

Blueprint for Quality Enhancement at USC

**SOUTH CAROLINA
HONORS COLLEGE (SCHC)
2013**

*Draft
2/25/13*

Vision:

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 to be recognized as a pre-eminent Honors College.

Mission:

The South Carolina Honors College will serve its students by offering a rich curriculum of core, major, and special-interest courses, featuring small enrollments and excellent teachers; by providing individualized and insightful advising that leads to academic success, on-time graduation, and meaningfully focused lives after college; by creating and fostering a nurturing and stimulating learning community; by requiring and enabling transformative “out-of-the-classroom” experiences (study abroad, internships, service learning, undergraduate research); by working cooperatively with other units on campus to achieve the University’s expanding mission; and by engaging with parents, alumni, supporters, and donors to assure that the SCHC continues to thrive and improve.

I. Executive Summary (one page)

A) How does the Honors College contribute to meeting the Dashboard targets?

The Honors College elevates the *total UG enrollment* and the *average SAT score* by attracting exceptionally strong students. Our surveys consistently indicate that a majority of our 1451 students have chosen USC because of the Honors College. Not surprisingly, given the quality of these students, their *Freshman retention rate* is quite good, ranging from 98.4% (2008 cohort) to 96.3% (2011), which is comparable to the Ivy League and elite liberal arts schools (Harvard is 98%, Amherst 94% [*Fisk Guide*]). Although our *six-year graduation rate*, at 88% for the 2006 cohort, is quite good, we do lag behind the highest ranked schools: Yale's six-year graduation rate, for instance, is a mind-boggling 98%; Wesleyan's is 93%. We are however slightly ahead of the top public universities, such as UNC-Chapel Hill (87%), Penn State (85%), or Wisconsin (82%). The Honors College helps lower the *student to faculty ratio*, offering over 430 courses per year with an average enrollment of about 14. We contribute to *research expenditures* overall by providing over \$200,000 each year for undergraduate research, in addition to significant investment in student travel for study-away experiences. The Honors College contributes significantly to the pursuit of *national scholarships and fellowships* (which we substitute here for the Dashboard target of *national honors and awards for faculty*): For the 2011-2012 competitions, Honors College students comprised 52% of all USC applicants and 54% of the winners. Finally, instead of the Dashboard target of *doctoral degrees*, our goal has been to increase the *graduation "with honors" rate*, which was 64% in 2011, and will improve this spring to about 85%. (At the February meeting of SEC Honors deans, graduation-with-honors rates at other SEC schools were reported in the 30 to 40 percent range.)

2) How does the Honors College contribute to the Key Performance Parameters?

The Honors College contributes to the first Key Performance Parameter (KPP), *teaching excellence*, by helping the University to attract the most talented, motivated faculty, who want to teach exceptional students. We monitor student evaluations closely and work with chairs and directors to secure the strongest possible teachers for our classes. For the second KPP, *research/scholarship reputation and productivity*, we will focus instead on *reputation and undergraduate research*. The Honors College contributes substantially to undergraduate research, as noted above, requiring students to complete an out-of-the-classroom experience. By being recognized widely as one of the best honors colleges in the country—the best, as you know, according to the recent ranking—the SCHC enhances the University's reputation. To the many *service* endeavors (the third KPP) that our students are already involved in, this year the SCHC added a musical outreach to the women's shelter, which has been very successful. Finally, the SCHC is supporting the fourth KPP, *sustainability*, by offering various environmentally-focused courses; by purchasing an electric golf cart to avoid transporting equipment to the dorm and back by car; by attaining "Green Office" status from the Office of Sustainability.

II. Meeting the University's Academic Dashboard Targets (two pages)

1) What are the strategies used to address each of the Academic Dashboard measures and targets? How effective are these strategies? 2) What is our progress toward meeting the Dashboard targets this past year? 3) What are our strategies for meeting these targets in 2013-2014?

1. Total UG enrollment

2. Average SAT score

The University is following a prudent strategy of growing the Honors Colleges slowly, by 10 to 15 students per year, while advancing or at least maintaining the average SAT score. Our strategy to contribute to this recruitment effort is, quite simply, to enhance every aspect of the Honors College, ranging from landmark community-building events, like the Floatilla at the beginning of the fall, the Ivy Ball at the end of spring, and dozens of events in between. In order to improve our website, which is crucial to recruiting, we have created an Honors class this spring, taught by Ben Rex (President of Cyberwoven, the largest digital company in South Carolina), which will focus on marketing the Honors College. Our renovated website will be up by this July. It will be scalable to all devices, and it will include dynamic features, sample classes, and many other new elements. We are advertising for a new recruitment/advisor staff member. We will be launching a statewide writing contest next year for SC high school students: our goal is not only to stimulate writing but also to identify exceptionally talented students.

3. Freshman-Sophomore retention rate

4. Six-year graduation rate

5. Student to faculty ratio

In addition to our community-building events, which contribute to retention, we have dedicated a staff person to work with the Honors Council on enhancing student-led events. We have held staff retreats to focus on student profiles and advising, among other things. Arguably, the most significant contributor to retention is the curriculum. This spring we will launch the Core Faculty, and one of their most important functions will be to help us secure the strongest teachers and develop the most innovative and useful courses. Our student/faculty ratio is superb except in Organic Chemistry. We have been working with the department to solve this problem, but to date we have two different pedagogical philosophies.

6. Research expenditures

7. National honors and awards for students (rather than "for faculty")

8. Graduation "with honors" (instead of "Doctoral degrees")

Fund raising is an important aspect of our strategies to advance our funding of undergraduate research, to recruit and nurture those students most capable of winning major prizes, and to lead student through the successful completion of their theses and graduation "with honors." Our fundraising efforts, led by Chappell Wilson, have been very successful, including gifts of \$30k (to fund passports for students studying abroad), \$1.2m (for scholarships), \$1.5m (which will be split with the Business school), and \$300k (for scholarships)—with other potential donors under cultivation. We proposed a

major ask (\$30m or \$100m), and are waiting to see how that plays out. We are hiring an additional development officer for the Honors College (out of my start-up funding), who will focus on alumni with giving potential of \$1k to \$25k, and will also focus on parents.

Our strategy for increasing USC's success with major scholarships is also multi-faceted: In the fall, I taught a course, "Leadership and Life," that aimed to prepare students for fellowship/scholarship competitions. Also, as part of the advising process, SCHC staff were required to determine which students had potential as major scholarship applicants, and then make sure that those students got in touch with Novella's office.

Our success in increasing the rate of students graduating "with honors," from ~60% to 84.8%, is to a large degree the result of simply determining that we would encourage students to finish, starting from day one. Students who had decided not to write a thesis, or who decided to withdraw from the Honors College, were required to talk with me. With their advisors, we were usually able to figure out how and why they should finish.

III. Meeting Key Performance Measures and Goals (three pages)

IV. Appendices

A. Top Ten, Peers: The following public universities have honors colleges/programs that would widely be considered among the top ten (see Appendix One for discussion): Arizona State, Colorado, Georgia, Maryland, Oregon, Michigan State, Penn State, UT Austin, Texas A&M, and Washington. The South Carolina Honors College (SCHC) is competitive with all of these and superior to some—although the dissimilarities of Honors Colleges make evaluative comparisons difficult and subjective. Other institutions that might be considered in this top tier include Alabama, Arkansas, Iowa, Minnesota, North Carolina, Ohio State, Vermont, and Virginia. I agree, in other words, with Davis Baird's assessment in his 2010 "Blueprint" that the SCHC is arguably "one of the two or three very best honors colleges in the country," based on facilities, number/quality of applicants and enrollees, quality and range of academic opportunities, and students' post-graduate success. These schools and others are however investing heavily in their Honors programs, and we have no opportunity for complacency or self-congratulation.

B. Strengths, Accomplishments: Our "top strengths and important accomplishments achieved in the last five years" are the following: increasing the size and quality of the incoming classes, opening the new Honors Residence Hall, developing the "Honors Beyond the Classroom" requirement, launching a development program for the SCHC, creating an internships program, creating a service learning initiative, supporting undergraduate research, and delivering a varied and large selection of Honors courses.

C. Weaknesses and Plans: At least four items listed as "important accomplishments" in previous blueprints are nonetheless still very much works in progress: diversity, course compensation, alumni relations, and developing the College's "brand." These complex and longstanding issues require comprehensive strategies. Briefly: To increase diversity,

we will enlarge the pool of potential students (eliciting more applications and considering a larger group on empirical measures: that is, we will consider the essay portions of a larger group of students). We will also recruit from within, advertise (*Black Pages* ad e.g.), target high schools, and develop high-visibility programs (such as a statewide writing contest). To change how departments think about course compensation, we will need to create slots designated for the Honors College, shifting away from the idea that the Honors College is an external contractor, purchasing the services of faculty (at bargain rates). We want to move to the awareness that the Honors College is part of every unit's core mission: the entire University benefits from the Honors College, which serves the entire University. To strengthen alumni relations, we will focus more staff effort on increasing contact and events. Strong alumni relations begin during the undergraduate years, and a major focus going forward will be enhancing the undergraduate experience, providing landmark events for each class year and more frequent and better organized social and educational events. We have been working with Communications on how to expand awareness regionally and nationally, and we need to move on this in the coming year.

We are blessed with an excellent facility in the Honors Residence Hall, but we need to renovate Harper, complete the Residence, expand living opportunities for juniors and seniors to live on the Horseshoe, and find additional office space. We also need to raise additional funds for targeted scholarships: it is a fierce competition for the best students.

2013-2014 Academic Year Goals

Goal One

Implement and develop the Core Faculty.

Progress: The concept has been developed and vetted with the Provost and the Dean of Arts and Sciences. We know what the Core Faculty will do (teach, mentor, cultivate courses and colleagues, recruit, advise, build community, represent), and how they will be rewarded (\$7k per year salary supplement; \$2k per year travel/research fund to the unit; teaching reimbursement, already in place, will remain as is; funding from addition to the recurring budget also already in place). The profile has been developed: 18 faculty representing the curriculum, roughly proportional to the distribution of student majors. A long list of prospective faculty has been developed and cross-checked against our teaching evaluations.

Plans: a) Select the faculty, after consultation with deans/chairs/the faculty themselves. b) Provost appoints the faculty. Determine whether "Core Faculty" or "Fellows" is the best name: what else can these faculty be called? c) Announce the Core Faculty at the April reception for Honors Faculty at the President's House. d) Organizational meeting in May; Core Faculty begin serving August 16, 2013.

Goal Two

Address crucial facilities issues: housing, office space, social and academic space.

Requests to live in the Honors dorm next fall have exceeded our available space by a large measure: Over 200 Honors students currently living in the dorm were notified that they would be placed on a waiting list and that on-campus housing could not be assured. It's unclear as I'm writing what will happen to these students: I have proposed creating a block of Honors students in Woodrow. What I know for sure at this point is that many Honors students, especially the current first-year students, and their parents, are quite distressed. They feel that there was an implicit promise that on-campus housing would be available for Honors students. The Honors dorm is an outstanding facility, but other public university Honors programs are pouring resources into their Honors facilities. Here is what we need to do to create the richest and most valuable academic experience:

1. Complete the dorm, adding the final wing and at least 250 beds, thereby providing housing for all the freshmen and sophomore Honors students plus a select number of juniors and seniors who agree to a mentoring role. The new wing will include faculty offices and classrooms (and labs, if feasible).
2. Expand Honors housing on the Horseshoe, creating the expectation that juniors and seniors will inhabit an Honors community there. How? A) Create an Outer Horseshoe housing block for Honors students. B) When Social Work leaves DeSaussure, move OFSP, Study Away, and some Honors staff there. C) Renovate Legare and convert it into a dorm, using the top floor (the complementary space to the Gressette room) as a study/gathering space.
3. The conversion of the student services space into a computing/printing/meeting space for students has been an enormous success, with the demand often exceeding the space available. Except for this relatively small room (much bigger than the previous lab, to be sure), there is no gathering space for Honors students on the Horseshoe. The Gressette Room, on the third floor of Harper, is certainly one of the most underutilized spaces on campus. The Honors College uses it regularly for meetings, but we often have difficulty getting the room opened and set up. At least four times this year, the room was not opened at the requested time, which has required meetings to be moved to my office or the hallway. Last week, a meeting of the Religion and Science group was not set up for a lunch, and we did not have a key to open the closet where the tables are stored. When three offices were being painted, the Russell House staff who control the room did not allow my staff to use the room to escape the paint fumes, even though no event was scheduled.

The University and the Honors College need to make the most of the limited space we have. We are not making good use of the Gressette Room, which could be easily be managed by the Honors College (we make available and schedule our dorm classrooms and conference room, which are heavily used). Other appropriate groups would continue

to use it, but we would be able to have regular student gatherings there; create a flexible space where prospective students and parents could meet with our recruiting staff; expand our program without restricting anyone else's use. With a modest investment, funded by the Honors College, we would be able to retain the space's current uses and its historic integrity (we are not talking about structural changes), while at the same time creating an invaluable multi-use space. Visiting the Honors offices at LSU, Auburn, and Arizona State recently, I was struck by their inviting flexible spaces.

We have been asking since I started as dean for painting and flooring in Harper immediately, and for planning for fresh air to be put on the schedule. We've had multiple site visits, and the first floor has been painted. We're hopeful that action will ensue soon.

Goal Three

Replenish and evolve the staff.

We are engaged in substantial hiring: the search to replace retired Associate Dean Jim Burns is underway, and we have well over 100 applications. It's a very strong pool. We are also close to hiring a new development person, who will focus on alumni and small gifts (\$1k to \$25K). Funding for this position will come from the recurring addition to the budget at the onset of my deanship. I've moved slowly to spend that money, making certain to put it in the best place. Fundraising is crucial to our future, and given the demographics of our 8000+ alumni, we need to be cultivating them now. We are also searching for two instructor/advisors to replace two advisors who left us. With these positions I will be shifting from a student services model to a teaching/advisor model. Our staff are likely to be most effective when they have an academic orientation. Jim Burns, Ed Munn Sanchez, and Mark Sibley-Jones (now at the Governor's School) were superb teachers who enjoyed serving students. The academic background is crucial, I think. The continuing staff are being reorganized structurally and retrained. Advising in the College can and will be improved.

Goal Four

Continue to improve and expand activities to support students, build community, increase diversity, and enrich students' educational experiences.

In the past year, we have raised over \$3,030,000 in major gifts pledged or given. (I am counting the Stamps gift, because Chappell and I initiated the process when it was stagnant, and Chappell drafted the agreement. Also included: Catherine Heigel's gift to fund passports for Honors students; Marshall Winn's pledge to endow a Carolina Scholar; Mack Whittle's pledge to fund four Carolina Scholars; and James Pearce's agreement to provide \$1.5m to the Honors College and the Business School: I am proposing Honors/Business scholarships and professorships.) We need to continue to grow our scholarships, robustly fund undergraduate research, expand funding of study away, and increase our support for internship programs. The year before I became dean,

the SCHC enrolled two new African American students. This year we enrolled 11 new African American students, plus 17 students of more than one race, and we also transferred in another 14 African American students. We have a long way to go, but strong funding is essential to increasing our diversity. We are especially interested in finding a donor for international scholarships. We have pursued a handful of international students, including remarkable Spanish, Greek, and Iranian students, and we are learning about the impediments to enrolling them. But the opportunities offered are too great to pass up.

We have substantially increased the social/academic activities, and we will continue to expand these carefully. Our target: a landmark event for each class every year, plus an end-of-year awards banquet, plus one major event each semester that involves two or more classes, plus at least two events per month open to all students (an example would be the theatre-going events).

Goal Five

Assess our curriculum; expand University Honors 101; refine and export the “Leadership and Life” course.

The Leadership and Life course, which included connecting students to community leaders as mentors, succeeded nicely, yielding some strong scholarship/fellowship candidates, some job offers for students, and lots of valuable experience. I want to move the course more toward an Aspen-Institute syllabus, away from the great biographies model (which is great, but too time-consuming), and I want to see if this course can be replicated by others. Should this course or something like it be part of the required curriculum for Honors students? How can we focus more attention on the development of writing abilities? How can we do more to broaden those students who are in particularly limiting majors? Our experiment with Honors sections of University 101, somewhat to my surprise, was received with rave reviews from students. While I’m not convinced that every Honors student would benefit from this experience, it seems clear that some will, so we will continue and look to expand that offering.

Five-Year Goals

Goal One

Students: Increase the number, diversity, quality, and retention.

- Size: from 352 to ~400 (incoming); 1400 to ~1600 (overall)
- Diversity: from 3% to ~6% minority students
- Quality: maintain or increase average SAT and/or middle 50%
- Retention: from 60 to 70% graduating “with honors from SCHC” to >90%

- Recruitment: Enhanced website, materials, and activities (including statewide writing contest)

Goal Two

Faculty: Establish and maintain a Core and Affiliate Faculty; cultivate a sense of shared mission in other units.

- Core Appointments: two years, a portion of teaching/service assigned to SCHC
- Core Profile: ~20 faculty selected; fields representative of the curriculum
- Funding: Shift the model from (a) compensation to units by the SCHC for use of their teachers, to (b) the assumption that staffing the Honors College with exceptional courses and teachers is part of the unit's fundamental mission
- Affiliate Status: identify and cultivate faculty currently teaching/mentoring in the SCHC
- Activities: Create a teaching community of Core and Affiliate faculty (receptions, focus groups, task forces, teaching observations and awards)

Goal Three

Honors Experience--Curriculum: Improve, review, and evolve the curriculum.

- Identify courses that need to be added or altered; review teachers and take action where needed; explore special Honors programs/partnerships in high-profile areas (Marine Science, Digital Humanities).
- Review and revise the curriculum to align with the new core.
- Create a new SCHC course focusing on leadership skills in any discipline (speaking, writing, rhetorical analysis, management, cultures, trends, ethics); fast track for internships, service learning, QEP projects, the SEC Consortium, SCHC Ambassadors, and similar activities.
- Involve more faculty in mentoring and advising (career and research).
- Improve the advising by the staff (more communication with departments; more assessment and training; use technology to reduce rote tasks, freeing time for engagement).

Goal Four

Honors Experience--Extracurricular: Expand students' opportunities for personal growth and enrichment within a vibrant and inspiring community of learners.

- Programs: Expand and refine Study Abroad, Service Learning, Internship, and Undergraduate Research opportunities. Focus on Waverly Tutoring and Women's Shelter, and select one new SCHC-wide project each year (which then becomes an ongoing concern). Start an Honors College Rowing Club and use it

- as a platform to reach disadvantaged youth (in concert with the Columbia Rowing Club).
- National Scholarships, Fellowships: Increase participation and success (establish as priority for faculty and dean's office: tangible encouragements for nominations and awards).
 - Community: Continue and expand the many social and educational events ongoing. Create landmark events and traditions for each class year.
 - Spaces and tools: Create a multi-use student gathering space in the Gressette Room in Harper, targeting in particular junior and senior Honors students who may live on the Horseshoe and have no common space. Re-open staff office presence in the dorm. Renovate Harper. Working with Housing, maintain the new dorm and increase its appeal (lending library, ping pong, music).

Goal Five

Development: Expand and intensify focus on raising funds for scholarships, construction, and faculty; increase parental and alumni involvement and giving; nurture a commitment among students before graduation.

- Scholarships: Enhanced and more numerous scholarships will help us to attract the best students. Continue to get them.
- Construction: Completing the dorm will provide for much-needed staff and faculty offices, and will create space for classrooms and screening theatre. Create more dorm and office space on the Horseshoe following Social Work's departure.
- Faculty: Create endowed chairs assigned to Honors, linking top faculty to the SCHC for an extended period.
- Alumni and Friends: Formalize networking opportunities; create biographical profiles for each class; expand the advisory board in number and activity; launch Gameday activities on the Horseshoe for students, parents, and alumni (food and busing).

Section IV: Appendices

Appendix A: Resources Needed

For Goal #2 (2013-2014) and Goal #1 (Five Year Goals): Our ability to grow, and to attract, retain, and graduate students, providing them with the best possible education, is going to be significantly constrained very soon, if it isn't already, by the lack of space and facilities. As noted above, our goal is to provide on-campus housing for all Honors students: Freshmen and Sophomores in the dorm; juniors and seniors on the Horseshoe (Outer and Inner). This requires, obviously, a major investment, but we face an arms race for the best students, and our competitors have built, or are building and renovating

furiously, focusing on Honors facilities. I am convinced that this issue poses the most serious limitation on the Honors College going forward. Reiterating what we need:

1. Complete the dorm, adding enough beds to house the house freshmen and sophomores, plus offices and classrooms and labs, if feasible (contiguous building?).
2. Expand housing options on the Inner and Outer Horseshoe. My suggestion is to convert Legare to student housing, and use Woodrow or another space as a dedicate Honors colony. The parking lot behind Harper and McCutchen would be a lovely space for a green dorm and green landscaping, retaining the parking closest to Osborne, but eliminating the parking behind South Caroliniana and Harper. This dorm could extend in a “T” shape out from Harper (that is, it would connect to Harper and fill in the empty space behind Harper). Whatever we do, to continue to grow the Honors College—which is both possible and desirable—we will need more housing for Honors students.

Type of Resource: The completion of the Honors dorm has been on the University’s building schedule, although this project was not included on the most recent list I saw. The type of resource is construction funding. In terms of “Existing” resources, I do not know what is planned or set aside, if anything. Obviously, the rent for dorm rooms provides a recurring source of funding, and the various private concerns that are building housing for students would seem to indicate that providing this funding is financially viable. If a company can build housing for students, we should be able to. As the parent of a student, I’d much prefer on-campus to off-campus housing. “Additional state source”: I also don’t know this. Our “Strategy,” so far as I can conceive it, would be to seek special funding if possible; target gifts for this purpose (I will go anywhere and cultivate anyone—well, almost anywhere and anyone); and rely upon the housing fees.

Appendix B: Benchmarking Information

According to the only ranking ever conducted (*A Review of Public University Honors Programs*, edited by John Willingham), we are the top Honors College:

1. University of South Carolina
2. University of Texas at Austin
3. University of Michigan
4. Arizona State University
5. Michigan State University
6. University of Georgia
7. University of Delaware
8. University of Virginia
9. University of Minnesota
10. Penn State University

If the Honors College is considered within the context of the University as a whole, we were ranked #9:

1. University of Michigan

2. University of Virginia
3. University of Texas at Austin
4. University of North Carolina at Chapel Hill
5. Arizona State University
6. University of Washington
7. University of Minnesota
8. Michigan State University
9. University of South Carolina
10. University of Georgia

The first ranking considered these factors: honors curriculum, honors retention and graduation rates, honors housing, study-abroad programs, and priority registration. The second ranking added “prestigious undergraduate and postgraduate scholarships.” We will use priority registration beginning in the fall to identify open seats and allow qualified students (3.5 GPA and/or approval of the instructor) to fill those seats.

Appendix C: College’s Top Strengths

Our strengths are captured for the most part in the categories measure in the rankings covered in the previous appendix. A significant accomplishment this year was getting our curriculum approved into the Core Curriculum, allowing us to designate how Honors classes fit into students’ requirements. Without this capacity, approved by the Faculty Senate, we would have had serious problems. Our other important accomplishments recently include enhancing the students’ sense of community (witness the dramatic increase in the number of students asking to live in the Honors dorm, or the dramatic increase in the number of students completing their theses and graduating “with honors”). The Honors is excellent but it is poised to become even better.

Appendix D: Weaknesses and Plans for Addressing Weaknesses

Please see Goal #2 in the Annual Plan above. Also, annual Goal #1 points to the difficulty of securing the strongest faculty, which is being addressed to some degree by the Core Faculty plan. Please don’t misunderstand: We get some superb teachers to teach our Honors courses, and the majority of our faculty are quite good. But chairs and directors, even after the Core Faculty are in place, are likely going to continue to struggle to assign their strongest faculty to teach Honors classes. They face at least two problems: 1) They need strong faculty to cover graduate courses, undergraduate major courses, and large survey courses. Their strongest faculty are also those most likely to win release time, reducing their unit’s teaching capacity. The current funding model for covering Honors courses is not helpful, because it makes it seem that units are assigning away their best faculty and receiving funding for an adjunct (on average about \$5000). It seems like a bad deal. 2) The second obstruction to assigning the best faculty to Honors classes is the requirement that each faculty teach a minimum number of students. In Arts and Sciences, for instance, my understanding (from various chairs) is the all faculty are required to teach at least 70 students. So any faculty member who teaches Honors must

teach a large section of something to compensate for the small Honors class—making it impossible to teach, say, a graduate course and an Honors course at the same time. A significant number of faculty that I have tried to recruit for Honors classes have indicated that their chair will not assign them to Honors because of their other teaching needs.

As the University hires more faculty, the competing demands for faculty may be lessened, but it will surely not go away. How to solve these problems? I've been told that Blueprints and Annual Plans at some point in the past asked unit leaders to identify how they were contributing to the Honors College. We need for chairs, directors, and deans to see staffing Honors classes as part of their core mission. Honors students are not someone else's students. The Honors College is not an external entity. They are not assigning their faculty away. Again, the Core Faculty should help with this issue. I am considering going around to each unit and talking about how the Honors College benefits that unit and the University (it seems too obvious, but perhaps it isn't).

Two steps would make, I think, a dramatic difference in how staffing Honors classes is perceived. First, we could eliminate the cumbersome system of transferring funds to the various units in return for assigning their faculty to teach for us. Instead, the units would be expected to provide courses for the Honors College in the same way that they are expected to cover their graduate program, undergraduate program, general education, etc. The unit's funding would be increased accordingly (money would of course be taken from the Honors College to provide that funding). As needs shifted, the unit's expected contribution and funding would be adjusted. Second, where it seems necessary to require minimum student numbers, Honors students and graduate students could be counted as multipliers, acknowledging the relative challenge and importance of these assignments. All teaching is of course important. This weighted would simply reflect the differences in class size needed for different kinds of assignments.

I'm not certain however that these steps would have the desired effects, and would not have unanticipated side effects. The Honors College is working extremely well, I believe. It has benefitted from bold and visionary support from the upper administration—which is much appreciated and admired.

Appendix E. Unit Statistical Profile

The number of entering freshman for Fall 2009, Fall 2010, Fall 2011 and Fall 2012 classes and their average SAT and ACT scores:

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Test Scores (avg)				
# New Fresh / ACT	312/32	335/32	344/32	347/32
# New Fresh / SAT	312/1406	335/1417	344/1431	347/1429

Freshman retention rates for classes entering Fall 2009, Fall 2010, and Fall 2011:

Freshman-Sophomore				
<i>Ending in:</i>	Retention Rates			
	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
	Returned '09	Returned '10	Returned '11	Returned '12
Start School	85.3%	84.1%	82.8%	83.9%
Other School	13.1%	13.8%	14.2%	12.4%
TOTAL	98.4%	97.9%	97.0%	96.3%

Sophomore retention rate for classes entering Fall 2008, Fall 2009, and Fall 2010.

Sophomore-Junior		
Retention Rates		
2008 Cohort	2009 Cohort	2010 Cohort
Returned '10	Returned '11	Returned '12
86.4%	89.3%	85.0%
7.5%	5.0%	8.9%
93.9%	94.3%	93.9%

Number of majors enrolled in Fall 2009, Fall 2010, Fall 2011 and Fall 2012 by level: undergraduate

Fall 2009	Fall 2010	Fall 2011	Fall 2012
1,259	1,245	1,371	1,385

Number of graduates in Fall 2011, Spring 2012, summer 2012 by level (undergraduate, certificate, first professional, masters, doctoral)

Fall 2011	Spring 2012	Summer 2012
31	268	15

Four-, Five- and Six-Year Graduation rates for the three most recent applicable classes (undergraduate only)

2004	2005	2006
86%	87%	88%

Total credit hours generated by your unit regardless of major for Fall 2011, Spring 2012 and Summer 2012.

Fall 2011	Spring 2012	Summer 2012
8629	7334	120

Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree: NA for us (we have only the BARSC major).

Percent of credit hours by undergraduate major taught by full-time faculty: NA for us (BARSC only).

Appendix E:

Statistical Research Data

(to be provided by the Office of Research Information Technology and Data Management)

Appendix Two: Unit Statistical Profile

See attachment, please.

Appendix Three: Research Proposals

**Office of Research
IT and Data Management Office
Honors College
FY2011 Blueprint Data**

Q1. The total number and amount of external sponsored research proposal submissions by agency for FY2011

**FY2011 PROPOSAL
SUBMISSIONS
Honors College**

	Number	Dollars Requested
NSF	1	\$17,896

Q2. Summary of external sponsored research awards by agency for FY2011

**Awards by Source/Agency
Honors College**

	FY2011 Funding
DOD	\$9,043

Total Funding**\$9,043****Q3. Total extramural funding and Federal extramural funding in FY2011****Summary of Awards
Honors College****Total Funding**
\$9,043**Total Federal**
\$9,043**Q4. Amount of sponsored research funding per faculty member in FY2011
(by rank and type of funding).**

PI_HM_DEPT_DESC	TITLE_DESC	PI_NA	TOTAL	COMM	FEDERAL	LOCAL	OTHER
Honors College, South Carolina		Tanner, Patsy	9,043		9,043		

**Q5. Total sponsored research expenditures per tenured/tenure-track faculty for FY2011
(by rank and by department).**

Division / Unit	PI	Total Expenditures (Direct/Indirect)	Status

Honors College, South Carolina			
	Munn Sanchez, Edward	5,730	
	Tanner, Patsy	7,463	

Q6. Number of patents, disclosures, and licensing agreements in fiscal years 2009, 2010, and 2011.

Appendix Four: Credit Hours

See attachment please.

Appendix Five: Student Retention

Our retention rate is strong. We assess our retention and strategies with annual student surveys. These surveys ask about the effectiveness of the advising. The individualized advising that students receive, from an advisor in their major and an Honors College advisor, is perceived to be effective in helping students to progress on time, although there are some complaints about conflicting advice from two advisors. Students who are advised by Jan Smoak as Carolina and McNair Scholars are especially positive about that advising.

Social and educational activities that help to create an Honors community also contribute to students' adjustment, we believe. Excellent classes and access to needed courses are also factors in our retention, of course.

Each advisor in the Honors College deals with an average of about 150 students, spending on average thirty minutes per semester with each student. The advising is designed to go beyond getting the right courses and seeks to create a mentoring bond. Students do often return to their advisor outside of the advising period. Because students also have an advisor in their major, the possibility for differing advice or misunderstanding is present. I am asking our advisors to send confirming emails to the student's major advisor anytime there is some question about what the student should be taking. I am also asking them to meet at least once a semester with their counterparts to share updates and feedback.

In response to the question about what types of student support would be most beneficial: faculty advising would be most valuable—if faculty are dedicated to providing this advice. Faculty who are not committed to advising are much less effective than dedicated staff, it's clear. Staff can guide students on which courses to take, but faculty can help students figure out what they want to do with those courses, and what their career plans might be.

Appendix Six: Graduation and Placement

We have an internship director (Beth Watson) who supervises the Washington Semester, the South Carolina Semester, and the variety of internship opportunities. Beth offers periodic workshops and email announcements to make sure that students are aware of these opportunities. One of the most exciting recent new internships was arranged with Edventure, which generated over 20 applications.

We track our graduates with an exit questionnaire, and then follow up with an annual request for information.

Appendix Seven: Distributed Learning

We are not involved in distributed learning. (We do have a great course that links a French class here with an English class in France: the students are conversational partners, and then spend a week visiting each other—here and there.)

Appendix Eight: USC Connect and Community Engagement

Christian Price and Ed Munn Sanchez are piloting with Irma the software and procedures to create student portfolios. This process has not worked well with their students to this point: the Blackboard software is, according to the students, not acceptable. They are looking at a different strategy with a smaller group of students.

Since 1990, the SCHC has awarded over 510 SURF and Exploration research grants, in over 60 majors ranging from Accounting to Theater, Chemistry to Mechanical Engineering, for a total of over \$1,256,262.

Fiscal year July 1, 2010 - June 30, 2011 - Total amount awarded was \$161,789

Fiscal year July 1, 2011 - June 30, 2012 - Total amount awarded was \$178,225

Because of the “outside-the-classroom” requirement, all Honors students are engaged in service learning, undergraduate research, or international experiences. All students are required to do a thesis project to graduate “with honors,” and these obviously involve undergraduate research. Some involve service, and a few include international experiences. Based on the discussion at the recent SEC Honors Deans conference, the opportunities our students enjoy are extraordinary, but everyone is playing catch-up as quickly as they can.

In the past year and a half, sixteen service-learning classes were taught in the SCHC. Some 227 students participated with 57 community partners to provide over 3218 hours of service. Many of our students continue their work in the community long after their class is over.

In recent years the Honors College has offered three study-abroad experiences each Maymester.

Additional opportunities: We plan to expand the very successful Waverly tutoring program, and we are launching a Rowing Club that will evolve into a community service project engaging late elementary and middle school students.

Appendix Nine: Faculty Hiring etc.

Not applicable to us.

Appendix Ten: Funding Sources

1. E fund balances:

2009: N/A

2010: \$11,496

2011: \$14,582

2. Gifts and Pledges received in FY 2011: \$1,976,976

Appendix Eleven: Interdisciplinary Research

Our BARSC students in particular are engaged in projects that are by definition interdisciplinary, involving typically three or more fields. I would also like to foster interdisciplinary activities by linking courses in different fields (English literature and History, for instance; science and philosophy; religion and science). I hope to have some courses of this type on the books for spring 2013.