

Executive Summary

Blueprint for Academic Excellence South Carolina Honors College AY2019-2020

Introduction

In Fall 2018, Inside Honors once again awarded our honors college the top ranking. Working effectively with Admissions, we recruited another superlative freshman class, as applications and credentials continued to increase: 574 students with an average SAT/ACT of 1492/32.9 enrolled this past fall, compared to 579 students with 1478/32.5 averages last year. (Cf. 321 students with 1404/31.7 in 2009.) Strong hires have addressed departures and growth, including appointing Professor Andrea Tanner as our new associate dean. Our stellar retention, graduation, and honors completion rates have persisted, and the Honors experience continues to be refined and improved, including Honors Week and the Honors Gala. We continue to benefit from merging with the Office of Fellowships and Scholar Programs, where SCHC students continue to be an increasing percentage of our national fellowship winners, and our Top Scholars thrive, bringing distinction to themselves and the university.

Highlights

1. New associate dean, Professor Andrea Tanner.
2. Total giving FY19 as of 2/25/2019: \$1,799,170 with ~\$2,000,000 pending; 195 donors and 14 major gift solicitations made or pending. Major gift about to be announced.
3. Continued success in national fellowship competitions.
4. Various new and evolving programs, including Artists-in-Residence, Dean's Council, Honors Ambassadors, Honors Gala, Honors Week, and other community-building events.
5. Strong hiring and training of new advisors and staff.
6. 556 Honors classes, expanding H01 classes, reducing H10 sections.
7. Progress toward launching African Leadership Academy Program, approved in 2nd round of Excellence Initiative.
8. Progress toward the new HRH wing, on track to open Fall 2021.



Steven Lynn Dean, South Carolina Honors College

Blueprint for Academic Excellence

South Carolina Honors College

AY2019-2020

Table of Contents

Executive Summary	1
Introduction	1
Highlights	1
Foundation for Academic Excellence	3
Mission Statement	3
Vision Statement.....	3
Values	3
Goals - Looking Back	4
Goals - Real Time	13
Goals - Looking Ahead	18
Academic Programs	25
Program Rankings	25
Instructional Modalities	25
Program Launches.....	25
Program Terminations	25
Academic Initiatives	26
Experiential Learning for Undergraduates	26
Experiential Learning For Graduate Students.....	27
Affordability	27
Reputation Enhancement	27
Challenges	28
Faculty Population	29
Faculty Employment by Track and Title.....	29
Faculty Information	32
Research and Scholarly Activity	32
Faculty Development	32
Teaching	33
Faculty to Student Ratio.....	33
Analysis of Ratio	33
Faculty Awards Received	34
Research Awards.....	34
Service Awards	35
Student Recruiting and Retention	36
Student Recruitment	36
Student Retention	37
Student Enrollment & Outcomes	38
Student Enrollments.....	38
Student Population by Headcount	38
Student Retention, Transfer, and Graduation.....	45

Alumni Engagement & Fundraising	47
Alumni	47
Development	47
Community Engagement	49
Community Engagements and Community - Based Activities	49
Community Perceptions	49
Incentivizing Faculty Engagement	50
Collaborations	51
Internal Collaborations	51
External Collaborations	51
Other Collaborations	51
Campus Climate and Inclusion	52
Supplemental Info - Campus Climate & Inclusion	53
Concluding Remarks	53
Quantitative Outcomes	54
Cool Stuff	54
Appendix 1. Academic Programs
Appendix 2. Academic Initiatives
Appendix 3. Research & Scholarly Activity
Appendix 4. Faculty Information
Appendix 5. Academic Analytics Report
Appendix 6. Alumni Engagement & Fundraising
Appendix 7. Community Engagement
Appendix 8. Collaborations
Appendix 9. Campus Climate & Inclusion

Louise Fry Scudder Professor
South Carolina Honors College



Foundation for Academic Excellence

Mission Statement

We will recruit superb students and provide them with (1) an extraordinary education that includes a rich curriculum with small classes and strong teachers; (2) insightful advising leading to academic success, on-time graduation, and meaningful lives after college; and (3) transformative beyond-the-classroom experiences, including guidance in competing for national fellowships, study abroad, internships, service learning, undergraduate research, and the senior thesis.

Updated: 03/14/2019

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.

Updated: 03/14/2018

Values

We endorse the Carolinian Creed as our values statement.

Updated: 03/14/2018

Goals - Looking Back

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

Goal 1 - 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 •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	This goal engages all aspects of our Mission.
Status	Progressing as expected (multi-year goal)
Action Plan	To emphasize the value of engaging in the fellowship process, we added the duty of fellowship referral and attendance of a least one fellowship session to the EPMS of each Honors Advisor. Events such as Resume Writing led by our Internship staff provide students with opportunities to hone their skills for jobs. In the fall we participated in the Handshake promotion, encouraging students to sign up for this valuable resource provided by the Career Center.
Achievements	The Alumni office hosted a series of "Lunch and Learn" events that provided an opportunity for a student to have lunch with an Honors alum with similar major or career profile. The industries and backgrounds of alums that participated ranged from doctors, engineers, business leaders, lawyers and hospitality and management. Our internship, undergraduate research, and service learning programs continue to expand and provide valuable experiences for students.
Resources Utilized	Staff time and minimum expenses for the lunch and learn events.
Goal Continuation	Yes
Goal Upcoming Plans	We continue to seek ways to attain data on our alumni and different methods to follow up on our students within six - nine months of graduating from the University for more accuracy on post-USC plans. We are close to achieving a complete understanding of our students' plans at the time of Revocation, but we need the data 6-9 months out to have a clearer picture of what our students are doing after graduation.
Resources Needed	We believe we have the resources to continue to make progress on this difficult challenge.
Goal Notes	

Goal 2 - 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 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 •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 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. Staff growth also promotes this aspect of our mission.
Status	Progressing as expected (multi-year goal)
Action Plan	We have studied other honors colleges' facilities, and researched best practices for classroom and living space. We have been involved in the decision making process for construction of the new dorm wing and plan to continue to be involved. We have hired superb new staff to fill vacant slots and new positions. This has allowed us to continue to offer the same level of support to our rapidly growing student body.
Achievements	We have hired new advisors and adjusted job duties to be able to handle the increase in students. DeSaussure College is still relatively new office space for us, but we have already completely filled all available space. Through preemptive actions, we have been able to provide a strong curriculum. We have worked with housing and 650 Lincoln management to create more stable opportunities for on-campus student housing beyond the first year.
Resources Utilized	No additional resources utilized other than staff time to work on these initiative.
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.
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 will likely need additional resources in the coming years, given our sustained growth and the competition for the strongest teaching faculty in certain fields. How the new budget model, if/when it is adopted, will affect this challenge is not yet clear, but we are confident that a process will be in place.
Goal Notes	This goal as a separate statement will be phased out, but the concept will continue to exist under individual topical goals in future planning.

Goal 3 - 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 •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	This goal supports all USC high-ability students engaging in national fellowship competitions.
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	National Fellowship advising is provided to all qualified students at USC. Results of the 2018 competition cycle of national fellowship advising, finalists and winners were impressive. Key highlights include Goldwater Scholars, a Truman Scholar, a Udall Scholar, a second Gates Cambridge Scholar, Hollings Scholars and Boren Scholars. Importantly, student one-on-one national fellowship advising appointments increased by 16%. SCHC students and alumni were 63% of winners while Top Scholars were 45% of total SCHC winners, and 54% of total SCHC money awarded. Assessment of applicants in select competitions continues to reflect the value of the process. Notably, out of 61 students who completed the assessments, 100% found that the process of applying for a national fellowship prompted them to reflect on their academic and/or professional goals, and 97% think the process of applying was worthwhile, regardless of outcome. The Fellowship Peer Mentor Program expanded to include 24 students.
Resources Utilized	National fellowship advising provided by one full FTE, with advising support from Assistant Dean. Scholar Programs 1/2 national fellowship advising was moved into a growth position, National Fellowships Coordinator. This position was searched for in fall 2018 and staff person started in February 2019. Additionally, a small portion of a SCHC academic advisor position serves as a member of the national fellowship team and provides information to SCHC advising team. Support staff of one FTE also support the work of the A funded unit.
Goal Continuation	Yes
Goal Upcoming Plans	We will continue making it a top priority to encourage high ability students to consider and apply for national fellowships, with the SCHC student population as a primary target. We are continuing to implement various support strategies to provide information and support to Honors academic advisers in referring and encouraging students to engage in national fellowship processes.
Resources Needed	No new resources are needed.
Goal Notes	

Goal 4 - 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 •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Our mission obviously requires effective leadership and staff.
Status	Completed successfully
Action Plan	We have refined the leadership roles and the organizational structure of the College. In FY19 we added four new FTEs to our staff in order to keep up with the rapid growth of our student population. We also rehired in several key position, including Associate Dean. We believe these additional staff positions will be enough to sustain our projected student body for several years.
Achievements	We updated, revised and improved FY19 EPMS plans and Position Descriptions for our entire staff this academic year, which is no small undertaking. We also completed a project to make small adjustments to have similar jobs bear similar titles and class codes. Finally, in FY19 we hired 11 new staff, with three more open searches. As part of these hires, small shifts were made in staff roles and assignments. We have a strong leadership team in place.
Resources Utilized	Our base budget was used to fund the additional positions.
Goal Continuation	No; this goal has been completed.
Goal Upcoming Plans	No new resources are needed now.
Resources Needed	Maintain current staffing structure and positions. Support current staff members to increase longevity in jobs.
Goal Notes	

Goal 5 - 40th Anniversary

Goal Statement	The South Carolina Honors College was formed in 1978. Thus, we celebrated our 40th anniversary last year with students, faculty and alumni.
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	Celebrating our anniversary with students, faculty and alumni supports our mission related to advancing students and continuing a mutually beneficial community beyond graduation.
Status	Completed successfully
Action Plan	We established an internal planning committee which decided to create one new event bringing back retired and current faculty. In addition, the committee decided to celebrate the anniversary as part of other regularly occurring annual events, activities and publications.
Achievements	Our anniversary was celebrated at a new faculty event, freshmen convocation, senior revocation, homecoming for alumni and several smaller events throughout last year. An anniversary logo appeared on college materials and our website. Our alumni magazines for the year incorporate our anniversary as a theme. The goal was to share our story, our history and our achievements.
Resources Utilized	No additional resources were used for most activities since we worked the anniversary celebration into events and publicity we were already doing. The faculty event was paid for with donations.
Goal Continuation	The goal has been completed.
Goal Upcoming Plans	n/a
Resources Needed	None.
Goal Notes	

Goal 6 - Top Scholar Engagement

Goal Statement	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 •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	This goal supports our mission to provide students with the richest possible educational experience.
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	The Top Scholars community grew from 194 to 208 in FY19 (the Stamps Program expanded to 30 scholars). Top Scholars are provided a formalized four-year experience based on a holistic advising model creating a framework for a personalized undergraduate experience for each scholar. Participation is impressive: 91% participated in at least one Scholar Program offering; 91% participated in a Sophomore Strategy Advisement sessions, exceeding the three-year average; 100% of First Year Scholars (FYS) participated in at least one FYS program also exceeding the three-year average. Beyond Scholar Programs offerings, 94% of upperclassmen participated in at least one high-impact activity while at USC: study abroad (51%), service-learning classes (6%), undergraduate research (44%), leadership positions and internship/meaningful work experience each at 68%. The Scholars United (SU) student group and executive team (SUET) provides a supportive community for these exceptional students.
Resources Utilized	The Scholar Programs Coordinator position was redesigned for 100% focus on Scholar Programs and hired in September 2018 to equal two FTEs for this work. Support staff equaling another FTE support this work. This is an A funded unit with some select support from Educational Foundation and Stamps Matching Grant.
Goal Continuation	Yes
Goal Upcoming Plans	Collaborating with Special Events and Development, we have planned and implemented one spring scholar and donor dinner for all Top Scholars (enabling 1801 and Horseshoe Scholars to attend). Implementing details funded by the McNair gift to provide enrichment opportunities for McNair Scholars continues to be a priority.
Resources Needed	Resources allocated to OFSP in the new McNair gift will be used to complete goals.
Goal Notes	

Goal 7 - Essential Courses and Class Size

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 •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	This goal is the essence our Mission related to the curriculum. Having the appropriate courses and class sizes is key.
Status	Progressing as expected (multi-year goal)
Action Plan	We have been and will continue to work with Arts and Sciences, Nursing, and Engineering to secure faculty and all Honors sections of courses. 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 expanded our course offerings in other colleges. We made progress in limiting class sizes and reducing H10 classes.
Achievements	We aggressively pursued increasing the number of courses offered, particularly in key areas, such as Engineering, Nursing and Arts and Sciences. One strategy we employed to achieve this was funding the hiring of Instructors in various units to free up faculty to teach Honors. However, the overall number of Honors courses offered is not keeping up with our growth.
Resources Utilized	Beginning in Fall 2017 we increased the student fee to \$575 per semester. This allowed us to increase the number of courses offered. We spent \$2,027,871 on courses in FY18, up from \$1,624,070 in FY 2017, and \$1,547,555 in FY 2016.
Goal Continuation	Yes.
Goal Upcoming Plans	We are expecting a large freshmen class in Fall 2019. We also expect for data to be collected for Honors rankings in the fall, and rankings heavily focus on the number of all-honors courses offered. Preliminary data show that we have slightly increased the number of courses offered over the previous year, and we will continue to develop strategies to increase the quantity and quality of courses we offer.
Resources Needed	As the new budget model will be running parallel to the current budget model in AY20, and our number of courses continues to increase, we are cautiously optimistic that the new budget model will not significantly impact the courses that we teach. We will, however, over the next year need to work out how to assure this stability, and whether additional resources will be needed.
Goal Notes	

Goal 8 - 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 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 was put on hold in AY19 as a result of the Excellence Initiative, but we 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 plan to review the amount each Fellow receives as we contemplate expanding the program.
Goal Continuation	Yes
Goal Upcoming Plans	This is an important program that helps provide linkages between SCHC and other academic units. We plan to review the amount each Fellow receives as we contemplate expanding the program.
Resources Needed	If we expand the program to 25 Faculty Fellows and continue with a \$2500 stipend, this would require an additional \$25,000 in funding.
Goal Notes	

Goal 9 - 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 •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	This goal drives those aspects of our mission that are predominantly extracurricular, although the relationships are obviously interdependent.
Status	Progressing as expected (multi-year goal)
Action Plan	While the percentage of our non-white students remains about 16%, we saw an increase of black students in the incoming class and transfer process. Honors advisors are engaging students in the fellowship and awards process by attending sessions with their students and sending targeted emails to students. Our support for student travel continues to grow as we received nominations from faculty encouraging students to apply for funds. The weekly newsletter has become the place to find out about events, programs, and free tickets.
Achievements	Deans Council has embraced their role as becoming the programming board for the College. The students hosted a few events during the year (Yoga on the Horseshoe and Exam Break). Their biggest achievement was a successful Honors Gala with over 500 students attending. We are continuing to cultivate a sense of community in the College. Our first class of BARSC-MD students is now in their first year of medical school. We continue to support our students' interest in engagement in the Honors College. For example, the Black Honors Caucus began with a group of students approaching our dean with the idea of having an organization dedicated to the black students in the College.
Resources Utilized	Staff time and modest expenses for student programs and events.
Goal Continuation	
Goal Upcoming Plans	To foster community in the Honors College, we need to help our students embrace diversity of culture, ethnicity, gender and sexual orientation, race, and religion. These efforts will be furthered through our courses and College events and programs. We will continue to develop and implement co-curricular activities and events designed to create a sense of belonging and interaction between the different classifications (freshman, sophomore, etc.), majors, career interests, and other potential groupings.
Resources Needed	No new resources needed.
Goal Notes	

Goals - Real Time

Goals for the South Carolina Honors College that are in progress for AY2019-2020.

Goal 1 - Top Scholar Engagement

Goal Statement	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 •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	This goal aligns with our mission to provide the strongest possible educational experience.
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	We continue to collaborate with key partner offices such as Admissions, Development, Study Abroad, OUR, Special Events, and within SCHC as well as key University leaders such as the Associate Provost and Dean of Undergraduate Affairs to provide superior undergraduate experiences for Top Scholars. Also, continued communication with foundations - McNair, Stamps and UofSC Educational.
Resources Utilized	A funds budget for Top Scholars Events and Scholar Programs staff
Goal Continuation	Yes
Goal Upcoming Plans	1. Provide continued leadership and programmatic support to decisions regarding expansion of UofSC Stamps Scholars Programs from 20 to 40 Stamps Scholars to offer a top-tier Stamps Scholarship program for both in and out of state scholars. 2. Recruit, hire and on-board a growth FTE for Scholar Programs to support the expansion of the McNair Scholars to include individual and group enrichment funding and experiences. 3. Celebrate the 25th year of OFSP and the 50th year of the Carolina Scholar awards. A celebration with alumni is planned for Homecoming in fall 2019.
Resources Needed	Additional Spring 2019 McNair Gift to UofSC will provide funding for enrichment dollars for Scholars as well as OFSP staff support.
Goal Notes	

Goal 2 - 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 •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	This goal supports all USC high-ability students engaging in national fellowship competitions.
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	The office has always served high ability students from across campus and focuses much of its time and effort on national awards for undergraduates, particularly those which are counted in the honors college ranking methodology. FY20 will be the 25th year of national fellowship advising at UofSC. Highlights include: Longevity and consistency of UofSC students winning a variety of national awards, resulting in an average of 50 winners annually. Effective mentoring of students through a variety of national fellowship processes. Engagement of faculty in various processes (Fulbright, nominating committees). For FY20, we will continue our early outreach to faculty regarding Fulbright participation, and continue to look for new faculty to rotate onto our nominating committees.
Resources Utilized	Staff resources and faculty and staff volunteers serving on national fellowship committees, review processes and practice interview teams.
Goal Continuation	Yes
Goal Upcoming Plans	Celebrate and promote this 25th year of national fellowship advising and OFSP at USC. Bolster institutional success in national fellowship competitions through increased number of SCHC applicants, with specific focus on the Fulbright competition. 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.
Resources Needed	No new resources are needed.
Goal Notes	

Goal 3 - Curricular Improvements

Goal Statement	Provide a wide range of Honors courses, including required courses, across the disciplines. Expand our offering of innovative and unique courses, including service learning courses, that are often interdisciplinary. Recruit and 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 •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 foundation of our mission and critical to our ongoing success in the Honors rankings.
Status	Progressing as expected (multi-year goal)
Action Plan	This year we implemented the new Engineering Honors curriculum, which has increased our Engineering offerings fourfold and, we believe, gives us the strongest Engineering Honors program in the country. We continue our strong partnership with Nursing to further develop the Smart Start program. We plan to develop a program in DMSB that is similar to the expansion in Engineering. We have significantly reduced H10 (hybrid) courses.
Achievements	We have assessed Year 1 of our Engineering curriculum plan and made adaptations and changes according to faculty, advisor and student feedback. Preliminary data for Fall 2019 courses indicate that the number of Honors course offerings has increased slightly, but not nearly enough to keep up with the growth of our student population. The depth, breadth, and quality of faculty teaching our courses are impressive. We have added several popular and meaningful service learning courses to the curriculum.
Resources Utilized	Total expenses for the SCHC increased by \$421,540 from FY 2018 to FY019. Much of this increase was tied to faculty salaries in an effort to provide additional Honors courses.
Goal Continuation	Yes
Goal Upcoming Plans	A new associate dean was hired in January 2019 to replace Ed Munn Sanchez, who was in charge of curriculum for numerous years. The new associate dean, Andrea Tanner, plans to develop new strategies to develop innovative courses, cultivate new faculty to work with our students and make connections with academic units to ensure ongoing support as the university transitions to a new budget model.
Resources Needed	As we move to a new budget model, ongoing understanding and support is crucial to the continued success of SCHC, as the Honors ranking system is closely tied to the quantity and quality of Honors courses offered.
Goal Notes	

Goal 4 - Academic Advising

Goal Statement	<p>Goal A: Assist students in developing their academic plan to evaluate various pathways to fulfill degree and Honors requirements.</p> <p>Goal B: Maintain a collaborative partnership with the University Advising Center (UAC) to ensure Honors Advisors are equipped with information to support our students.</p>
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	<p>Advising is a crucial aspect of the mission of the Honors College. Honors advising is highly relational with advisors getting to know their students in May before their first semester at the University and continuing work with them through the completion of their Honors requirements and graduation. Honors advisors encourage the exploration of major and personal interests, working with students to create academic plans to meet both Honors and degree requirements.</p>
Status	<p>Progressing as expected (multi-year goal)</p>
Action Plan	<p>Our theme for honors advising is "Beyond Checkboxes: Making the Most of the Honors Advising Experience." Through reflective conversations, an Honors advisor will encourage exploration of a student's academic interests and identify opportunities that help fulfill degree and Honors requirements. To support this, we will employ the concept of Appreciative Advising. Honors advisors will maintain contact with advisors in the academic department of the respective major(s) they advise.</p>
Achievements	<p>Honors advisors are often selected to participate in campus committees related to the University Advising process, which reflects our collaborative efforts with the University of Advising Center. We have several advisors who have completed level one of the (UAC) training program and had several nominated by their students in the recent UAC Advisor Appreciation promotion. While student participation in our advising survey is low, less than 20% participating, student feedback is positive about the honors advising experience.</p>
Resources Utilized	<p>Staff time and support for advisor professional development (conferences). The Assistant Dean of Student Services will continue to have a collaborative relationship with the USC Assistant Dean of Undergraduate Advising.</p>
Goal Continuation	<p>We will support our Coordinator of Student Services in attaining her certificate for Appreciative Advising. By doing so, we will be better able to implement an Appreciate Advising approach in future advising appointments. We will involve our Faculty Fellows in advising workshops and sessions. We will pursue opportunities to increase student participation in the advising survey to use this feedback in our assessment on the Honors advisement process.</p>
Goal Upcoming Plans	
Resources Needed	<p>No new resources needed</p>
Goal Notes	

Goal 5 - Securing Courses and Faculty

Goal Statement	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 and the outstanding faculty who teach our courses form the foundation of our mission and are critical to our ongoing success in the Honors rankings.
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, as the result of hiring policies, or some combination.
Achievements	To date, we have been remarkably successful in maintaining the number of Honors courses we offer. However, the number of courses offered has not kept pace with our increased student population. In general, the quality of our faculty is high.
Resources Utilized	A significant portion of our budget is spent on courses and faculty each year.
Goal Continuation	The new associate dean, in consultation with the dean, assistant deans and budget manager, is reviewing the processes utilized to secure courses and compensate academic units and individual faculty. We plan to evaluate, update and streamline this process as the university moves to a new budget model.
Goal Upcoming Plans	For units with a high number of Honors students, we plan to continue to pursue dedicated faculty hires. We also would plan to compensate units so that they can hire instructors that would, in turn, free top research and teaching faculty to teach Honors courses.
Resources Needed	Unknown at this time. Depending on the implications of the new budget, we may need to create incentives for departments to prioritize offering Honors classes.
Goal Notes	

Goals - Looking Ahead

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

Goal 1 - Student Engagement

Goal Statement	We will continue to improve and develop programming that helps build community and engage our students in the University and surrounding campus.
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 Honors College student experience involves a rich curriculum with special interest classes, a personal relationship with an Honors advisor, and an open and diverse community that nurtures students to become global citizens.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Deans Council is being restructured with officer positions to continue programming with student input.</p> <p>The Artists in Residence program will become the Culture and Arts program involving all students an opportunity to engage in cultural opportunity on and off campus. We will have an annual diversity event in the spring semester.</p>
Achievements	Under a new structure with officer positions, we will see an increase of students joining Deans Council. The Black Honors Caucus will collaborate with Deans Council to plan an event centered around diversity and inclusion within honors. We will have student feedback from a survey on honors college events and programs.
Resources Utilized	Staff time and our Educational Foundation endowment for community building
Goal Continuation	yes
Goal Upcoming Plans	The new Communications Coordinator position will implement a social media strategy to promote events and programs to students.
Resources Needed	no new resources
Goal Notes	

Goal 2 - 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 •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	This goal supports all USC high-ability students, including Honors students, engaging in national fellowship competitions.
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	Three and five year targets for the number of national fellowship applicants, finalists and winners are set with the objective to meet or exceed these targets in each category each year. Outreach and support to result in a diverse applicant pool, including Pell Grant recipients and Gamecock Guarantee students, is also a priority. We also will continue to focus on engaging our best faculty as key components in supporting our students in national fellowship applications and national interview preparation.
Resources Utilized	Current staffing will be utilized to reach goals.
Goal Continuation	Yes
Goal Upcoming Plans	Continued outreach and national fellowship advising support to all academically talented USC students with target populations of SCHC, Capstone Scholars, and Presidential Scholars (graduate students).
Resources Needed	No new resources needed.
Goal Notes	

Goal 3 - Top Scholar Engagement

Goal Statement	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 •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	This goal aligns with our mission to provide the strongest possible experience for our students, attracting the top students from in-state and out.
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	The out of state Stamps Scholar program will reach a full complement of students. We will be implementing the first McNair Signature Experience for the McNair Class of 2023, we will be continuing to implement systems and support for the use of enrichment funds by the McNair Classes of 2023 and 2024.
Resources Utilized	Continued staffing from FY20 should meet needs.
Goal Continuation	Yes
Goal Upcoming Plans	Continued work with key partner offices and foundation to provide a formalized, four year holistic experiences for the Top Scholar population including Stamps, Carolina, McNair, Horseshoe and 1801 Scholars.
Resources Needed	No new resource needs expected.
Goal Notes	

Goal 4 - Diversity and Inclusion

Goal Statement	Our goal is to help our students embrace diversity of culture, ethnicity, gender and sexual orientation, race and religion.
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	This goal aligns with our mission to create and foster a nurturing, stimulating and open diverse community.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Expand the number of courses offered by seeking faculty who want to teach on subjects related to diversity and inclusion.</p> <p>Plan at least one event each semester that focuses on diversity and inclusion. The Assistant Dean of Student Services and Diversity will lead these efforts collaborating with the Deans Council and Black Honors Caucus.</p> <p>Partner with the Diversity and Inclusion Admission Office to involve our alumni and current students in recruiting, specifically the Summer Seniors program.</p>
Achievements	
Resources Utilized	Collaboration with Council of Academic Diversity Officers, Black Honors Caucus and staff time.
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	No new resources needed.
Goal Notes	

Goal 5 - Academic Advising

Goal Statement	Assist students in developing their academic plans to evaluate various pathways to fulfill degree and Honors requirements. Advisors will maintain contact with academic departments to provide support to their advisees to fulfill degree and honors requirements. Advisors will utilize campus technology (EAB Navigate, Degree Works, Banner) in academic advising and course registration.
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	Our goal to assist students with developing their academic plans and maintaining contact with academic departments is derived from our mission statement to provide insightful and individualized advising that leads to academic success.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Provide an opportunity for peer mentors to assist with honors advising in advisement workshops and sessions.</p> <p>Implement feedback from the revised student advising questionnaire and the use of an Appreciative Advising approach in appointments.</p>
Achievements	Our Coordinator of Student Services has been asked to co-chair the University EAB Navigate committee. Our advisors participate in academic department meetings, and Honors advisors attend a semester meeting with the UAC advisors. A new Honors advising handbook will be an internal resources for our staff.
Resources Utilized	staff time
Goal Continuation	yes
Goal Upcoming Plans	We will continue to expand our relationship with the University Advising Center and other campus academic departments.
Resources Needed	no new resources.
Goal Notes	

Goal 6 - Curriculum

Goal Statement	Maintain and grow existing required major and Carolina Core courses in key academic units (CAS, CEC, DMSB) while expanding our H01 course offerings in other areas (i.e., Public Health). Expand Beyond the Classroom Honors opportunities including service learning courses and Study Away.
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 foundation of our mission and critical to our ongoing success in the Honors rankings.
Status	Progressing as expected (multi-year goal)
Action Plan	Meet with department chairs and deans across campus to explore new partnerships and opportunities. Evaluate and discuss current partnerships and course offerings and adapt accordingly.
Achievements	To date, we have been successful in maintaining the number of Honors courses we offer. However, the number of courses offered has not kept pace with our increased student population.
Resources Utilized	Total expenses for the SCHC increased by \$421,540 from FY 2018 to FY019. Much of this increase was tied to faculty salaries in an effort to provide additional Honors courses. We expect that we would need additional funding or courses to keep pace with Honors enrollment.
Goal Continuation	The new associate dean, in consultation with the dean, assistant deans and budget manager, is reviewing the processes utilized to secure courses and compensate academic units and individual faculty. We plan to evaluate, update and streamline this process as the university moves to a new budget model.
Goal Upcoming Plans	New strategies will be developed to secure required major and Carolina Core courses and to secure special topics courses with top university faculty.
Resources Needed	Unknown at this time. Depending on the implications of the new budget, we may need to create incentives for departments to prioritize offering Honors classes.
Goal Notes	

Goal 7 - Faculty Engagement

Goal Statement	Increase faculty involvement and engagement across the SCHC.
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 engage in teaching, research, out of classroom activities, recruiting and national fellowship and Top Scholar mentorship opportunities is key to our mission.
Status	Progressing as expected (multi-year goal)
Action Plan	Actively promote SCHC mission, vision and opportunities to UofSC faculty and staff in an effort to recruit new partners to participate in key areas -- teaching courses, mentorship, OFSP involvement, and faculty fellows program.
Achievements	Although we have faculty and university staff who are dedicated to SCHC, we believe there are many other key faculty/staff who would be interested in contributing to SCHC.
Resources Utilized	Primarily staff time.
Goal Continuation	SCHC will soon hire its first ever, full-time communications staff member. We believe this hire will help us better communicate across campus and develop new faculty/staff relationships.
Goal Upcoming Plans	We will develop strategies to effectively communicate with potential partners and recruit new campus partners to work across the college.
Resources Needed	Staff time
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, 2016 and 2018. In the most recent ranking, published in Fall 2018 in "Inside Honors," the SCHC was given the highest possible score of 5 stars (or "mortarboards") overall, and ranked in the top group, which included six other colleges. Although Willingham does not provide numerical rankings, his comprehensive, data-driven ratings can be easily converted into a numerical ranking, and our honors college does have the highest score, given that conversion.

Instructional Modalities

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

In order for our students to be fully immersed in the "Honors" experience, we support and encourage innovative opportunities in and outside of the classroom. For example, our course focusing on the U.S. Constitution culminates in a trip to Philadelphia. The Chemistry of Food course, a lab science, takes place in a kitchen where students cook and then conduct lab experiments using the food they cook. This May, students will spend three weeks visiting Smithsonian museums and reflecting on their experiences. There have been no college-driven changes to our pedagogical philosophy: We encourage small classes with strong student participation and engagement. We recruit the best researchers and teachers on campus to teach our courses and support their pedagogical innovations.

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.

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 Undergraduate Research, Internships, Study Away, and Service Learning.

The SCHC Undergraduate Research Program is well established and continues to grow as we increase the number of faculty partnerships across disciplines while also increasing student awareness of the benefits and importance of engaging in research. In fiscal year 2018-19, the SCHC awarded \$338,328 to 139 students. Forty-one of the awards were Exploration Grants, an increase of 10 non-stem awards from the previous year. Though the increase in non-stem projects is small and gradual, this is an ongoing effort, and we remain encouraged by the progress.

Last year the SCHC partnered with the University's Office of Undergraduate Research (OUR) to promote the Research Registry, which provides more precise data on the research participation of UofSC undergraduates. As a result of this partnership, we are able to report that of the 349 Fall 2018 records of student research participation, 141 were SCHC students. Bottom line, Honors students accounted for 40% of total entries submitted by students across all UofSC campuses.

Further, 106 of the 141 students are grant recipients - which includes both Magellan grants and Honors fellowship awardees. Prior to the implementation of the Research Registry, this information would not have been available. OUR says they are "deeply appreciative of the partnership with the Honors College in supporting this system and encouraging Honors students to record and recognize their research experiences."

The South Carolina Washington Semester Program (WSP) celebrated its 27th year last spring. We continue to refine and improve this life-changing program where students spend a semester living in Washington D.C., working on Capitol Hill, and taking other courses in order to receive 12 hours of course credit. It is important to note that this program is open to any student enrolled in a college or university in the state of South Carolina, and the SCHC is proud to support this important state-wide initiative.

The South Carolina Semester Program takes place in Columbia and provides government agency internships. Concurrently with the internship, students take a SC government course taught by Senator Vincent Sheheen.

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, involves students, many of whom are 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. Dean Steve Lynn teaches a course on leadership that connects each student to an accomplished mentor. As a part of the course, 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.

Each semester, the SCHC supports a robust offering of service-learning courses, which challenge students to use their classroom knowledge to make a difference in their communities. Academic year 2018-2019 saw our most diverse range of classes yet: from Spanish for Healthcare Professionals, in which students worked alongside interpreters at local clinics, to Mirrors of the Past: Documenting Local History, in which students documented the displacement of African-American residents. Students thus have had the opportunity to deeply impact Columbia with the guidance of admired faculty.

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 had 3 students participate in the new exchange program with the Honors College at the American College of Greece. Our Oxford Scholars program, in cooperation with the Business School, continues to thrive, and our relationships with a significant number of other universities offer students enriched international experiences.

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 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.

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 UofSC'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. At the bi-annual HERU conference in May 2019, SCHC representatives will be presenting three papers. Our students enhance our reputation with their impressive test scores and GPA as incoming freshmen and by presenting scholarly papers and publishing their research (with our financial support, as needed) as upperclassmen.

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.

Our greatest challenge going forward, we believe, will be delivering the curriculum we have promised to our students. How will the new budget model, if/when it is implemented, affect our ability to secure small classes, taught by strong faculty who are research-active, in sufficient numbers and diversity to allow our students to graduate "with honors"? How can we continue to increase the number of courses we offer to keep pace with our growing student population?

The current system of transferring funds to units is complicated and seems vulnerable going forward. One approach to assuring the availability of Honors classes (appropriately sized, staffed, and distributed) would involve doing three things: First, establish MOUs with the various units, approved by the provost, that would clarify the unit classes that will be needed and provided to deliver the necessary Honors curriculum. This MOU would stabilize the funding to be transferred (thus, removing the financial incentive to offer larger non-Honors classes instead). The MOUs would need adjustment of course if the size of the Honors College changes. Second, begin the process of hiring faculty who are designated to create Honors teaching slots. These faculty would not necessarily (and probably should not) be tied to teaching particular Honors classes themselves (although they certainly could), but their addition to the faculty would be understood to entail the unit's obligation to offer designated Honors courses. Over time, we would replace the transferring of funds for courses, as the number of teaching slots designated for Honors increases. Third, stimulate the offering of SCHC-designated classes by offering compensation to units and faculty to develop and offer these signature courses.

Although we are assuming that the size of the incoming classes will stabilize at or below 10% of the freshman class (that is, below 600 students), the recent dramatic growth of the Honors College will nonetheless continue to pose challenges for us in the near future as the overall size of the college grows. From FY11 to FY19, we have seen the following increases in our freshmen class: 338 (FY11), 349 (FY12), 349 (FY13), 414 (FY14), 436 (FY15), 488 (FY16), 504 (FY17), 584 (FY18), 576 (FY19). We have also seen increases of about 50 students each year by way of transfers into the SCHC. As a result, the overall size of the Honors College has grown from 1416 in FY11 to 2142 in FY19. We have dealt with this growth by adding classes and staff, within our capabilities, increasing from 386 Honors classes in FY11 to 570 in FY18, and 556 in FY19. This year, for the first time since 2011, our total number of classes declined, and our number of classes per student declined (from .311 in FY16 to .257). We are more than maintaining the quality of our advising and beyond-the-classroom activities, but we must also maintain the number and quality of our classes.

Another challenge ahead will be the successful completion of the new wing of the HRH: the addition must have common spaces that are comparable to the existing wings (the new wing must be at least equal in its amenities to the existing space, in other words), and a versatile gathering space (not a large tiered classroom) is also essential.

Faculty Population

Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2018	Fall 2017	Fall 2016
Tenure-track Faculty	0	2	2
Professor, with tenure		1	1
Associate Professor, with tenure		1	1
Assistant Professor		0	0
Librarian, with tenure		0	0
Research Faculty	0	0	0
Research Professor		0	0
Research Associate Professor		0	0
Research Assistant Professor		0	0
Clinical/instructional Faculty	0	3	3
Clinical Professor		0	0
Clinical Associate Professor		0	0
Clinical Assistant Professor		1	1
Instructor		2	2
Lecturer		0	0
Visiting		0	0
Adjunct Faculty		7	6

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

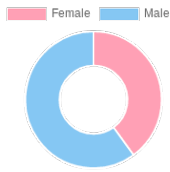
Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2018, Fall 2017, and Fall 2016.

	Fall 2018	Fall 2017	Fall 2016
Gender	0	5	5
Female		2	2
Male		3	3
Race/Ethnicity	0	5	5
American Indian/Alaska Native		0	0
Asian		0	0
Black or African American		2	2
Hispanic or Latino		1	1
Native Hawaiian or Other Pacific Islander		0	0
Nonresident Alien		0	0
Two or More Races		0	0
Unknown Race/Ethnicity		0	0
White		2	2

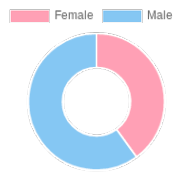
Illustrations 1 and 2 (below) portray this data visually.

Illustration 1. Faculty Diversity by Gender

2018 Faculty Gender



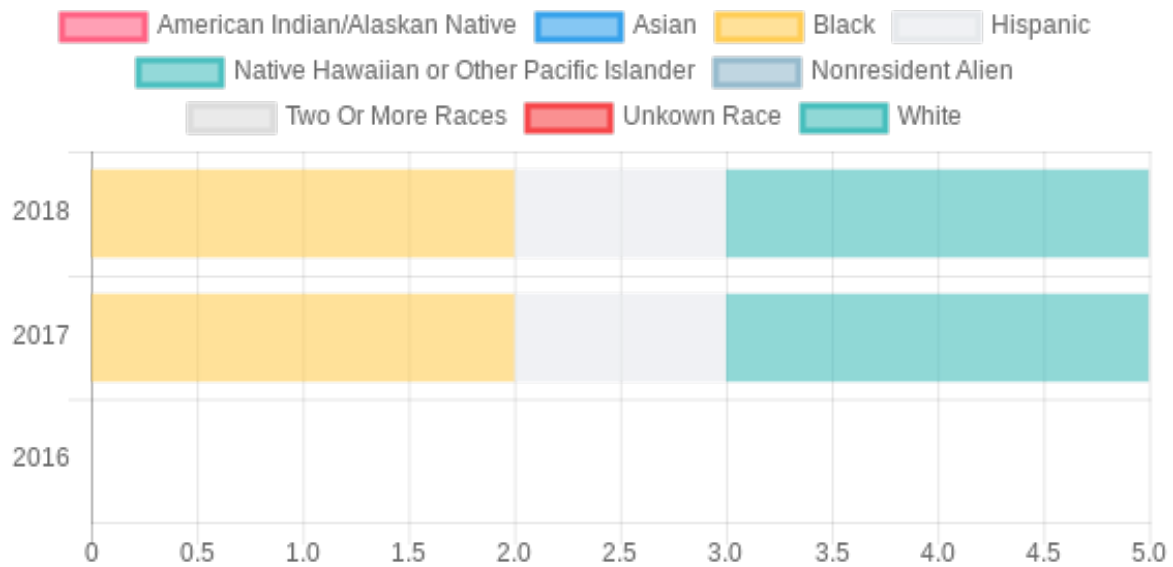
2017 Faculty Gender



2016 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 2018 (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

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.

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 2018, Fall 2017, and Fall 2016

Fall 2018	Fall 2017	Fall 2016

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

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 and recruit prospective and admitted students when they visit campus. We also recruit prospective students at our regional alumni gatherings.

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. Staff and students provide the information sessions.

Individual appointments: Individual appointments are scheduled on an as-needed and requested 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 have the opportunity to set up 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, administrators, students, or other staff, as appropriate.

Admissions Events: In partnership with University Admissions, the SCHC participates in the various iterations of Meet the SCHC, Admitted Students Day, Open House and Top Scholar recruitment weekends. 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 and Honors Ambassadors.

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. Our current Top Scholars write personal notes to every student invited to the recruitment weekend and serve on Scholar Host Teams during both weekends.

Honors Ambassadors: The Honors Ambassadors program is a team of 18 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. They also follow up with prospective students via postcards and emails. Two to three Ambassadors serve in an officer role with additional administrative responsibilities.

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 2018, we accepted 9 transfer students (slightly higher than our average of 7 in previous December transfer cycles). We expect to transfer in an additional 45 students in May 2019 based on previous May transfer cycles.

Student Retention

Efforts at retaining current students in College/School programs.

Our freshman-to-sophomore retention rate continues to be superlative, consistently in the 96 to 98% range. The graduation rate of students who enroll in the SCHC is 91%. Over the past 4 years, an average of 80% of our students graduated "With Honors." Compared to other honors colleges (with lower requirements), this rate is phenomenal. We hope to increase this percentage even more by doing the following:

- Utilizing campus technology systems such as Navigate and Degree Works to ensure students are making progression in degree and honors requirements.
- Collaborating with academic colleges/departments to provide courses that help student meet degree and honors requirements.
- Providing support for transfer students into the Honors College by adding a transfer position in our current peer-mentoring program.
- Developing senior thesis sessions for sophomores to encourage an early start to the senior thesis requirement.
- Creating a sense of community and belonging through programming led by Deans Council and structured activities in the Peer Mentoring program.
- Utilizing Appreciative Advising methods to optimize student potential to help them achieve their academic and career goals.
- Creating and implementing a Diversity Plan.

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 2018	Fall 2017	Fall 2016
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

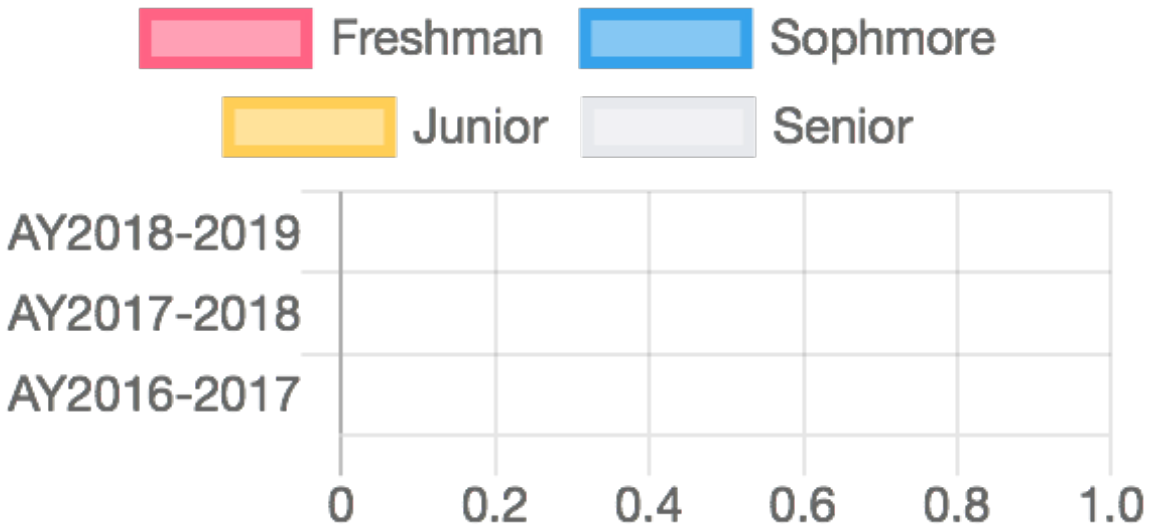


Illustration 4. Graduate/Professional Student Enrollment by Classification

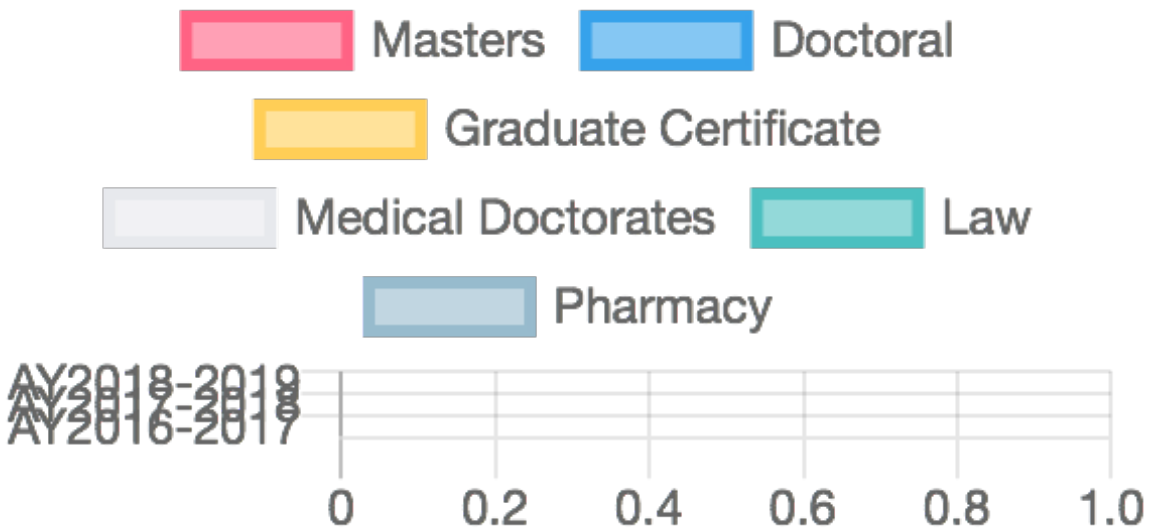
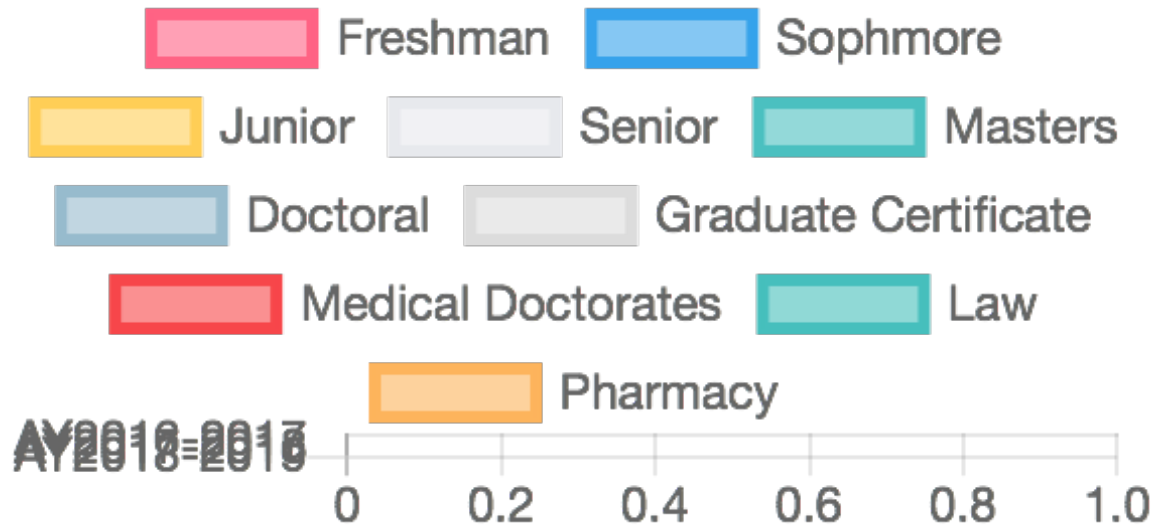


Illustration 5. Total Student Enrollment by Classification (All Levels)



Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2018	Fall 2017	Fall 2016
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 2018	Fall 2017	Fall 2016
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 2018	Fall 2017	Fall 2016
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

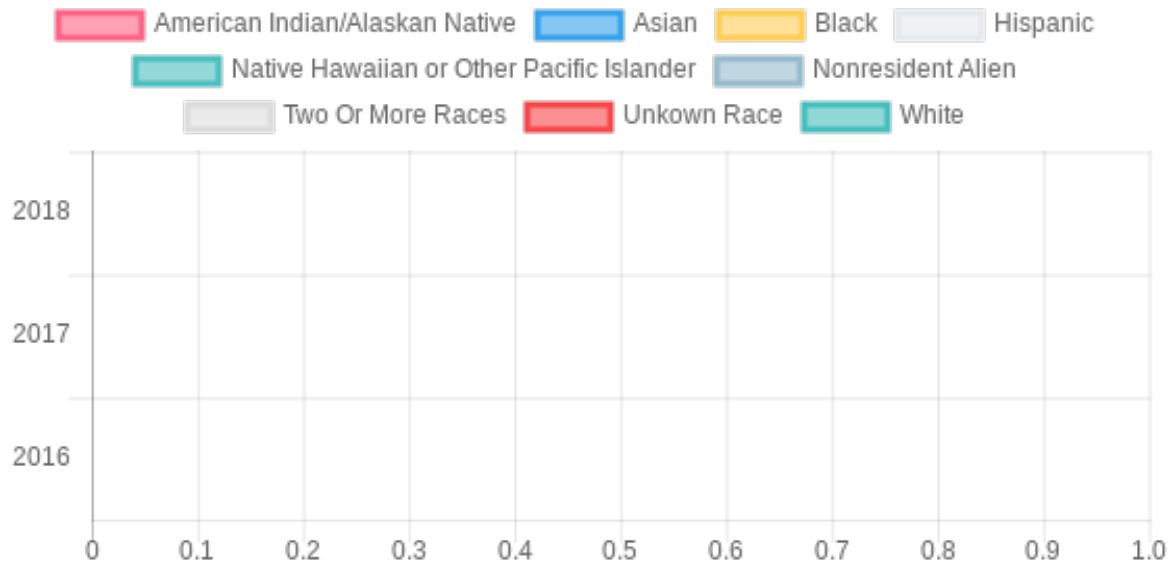
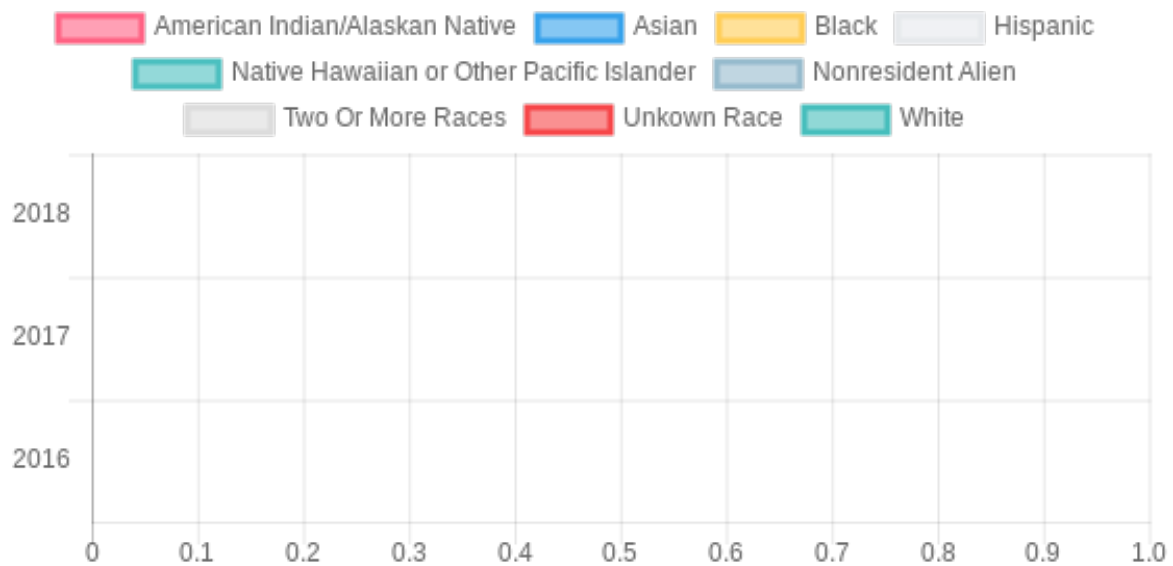


Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity



Undergraduate Retention

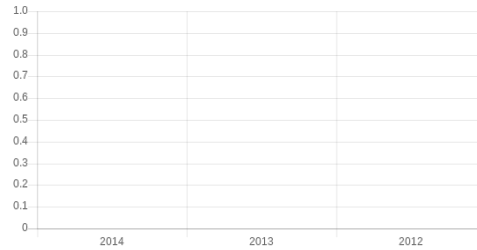
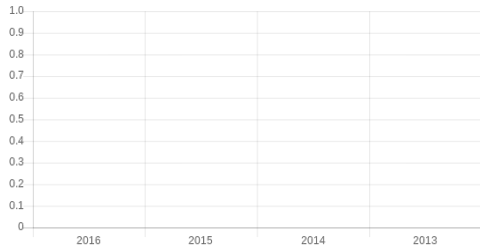
Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

	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.

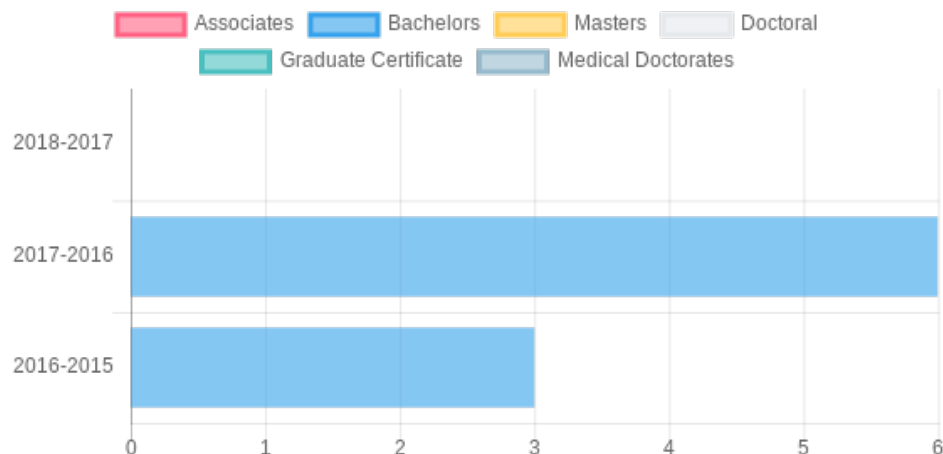
	2011	2010	2009
4-Year Same	0%	0%	0%
4-Year Diff	0%	0%	0%
4-Year Total	0%	0%	0%
5-Year Same	0%	0%	0%
5-Year Diff	0%	0%	0%
5-Year Total	0%	0%	0%
6-Year Same	0%	0%	0%
6-Year Diff	0%	0%	0%
6-Year Total	0%	0%	0%

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2017-2018	AY2016-2017	AY2015-2016
Associates Degree	0	0	0
Bachelors	3	6	3
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, focusing on relationships and activities with alumni.

This year the Honors College welcomed a new Assistant Director of Development, Jason Mohn, and a new Assistant Director of Alumni Engagement, Zach Driver. Zach and Jason worked together to engage alumni in many activities including:

Alumni Receptions - Alumni receptions were held in Charleston, Greenville and Atlanta, in addition to the annual Homecoming brunch in Columbia. The Atlanta and Greenville receptions were also for admitted student recruitment. The alumni were able to meet with students and parents to share what they loved about the Honors College. We plan to return to Charlotte in the upcoming year and add Washington, D.C. as well. In the fall, the Honors College held a retired faculty reception that was extremely well-received. We hope to grow that event into an annual occurrence.

Alumni Mentors - Eighteen alumni mentors were chosen from a variety of careers to mentor students in the Honors College Life and Leadership Class. Staff has continued to identify alumni who would be interested in participating in mentorship through meetings.

Lunch and Learns - This year Honors College staff steered in a different direction than the traditional alumni panels with student participation. We developed a "Lunch and Learn" program that involved an alumni expert in a particular field sharing lunch with selected Honors students in a more intimate and personal setting. We hosted Dr. Ed Buchanan for our BARSC-MD students and David Dunn for computer science. We currently have five Lunch and Learns scheduled for the Spring 2019 semester.

Partnership Board -- Each semester we gather our Partnership Board, comprised of alumni, parents and donors, to provide them with information on the College and University, as well as to ask their input on various topics and ideas that we are considering.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.

Total giving to the South Carolina Honors College for FY19 as of 2/25/2019 is \$1,799,170 with \$2,000,000 pending. We have 195 donors and 14 major gift solicitations made or pending.

Senior Director of Development Jennifer Shepard departed for the College of Engineering in January 2019 and the search for a new director has begun. Before leaving, Jennifer worked to build a 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 also hired Jason Mohn as new Assistant Director.

Jason focused on lead annual gifts, growing the Dean's Circle, stewardship of existing donors and some major gift solicitations. Jason and Zach worked together to create and grow a Young Alumni Dean's Circle. They will continue to leverage the Honors College's 40th anniversary and the 50th anniversary of the Carolina Scholar program.

Major Gifts - To date, 14 major gift solicitations have been made or are pending. Beyond the Classroom Initiatives remain a top funding priority, along with faculty fellows and Top Scholar enrichment funds.

Annual Fund - The Annual Fund to date has yielded \$81,455 from direct mail pieces, the call center and online giving. Mail and email blasts this year have been aimed at Young Alumni, Dean's Circle members, and standard End of Year donors.

Dean's Circle - This year we have held several Dean's Circle events, from priority gatherings at sporting events to attendance at an orchestra performance at the Koger Center and the annual Coffee with the Dean.

Community Engagement

Description

Community engagement and community based research, scholarship, outreach, service or volunteerism conducted, 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. Four student service organizations merit special recognition for their efforts in the 2018-2019 academic year:

1. The Waverly After-School Program was named the statewide Student Service Organization of the Year by South Carolina Campus Compact in 2018. Honors College students make a commitment to building relationships with underserved children, spending an average of two hours each week mentoring them.

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. This is a lovely form of music therapy, and it involved 31 students over the past year.

3. Project VIDA: Students create and give presentations about healthy living to elementary, middle, and high school populations in underprivileged communities. This past year, Project VIDA was awarded a \$1,000 Youth Service America grant.

4. Honors Service Team: This new group dedicates themselves to stocking the shelves of the Gamecock Pantry, an outreach mission that serves students experiencing food insecurity.

In addition to student organizations, the SCHC taught nine unique service-learning classes in AY 2018-2019. The courses explored various topics such as food sustainability, local history, gender identity, and ecological conservation. Students had the opportunity to apply their classroom knowledge to real problems in their community.

Finally, The South Carolina High School Writing contest is now in its sixth year. The contest has spawned a new Honors course - The ABCs of Editing and Publishing. In the class, students receive a practical education on editing and publishing and produce *Writing South Carolina*, the anthology of the high school students' writings. The course will be taught again in Fall 2019.

Community Perceptions

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

We assess student perceptions who participate in Honors service-learning classes through a questionnaire each student completes. Results demonstrate that students leave these service-learning experiences with transformed perceptions about their communities and that students believe they have impacted their partnering organizations. Many choose to continue participation far beyond the conclusion of an Honors service-learning class.

As one student noted, "It aided me with deciding the field I would like to work in. I know now that I am put on earth to help women in society. This is my passion. This class helped me in my life and with discovering my community. I will never forget it."

Incentivizing Faculty Engagement

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

We provide funding and staff support for courses that involve engagement outside of the classroom. We put out an annual call for courses, encouraging service-learning courses especially, which we happily provide with special funding, if needed. We are currently developing service learning course materials (articles on best practices for service learning, sample syllabi, etc.) in an effort to provide additional support to faculty who teach these courses.

Service-learning courses often serve as a gateway for new faculty to engage with the Honors College. In Fall 2018, we welcomed Dr. Julia Elliott to teach an engaging new course: "Gender and Monstrosity in Horror Films." In Spring 2019 Dr. Mark Weist is teaching a course on school behavioral health, and the SCHC will provide financial support for students in the class to attend a statewide conference to present their research.

Collaborations

Internal Collaborations

Because other colleges provide the faculty for Honors classes, we collaborate with virtually every college to create the curriculum. We also collaborate widely with faculty in recruiting students, which includes the Faculty Fellows program. Special collaborations include the Smart Start Program with the College of Nursing (a program for incoming Honors students who are Nursing majors), the dramatic expansion of Honors courses with the College of Engineering and Computing, the BARSC MD program with the Columbia Medical School, the Early Admission program with the Greenville Medical School, and the Oxford Fellows program with the Darla Moore Business School. We also support various activities such as the Math Contest and various visiting speakers.

External Collaborations

We are actively involved in the Southeastern Conference Honors Deans Conference, which we hosted last spring. We are also involved in the HERU organization (Honors Education at Research Universities) and the NCHC, attending and presenting papers. This year we sent our first students to the American College of Greece, which has an International Honors Program, after developing this relationship. Our Smithsonian Internship Program, with the Smithsonian Museum, is in its second year. The Washington Semester Program and the South Carolina Semester Program represent of course extensive collaboration with government and non-profit offices and agencies.

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.

Campus Climate and Inclusion

Campus Climate & Inclusion

Activities unit conducted that were designed to improve campus climate and inclusion.

Our Assistant Dean of Student Services and Diversity serves on the Council of Academic Diversity Officers and provides leadership in our diversity and inclusion efforts. Our ongoing challenge has been to recruit a student population to the Honors College that reflects the richness and variety of our state, nation, and world. Our students are almost equally divided between in-state and out-of-state. Female students significantly outnumber males, 1236 to 930. Of our 2166 students (as of Spring 2019), 22 are Gamecock Guarantee students. We have one student who identifies as an American Indian; 55 who identify as African American; Asian as 148; 1778 Caucasian; one Hawaiian; 7 Hispanic; 141 as two or more races; and 35 did not report. Of the students who identify as "two or more races," 14 indicate that one of their races is African American.

Important challenges to achieving a more diverse Honors College are to some degree arguably related to our Admissions standards and processes. Admissions takes a holistic view of student applications, and they have worked closely with us to make sure that students who would add diversity are given every consideration. They do, however, have certain thresholds for test scores, and those students in underrepresented groups who have the test scores and grades to be invited to apply to the Honors College almost certainly have many other strong options. They are the students, in other words, that just about everyone is trying to recruit. We are competing for minority students who typically have multiple strong scholarship offers from schools that are ranked higher. In terms of the male/female imbalance, the problem seems to be, quite simply, that more qualified women, who are more competitive, are applying. This problem is not limited to our campus.

What are we doing to enrich our student population? Our Student Services and Diversity dean has worked with a group of our students to launch a special interest group for African American Honors students. We have held workshops on transferring into the Honors College: students who may not have had qualifying test scores coming in but who have thrived at the University have been good candidates to apply to transfer into the Honors College, and we have increased our minority population in this way. We have been particularly fortunate in our hiring, and we have substantially increased the diversity of our staff, with almost one-third of us now coming from underrepresented groups. We recruit every student who shows an interest in us with friendly enthusiasm. We have increased the role that students play in our recruiting--they are particularly helpful in showcasing the academic community our students enjoy. We are launching a relationship with the African Leadership Academy, funded partly by Excellence Initiative funding. This remarkable high school draws students from 46 African countries, and its graduates go to the top schools in the world. With the help of private donors, we envision a robust program that will bring at least two African students each year to the Honors College. We think the effect of having these students on campus will be significant. The Office of Fellowships and Scholar Programs provides national fellowship advising to hundreds of non-honors students--47% of our winners over the last five years have been non-honors students--and this contact offers another opportunity to recruit talented students.

What more can we do? As the data indicate, our student body is becoming more complex within diversity spectrums. Our admissions process can continue to be assessed. We do believe that test scores and high school grades are important indicators, and that admission to the Honors College requires solid evidence of high performance. We want those students who will take advantage of the challenges we offer. But we might explore expanding the initial pool to enable more students to participate in the holistic review. Studying the applicant pool of students who met our minimal qualifications to apply, but chose not to do so, may also be revealing. Further, it may be possible to become involved earlier in the Meet the SCHC events to encourage minority students to attend.

We will have to continue to be creative in our efforts and employ new initiatives to recruit a diverse student body, given the scrutiny of the use of race-based policies in the admissions process. Although the incoming back student number was high for fall 2018, the yield from accepted to deposit-paid among this group of

students was still less than half. There may be some opportunity here.

Supplemental Info - Campus Climate & Inclusion

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

Concluding Remarks

Quantitative Outcomes

Explain any surprises regarding data provided in the quantitative outcomes modules throughout this report.

Our hiring has been especially strong: we have an excellent staff. The restructuring of our staff, which has been a multi-year process, is working well.

Cool Stuff

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

A major enhancement to the McNair Scholarships is forthcoming. A naming gift for the Honors College remains a priority.

Appendix 6. Alumni Engagement & Fundraising

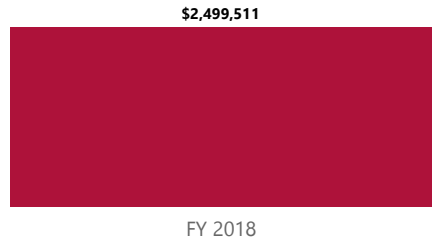


Unit Performance

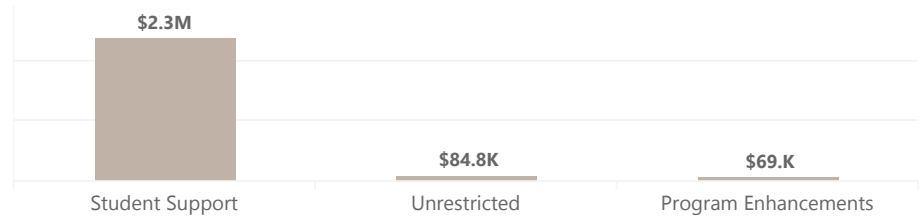
All Gift Band Unit SC Honors College Year FY 2018 Calculation Production

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

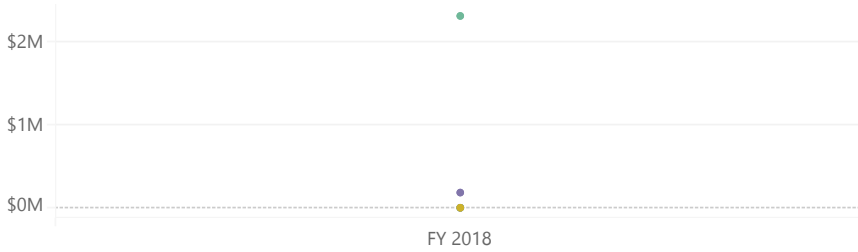
FY - YTD Production



Total \$ by Purpose



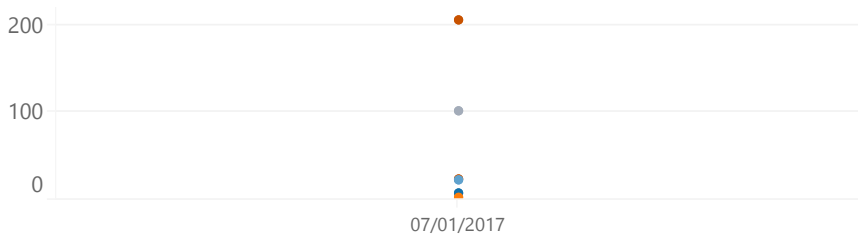
Gift Type



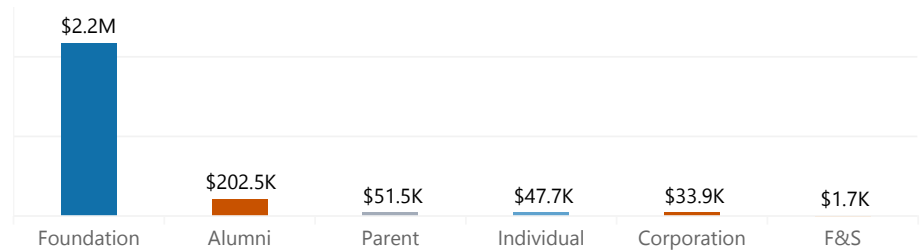
Total \$ by Gift Type



Donor # by Constituency



Total \$ & Donor # by Constituency

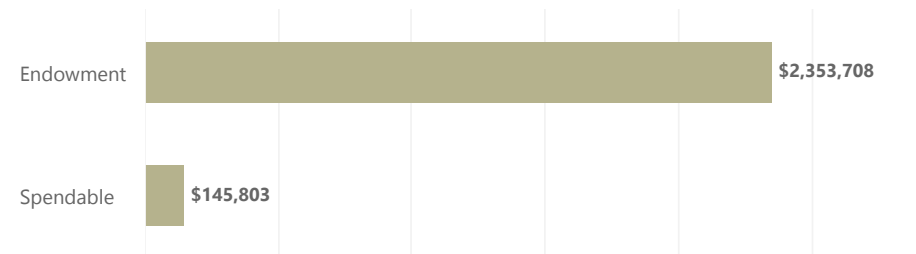


Designation

Endowment	\$2.4M
Spendable	\$145.8K

07/01/2017

Total \$ by Designation



Appendix 9. Campus Climate & Inclusion

South Carolina Honors College Number of Students Spring 2019

Spring 2019	TOTAL	
	2166	
Female	1236	57.06%
Male	930	42.94%
American Indian	1	0.05%
African American	55	2.54%
Asian	148	6.83%
Caucasian	1778	82.09%
Hawaiian	1	0.05%
Hispanic	7	0.32%
2 or More Races	141	6.51%
Not Reported	35	1.62%
	2166	100.00%