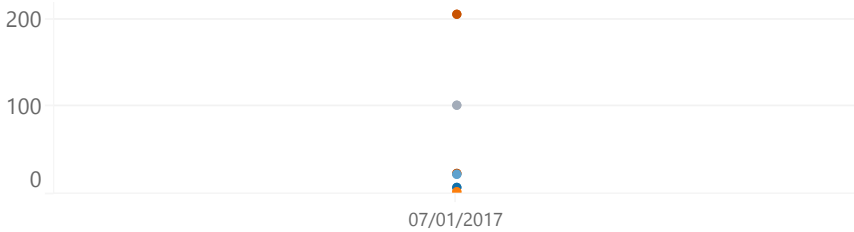
Gift Type



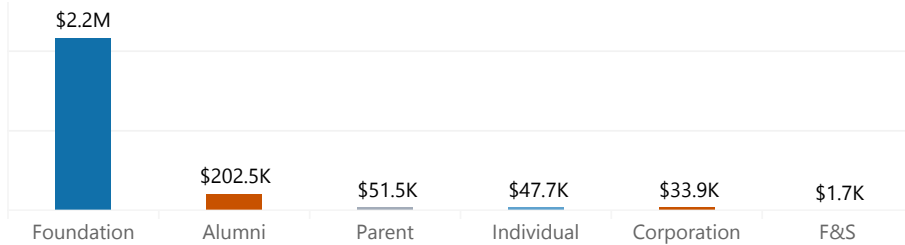
Total \$ by Gift Type



Donor # by Constituency



Total \$ & Donor # by Constituency



Designation

Endowment	\$2.4M
Spendable	\$145.8K

07/01/2017

Total \$ by Designation

