

# Executive Summary

## Blueprint for Academic Excellence South Carolina Honors College AY2020-2021

### Introduction

The Honors College continues to thrive, enrolling students whose average SAT/ACT scores are comparable to Ivy League averages. Our stellar retention, graduation, and honors completion rates have persisted, and the Honors experience continues to be refined. Collaborating with Admissions, we recruited another superlative class of 594 students for Fall 2019, our largest-ever. The vast majority of these students (as high as 93%) are here because of the Honors College. Merging with the National Fellowships and Scholar Programs office continues to have substantial mutual benefits, as students compete effectively for national awards, and Top Scholars flourish. Our challenges ahead include sustaining our curriculum in the context of the new budget model, growing the number of our classes to meet increased numbers of students, and intense competition for the top students, both in South Carolina and the nation.

### Highlights

The most recent edition of INSIDE HONORS (2018), considers these features in its rankings: honors hours required; honors sections total; honors sections in 15 key disciplines; honors courses offered across four years; average honors class size (honors only and hybrid). The rankings also considered graduation rates, ratio of staff to students, housing, prestigious awards (Rhodes, Marshall, etc.), and priority registration. These are our strengths—and the reason we have been the top-ranked honors college since 2012. Additional strengths include the quality of staff and advising, Beyond the Classroom Program, community-building activities, the National Fellowships and Scholar Programs office, and development.

Steven Lynn Dean, South Carolina Honors College  
Louise Fry Scudder Professor  
South Carolina Honors College



# Table Of Content

<b>Executive Summary</b>	1
Introduction	1
Highlights	1
<b>Foundation for Academic Excellence</b>	4
Mission Statement	4
Vision Statement	4
Values Statement	4
<b>Goals - Looking Back</b>	5
<b>Goals - Real Time</b>	13
<b>Goals - Looking Ahead</b>	27
<b>Academic Programs</b>	36
Program Rankings	36
Instructional Modalities	36
Program Launches	36
Program Terminations	36
<b>Academic Initiatives</b>	37
Experiential Learning for Undergraduates	37
Experiential Learning For Graduate Students	39
Affordability	39
Reputation Enhancement	39
Challenges	40
<b>Faculty Population</b>	41
Faculty Employment by Track and Title	41
Faculty Diversity by Gender and Race/Ethnicity	42
<b>Faculty Information</b>	44
Research and Scholarly Activity	44
Faculty Development	44
<b>Teaching</b>	45
Analysis of Ratio	45
Analysis of Ratio	45
<b>Student Recruiting and Retention</b>	46
Student Recruitment	46
Student Retention	47
<b>Student Enrollment &amp; Outcomes</b>	48
Student Enrollments	48
Enrollment by Time Status	50
Student Diversity by Gender	51
Student Retention, Transfer, and Graduation	54
<b>Faculty Awards Nominations</b>	57
<b>Faculty Awards Received</b>	58
Research Awards	58

- Service Awards ..... 59
- Alumni Engagement & Fundraising** ..... 60
  - Alumni ..... 60
  - Development, Fundraising and Gifts ..... 60
  - Supplemental Info - Alumni Engagement & Fundraising ..... 61
- Community Engagement** ..... 62
  - Community Engagements and Community - Based Activities ..... 62
  - Community Perceptions ..... 62
  - Incentivizing Faculty Engagement ..... 62
- Collaborations** ..... 64
  - Internal Collaborations ..... 64
  - External Collaborations ..... 64
  - Other Collaborations ..... 64
- Equity and Diversity Plan** ..... 65
- Concluding Remarks** ..... 66
  - Quantitative Outcomes ..... 66
  - Cool Stuff ..... 66
- Appendix 6. Alumni Engagement & Fundraising** ..... 67

# 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) life-enhancing 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 preeminent Honors College in the nation.

Updated: 03/14/2018

## Values Statement

We endorse the Carolinian Creed as our values statement.

Updated: 03/14/2018

# Goals - Looking Back

Goals for the previous Academic Year.

## Goal 1 - Curricular Improvements

<b>Goal Statement</b>	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. With continued growth and the implementation of the new budget model, we will need intervention by the upper administration to maintain our curriculum.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The curriculum is the foundation of our mission and critical to our ongoing success in the Honors rankings.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Last 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.
<b>Achievements</b>	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.
<b>Resources Utilized</b>	Total expenses for the SCHC increased by \$421,540 from FY18 to FY19. Much of this increase was tied to faculty salaries in an

# Goals - Looking Back

	effort to provide additional Honors courses.
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	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.
<b>Resources Needed</b>	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.
<b>Goal Notes</b>	

# Goals - Looking Back

## Goal 2 - Securing Courses and Faculty

<b>Goal Statement</b>	Develop a more secure and simpler process for securing courses and appropriate faculty.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	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.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	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 will need to emerge as part of the budget redesign. The two most likely strategy will involve MOU's for courses with essential units, supplemented by hiring in faculty lines designated to support the Honors College.
<b>Achievements</b>	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.
<b>Resources Utilized</b>	A significant portion of our budget is spent on courses and faculty each year.
<b>Goal Continuation</b>	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.
<b>Goal Upcoming Plans</b>	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.
<b>Resources Needed</b>	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.
<b>Goal Notes</b>	

# Goals - Looking Back

## Goal 3 - Academic Advising

<b>Goal Statement</b>	<p>Assist students in developing their academic plan to evaluate various pathways to fulfill degree and Honors requirements.</p> <p>Maintain a collaborative partnership with the University Advising Center (UAC) to ensure <b>Honors</b> Advisors are equipped with information to support our students.</p>
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<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>
<b>Status</b>	<p>Progressing as expected (multi-year goal)</p>
<b>Action Plan</b>	<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>
<b>Achievements</b>	<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>
<b>Resources Utilized</b>	<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>



# Goals - Looking Back

<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	See Real Time section for FY20 plans
<b>Resources Needed</b>	No new resources needed
<b>Goal Notes</b>	

# Goals - Looking Back

## Goal 4 - National Fellowship Advisement

<b>Goal Statement</b>	Provide an integrated learning experience for national fellowship applicants leading to national award winners.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal supports all UofSC high-ability students engaging in national fellowship competitions.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Facilitate an integrative learning process for self-reflection and academic and career planning for national fellowship applicants involving NFSP staff, scholarship committees, and faculty mentors.
<b>Achievements</b>	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.
<b>Resources Utilized</b>	Staff resources and faculty and staff volunteers serving on national fellowship committees, review processes and practice interview teams.
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	Celebrate and promote this 25th year of national fellowship advising and NFSP at UofSC. 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.
<b>Resources Needed</b>	No new resources are needed.

# Goals - Looking Back

Goal Notes	
------------	--

# Goals - Looking Back

## Goal 5 - Top Scholar Engagement

<b>Goal Statement</b>	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.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with our mission to provide the strongest possible educational experience.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	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.
<b>Achievements</b>	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.
<b>Resources Utilized</b>	A funds budget for Top Scholars Events and Scholar Programs staff
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Celebrate the 25th year of NFSP and the 50th year of the Carolina Scholar awards. A celebration with alumni is planned for Homecoming in fall 2019.</li> </ol>
<b>Resources Needed</b>	Additional Spring 2019 McNair Gift to UofSC will provide funding for enrichment dollars for Scholars as well as NFSP staff support.
<b>Goal Notes</b>	

# Goals - Real Time

Goals for the current Academic Year.

## Goal 1 - Curriculum

<b>Goal Statement</b>	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.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The curriculum is the foundation of our mission and critical to our ongoing success in the Honors rankings.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Meet with department chairs and deans across campus to explore new partnerships and opportunities. Evaluate and discuss current partnerships and course offerings and adapt as the new budget model is implemented in FY21.
<b>Achievements</b>	In FY20, we maintained, but did not increase, the number of honors courses offered in the previous fiscal year (583 total courses in FY19 and FY20). At first glance, maintaining our course load sounds good, but it's important to dig deeper and compare it to our growing population of students (2,160 students in FY19 and 2,315 students in FY20). The number of courses offered has not kept pace with our increased student population, and it has become increasingly difficult to acquire enough courses to support 2300+ honors students.
<b>Resources Utilized</b>	We expect that we would need additional funding to secure courses to keep pace with Honors enrollment. However, despite the SCHC's willingness to pay academic units for faculty to teach Honors courses, we still struggle to obtain the number of courses we need. This explains the carry-forward in our budget -- specifically, we have the funding to pay for Honors classes, but academic units indicate they do not have the teaching resources for Honors courses. Academic units stress that they do not have the faculty to teach an Honors course, have burgeoning enrollment, or do not have an adjunct with the expertise to teach a non-Honors version of a class to free up a full-time faculty

# Goals - Real Time

	member to teach an Honors course. This is increasingly the case in science and engineering courses.
<b>Goal Continuation</b>	As academic units prepare to move to the new budget model and develop Fall 2020 course offerings, we are concerned about our ability to secure honors courses and maintain the quality and stature of our program. The dean and associate dean have been meeting with deans and associate deans from across campus, in an effort to secure support (faculty and courses) to maintain a top-ranked Honors College. Success in building an Honors curriculum factors directly into the methodology for honors rankings and is one of the most heavily weighted criteria.
<b>Goal Upcoming Plans</b>	New strategies must be developed to secure required major and Carolina Core courses and to secure special topics courses with top university faculty. Currently, we are not providing enough Honors courses for our record-breaking freshmen class to graduate from the SCHC. Until course offerings for Fall 2020 are solidified in mid-February 2020, we are unsure how much of an impact the new budget model will have on our curriculum.
<b>Resources Needed</b>	Unknown at this time, but academic units indicate that they do not have enough faculty to teach the number of Honors courses we need to accommodate our growing student body. Depending on the implications of the new budget, we may need to create incentives for departments to prioritize offering Honors classes.
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 2 - Faculty Engagement

<b>Goal Statement</b>	Increase faculty involvement and engagement across the SCHC.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	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.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	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, NFSP involvement, and faculty fellows program.
<b>Achievements</b>	In Spring 2019, we hired a new associate dean, who oversees courses and faculty engagement, and our first-ever communications coordinator. The two are developing strategies to effectively communicate with and recruit new faculty partners. Although the efforts of their work have not had a chance to reach fruition, the SCHC held a successful faculty welcome breakfast in Fall 2020 to communicate with and educate Honors faculty about opportunities for engagement with our programs and students. The new associate dean has already developed relationships with faculty not previously involved with the SCHC and maintained ongoing partnerships. We anticipate innovative courses, study away and service-learning opportunities to develop from this outreach.
<b>Resources Utilized</b>	Primarily staff time.
<b>Goal Continuation</b>	<p>Although we have outstanding faculty who are dedicated to SCHC, we believe there are many other key faculty who would be interested in contributing to SCHC. One of the greatest challenges we face, as enrollment on the UofSC campus increases and we implement the new budget model, is that top research and teaching faculty are being asked to teach increasingly larger courses in their home department and cover required courses, and, therefore, fewer faculty are available to teach Honors courses. Even though the SCHC compensates a faculty member's home academic unit when a professor teaches an Honors course, some academic units are saying that there are no full-time faculty available to teach in the Honors College.</p> <p>We need to develop innovative strategies to secure top faculty to</p>

# Goals - Real Time

	teach our courses and engage with our students.
<b>Goal Upcoming Plans</b>	See Looking Ahead section for FY21 plans
<b>Resources Needed</b>	Staff time
<b>Goal Notes</b>	



# Goals - Real Time

## Goal 3 - Academic Advising

<b>Goal Statement</b>	<p>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.</p>
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>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.</p>
<b>Status</b>	<p>Progressing as expected (multi-year goal)</p>
<b>Action Plan</b>	<p>Host student focus groups to gather student feedback about honors advisement, honors courses and course registration process.</p> <p>Implement feedback from the revised student advising questionnaire and the use of an Appreciative Advising approach in appointments.</p> <p>Collaborate with University Advising Center to create a survey on the topic of dual advisement between honors advisors and advisors in academic units to address student concerns and enhance the process.</p>
<b>Achievements</b>	<p>By co-chairing the University EAB Navigate committee, the Coordinator of Student Services provided information that resulted in the development of an advising checklist for honors advisors. Two new handbooks (honors advisor and beyond the classroom) were created to equip our staff and students with information related to Honors College requirements. With aggressive marketing and an incentive to win new SCHC apparel, the number of respondents to our fall 2019 Honors advisement survey increased from fewer than 10% to approximately 28% of our student population.</p>

# Goals - Real Time

<b>Resources Utilized</b>	staff time
<b>Goal Continuation</b>	yes
<b>Goal Upcoming Plans</b>	See Looking Ahead section for FY21 plans
<b>Resources Needed</b>	No new resources needed
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 4 - National Fellowship Advisement

<b>Goal Statement</b>	Provide an integrated learning experience for national fellowship applicants leading to national award winners.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal supports all UofSC undergraduate and graduate high-ability students, including honors students, engaging in national fellowship competitions.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Celebrate and promote this 25th year of national fellowship advising and NFSP at UofSC. To reflect the integrated learning model through national fellowship advising processes as we engage with faculty. Key areas of focus include increasing the number of SCHC students applying for national fellowships; continuing to focus on visibility and outreach around campus, with an emphasis on diversity and inclusion efforts; and the training and use of our Fellowships Peer Mentors (previous national fellowship finalists and winners who haven't graduated) for outreach and recruitment.
<b>Achievements</b>	National fellowship advising and recruitment efforts have yielded impressive results. The 2019 competition year ended with the largest number of national fellowship winners to date (62). Our students continue to perform well in competitions that factor into honors rankings - our 2019 Truman Scholars is the third in four years, and we continued our Goldwater winning streak of 27 consecutive years with three scholars. We also saw six Hollings Scholars, making us the third top producing school since the inception of the award in 2005. Our outreach efforts in Fall 2019 have resulted in a 50% increase in overall student contacts, as well as a more diverse group of applicants - this includes a record numbers of Fulbright applicants and a solid showing in Truman, Goldwater and NSF competitions. Our Fellowship Peer Mentors have given generously of their time, attending workshops and events and meeting individually with prospective applicants, while continuing to consider their own next national fellowship endeavor. The 25th year of National Fellowships and Scholar Programs was celebrated at a successful reception Homecoming weekend attended by more than 140 alumni, faculty and staff.

## Goals - Real Time

<b>Resources Utilized</b>	In addition to current staffing, faculty continued to be a key component of our work with over 70 serving on national fellowship committees in FY19 and 53 faculty helping with our fall Fulbright process. All told, over 155 unique faculty are currently involved with our effort without any financial compensation. Growth of the national fellowship staff with the addition of an SCHC academic advisor liaison and a National Fellowship Coordinator have supported the increased outreach and advising results.
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	See Looking Forward section for FY21 plans
<b>Resources Needed</b>	No new resources needed
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 5 - Student Engagement

<b>Goal Statement</b>	We will continue to improve and develop programming that helps build community and engage our students in the university and surrounding areas.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	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.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Regular use of Campus Labs by SCHC staff that coordinate events and programs related to student engagement.</p> <p>Distribution of a student engagement survey to students to solicit student feedback on college events and programs.</p>
<b>Achievements</b>	<p>Under a new structure with officer positions and an email address to collect student feedback, we have seen a slight increase in students participating in Deans Council meetings to plan events and programs for students. Upcoming events include study break sessions during finals week, soliciting student feedback through the weekly honors newsletter for next Bedtime Story and planning the annual Honors Week that includes the Honors Gala.</p> <p>The Black Honors Caucus hosted a Welcome Back social that had approximately 30 students in attendance. They also hosted an event with National Fellowship Advising to encourage students to consider national fellowships. Several members attended a Lunch and Learn with an Honors Black alum. This group continues to grow in membership and view themselves as a key component in the retention of Black honors students through events and programs. Upcoming events include a networking event with the USC Black Faculty Caucus and Black Staff Association and spring social for Black honors students.</p> <p>We had approximately 20 students attend the year's first "SCHC Night at...." to receive free tickets to the play, Much Ado About Nothing. This event was hosted by the newly formed Culture and Arts Program which combines an interest in arts and music on and off campus. Upcoming events include more free tickets to events at the Nickelodeon and Koger Center; a "Mess to De-</p>

# Goals - Real Time

	<p>stress" paint event in the honors residence hall; and the college's first Student Art Exhibition that will be juried and feature a prize for the winners.</p> <p>Our new Communications Coordinator has changed the way events and programs are distributed to students through the Honors newsletter and social media. We have an seen an increase in the number of students viewing the newsletter and recently debuted a video that highlights the honors experience.</p>
<b>Resources Utilized</b>	Staff time and our Educational Foundation endowment for community building
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	See Looking Ahead for FY21 goals
<b>Resources Needed</b>	No new resources needed
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 6 - Top Scholar Engagement

<b>Goal Statement</b>	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.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with our mission to provide the strongest possible experience for our students, attracting the top students from in-state and out.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	To provide a formalized four-year experience based on a holistic advising model creating a framework for a personalized, exceptional undergraduate experience to support the development of each scholar as an academic achiever, leader, and ambassador during their undergraduate tenure and beyond. delivering on the promise made by the institution when recruited. Serve as the institutional home for Top Scholars once enrolled at USC. To recruit and on board a new Scholar Programs Coordinator and develop and implement processes for the new enrichment awards added to McNair scholarship packages starting with the current freshman class. Review of existence, audience, format and usage of Top Scholar annual report.
<b>Achievements</b>	Fall 2019 included preparing for and supporting the largest group of First Year Scholars ever (68) and the third class of out of state Stamps Scholars bringing the total size of the Top Scholars community (Stamps, McNair, Carolina, Horseshoe and 1801) to 227. Work was completed to develop the infrastructure to implement the new enrichment funding for McNair Scholars; a new Scholar Programs Coordinator for the McNair effort was hired to start in early 2020; an orientation for freshmen McNair Scholars was provided; and a process in place to request and receive funding. Work with other University colleagues to finalize agreement with the McNair Foundation has continued. Participation by Top Scholars in programs offered has been high so far this year. Examples include a 24% increase in attendance at the Fall Dinner, 100% participation by First Year Scholars in at least one opening activity, and 94% participation in the Sophomore Strategy advising process. Scholar Programs took the lead with SCHC Development to host a celebration of 50 years of the Carolina Scholarship and 25 years of National Fellowships and Scholar Programs, resulting in a well-attended

# Goals - Real Time

	event during Homecoming weekend.
<b>Resources Utilized</b>	Current Director and Scholar Programs Coordinator as well as temporary staff member while new Scholar Programs Coordinator was recruited. External funding was secured to support this new FTE.
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	See Looking Ahead section for FY21 plans
<b>Resources Needed</b>	No new resources needed at this time
<b>Goal Notes</b>	



# Goals - Real Time

## Goal 7 - Diversity and Inclusion

<b>Goal Statement</b>	Our aim is to help our students embrace diversity of age, race, color, sex, gender, gender orientation, religion, national origin, genetics, veterans' status, and disability status.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with our mission to create and foster a nurturing, stimulating and open diverse community.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Expand the number of courses offered by seeking faculty who want to teach on subjects related to diversity and inclusion. 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. Partner with the Diversity and Inclusion staff in the Admission Office to involve our alumni and current students in recruiting, specifically with the Summer Seniors program.
<b>Achievements</b>	This year approximately 18% of our student population identified as non-white. This is a slight increase from the previous year. Our development staff hosted a lunch with a black Honors alumnae who shared her experience in the engineering field as the CEO of a firm. We were able to have members of the Black Honors Caucus and a few of our black staff members participate in the Summer Seniors program. Our Communications Coordinator created a flyer to promote diversity and inclusion that was distributed at the event. The Assistant Dean of Student Services and Diversity collaborated with the Office of Admissions to send a personalized email to black high school students who met the standardized test threshold to apply to the Honors College with the goal of increasing applications from more underrepresented students than in previous years. This effort will be assessed at the end of the year. Assistant Dean for Student Services and Diversity plans to host two Diversity Dialogues in spring 2020 in collaboration with the SC Collaborative for Race and Reconciliation.
<b>Resources Utilized</b>	Collaboration with Council of Academic Diversity Officers, SC Collaborative for Race and Reconciliation, and Black Honors Caucus as well as staff time.

# Goals - Real Time

<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	See Looking Ahead section for FY21 plans
<b>Resources Needed</b>	No new resources needed
<b>Goal Notes</b>	

# Goals - Looking Ahead

Goals for the next Academic Year.

## Goal 1 - Curriculum

<b>Goal Statement</b>	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.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The curriculum is the foundation of our mission and critical to our ongoing success in the Honors rankings.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Analyze the impact the new budget model has on the obtaining Honors courses and address accordingly.</p> <p>Meet with department chairs and deans across campus to explore new partnerships and opportunities.</p> <p>Develop communication and outreach strategies to better engage with faculty.</p>
<b>Achievements</b>	Achievements will be assessed at the end of FY21
<b>Resources Utilized</b>	<p>Faculty being released from teaching a non-Honors course to teach an Honors course.</p> <p>Monetary incentives to academic units so that full-time faculty can teach Honors courses.</p>
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	Upcoming plans will be determined in FY21
<b>Resources Needed</b>	We expect that we will need additional funding to secure courses to keep pace with Honors enrollment. However, despite the SCHC's willingness to pay academic units for faculty to teach Honors courses, we still struggle to obtain the number of courses we need. This explains the carry-forward in our budget -- specifically, we have the funding to pay for Honors classes, but academic units indicate they do not have the teaching resources

# Goals - Looking Ahead

	for Honors courses. Academic units stress that they do not have the faculty to teach an Honors course, have burgeoning enrollment, or do not have an adjunct with the expertise to teach a non-Honors version of a class to free up a full-time faculty member to teach an Honors course. This is increasingly the case in science and engineering courses.
<b>Goal Notes</b>	

# Goals - Looking Ahead

## Goal 2 - Faculty Engagement

<b>Goal Statement</b>	Increase faculty involvement and engagement across the SCHC.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	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.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	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, NFSP involvement, and Faculty Fellows program.
<b>Achievements</b>	Achievements will be assessed at the end of FY21
<b>Resources Utilized</b>	Support from academic units so that top faculty teach Honors classes and engage with students. The new budget model does not incentivize units to teach Honors courses.
<b>Goal Continuation</b>	Securing top faculty to work with our students is an ongoing challenge.
<b>Goal Upcoming Plans</b>	We need to develop innovative strategies to secure top faculty to teach our courses and engage with our students. We will develop strategies to effectively communicate with potential partners and recruit new campus partners to work across the college.
<b>Resources Needed</b>	Unknown at this time, until we fully understand the how the new budget model will impact the SCHC.
<b>Goal Notes</b>	

# Goals - Looking Ahead

## Goal 3 - Academic Advising

<b>Goal Statement</b>	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.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	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.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Implement feedback from the revised student advising questionnaire and the use of an Appreciative Advising approach in appointments.</p> <p>Update college advising web page that has information to help students prepare for honors advisement.</p> <p>Update SCHC student handbook.</p> <p>Create honors course schedule examples for the first two years to help students meet and understand honors requirements to graduate "with honors."</p> <p>Implement feedback from the student advising questionnaire to improve the advisement process for students who are abroad.</p>
<b>Achievements</b>	Achievements will be assessed at the end of FY21 through student feedback
<b>Resources Utilized</b>	staff time
<b>Goal Continuation</b>	yes
<b>Goal Upcoming Plans</b>	Upcoming plans will be determined in FY21
<b>Resources Needed</b>	Resources will be determined in FY21

# Goals - Looking Ahead

<b>Goal Notes</b>	
-------------------	--

# Goals - Looking Ahead

## Goal 4 - National Fellowship Advisement

<b>Goal Statement</b>	Provide an integrated learning experience for national fellowship applicants leading to national award winners.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal supports all UofSC's high-ability undergraduate and graduate students, including honors students, engaging in national fellowship competitions.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Facilitate an integrative learning process for self-reflection and academic and career planning for national fellowship applicants involving NFSP staff, scholarship committees, and faculty mentors. 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) with a goal of increased diversity of applicants through continued outreach and promotion of opportunities. Continued engagement with faculty to support the national fellowship process.
<b>Achievements</b>	Achievements will be assessed at the end of FY21
<b>Resources Utilized</b>	Current staffing will be utilized to reach goals.
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	Upcoming plans will be determined in FY21
<b>Resources Needed</b>	None expected at this time
<b>Goal Notes</b>	



# Goals - Looking Ahead

## Goal 5 - Student Engagement

<b>Goal Statement</b>	We will continue to improve and develop programming that helps build community and engage our students in the University and surrounding campus.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	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.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Create a student group, Connoisseurs, that will plan arts and music events for the College.</p> <p>Encourage freshman to join the Peer Mentor program to develop relationships with their peers to increase freshman-to-sophomore retention rate.</p> <p>Plan an event at least once a semester for Gamecock Guarantee students in the College on topics such as scholarships, completing the honors beyond the classroom requirement and an opportunity to interact with honors Faculty Fellows.</p>
<b>Achievements</b>	Achievements will be assessed at the end of FY21
<b>Resources Utilized</b>	Staff time and our Educational Foundation endowment for community building
<b>Goal Continuation</b>	yes
<b>Goal Upcoming Plans</b>	Upcoming plans will be determined in FY21
<b>Resources Needed</b>	No new resources needed.
<b>Goal Notes</b>	

# Goals - Looking Ahead

## Goal 6 - Top Scholar Engagement

<b>Goal Statement</b>	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.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with our mission to provide the strongest possible experience for our students, attracting the top students from in-state and out.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	To provide a formalized four-year experience based on a holistic advising model creating a framework for a personalized, exceptional undergraduate experience to support the development of each scholar as an academic achiever, leader, and ambassador during their undergraduate tenure and beyond. Serve as the institutional home for Top Scholars once enrolled at UofSC. Communicate with key partners internal campus partners such as Admissions, Development, and Special Events and communicate and provide annual reports to the Stamps and McNair Foundations. Implement the first McNair Signature Experience for the McNair Class of 2023 in spring 2021 and continuing to implement systems and support for the use of enrichment funds by the McNair Classes of 2023 and 2024.
<b>Achievements</b>	Achievements will be assessed at the end of FY21
<b>Resources Utilized</b>	Continued staffing from FY20 should meet needs
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	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. More specific plans will be determined in FY21.
<b>Resources Needed</b>	Resource needs will be assessed in FY21
<b>Goal Notes</b>	

# Goals - Looking Ahead

## Goal 7 - Diversity and Inclusion

<b>Goal Statement</b>	Our aim is to help our students embrace diversity of age, race, color, sex, gender, gender orientation, religion, national origin, genetics, veterans' status, and disability status.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with our mission to create and foster a nurturing, stimulating and open diverse community.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Expand the number of courses offered by seeking faculty who want to teach on subjects related to diversity and inclusion. Promote the Honors Course Proposal form to the Black Faculty Caucus and Latino and Hispanic Faculty Association to increase the diversity of faculty teaching honors courses. 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. Partner with the Diversity and Inclusion Admission Office to involve our alumni and current students in recruiting, specifically with the Summer Seniors program. Assistant Dean for Student Services and Diversity will collaborate with the Office of Admissions to yield more underrepresented students who are admitted to the Honors College to attend Meet the SCHC. This collaboration involves the Black Honors Caucus to email or phone students.
<b>Achievements</b>	Achievements will be assessed at the end of FY21
<b>Resources Utilized</b>	Collaboration with Council of Academic Diversity Officers and Black Honors Caucus as well as staff time.
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	Implement a diversity plan that addresses recruitment, provides learning outcomes for events and programs with targeted goals and identifies strategies to facility a diversity. Specific plans will be determined in FY21.
<b>Resources Needed</b>	No new resources are needed at this time
<b>Goal Notes</b>	

# 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. We are continuously partnering with faculty and academic units to develop novel and new courses that provide unique learning experiences for our students. For example, a Fall 2019 Geography class traveled to Wisconsin to visit a research station and learn about instrumentation. Dr. Lara Lomicka Anderson travels with her students to Paris during Spring Break and then invites French students to visit our campus. During Spring 2020, Honors students have the opportunity to enroll in courses such as Putting History to Work in the World, Broadcast Meteorology, and the Chemistry of Food.

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 we 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. Our BARSC-MD program continues to evolve

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

### **Honors Internships and Professional Programs**

The South Carolina Washington Semester Program (WSP) is entering its 28th year. 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 15 hours of course credit. 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 offer 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 over 160 per year are in this last category).

Highlights in 2019/2020 include:

- A combined 595 SCHC students have enrolled in one of our three honors internship programs or attended an internship event.
- Over \$10,000 in WSP program scholarships supported by WSP Alumni were offered in 2019.
- The Honors College internship course has seen an average growth of 30% consistently over the last three years.

### **Undergraduate Research**

The SCHC Undergraduate Research Program continues to thrive while taking the final step in Fall 2019 to implement a digitized application, review and notification process. Specifically, we implemented an electronic grant application process in September 2019. For FY20 to date, the SCHC awarded 122 research grants totaling \$268,550. We are currently reviewing five additional grants which, if approved, will bring the total amount awarded to \$276,050. Our efforts to attract non-stem projects continue.

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. This year, in continued collaboration with the OUR, we were able to take the final step to be fully integrated into the Research Registry.

# Academic Initiatives

---

In summary, becoming fully digitized this year has allowed the SCHC Research Program to streamline efforts, maximize our time and service to students and be fully integrated across campus. We will continue to document the number of students receiving the SCHC grant and the Magellan grant, as well as those participating in Discover UofSC; however, this information will not be available until Spring 2020.

## **Service-Learning**

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. The number of service learning courses offered in FY20 increased to six each semester to accommodate the interest and passion for service. Never before have we been able to offer 12 service-learning courses during an academic year. New courses, such as Robert Weyeneth's Putting History to Work in the World, have been added, and courses that have not been taught in some years have returned. This year's courses are the most diverse we have yet to offer.

Additionally, students in our courses are doing increasingly important work on campus and in the local community. For example, in Joe Jones's course, The Sustainability of Food, students are working with the Gamecock pantry to expand the pantry's offerings and promote the services the pantry provides to students, faculty, and staff.

We are also continuing to recruit new faculty and expand our service-learning course offerings. More Honors students are pursuing STEM related majors/specialties that require students to be conversant with STEM. We are working to adapt our courses to address this shift. Some of the courses being developed are: Technical Writing; Energy, Society and Space; Social Informatics; and, Podcasting and Audio Production. Each of these courses is designed to be interdisciplinary so that students from all backgrounds can join the course.

## **Study Away**

We strongly encourage students to study away, and incentivize our Honors students to do so, by providing reduced program fees, academic credit and study abroad scholarships.

In fact, more than 70% of our students study away, and we develop 3 to 5 study away courses each year for Honors students. In Summer 2020, we will have four courses that allow students to gain a variety of different experiences outside the Carolina community. For example, 15 students will travel to Poland, Germany and the Netherlands to learn about the Holocaust. Nearly 20 students will discover how the environment shapes physical activity in Amsterdam and Copenhagen. We have students across UofSC majors participating in an art-focused study abroad in Japan and a dozen more who will travel to Washington, D.C. to meet with and learn from curators, conservators, and other administrators at the Smithsonian Institution.

We are benefiting from the energy and expertise of our new Study Away Coordinator, who

# Academic Initiatives

---

was hired in August 2019. Increased marketing and promotion of 2020 Honors-sponsored study away opportunities allowed us to fill every seat in the courses by mid-October. Future plans include expanding our short-term study away opportunities, both domestic and international, and experimenting with study away during a “January term.”

We are working to engage with alumni and friends of the Honors College to financially support our study abroad efforts. We currently offer several scholarships for short-term and semester-long study abroad. Our development team has started a ‘Young Alumni’ donor fund and other initiatives that will increase our study away scholarship offerings.

## Experiential Learning For Graduate 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 UofSC 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 as presenters, serve as leaders on NCHC committees, publish in its journal, participate in the Honors SEC annual meetings, and also in the Honors Education at Research Universities (HERU) meetings, attending and giving 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. Finally, our students enhance the reputation of the university by winning national scholarships and fellowships. We had 62 such winners last

# Academic Initiatives

---

academic year-- our most ever.

## 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 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. 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 FY20, 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), 594 (FY20). 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 2315 in FY20. We have dealt with this growth by adding classes and staff, within our capabilities, increasing from 386 Honors classes in FY11 to 583 in FY20. Last 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.



# Faculty Population

---

## Faculty Employment by Track and Title

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

**Table 1. Faculty Employment by Track and Title.**

	Fall 2019	Fall 2018	Fall 2017
<b>Tenure-track Faculty</b>	0	0	0
Professor, with tenure			
Associate Professor, with tenure			
Assistant Professor			
Librarian, with tenure			
<b>Research Faculty</b>	0	0	0
Research Professor			
Research Associate Professor			
Research Assistant Professor			
<b>Clinical/instructional Faculty</b>	0	0	0
Clinical Professor			
Clinical Associate Professor			
Clinical Assistant Professor			
Instructor			
Lecturer			
Visiting			
<b>Adjunct Faculty</b>			

# Faculty Population

## Faculty Diversity by Gender and Race/Ethnicity

Note: UofSC 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](https://nces.ed.gov/ipeds/Section/collecting_re)

**Table 2. Faculty Diversity by Gender and Race/Ethnicity.**

	<b>Fall 2019</b>	<b>Fall 2018</b>	<b>Fall 2017</b>
<b>Gender</b>	0	0	0
Female			
Male			
<b>Race/Ethnicity</b>	0	0	0
American Indian/Alaska Native			
Asian			
Black or African American			
Hispanic or Latino			
Native Hawaiian or Other Pacific Islander			
Nonresident Alien			
Two or More Races			
Unknown Race/Ethnicity			
White			

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

# Faculty Population

**Illustration 1. Faculty Diversity by Gender**

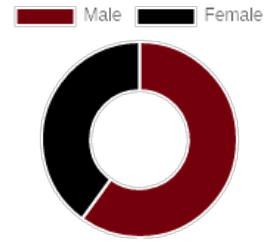
**2019 Faculty Gender**



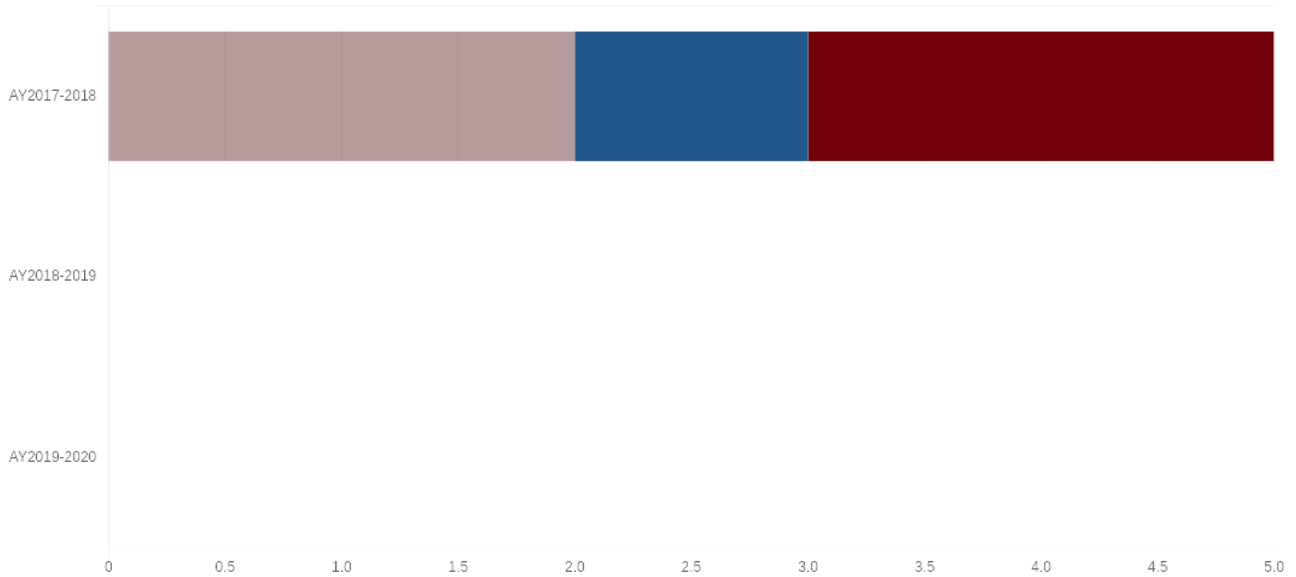
**2018 Faculty Gender**



**2017 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 for the appropriate fiscal year (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).*
- 3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.*

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

## Faculty Development

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

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

# Teaching

## Faculty to Student Ratio

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

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

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

**Table 4. Faculty-to-Student Ratio.**

	<b>Fall 2019</b>	<b>Fall 2018</b>	<b>Fall 2017</b>
<b>Analysis of Ratio</b>			

## 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.

# 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 additional session in the spring allows admitted students to have a more tailored experience of the UofSC campus. They get a special tour of the Honors Residence Hall provided by a University Ambassador who is a current Honors student. Staff and Honors Ambassadors provide the information sessions.

**Individual appointments:** Individual appointments are scheduled on an as-needed basis in partnership with the Visitor Center. Prospective students and families who cannot attend a weekly session have the opportunity to set up an individual appointment. They meet with the Recruiting Coordinator or another available staff member and an Honors Ambassador.

**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. Honors representatives including administrators, faculty, staff, advisors, and current students are recruited to assist with these large-scale events and 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

# Student Recruiting and Retention

---

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 15 student volunteers 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). In May 2019, we accepted 40 transfer students (slightly lower than our average of 45 in 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%. We are seeing a steady number, an average of 80% of our students graduated "With Honors." Compared to other honors colleges (with lower requirements), this rate is phenomenal. To address retention of transfer students, we hosted a luncheon with current and incoming transfer students in Fall 2019 to connect them with SCHC faculty and staff. We had approximately five current transfer students who will serve as mentors in our transfer network group. With the addition of Senior Thesis Coordinator, the senior thesis concept was introduced to U101 Honors sections this fall and a session for sophomores titled "Blueprint for Senior Thesis" was held to demystify the challenges of completing the thesis.

This year, the following has been implemented to maintain our freshman-to-sophomore retention and increase the number of students graduating "With Honors":

- Creating Student Educational Plans in Degree Works to map the next four years and ensure students are making progression in degree and honors requirements
- Hosting student focus groups to address student concerns and gather feedback
- Distribution of a student engagement survey
- Supporting Deans Council

# Student Enrollment & Outcomes

The following data was provided by UofSC'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

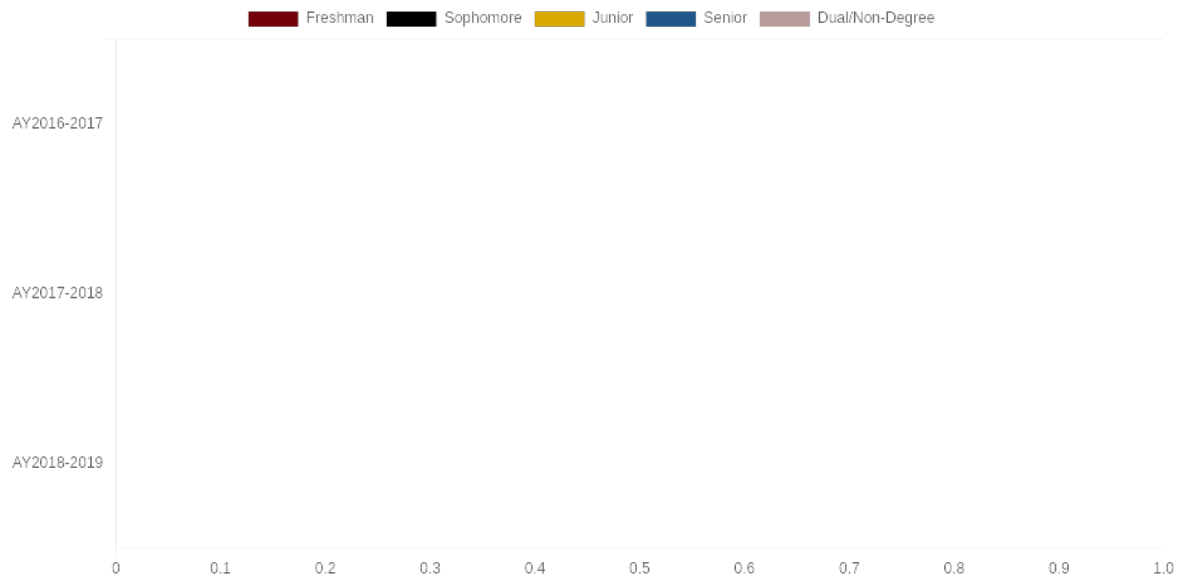
**Table 5. Student Enrollment by Level & Classification.**

	Fall 2019	Fall 2018	Fall 2017
<b>Undergraduate Enrollment</b>			
Freshman			
Sophomore			
Junior			
Senior			
<b>Sub Total</b>	0	0	0
<b>Graduate Enrollment</b>			
Masters			
Doctoral			
Graduate Certificate			
<b>Sub Total</b>	0	0	0
<b>Professional Enrollment</b>			
Medicine			
Law			
PharmD			
<b>Sub Total</b>	0	0	0
<b>Total Enrollment (All Levels)</b>	0	0	0

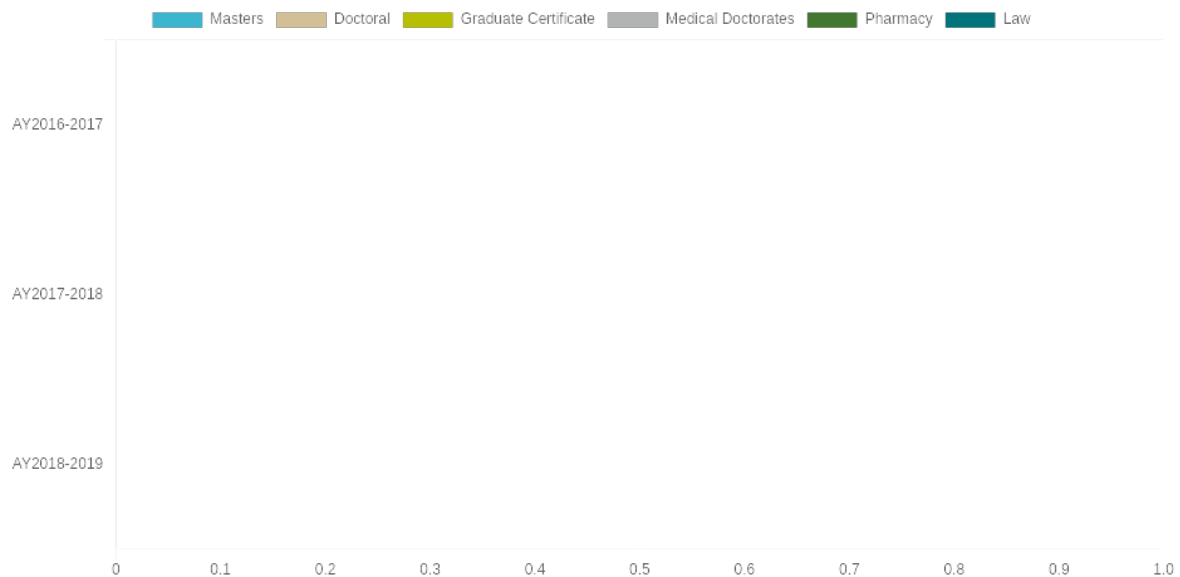


# Student Enrollment & Outcomes

### Illustration 3. Undergraduate Student Enrollment by Classification

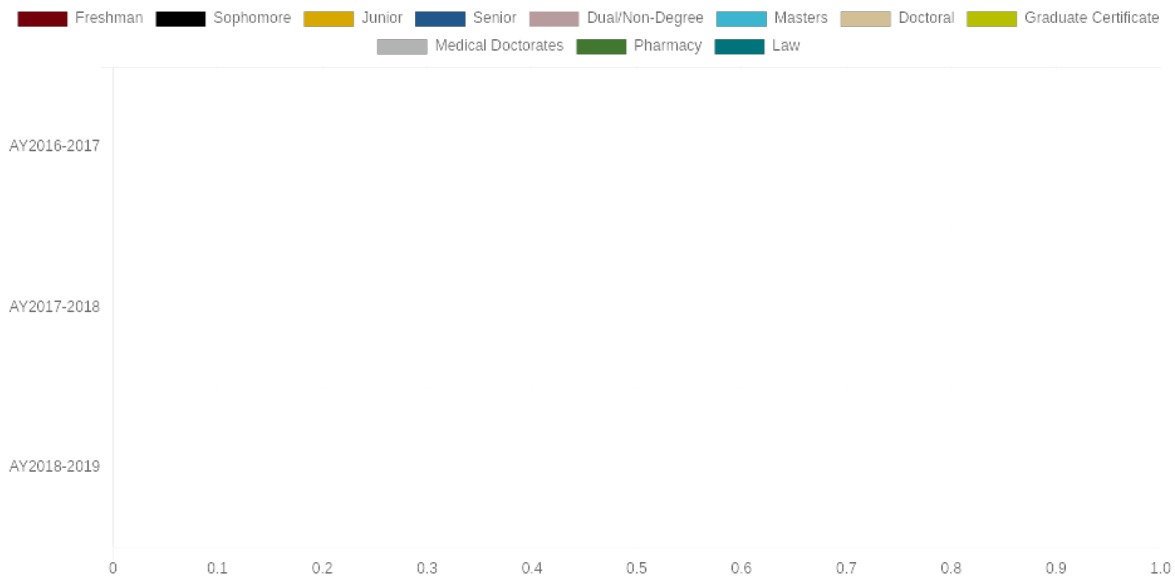


### Illustration 4. Graduate/Professional Student Enrollment by Classification



# Student Enrollment & Outcomes

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



## Enrollment by Time Status

**Table 6. Student Enrollment by Level and Time Status.**

	Fall 2019	Fall 2018	Fall 2017
<b>Undergraduate</b>	0	0	0
Full-Time			
Part-Time			
<b>Graduate/Professional</b>	0	0	0
Full-Time			
Part-Time			
<b>Total - All Levels</b>	0	0	0
Full-Time	0	0	0
Part-Time			

# Student Enrollment & Outcomes

## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2019	Fall 2018	Fall 2017
<b>Undergraduate</b>	0	0	0
Female			
Male			
<b>Graduate/Professional</b>	0	0	0
Female			
Male			

Illustration 6. Undergraduate Student Diversity by Gender

2019 Undergrad Gender      2018 Undergrad Gender      2017 Undergrad Gender



Illustration 7. Graduate/Professional Student Diversity by Gender

2019 Graduate Gender      2018 Graduate Gender      2017 Graduate Gender

# Student Enrollment & Outcomes

## Student Diversity by Race/Ethnicity

**Table 8. Student Enrollment by Race/Ethnicity.**

	Fall 2019	Fall 2018	Fall 2017
<b>Undergraduate</b>	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			
<b>Graduate/Professional</b>		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			

# Student Enrollment & Outcomes

---

## **Illustration 8. Undergraduate Student Diversity by Race/Ethnicity**

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

# Student Enrollment & Outcomes

## Undergraduate Retention

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

	First Year	Second Year
Fall 2017 Cohort	0%	N/A
Fall 2016 Cohort	0%	N/A
Fall 2015 Cohort	0%	0%
Fall 2015 Cohort	0%	0%

**Illustration 10. Undergraduate Retention, First and 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.**

	Fall 2011	Fall 2010	Fall 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%

# Student Enrollment & Outcomes

<b>6-Year Diff</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>6-Year Total</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

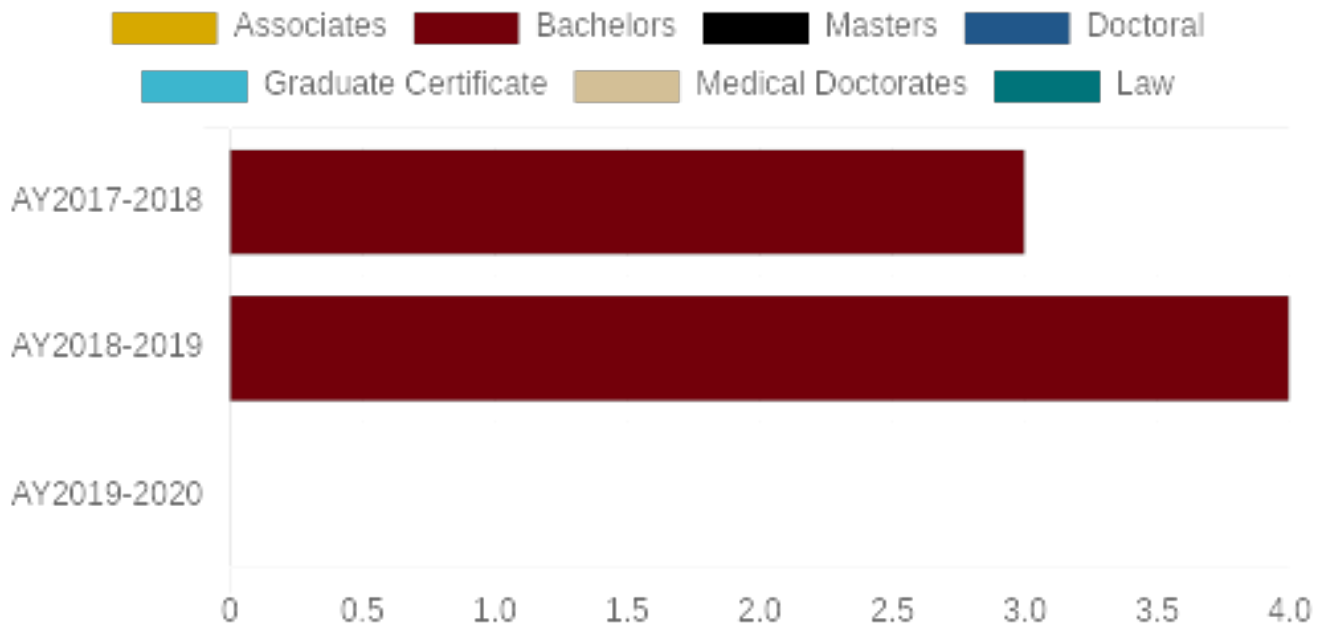
# Student Enrollment & Outcomes

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2019-2020	AY2018-2019	AY2017-2018
<b>Associates Degree</b>		0	0
<b>Bachelors</b>		4	3
<b>Masters</b>		0	0
<b>Doctoral</b>		0	0
<b>Medical</b>		0	0
<b>Law</b>		0	0
<b>Pharmacy Doctorate</b>		0	0
<b>Graduate Certificate</b>		0	0

Illustration 11. Degrees Awarded by Level





# Faculty Awards Nominations

---

## **Faculty Awards Nominations**

**No Awards Nominations have been entered for this section.**

# 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
--------------	-------	--------------

# Faculty Awards Received

---

## Service Awards

Recipient(s)	Award	Organization
--------------	-------	--------------

Recipient(s)	Award	Organization
--------------	-------	--------------

# 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 Alumni Engagement and Stewardship, Amanda Compton.

Amanda will engage alumni and donors with many activities including:

- **Alumni Receptions-** Alumni receptions will be held in Charleston, Greenville and Atlanta, in addition to the annual Homecoming brunch in Columbia. Alumni receptions that are held off-campus include prospective students on the guest list. This allows our events to have a dual purpose and allows alumni the opportunity to share their SCHC experience with prospective students and parents.
- **Lunch and Learns-** Due to the success of this new initiative last year, we are continuing this series. Our “Lunch and Learn” events feature an alumni expert in a particular field sharing lunch with selected Honors students in a more intimate and personal setting. This Fall we hosted two Lunch and Learn events for the following areas: Engineering and Banking/Finance. We currently have six scheduled for the Spring 2020 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. We hosted this group on campus for Homecoming in November 2019.

## Development, Fundraising and Gifts

*Substantial development initiatives and outcomes, including Fundraising and Gifts.*

In May 2019, Marcus Fogle was hired as the new Director of Development. He will continue to grow the pipeline of major donors and will reignite current donors for additional gifts. He will review our existing funding strategy and potentially implement new ideas such as the: Honors Parent Council and increasing IRA and estate contributions.

Jason Mohn, Assistant Director of Development focuses on lead annual gifts, growing the Dean's Circle, stewardship of existing donors and several major gift solicitations. Jason and Amanda worked together to create and grow a Young Alumni Dean's Circle. This group will be

# Alumni Engagement & Fundraising

---

solicited digitally for increased visibility and support.

This year, we celebrated the 50th Anniversary of the Carolina Scholar Program and the 25th Anniversary of National Fellowship and Scholar Programs. Alumni were present from several generations and they were solicited for support at this event.

Total giving to the South Carolina Honors College for FY20 as of 11/20/2019 is \$23,011,210 with \$250,000 pending.

- Major Gifts- To date, seven major gift solicitations have been made or are pending. Beyond the Classroom Initiatives remain a top funding priority, along with scholarships for underserved populations, Top Scholar enrichment funds, and faculty fellows.
- Annual Fund- The Annual Fund to date has yielded \$47,568 from direct mail pieces 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. The call center will not be utilized this fiscal year and digital fundraising will be emphasized as a solicitation vehicle.
- Dean's Circle- This year, we have two scheduled events for our Dean's Circle members. We now have a Young Alumni Dean's Circle for alumni who have graduated within the ten last years. Both events for each group will be scheduled around sporting events.

## **Supplemental Info - Alumni Engagement & Fundraising**

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

# Community Engagement

---

## Community Engagements and Community - Based Activities

*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 supported three student service organizations in FY20. These groups receive guidance and resources from the Coordinator of Service-Learning as they serve the Columbia community:

1. The Waverly After-School Program helps Honors College students make a commitment to building relationships with underserved children in our local community. Student volunteers spend an average of two hours each week mentoring children.

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 functions as a kind of music therapy and the organization has been asked to expand its offerings because of the program's popularity.

3. Project VIDA members create and give presentations about healthy living to elementary, middle, and high school populations in underprivileged communities.

In addition to student organizations, the SCHC taught twelve service-learning classes in FY20. The courses explored various topics such as food sustainability, local history, gender identity, and health communication. Students had the opportunity to apply their classroom knowledge to real problems in their community.

## Community Perceptions

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

The Honors College is known for giving back to the community. We assess this through the growing number of service-learning courses currently being taught or in development, the resources and support we provide to faculty who teach these courses, and through the perceptions of the students who participate in these experiences.

As one student noted, "This service experience has opened my eyes to the hardships that other groups within my community face and has granted me patience and empathy that will be vital to my nursing career."

## Incentivizing Faculty Engagement

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

# Community Engagement

---

The Faculty Fellows program not only helps us to recruit, teaches courses, assists with senior theses, provides guidance to students and the dean, and involves students in research, they also extend the engagement of the Honors College into various units. It is a program that we plan to expand. Faculty not only teach our classes, but they assist with fellowship applications and admissions decisions.

# Collaborations

---

## Internal Collaborations

*Our most significant academic collaborations and multidisciplinary efforts characterized as internal to the University.*

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 UofSC School of Medicine in Columbia, the Early Admission program with the UofSC School of Medicine in Greenville, 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

*Our most significant academic collaborations and multidisciplinary efforts characterized as external to the University.*

We are actively involved in the Southeastern Conference Honors Deans Conference, which we have hosted twice. We are also involved in the HERU organization (Honors Education at Research Universities) and the NCHC, attending, presenting papers, and serving on committees. Our Smithsonian Internship Program, with the Smithsonian Museum, is in its third year. The Washington Semester Program and the South Carolina Semester Program represent, of course, extensive collaboration with government and non-profit offices and agencies. We also collaborate with all high schools in the state to offer the South Carolina Writing Contest annually.

## 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.



# **Equity and Diversity Plan**

---

**Improve Under-Represented Minority (URM) Student Enrollment**

**Improve The Number Of Full-Time URM Faculty Across Academic Units**

**Enhance Outcomes For URM Undergraduate and Graduate/Professional Students**

**Improve Post-Graduate Outcomes For URM Undergraduate and Graduate/Professional Students**

**Increase the engagement of students, faculty, staff, administrators in Equity and Inclusion**

**Improve The Sense Of Inclusion Amongst All University Community Members**

# Concluding Remarks

---

## Quantitative Outcomes

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

We are pleased to report that our incoming freshmen class SAT and ACT averages have been above the Ivy League averages. In addition, only 7-15% of our incoming freshmen class each year say they would have come to the UofSC without SCHC admission. We are proud that through our unique offerings in the Honors College, we are able to help the entire university attract and retain talented undergraduate students. We have a superb honors college, but we will need the cooperation and support of many others to sustain this excellence in the context of the new budget model.

## Cool Stuff

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

The Honors Residence Hall, where our freshmen reside, is being expanded. Construction to erect an additional wing will begin in Spring 2020.

A naming gift for the Honors College remains a priority.

The accomplishments of our students--winning awards, getting especially appealing jobs, being accepted into top post-graduate programs--that is the coolest of the cool stuff.

## Appendix 6. Alumni Engagement & Fundraising

# Uof SC Unit Performance

All Gift Band

Unit  
SC Honors College

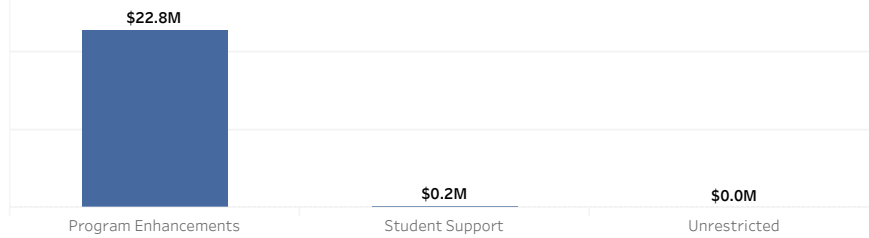
Fiscal Year  
FY 2020

Counting Method  
Production

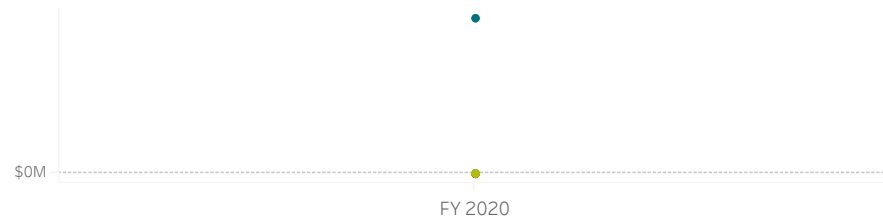
FY - YTD Production



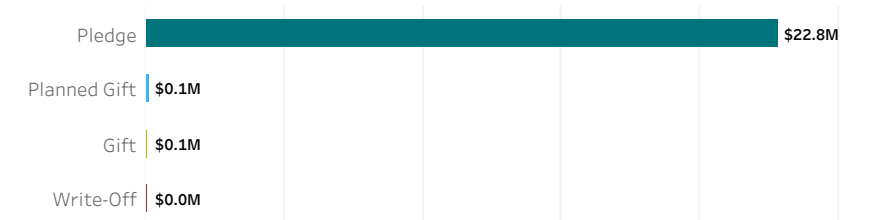
Total \$ by Purpose



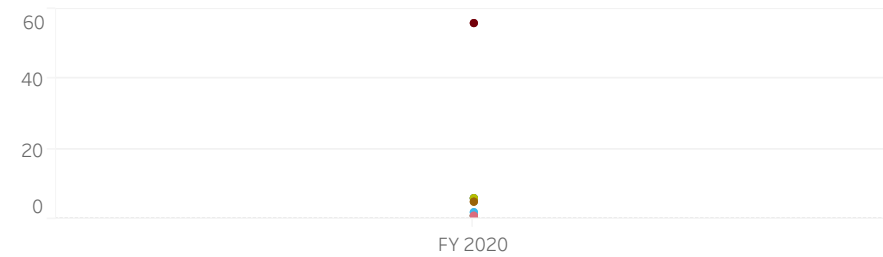
Total Giving by Gift Type by FY



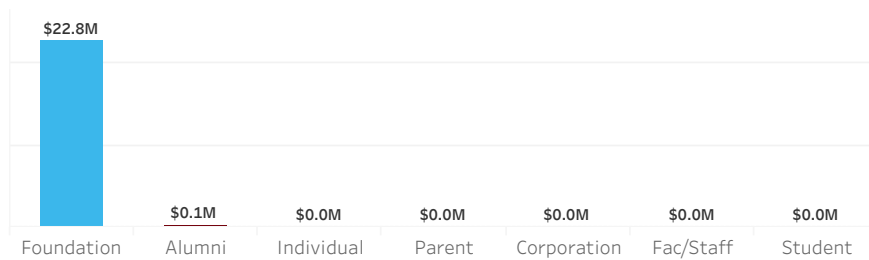
Total Giving by Gift Type



Donor # by Constituency FY



Total \$ & Donor # by Constituency



Designation



Total \$ by Designation

