

# Executive Summary

## Blueprint for Academic Excellence South Carolina Honors College AY2022-2023

### Introduction

Our honors college, one of the oldest in the country, beginning in the 1960s and becoming a college in 1978, has been driven by a simple yet audacious objective: create an undergraduate experience that competes successfully for the most outstanding students, both in-state and out. In the first assessment of honors colleges in 2012, by Inside Honors, based on comprehensive, quantitative data, the SCHC earned the top ranking, and we have held that position in every subsequent rating, in 2014, 2016, 2018, and 2020. What makes our honors college most excellent—curriculum, staff, beyond-the-classroom activities, living communities, advising and mentoring, and more—is the result of remarkable and sustained collaboration and support, from the upper administration, deans, chairs, directors, faculty, and staff. The college has grown dramatically from 1430 students in 2011, to 2328 in 2021, while continuing to attract superlative students and offer them an exceptional education.

### Highlights

We improved our curriculum by adding 54 stand-alone (H01) honors courses compared to pre-Covid 2019-20; launched “Honors Semester at the Coast,” a 15-credit immersive experience in partnership with CAS and the Baruch Institute; working with Admissions, enrolled another stellar class, our largest ever (596), with SAT/ACT midrange scores of 1430-1510/32-340, and average high school GPAs of 4.54. National Fellowship winners increased by 8%, despite pandemic disruptions that led to program/travel cancellations; UofSC was named a Top Producer for the Fulbright. Honors College applications from underrepresented minorities increased significantly, and we continued to hire excellent staff, adding expertise and experience.

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



A handwritten signature in black ink that reads 'Steven Lynn'.



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# Foundation for Academic Excellence

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## **Mission Statement**

We will recruit a diverse group of outstanding 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: 03/01/2021

## **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 exceptional education and enriching experiences beyond the classroom, 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: 03/01/2021

## **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 - Curriculum

<b>Goal Statement</b>	<p>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.</p>
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>The curriculum is the foundation of our mission and critical to our ongoing success in the Honors rankings.</p>
<b>Status</b>	<p>Progressing as expected (multi-year goal)</p>
<b>Action Plan</b>	<p>Analyze the impact the new budget model has on obtaining Honors courses and address accordingly.</p> <p>Meet with the department chairs, program directors, and deans across campus to secure classes and appropriate faculty and to explore new partnerships and opportunities.</p> <p>Develop communication and outreach strategies to better engage with faculty.</p>
<b>Achievements</b>	<p>A critical milestone in achieving this goal was the Honors course policy and memo, which was signed by President Caslen and interim Provost Harding, that outlined the procedure for securing Honors courses from the academic units. The memo and policy were distributed to academic deans in early March 2020. The policy has allowed the SCHC to continue to secure Honors courses, despite the new budget model, which, in effect, ostensibly penalizes academic units financially for teaching the smaller classes that are crucial to the Honors College experience.</p>

# Goals - Looking Back

	<p>In FY21 we developed a strong partnership with DMSB in an effort to offer more Honors business classes across DMSB majors. This was also an important milestone, as 25% of Honors students (n=573) are DMSB majors. Our partnership with CEC continues (19% [n=399] of Honors students are CEC majors), and we are currently working on how to increase the number of Honors courses in CSCE, a major with burgeoning enrollment. We are also working with the ASPH to increase stand-alone course offerings for Fall 2021.</p> <p>As the Covid crisis forced the university to cancel study abroad courses, the SCHC increased the number of innovative service learning courses offered in the virtual environment, which allowed students to participate in a Beyond the Classroom Experience, despite Covid restrictions.</p>
<p><b>Resources Utilized</b></p>	<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 and overload pay to some faculty to teach an extra Honors course.</p> <p>Equally important to the financial resources listed above, is the demonstrated supported of the SCHC by the President and Provost so that we can continue to secure Honors courses and provide an outstanding Honors experience to our students.</p>
<p><b>Goal Continuation</b></p>	<p>Yes</p>
<p><b>Goal Upcoming Plans</b></p>	<p>See next section for upcoming plans.</p>
<p><b>Resources Needed</b></p>	<p>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, particularly in academic units with a large increase in undergraduate enrollment. 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 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, computer science and computer engineering, and public health courses. We need to work with the Office of the Provost, along with these academic units, to find strategies to secure top faculty to teach key Honors courses in these areas.</p>
<p><b>Goal Notes</b></p>	

# Goals - Looking Back

## 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>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Build teams that win with excellence and character.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Securing outstanding faculty to teach Honors classes, including SCHC classes, is key to our mission. We also need faculty willing to mentor students effectively with senior theses, research, career planning, recruiting (including Top Scholars), and national fellowships.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Actively promote the 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>	<p>SCHC secured an endowment that allowed us to expand our Faculty Fellows program from 8 to 21 Fellows. Although Covid has kept us from deeply engaging and building community with this group of Pearce Faculty Fellows in FY21, these Fellows did teach courses, mentor our students, volunteer for recruiting and outreach events, and participate in the National Fellowships and Top Scholars process.</p> <p>In fact, faculty, beyond just our Fellows, are a key component of our work supporting the national fellowship applicants and Top Scholars. In addition to the Fellows, in any given year between 160 and 180 faculty serve on various evaluation committees and national fellowship advising committees. We will continue to cultivate and appreciate these faculty.</p>
<b>Resources Utilized</b>	The Honors College uses the student fee (\$1150 per student annually, generating ~\$2.6m per year) to transfer funds to units who provide honors classes. We also draw on the Pearce Faculty Fellows Endowment (\$1.5m) to support Faculty Fellow stipends.
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	See next section for upcoming plans and goals.

# Goals - Looking Back

<b>Resources Needed</b>	Unknown at this time,
<b>Goal Notes</b>	



# Goals - Looking Back

## 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>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</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 the college advising web page, providing current information to help students prepare for Honors advisement. Update the 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>	<p>Due to Covid, we were unable to meet freshmen during new student orientation summer sessions. Our advisors created individual videos welcoming freshmen to UofSC and SCHC and highlighting personalities of our staff. To prepare Honors students for the advisement process, we created a Preparing for Honors Advisement video that featured Honors students and advisors. This replaced the goal to have courses schedule examples for students.</p> <p>Our advisors can process DegreeWorks exceptions for the SCHC block in DegreeWorks. This allows SCHC students to manage their progression with Honors College requirements.</p>
<b>Resources Utilized</b>	Staff time

# Goals - Looking Back

<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	See next section for upcoming plans and goals.
<b>Resources Needed</b>	We used our recurring staff budget to carry out advising.
<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>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Build teams that win with excellence and character.</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 UofSC 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. Support for South Carolina: A Path to Excellence, Goal 8: Build teams that win with excellence and character to achieve a 5% increase annually over the 5 year average of the number of UofSC national fellowship applications submitted.
<b>Achievements</b>	<p>Our first full year with two full-time National Fellowship advisors resulted in record breaking numbers of applicants, winners, faculty engagement, and office contacts. In FY20, UofSC students and alumni submitted 294 applications, and won 84 awards. These numbers are well-above our five-year averages of 256 applications. 64% of our winners were from South Carolina.</p> <p>We had very solid results in competitions that factor into honors ranking, continuing our Goldwater streak to 28 consecutive years with two 2020 scholars, increasing our Gilman recipients to 21, three Boren Scholars and six CLS Scholars, and 10 students offered Fulbright US Student grants, earning UofSC Columbia the status of Top Producer. Five students were named NOAA Hollings Scholars, keeping us as the 3rd top-producing school since the beginning of the award, with 61 total scholars. We also saw our first PPIA recipient, and two graduating seniors were awarded Erasmus Mundus awards for graduate degrees in the EU. Despite the challenges of the spring semester, there was a 45% increase in</p>

# Goals - Looking Back

	<p>student contacts.</p> <p>Highlights of the assessments include that 99% of our respondents found that the process of applying for a national fellowship prompted them to reflect on their academic and/or professional goals, and 92% think the process of applying was worthwhile, regardless of outcome.</p> <p>Our 25 Student Fellowship Peer Mentors gave generously of their time this year, making appearances at our Orientation sessions, SCHC U101 classes, workshops, and campus fairs.</p> <p>Faculty continue to be a key component of our work, and we had 70 faculty and staff on our various national fellowship advising committees. An additional 56 faculty helped us with our Fulbright process.</p> <p>Covid caused many of the international-oriented competitions to be postponed or canceled. The National Fellowship advising team quickly moved advising, workshops, campus nominations processes to virtual platforms. In addition they developed a new Blackboard organization to house cohorts for select competition.</p>
<p><b>Resources Utilized</b></p>	<p>We were pleased to receive a recurring budget allocation to support the growth of national fellowships as detailed in the new university strategic plan. We are using this new resource to grow our staff, increase the number of students we can support, increase faculty participation, and offer additional programs and engagement opportunities for students.</p> <p>A new National Fellowship Coordinator position was added in fall 2020 to enhance advising and outreach, with an emphasis on STEM based national fellowship competitions.</p>
<p><b>Goal Continuation</b></p>	<p>Yes</p>
<p><b>Goal Upcoming Plans</b></p>	<p>See next section for upcoming plans.</p>
<p><b>Resources Needed</b></p>	<p>No new resource needed at this time.</p>
<p><b>Goal Notes</b></p>	

# Goals - Looking Back

## Goal 5 - Student Engagement

<b>Goal Statement</b>	<p>We will continue to improve and develop programming that helps build community and engage our students in the University and surrounding community.</p>
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>The Honors College student experience involves a rich curriculum with special interest classes, a personal relationship with an Honors advisor, community building programming, and an open and diverse community that nurtures students to become global citizens.</p>
<b>Status</b>	<p>Progressing as expected (multi-year goal)</p>
<b>Action Plan</b>	<p>Create the student group, Connoisseurs, that will plan arts and music events for the College.</p> <p>Distribute the student engagement survey to create programs and events focused on student engagement.</p> <p>Host an information session on SCHC student leadership and student organization opportunities.</p> <p>Plan an event at least once a semester for Gamecock Guarantee and First-Generation 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> <p>Support the Black Honors Caucus in hosting at least two events each semester.</p>
<b>Achievements</b>	<p>Due to COVID-19, we were unable to launch the Connoisseurs and we had to alter traditional SCHC events like Bedtime Stories and Flotilla. Bedtime Stories moved to a virtual format and we collaborated with the Honors Residence Hall staff on an event for freshmen in the spring semester. Our Deans Council thrived during the pandemic, creating virtual and in-person events like Bingo for Books, wellness packs for Wellness Days and a food truck rodeo during Honors Week in the spring semester. Our staff was creative with virtual programming from Healthcare Week to a wellness week led by our new Mental Health Liaison, collaborating with SCHC student groups. Based on recent survey results from students participating in the Peer Mentoring program, students were grateful</p>

# Goals - Looking Back

	to have an upperclassmen provide support in the fall semester. Our Black Honors Caucus held monthly scheduled meetings and hosted two events, including a collaboration with the Black Capstone student group at the local museum.
<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 next section for upcoming plans.
<b>Resources Needed</b>	No new resources needed.
<b>Goal Notes</b>	

# Goals - Looking Back

## 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>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Build teams that win with excellence and character.</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 beyond.
<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 internal campus partners such as Admissions, Development, Financial Aid and Special Events and communicate and provide annual reports to the Stamps and McNair Foundations. Deliver on the promise made by the institution when this population of student was recruited.
<b>Achievements</b>	<p>In the midst of the ongoing pandemic, Fall 2020 including preparing for and supporting our First Year Scholars and the third class of out of state Stamps Scholars, bringing the total size of our Top Scholar community to 226 Top Scholars (Stamps, Carolina, McNair, 1801, and Horseshoe) continues to meet and exceed our expectations for full immersion in our nationally-ranked honors college. The Stamps Scholarship program was filled with 10 scholars for both in-state and out-of-state. The McNair enrichment expansion which started in 2020 continued, planning for the integration of gift of the Educational Foundation to provide enrichment funds for Carolina Scholars starting with the Class of 2025.</p> <p>Top Scholars are provided an experience based on holistic advising with a goal of creating a framework for a personalized, exceptional undergraduate experience. Two full semesters of events were planned and implemented with Covid protocols in place. Participation in these programs and events this year is extraordinary given the pandemic: 93% participated in at least one Scholar</p>

# Goals - Looking Back

	<p>Program offering (211 of 226 scholars); 63 sophomores or 94% participated in Sophomore Strategy Advisement sessions; 49 First Year Scholars (FYS) or 98% participated in at least one FYS program. The addition of fall FYS Touch Base appointments among our three staff members as a way to informally check-in on our newest scholars. Survey results indicate this added contact was very helpful and should remain post-pandemic. Beyond Scholar Programs offerings, 92% of our upperclassman Top Scholars have participated in at least one high-impact activity while at USC: study abroad (36%), service-learning classes (14%), undergraduate research (46%), leadership positions (76%), or internship/meaningful work experience (74%). Scholars United, generally a thriving student organization run by the Top Scholars, has some struggles this year in scheduling programs, but still provided a warm supportive community in the larger campus environment for these incredible students.</p>
<b>Resources Utilized</b>	<p>Continued staffing from FY21 meets the needs of the program.</p> <p>A gift from the UofSC Educational Foundation enabled us to implement enrichment stipends for the freshman class of Carolina Scholars.</p>
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	See next section for FY22 plans.
<b>Resources Needed</b>	No new resources needed at this time.
<b>Goal Notes</b>	



# Goals - Looking Back

## Goal 7 - Diversity and Inclusion

<b>Goal Statement</b>	<p>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. We aim to recruit and nurture a student body whose diversity enriches the educational experience for everyone.</p>
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>This goal aligns with our mission to create and foster a nurturing, stimulating, open and diverse community.</p>
<b>Status</b>	<p>Progressing as expected (multi-year goal)</p>
<b>Action Plan</b>	<p>Develop a diversity and inclusion statement for the Honors College. Create a webpage on the SCHC website about the college's diversity, equity and inclusion programmatic efforts and ways for others to engage in the honors college, such as: teaching an honors class, serving on a National Fellowship committee, nominating a student for SCHC transfer process; nominating a student for a National Fellowship.</p> <p>Enable students to add preferred names and pronouns on college related documents.</p> <p>Host a Diversity Dialogue event once a semester for SCHC students and staff on diversity, equity and inclusion topics. Host a training or seminar once a semester for SCHC staff focused on a diversity, equity and inclusion topic.</p> <p>Provide training on diversity, equity and inclusion to SCHC student organizations and student leaders, encouraging collaboration on diversity initiatives.</p> <p>Develop a directed approach to recruiting a more diverse group of students for National Prestigious Scholarships.</p>
<b>Achievements</b>	<p>The Assistant Dean for Student Affairs and Diversity continues to participate in the Admissions Office diversity recruitment events like Summer Seniors. She was able to send email correspondence to prospective, minority high school seniors before the application deadline. The response from these students was positive, but it is too early to see the results of accepted students. We yielded all Gamecock Guarantee (GG) students for fall 2020 by involving current GG students and the SCHC advisor who works directly with</p>

# Goals - Looking Back

	<p>this student group. She and current GG students will continue to collaborate with Admissions on future recruitment events.</p> <p>As a member of the Council of Academic Diversity Officers, our Assistant Dean for Student Affairs and Diversity used this role to solicit faculty from the Black Faculty and Hispanic Latino Faculty Caucuses to teach honors courses and diversify our instructors. Additionally, she reached out to Opportunity Scholars Program and the Multicultural Student Affairs offices seeking eligible students to transfer into the Honors College.</p>
<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>	See next section for upcoming plans.
<b>Resources Needed</b>	No new resources are needed at this time.
<b>Goal Notes</b>	

# Goals - Real Time

Goals for the current Academic Year.

## Goal 1 - Curriculum

<p><b>Goal Statement</b></p>	<p>Maintain and grow existing required major and Carolina Core courses in key academic units while expanding our stand-alone (H01) options across academic units.</p> <p>Continue to grow the Beyond the Classroom Honors experiences including service-learning courses and study away to provide excellent opportunities for our students. Target fundraising to support study abroad.</p>
<p><b>Linkage to University Goal</b></p>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<p><b>Alignment with Mission, Vision, and Values</b></p>	<p>The curriculum is the foundation of our mission and critical to our ongoing success in the Honors rankings.</p>
<p><b>Status</b></p>	<p>Progressing as expected (multi-year goal)</p>
<p><b>Action Plan</b></p>	<p>Analyze the impact the new budget model has on the obtaining Honors courses and address accordingly.</p> <p>Meet with CAS leadership and all CAS department chairs to increase stand-alone Honors courses and minimize "meets with" courses so that students can receive a true Honors Experience in their courses. Explore new partnerships and opportunities with CAS to meet shared goals.</p> <p>As we return to a post-Covid campus, engage in campus-wide outreach to communicate and educate faculty, staff and administrators about the SCHC mission.</p> <p>Hire a schedule and curriculum coordinator to assist the associate dean with the above goals.</p>
<p><b>Achievements</b></p>	<p>In AY 21-22 we made significant curricular progress, not only in the number of courses we offer, but also in the type of unique courses offered in academic units across campus. This forward movement was possible after the hiring of a schedule and curriculum</p>

# Goals - Real Time

	<p>coordinator, a new position in SCHC, who assists the associate dean on curriculum and faculty matters.</p> <p>For example, when comparing AY 19-20 and AY 21-22 course data (we eliminated AY 20-21 data from the analysis because of how courses were scheduled during Covid), we increased the number of SCHC courses by 17 and increased the number of stand-alone Honors courses (H01s) offered by academic units by 37. We also decreased the number of Honors “meets with” courses (H10s) by 28 courses. This decrease in H10 courses is a “win” for us, as having Honors courses that “meet with” regular courses does not typically provide the unique “honors experience” (e.g., small class size, deeper engagement with faculty member, experiential learning) we promise our students.</p> <p>Further, we added additional stand-alone Honors courses in key areas where a majority of our majors are housed – for example, public health and computer science – and forged partnerships with academic units where we previously had few connections or courses, including HRSM, the College of Social Work, and the College of Education.</p> <p>We were also able to develop and expand our study away (internationally and domestically), research, and service learning course offerings so that students have greater opportunity to engage in the honors experience. Particularly noteworthy was the launched our “Honors Semester at the Coast” program in partnership with CAS and the Baruch Institute.</p>
<p><b>Resources Utilized</b></p>	<p>Hiring of a new schedule and curriculum coordinator (new position).</p> <p>Monetary incentives to academic units so that full-time faculty can teach Honors courses.</p> <p>Nominal costs associated with outreach efforts to academic units.</p>
<p><b>Goal Continuation</b></p>	<p>Yes</p>
<p><b>Goal Upcoming Plans</b></p>	<p>See next section for upcoming plans.</p>
<p><b>Resources Needed</b></p>	<p>Despite the significant gains made this past year, we still struggle to obtain the number of courses needed in some areas, as the number of incoming Honors freshmen continues to increase (a 63% increase over the past 10 years compared to a 19% increase in all UofSC students). 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 member to teach an</p>

# Goals - Real Time

	<p>Honors course.</p> <p>With the hiring of a new CAS dean and numerous hires in that academic unit, we are hopeful that we will gain additional Honors courses in key areas, such as statistics and biology. We are already seeing additional courses becoming available in these areas for AY 22-23, and we are grateful for the strong support of CAS, the largest academic unit on campus.</p> <p>There is still some lack of understanding (in some academic units) about the value of the Honors College to the academic units and to the university and a lack of knowledge about the structure and nature of the SCHC. The addition of our new staff member to help support Honors courses and faculty is already allowing us to better educate and communicate with units. Demonstrated and continued support from the Office of the Provost is also necessary to continue our mission.</p>
<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>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Build teams that win with excellence and character.</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>	<p>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.</p> <p>Utilize and expand the Pearce Faculty Fellows Program to engage with faculty in academic units and educate and communicate with faculty.</p> <p>Diversify our Honors faculty and create new course offering on diverse topics.</p>
<b>Achievements</b>	<p>SCHC secured an endowment in AY 20-21 that allowed us to expand our Faculty Fellows program from 8 to 21 Fellows. After engaging very little with this group during the height of the pandemic, we re-engaged with our Fellows in AY 21-22, through a fall coffee and meeting and a spring meeting. Faculty Fellows inform the Honors College on curricular and other university matters and serve as a key component of our faculty governance. Fellows also teach courses (at least one per AY), mentor our students, volunteer for recruiting and outreach events, and participate in the National Fellowships and Top Scholars process.</p> <p>Beyond our Faculty Fellow cohort, faculty from across the university are a key component of our work, teaching nearly 600 honors courses per year and supporting the national fellowship applicants and our Top Scholars. All told, we have 166 unique faculty serving on various national fellowship advising committees, evaluation committees, and serving as mentors.</p> <p>The addition of a new staff member to help support Honors courses</p>

# Goals - Real Time

	and faculty is already allowing us to better educate and communicate with faculty and better support them. This past year we held numerous faculty workshops, including two workshops for new Honors faculty, one for service learning, and one for Honors study away. We also developed written materials to support Honors faculty.
<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.  We will also continue to use the Pearce Faculty Fellows Endowment to provide stipends for our Faculty Fellows.
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	See next section for upcoming plans.
<b>Resources Needed</b>	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 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.  It is also clear that there is a lack of understanding (in some academic units) about the value of the Honors College to the academic units and to the university and a lack of knowledge about the structure and nature of the SCHC. Demonstrated support from the Office of the Provost is necessary to continue our mission.
<b>Goal Notes</b>	

# Goals - Real Time

## 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>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Build teams that win with excellence and character.</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>Collaborate with University Advising Center on a campus wide survey to address challenges with dual advisement.</p> <p>Utilize feedback from Spring 2021 focus groups to provide training to Peer Mentors on honors advisement to prepare freshmen for advising appointments.</p> <p>Incorporate Appreciative Advising concepts of Dream and Design to increase the number of SCHC students who apply for National Fellowships and introduce post-graduate opportunities to students.</p> <p>Develop an Honors progression tracking system to identify students who may not persist to graduate “with honors” from the South Carolina Honors College.</p>
<b>Achievements</b>	Although we were unable to distribute a survey about dual advisement or host focus groups, we provided training on preparing for advising to our Peer Mentors. We hosted two advising workshops for freshmen and created a frequently asked questions page for our students. We delayed the development of an Honors progression tracking system due to the launch of a database system that will connect to Banner in fall 2022.
<b>Resources Utilized</b>	Staff time



# Goals - Real Time

<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	See next section for upcoming plans
<b>Resources Needed</b>	No additional resources needed at this time.
<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>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Build teams that win with excellence and character.</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 UofSC 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. Target outcome is to achieve a 5% increase annually over the 5 year average of the number of UofSC national fellowship applications submitted.
<b>Achievements</b>	In AY 20-21, UofSC students and alumni submitted 267 applications, and won 67 awards. These numbers were just shy of our five-year average of 268 applications, and an 8% increase of winners (67 vs. 62 average). While we did not meet our 5% increase over the 5-year average of applications submitted target, we held our own during a year of disruption. Due to the restrictions around international travel, our Gilman application numbers were down by at least half their usual number. Additionally, two competitions for which we have averaged 20 applicants per year (the UK Summer Fulbright and Mount Vernon programs) were cancelled due to Covid. With those 20+ missing applications, we would more than have met our 5% increase target of 281 total applications. We had very solid results in competitions that factor into Honors ranking, continuing our Goldwater streak to 29 consecutive years with three 2021 scholars, having our first two Fulbright US Student finalists to the UK, as well as six CLS Scholars, and nine Gilman Scholars. UofSC was named a Top Producing School for Fulbright US Student awards for the AY 19-20 year. Five students were named NOAA Hollings

# Goals - Real Time

	<p>Scholars, keeping us as the 3rd top-producing school since the beginning of the award, with 66 total scholars. We also saw two Rotary Global Grant Scholars, our first Rangel Summer Enrichment Program recipient, two PPIA Junior Summer Institute Fellows, and an alumna earned an Erasmus Mundus award for a joint master’s degree in the EU.</p> <p>Highlights of the assessments include that 98% of our respondents found the process of applying for national fellowship prompted them to reflect on their academic and/or professional goals, and 94% thought the process of applying was worthwhile, regardless of outcome. We utilized a two-tiered program for our Fellowship Peer Mentors (FPMs) - 12 Senior FPMs were trained to give U101 presentations, and an additional 23 FPMs were available to meet with students for coffee and conversation. In part as a response to Covid, we revamped our Sophomore Series to target freshmen through the “Freshmen Fellowship Foundations” with 48 participants.</p> <p>Faculty continue to be a key component of our work, and we had 61 faculty and staff on our various national fellowship advising committees. An additional 42 faculty helped us with our Fulbright process.</p> <p>The addition of a National Fellowship Coordinator for graduate students is resulting in a significant increase of graduate student interest and applications for national fellowships. Collaboration with the Graduate School and the Career Center has resulted in the creation of the "Graduate Hub" in a shared resource office space in Close-Hipp which officially opened in March 2022. A new National Fellowship Coordinator position for first and second year students has resulted in further outreach with Trio Programs, Capstone Scholars, and SCHC students. Finally, the unit is working IMB enterprises to design and implement a detailed web-based application system that centralizes NFSP databases/modules in a single web application which streamlines the process for our students, faculty and staff partners, and the NFSP staff users.</p>
<b>Resources Utilized</b>	<p>The new \$400,000 recurring budget allocation in FY21 to support the growth of national fellowships was used to grow our staff by three national fellowship coordinators and an administrative staff person. The addition of a new Communications Coordinator for NFSP benefits National Fellowship advisement by strengthening outreach and recruitment efforts among students and sharing competition results with the larger campus community.</p>
<b>Goal Continuation</b>	<p>Yes</p>
<b>Goal Upcoming Plans</b>	<p>See next section for upcoming plans.</p>
<b>Resources Needed</b>	<p>Last year \$400,000 in recurring funding was allocated to expand National Fellowship advising and support to increase the number of</p>

# Goals - Real Time

	undergraduate and graduate applicants and winners. We have hired staff to make this a reality and need the funding stream to remain intact.
<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 campus.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</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, community building programming, 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>Distribute a student engagement survey to create programs and events focused on student engagement.</p> <p>Host an information session on SCHC student leadership and student organization opportunities.</p> <p>Plan an event at least once a semester for Gamecock Guarantee and First-Generation students in the College on topics such as scholarships, completing the Honors Beyond-the-Classroom requirement and an opportunity to interact with Honors Faculty Fellow.</p> <p>Support the Black Honors Caucus in hosting at least two events each semester.</p>
<b>Achievements</b>	<p>The Connoisseurs were successful in their first year hosting cultural events on and off campus with trips to the local museum, tickets to Koger center, and movie night at the Nickelodeon. They sponsored the Artist-in-Residence exhibit which allows our students to feature their creative works. This year we hosted two events in the fall and spring semester for Gamecock Guarantee and first-generation students. Our new coordinator created a monthly newsletter that highlighted our staff who identified as first-generation as well. We were able to host events that create community and were delayed due to Covid last year. For example, our students enjoyed dancing and food at the honors gala, freshmen and sophomores connected with each other at different Flotilla events, and bedtime stories with</p>

# Goals - Real Time

	our Dean. Also, we introduced new events for upperclassmen to support our retention efforts. These events (headshots for LinkedIn, Junior Jamboree, Lunch-n-Learn) focused on career preparation and social skills engaging with their peers and alumni. We hope to use data collected from the student engagement survey and student focus groups to plan future events.
<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 next section for upcoming plans.
<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>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Build teams that win with excellence and character.</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 beyond.
<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 internal campus partners such as Admissions, Development, and Special Events and communicate and provide annual reports to the Strive and McNair Foundations. Implement the first McNair Signature Experience for the McNair Classes of 2023 and 2024 in FY22 and implement systems and support for the Carolina Scholars enrichment, beginning with the Class of 2025.
<b>Achievements</b>	<p>Our community of between 210 (spring) and 216 (fall) Top Scholars, broadly, continues to meet and exceed our expectations for full immersion in our nationally-ranked Honors College, in leading and serving on campus, in participating in high-impact activities and in bringing distinction to themselves and the institution. Last year rounded out the Stamps Scholarship expansion of out-of-state scholars with both SC and out-of-state scholars. The McNair enrichment expansion which started in 2020 continues, and this year marks the first time Carolina Scholars could receive enrichment funds. The continuance of the Covid pandemic still frustrates our scholars' plans and has kept them more distant from the office while the staff works to find ways to regain ground lost since March 2020.</p> <p>For our Top Scholars, a formalized four-year experience is offered and based on a holistic advising model with a goal of creating a framework for a personalized, exceptional undergraduate experience for each scholar, as well as programs and events hosted</p>

# Goals - Real Time

	<p>by the office. Participation in fall programs and events this year was steady at 74% with spring numbers coming later; 47 of 50 sophomores or 94% participated in Sophomore Strategy Advisement sessions. Fall programs were held in person, including the FYS orientation and retreat and the return of the traditional fall dinner. The Last Lecture Series continues to be hybrid and the Relay for Life Team is engaged in the March event. Three virtual alumni round tables were held in the fall. Staff and scholars fully engaged in the process and programs with Admissions for the out-of-state and in-state Top Scholar recruitment weekends held in person again this spring.</p> <p>The McNair Signature Experience, postponed in spring 2021, occurred in March 2022 for both the class of 2023 and 2024. The traditional spring donor dinner celebrating graduating seniors is scheduled for April 2022 after a two year hiatus during Covid. The Stamps Convention was postponed again this spring due to the pandemic.</p> <p>Beyond Scholar Programs offerings, 96% of our upperclassman Top Scholars have participated in at least one high-impact activity while at UofSC: study abroad (23%), service-learning classes (14%), undergraduate research (48%), leadership positions (90%), or internship/meaningful work experience (82%). Scholars United, generally a thriving student organization run by the Top Scholars, has some struggles this year in scheduling programs, but still provided a warm supportive community in the larger campus environment for these incredible students.</p>
<b>Resources Utilized</b>	Continued staffing from FY22 meets the needs of the program. A new Scholar Programs Coordinator for McNair Scholars was recruited in January 2022 and new Scholar Programs Coordinator for Stamps Scholars is began in April 2022.
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	See next section for upcoming 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>	<p>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. We aim to recruit and nurture a student body whose diversity enriches the educational experience for everyone.</p>
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Build teams that win with excellence and character.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>This goal aligns with our mission to create and foster a nurturing, stimulating, open and diverse community.</p>
<b>Status</b>	<p>Progressing as expected (multi-year goal)</p>
<b>Action Plan</b>	<p>Develop a diversity and inclusion statement for the Honors College.</p> <p>Create a webpage on the SCHC website about the college's diversity, equity and inclusion programmatic efforts and ways for others to engage in the honors college, such as: teaching an honors class, serving on a National Fellowship committee, nominating a student for SCHC transfer process, and nominating a student for a National Fellowship.</p> <p>Enable students to add preferred names and pronouns on college related documents.</p> <p>Host a Diversity Dialogue event once a semester for SCHC students and staff on diversity, equity and inclusion topics. Host a training or seminar once a semester for SCHC staff focused on a diversity, equity and inclusion topic.</p> <p>Provide training on diversity, equity and inclusion to SCHC student organizations and student leaders, encouraging collaboration on diversity initiatives.</p> <p>Develop a directed approach to recruiting a more diverse group of students for National Prestigious Scholarships.</p>
<b>Achievements</b>	<p>We created an outreach program with the Associate Director of Diversity, Access and Inclusion in Admissions that used current students sharing their experiences in the Honors College. The result</p>

# Goals - Real Time

	led to an increase of applications to the Honors College and more contact between prospective underrepresented minorities and our College. With a new Director of Diversity Education at the university, our Diversity Officer focused on connecting our staff with programs on diversity, equity and inclusion to create a 'train-the-trainer' initiative. This replaced the Diversity Dialogue series and moved the launch of our website to fall 2022.
<b>Resources Utilized</b>	Staff time
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	See next section for up coming plans.
<b>Resources Needed</b>	No new resources needed at this time.
<b>Goal Notes</b>	

# Goals - Looking Ahead

Goals for the next Academic Year.

## Goal 1 - Curriculum

<p><b>Goal Statement</b></p>	<p>Maintain and grow existing required major and Carolina Core courses in key academic units (CAS and ASPH) while expanding our stand-alone (H01) options across academic units.</p> <p>Continue to grow the Beyond the Classroom Honors experiences including service-learning courses and study away to provide excellent opportunities for our students.</p>
<p><b>Linkage to University Goal</b></p>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<p><b>Alignment with Mission, Vision, and Values</b></p>	<p>The curriculum is the foundation of our mission and critical to our ongoing success in the Honors rankings.</p>
<p><b>Status</b></p>	<p>Progressing as expected (multi-year goal)</p>
<p><b>Action Plan</b></p>	<p>Analyze the impact the new budget model has on the obtaining Honors courses and address accordingly.</p> <p>Meet with CAS leadership to increase stand-alone Honors courses and minimize "meets with" courses so that students can receive a true honors experience in their courses.</p> <p>Explore new partnerships and opportunities with all academic units to meet shared goals.</p> <p>As we return to a post-Covid campus, engage in campus-wide outreach to communicate and educate faculty, staff and administrators about the SCHC mission.</p> <p>Fully utilize expertise of schedule and curriculum coordinator to:</p> <ul style="list-style-type: none"> <li>-Engage in campus-wide outreach to communicate and educate faculty, staff, and administrators about the SCHC mission.</li> <li>-Develop innovative courses and programs.</li> <li>-Develop and implement necessary assessment measures and tools to better inform decision-making regarding honors courses, programs, and faculty.</li> </ul>

# Goals - Looking Ahead

<b>Achievements</b>	Achievements will be assessed at the end of FY23.
<b>Resources Utilized</b>	<p>Monetary incentives to academic units so that full-time faculty can teach Honors courses.</p> <p>Nominal costs associated with outreach efforts to academic units.</p>
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	Upcoming plans will be determined next year.
<b>Resources Needed</b>	<p>Despite the SCHC's willingness to pay academic units for faculty to teach Honors courses -- and to renegotiate the amount we pay to better incentivize units -- we still struggle to obtain the number of courses we need to keep class sizes small (key to the honors experience and to the honors college rankings). This is exacerbated by burgeoning Honors College enrollment that we have no control over and 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, do not have funding to hire additional faculty, 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 computer science courses.</p> <p>It is also clear that there is a lack of understanding (in some academic units) about the value of the Honors College to the academic units and to the university and a lack of knowledge about the structure and nature of the SCHC. Demonstrated support from the Office of the Provost is necessary to continue our mission.</p>
<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>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Build teams that win with excellence and character.</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>	<p>Utilize the addition of our new schedule and curriculum coordinator to expand communication and education about the 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.</p> <p>Expand engagement with the Pearce Faculty Fellows Program post-Covid so they can expand our reach in academic units regarding education and communication with faculty.</p> <p>Diversify our Honors faculty and create new course offering on diverse topics.</p>
<b>Achievements</b>	Achievements will be assessed at the end of FY23.
<b>Resources Utilized</b>	<p>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 small Honors courses.</p> <p>We will also continue to use the Pearce Faculty Fellows Endowment to provide stipends for our Faculty Fellows.</p>
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	Upcoming plans will be determined in FY23.
<b>Resources Needed</b>	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

# Goals - Looking Ahead

	<p>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.</p> <p>It is also clear that there is a lack of understanding (in some academic units) about the value of the Honors College to the academic units and to the university and a lack of knowledge about the structure and nature of the SCHC. Demonstrated support from the Office of the Provost is necessary to continue our mission.</p>
<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>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Build teams that win with excellence and character.</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>Create examples of advisement options for students pursuing accelerated degree programs that will support our retention efforts for students to graduate "with honors" from the SCHC.</p> <p>Develop an Honors progression tracking system to identify students who may not persist to graduate "with honors" from the South Carolina Honors College.</p> <p>Host a series of advising workshops to prepare freshmen for advising appointments and assist sophomores with exploring options for national fellowship, beyond the classroom experiences or accelerated graduation.</p>
<b>Achievements</b>	Achievements will be assessed at the end of FY23 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 FY23.
<b>Resources Needed</b>	No additional resources needed at this time.
<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>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Build teams that win with excellence and character.</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 UofSC students with target populations of SCHC, Capstone Scholars, Presidential Scholars (graduate students) and 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. Target outcome is to achieve a 5% increase annually over the 5 year average of the number of UofSC national fellowship applications submitted.
<b>Achievements</b>	Goal achievement will be assessed at the end of FY23.
<b>Resources Utilized</b>	Continued stream of \$400,000 in recurring funding to remain intact to support new staff hired to expand National Fellowship advising and support to increase the number of undergraduate and graduate applicants and winners.
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	Upcoming plans will be determined in FY23.
<b>Resources Needed</b>	We need to maintain the \$400,000 in increased funding provided in 2021 to maintain our elevated staffing, programming, advising, and student outreach.
<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>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</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, community building programs, 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>Host an event to connect SCHC students to SCHC student organizations to support membership continuity and sustainability.</p> <p>Collaborate with the SCHC Diversity Officer to create diversity, equity and inclusion programming for SCHC students.</p> <p>Utilize student engagement survey to redesign Deans Council into a student programming board.</p> <p>Facilitate semester meetings with SCHC student organizations to create community and sustainability for student leaders.</p> <p>Host annual student leadership recognition program for SCHC student leaders and organizations.</p> <p>Plan an event at least once a semester for Gamecock Guarantee and First-Generation 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 FY23 through student feedback.
<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 FY23.

# Goals - Looking Ahead

<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>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Build teams that win with excellence and character.</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 South Carolina and beyond.
<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 internal campus partners such as Admissions, Development, and Special Events and communicate and provide annual reports to the Stamps and McNair Foundations. Implement the second McNair Signature Experience for the McNair Class of 2025 in spring 2023. Support Stamps Scholars to attend Stamps Convention in spring 2023, after a three year hiatus due to the pandemic. Continue to support Carolina, McNair and Stamps Scholars with advisement and execution of use of their enrichment funds. Provide detailed reporting to the McNair and Strive Foundations on progress and experience of scholars and use of enrichment funds.
<b>Achievements</b>	Achievements will be assessed at the end of FY23.
<b>Resources Utilized</b>	Staff time and current funding.
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	Upcoming plans will be determined in FY23
<b>Resources Needed</b>	No new resources needed at this time.
<b>Goal Notes</b>	

# Goals - Looking Ahead

## Goal 7 - Diversity and Inclusion

<b>Goal Statement</b>	<p>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. We aim to recruit and nurture a student body whose diversity enriches the educational experience for everyone.</p>
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Build teams that win with excellence and character.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>This goal aligns with our mission to create and foster a nurturing, stimulating, open, and diverse community.</p>
<b>Status</b>	<p>Progressing as expected (multi-year goal)</p>
<b>Action Plan</b>	<p>Develop a diversity and inclusion statement for the Honors College.</p> <p>Create a webpage on the SCHC website about the college's diversity, equity and inclusion programmatic efforts and ways for others to engage in the honors college, such as: teaching an honors class, serving on a National Fellowship committee, nominating a student for SCHC transfer process, and nominating a student for a National Fellowship.</p> <p>Enable students to add preferred names and pronouns on college related documents.</p> <p>Host a Diversity Dialogue event once a semester for SCHC students and staff on diversity, equity and inclusion topics. Host a training or seminar once a semester for SCHC staff focused on a diversity, equity and inclusion topic.</p> <p>Provide training on diversity, equity and inclusion to SCHC student organizations and student leaders, encouraging collaboration on diversity initiatives.</p> <p>Develop a directed approach to recruiting a more diverse group of students for National Prestigious Scholarships.</p>
<b>Achievements</b>	<p>Achievements will be assessed at the end of FY23 through student feedback.</p>

# Goals - Looking Ahead

<b>Resources Utilized</b>	Staff time
<b>Goal Continuation</b>	Yes
<b>Goal Upcoming Plans</b>	Upcoming plans will be determined in FY23.
<b>Resources Needed</b>	No new resources are needed at this time.
<b>Goal Notes</b>	

# Goals - Looking Ahead

## Goal 8 - Facilities

<b>Goal Statement</b>	During FY23 we would like to address deferred maintenance in Harper and DeSaussure Colleges (200+ year-old buildings), so that these facilities can stand tall for another 200 years. We also need to improve our access to classroom space.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>The majority of our staff work in 200+ year-old buildings on the historic horseshoe. Due to deferred maintenance, it is becoming more difficult to work in these wonderful old buildings without losing staff time and college funding. We need to address the root cause of the substantial problems in our buildings instead of addressing issues when they arise.</p> <p>In addition to just correcting problems, we also need to enhance the technology and appearance of our buildings so our facilities can compete with other honors colleges. This is important to recruiting as dozens of guests enter our buildings weekly for admissions and recruiting events.</p> <p>Finally, as we pivot back to fully in person classes and grow the overall number of Honors courses per year, we need to ensure we have adequate classroom space. We currently have six 110 classrooms and two 210 classrooms. Until spring 2022, we had three 210 classrooms, but our classroom in 650 Lincoln is no longer listed as an SCHC 210 classroom, and we are working with Student Affairs to rectify this situation. As the Honors College teaches 100% of our courses in person, we need to grow our class space accordingly.</p>
<b>Status</b>	Newly Established Goal
<b>Action Plan</b>	<p>To this end, we need to accomplish at least five things in the coming year:</p> <ul style="list-style-type: none"> <li>- Replace the broken and leaking HVAC system in Harper College as well as any damaged walls and flooring.</li> <li>- Update the bathrooms in DeSaussure College, which are not ADA compliant.</li> <li>- Refresh the Gressette/Euphradian room in Harper College and add technology.</li> <li>- Redesign and redecorate the first floor entrance of Harper College.</li> <li>- Increase our classroom space to accomodate our growing number of in person classes.</li> </ul>
<b>Achievements</b>	Achievements will be assessed at the end of FY23.

# Goals - Looking Ahead

<b>Resources Utilized</b>	This goal will require funding from the university and college.
<b>Goal Continuation</b>	We hope this will be completed during FY23.
<b>Goal Upcoming Plans</b>	No upcoming plans, unless this goal isn't completed in FY23.
<b>Resources Needed</b>	This goal will require funding from the university and college.
<b>Goal Notes</b>	

# Academic Programs

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## 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 INSIDE HONORS, which has published new editions in 2012, 2014, 2016, 2018 and 2020, edited by John Willingham, who also hosts a website by the same name that features articles related to honors colleges and higher education. In the most recent ranking, published in Fall 2020, the SCHC was given the highest possible score of 5 stars (or "mortarboards") overall. In 12 of 14 categories, we received the highest possible score, with 4.5 and 4.0 in the other two categories. We were 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, by a significant margin.

## Instructional Modalities

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

All Honors courses were held face-to-face in AY 21-22, and we are continuously partnering with faculty and academic units to develop innovative new courses that provide unique learning experiences for our students.

Despite Covid, there have been no changes to our pedagogical philosophy, and we continue to 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. In AY 21-22 we developed new partnerships with academic units where we previously had few connections or courses, including HRSM, the College of Social Work, and the College of Education. We continue to nurture existing relationships with academic units and individual faculty, to develop innovative educational initiatives and meet shared goals.



# Academic Programs

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## 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 launched our “Honors Semester at the Coast” program in partnership with CAS and the Baruch Institute. The inaugural program, consisting of 6 students and 5 faculty/research scientists, was an engaging and holistic experience with experiential courses, independent research, and service projects and included excursions ranging from historical and archeological sites, cultural events, and nature reserves. Faculty from the University of South Carolina and Clemson University shared teaching and mentorship duties at the Baruch Institute located at the North Inlet Estuary in the South Carolina Lowcountry. We look forward to recruiting up to 10 students for the spring 2023 program.

Our BARSC-MD program, an accelerated undergraduate to MD program where select honors students complete an undergraduate and medical school in seven years, became an academic concentration and listed in the academic bulletin. This designation will allow in-state students the opportunity to receive their South Carolina STEM supplement scholarship when enrolled in the BARSC-MD program.

## 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

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## 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 the focus of our Beyond the Classroom requirement, which each Honors student must complete to graduate from the SCHC. This requirement includes Internships, Undergraduate Research, Service-Learning, and Study Away. Students must complete a course in one of these four areas, and many explore more than one BTC area. The Honors College has robust and innovative offerings in each of these areas.

### Honors Internships

The South Carolina Washington Semester Program, founded in 1991, recently celebrated its 30th year. We continue to refine and improve this life-changing program where students spend a semester living and working in Washington, D.C. In addition to working full-time (either on Capitol Hill or with various organizations across the metro area), students are enrolled in three SCHC courses earning 15 hours of course credit. This program is open to any undergraduate 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. With university approval, this program continued despite Covid, with various precautions and changes implemented.

The State Government Program (formerly the South Carolina Semester Program) is a two-semester program that takes place in Columbia, SC. Students take a SC government course (taught by former senator Vincent Sheheen) while also navigating their internship search in the fall semester. Then students work part-time in government agency internships in the spring semester.

In addition to these two competitive programs, students are eligible to enroll in an honors internship course to earn academic credit for an internship experience. Students regularly find internships on their own or with support from the University (faculty, staff, Career Center, guest speakers, Honors College, etc.).

### Internship highlights in FY22 include:

1. New Director of Internship Programs (Erica Elbery, April 2021) and new Internship Coordinator (Gabby Coggin, July 2021)
2. Faculty Senate approval for new course numbers/course descriptions for our three distinct internships programs
3. New program name and branding for the State Government Program

### Undergraduate Research

The Honors College Research Program continues to provide funding for hundreds of student research assistants each year. In FY22, the Research Program restored its budget to a pre-pandemic level of \$350,000, with \$3,000 in funding awarded to each student. SCHC assesses student involvement each semester and we find that these research experiences are not only important to the academic and professional development of our students but are also enriching experiences for UofSC faculty members who oversee these students.

Said one research mentor, *"XXXXX was nominated by UofSC for the Goldwater Fellowship and*

# Academic Initiatives

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*we are working on her application. Her work will be published in an upcoming paper. Among about 55 undergraduate students I have mentored, she is at the very top. I feel honored to have her work in my lab."*

*Said another, "XXXXXX did a fantastic job this summer! She was a full-fledged team-member of our diet study and also helped out with other projects to study effects of stress and novel therapeutics on cognition. We're so lucky to have her in our lab and appreciate the support from SCHC on her developing project."*

The Research Program has also reintroduced a program to provide funding to students who travel to present their research at academic conferences. We promote the Office of Undergraduate Research as an additional source of funding for our student researchers.

## **Service Learning**

Each semester, the SCHC supports a diverse offering of service learning courses. These courses challenge students to use their classroom knowledge to make a difference in their communities. The Honors College offered 16 service learning courses during AY 21-22 -- the most we have ever offered. Two service courses were developed and offered fully online during summer 2021. These courses helped to accommodate students impacted by Covid by giving them additional beyond-the-classroom opportunities.

Additionally, service learning courses have been adapted to offer students important opportunities to work on campus and in the local community to address the pandemic. For example, in the course, "Equity, Justice, and Mutual Aid: Beyond Philanthropy and Charity," students worked with a non-profit organization, Mutual Aid Midlands, to study and address Covid's impact on communities in the Midlands and surrounding areas. Similarly, students in Bret Kloos' course, "Homeless in South Carolina," completed in-depth research projects as their final culminating experience, and topics included evaluating how the pandemic has affected those experiencing homelessness.

New service learning courses for AY 22-23 are already being developed, including "Data Advocacy: Supporting Non-Profits with Assessment," which will allow Honors students to engage with non-profits in our community and have a real impact.

## **Study Away**

We continue to expand our Honors study away experiences, both domestically and abroad. We strongly encourage students to study away, often incentivizing our Honors students to do so by providing reduced program fees, academic credit, and study abroad scholarships. More than 70% of our students do in fact study away before they graduate, and our goal is to continue to increase the number of Honors study away courses to meet student demand. Although the Covid pandemic greatly impacted our growing study-abroad initiatives, we utilized this time to develop numerous Honors College short-term study away experiences for spring and summer 2022, as we anticipated high demand for these courses once it was safe to travel.

Specifically, we developed innovative Honors education abroad programs including "The Chemistry of Beer & Wine in France & Germany," "Photography in Iceland," "Physical Activity in the Netherlands and Denmark," and "Making Connections in Italy." In spring 2022, we launched "Honors Semester at the Coast," a partnership with the UofSC Baruch Institute

# Academic Initiatives

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located in the Lowcountry of South Carolina, with 6 students and 5 faculty/research scientists participating. We look forward to recruiting up to 10 students for the spring 2023 program. Domestically, our students embarked on 1-4 day excursions to Washington, D.C., Cumberland Island, and Philadelphia as part of their UofSC classes focusing on healthy policy, social justice, and the U.S. Constitution. In May 2022, we launched a 3-week domestic study away course in Washington, D.C. where students learned how our national institutions function as pathways that educate different publics about our shared communities.

We work to engage with alumni and friends of the Honors College to support our study away efforts. We currently offer several scholarships for short-term and semester-long study-abroad programs. Our development team continues to recruit alumni for our 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.

We do support graduate students interested in applying for national fellowships. Our National Fellowships Coordinator who supports graduate students is located in the Grad Hub in the Close Hipp building.

## 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. All Honors students receive scholarship support from the University, and when the entire scholarship packages are considered, the Honors College is, we believe, a relative bargain. Our participation fee does not cover more than a portion of the benefits of being in the Honors College. With additional philanthropy, including a long-awaited naming gift, we look forward to reducing or even eliminating our fee.

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 National Council of Honors Colleges conference as presenters, serve as leaders on NCHC committees, publish in its journal, and participate in the Honors SEC annual meetings (which we recently hosted). We are also active in the Honors Education at Research Universities (HERU) meetings (we are a founding member of this association), 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. Our students and recent alumni enhance

# Academic Initiatives

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the reputation of the university by winning national scholarships and fellowships. We had 70 such winners last academic year-- our second highest total ever, despite the impacts of Covid. And, of course, our reputation is enhanced by the success our students have after graduation, attending top graduate schools and professional schools, and acquiring rewarding employment.

## 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 (and opportunity) continues to be delivering the curriculum we have promised to our students. With diligence and creativity, and the collaboration of many units across campus, we have strengthened our curriculum, reducing mixed (H10) sections, adding honors-only sections (H01). We continue to be concerned that the new budget model presents at least two potential problems with respect to the Honors College: 1) Because units can generate much more money by offering non-Honors classes than Honors (our classes must be small), an understanding of the importance of the Honors College and the shared responsibility to provide honors classes is essential. As long as we have the tangible support of the University leadership, then our curriculum will continue to be excellent. We do recommend that “ability to meet the needs of the Honors College” be a major consideration in proposing and approving faculty hires.

2) The funds generated by courses with the SCHC designator are, according to the new budget plan, flowing into the Honors College budget. The problem is that this practice exacerbates problem #1: in the past we have transferred funds to units to underwrite the cost of offering Honors classes. If the funds generated by SCHC classes are considered as part of our base budget, then we do not have those funds to transfer to the teaching units.

Another challenge has to do with housing for honors students. One of the rankings factors focuses on housing available for students within honors communities. We are fortunate that our students have three communities: the Honors Residence Hall for freshmen, 650 Lincoln for sophomores and juniors, and the Horseshoe for seniors. The HRH has 537 beds, not including space for resident mentors, so with 596 incoming freshmen this past fall, we are or beyond our maximum size, if we are going to house honors freshmen in one community. The target for this coming Fall is slightly lower, at 575. (We were at 349 in 2011.). The additional wing for the HRH was put on hold when the pandemic hit. We believe that the wing is needed, and that it's also important to refresh the existing HRH. We're competing against other honors colleges with outstanding facilities. We also need to continue to have access for sophomores, juniors, and seniors to live on campus in an honors community, if they so desire. We're confident that as housing evolves, we will continue to have the space needed, but we are mindful that plans may need to evolve.

An additional challenge will be to renovate Harper and DeSaussure, both wonderful old buildings that need attention. Harper's HVAC system in particular must be replaced as soon as possible. We need for our offices and classrooms to be comfortable and competitive.

Finally, an ongoing challenge is recruiting outstanding students. The students we want have other excellent choices. We must continue to be diligent and creative.

# Faculty Population

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## 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 2021	Fall 2020	Fall 2019
<b>Tenure-track Faculty</b>			
Professor, with tenure			
Associate Professor, with tenure			
Assistant Professor			
Librarian, with tenure			
<b>Research Faculty</b>			
Research Professor			
Research Associate Professor			
Research Assistant Professor			
<b>Clinical/instructional Faculty</b>			
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 this link: [https://nces.ed.gov/ipeds/Section/collecting\\_re](https://nces.ed.gov/ipeds/Section/collecting_re)

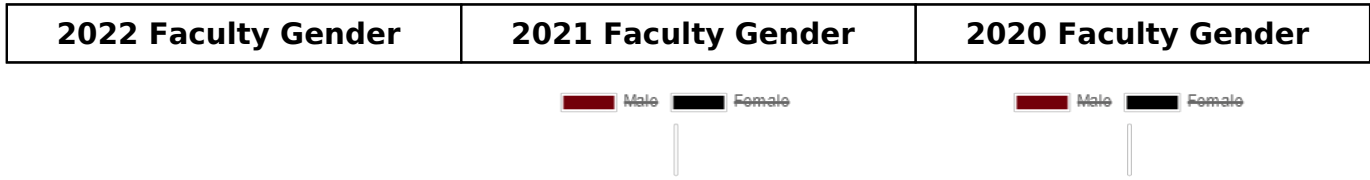
**Table 2. Faculty Diversity by Gender and Race/Ethnicity.**

	Fall 2021	Fall 2020	Fall 2019
<b>Gender</b>			
Male			
Female			
<b>Race/Ethnicity</b>			
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			

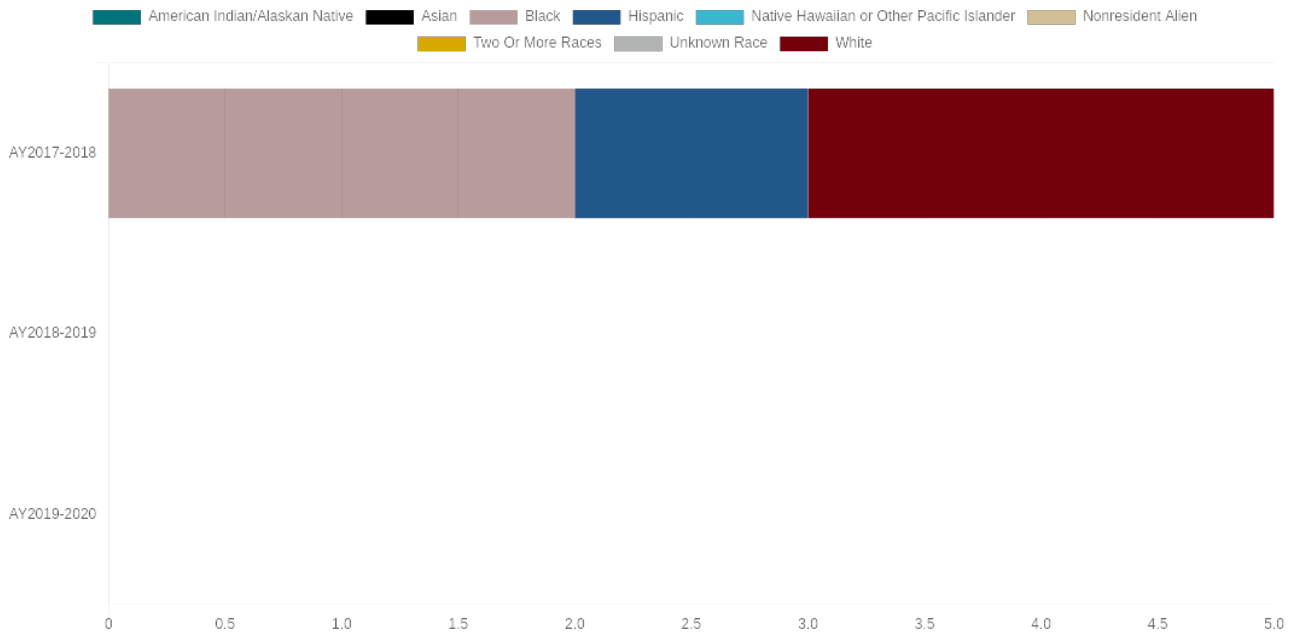
Illustrations 1 and 2 (below) portray this data visually.

# Faculty Population

**Illustration 1. Faculty Diversity by Gender**



**Illustration 2. Faculty Diversity by Race & Ethnicity**





# Faculty Information

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## 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 do have the Faculty Fellows program. This program, which provides a small stipend to faculty who agree (with unit approval) to teach for us, and who also assist with recruiting, mentoring, senior thesis direction, and more, was substantially enhanced last fiscal year by a \$1.5m gift to create the Pearce Faculty Fellows.

All of our students engage in research of some kind, which is oftentimes funded, and often results in presentations and/or publications. Honors students working with faculty on research are assessed on their performance each semester. Overall, faculty value Honors students research contributions, as demonstrated by the following open-ended responses by faculty mentors:

*"XXXX has been a remarkable participant in this project. She has been self-motivated, resourceful, and shown ingenuity in pursuing our research goals. We wouldn't be where we are without her participation."*

*"XXXX is an amazing student who worked very hard (and is still working) during summer months. I am very happy with his performance, and I am absolutely impressed with the his level of dedication to the lab's experiments. He worked closely with several graduate students in my group during summer months, and demonstrated an excellent performance. I wish more students like him would join my group."*

*"XXXX excelled in research this summer. She learned new methods, generated publishable results, and gained considerable insights into the topic she is planning to use for her senior thesis. She is participating in cross-disciplinary lab meetings with the Wang group from the Chemistry and Biochemistry Department. It is a pleasure to work with her."*

## Faculty Development

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

We work with faculty and unit leadership to improve teaching effectiveness. We have our own teaching evaluation, which we study carefully to make sure we are using faculty who are

# Faculty Information

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having success in the classroom.

In AY 21-22 we revised our honors course evaluation to better assess the honors experience in the classroom. We also worked with Dr. Amber Falluca's graduate-level education assessment class to evaluate our "meets with" H10 courses, surveying both H10 faculty and students.

This past AY, we also held numerous faculty workshops, including two workshops for new honors faculty, one for service learning, and one for honors study away. We also developed written materials that outline what it means to teach an honors course and the philosophy of honors education.

# 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:

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

## 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.

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

	Fall 2021	Fall 2020	Fall 2019
<b>Analysis of Ratio</b>			

# Student Recruiting and Retention

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## 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 through both virtual opportunities and in-person offerings. Virtual offerings mentioned in this section began in 2020 due to Covid. They continued in a small way this year as in-person events slowly came back.

### Weekly virtual information sessions

Weekly virtual information sessions were held over Zoom at the beginning of the year and were coordinated in partnership with the Visitor Center. They were held at least once a week in the late afternoon to accommodate high school schedules. Staff and Honors Student Ambassadors provided the information sessions.

### Weekly in-person information sessions

Starting in early fall, we moved back to in-person information sessions twice a week. These were coordinated in partnership with the Visitor Center. The Recruiting Coordinator, or another administrator, and Honors Student Ambassadors provided the information sessions.

### Phone and virtual appointments

Phone and virtual appointments are scheduled on an as-needed basis for students who 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 various recruiting events such as Meet the SCHC (virtual and in-person), Admitted Students Day, Top Scholar recruitment weekends, and other Admissions events. Honors representatives including administrators, faculty, staff, advisors, and current students are organized to assist with these large-scale events and participate in panels, information sessions, live chats, and resource fairs. The dean makes presentations during the Top Scholar recruitment weekends, and as part of the various major recruiting events. Most of these events were in-person this year, with a few virtual options.

### In-person student panels

In partnership with the Visitor Center, the Honors College hosts in-person, limited-capacity, sessions for admitted seniors. These take the format of student panels and are staffed by the Honors Ambassadors and the Recruiting Coordinator or another administrator.

### In-person individual appointments

Individual appointments are scheduled on an as-needed basis in partnership with the Visitor Center. Students and families who cannot attend another session or who would like more individualized attention have the opportunity to set up a one-on-one appointment. They meet with the Recruiting Coordinator or another available staff member and an Honors Ambassador.

### Other touchpoints

# Student Recruiting and Retention

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As much as possible, the SCHC tries to follow-up on all interactions with prospective students to have a personal connection. This is primarily in the form of postcards or emails sent after information sessions and individual appointments. On an as-needed basis, the Recruiting Coordinator may organize calling campaigns or other efforts to connect with prospective students. Our current Top Scholars write personal notes to every student invited to the recruitment weekend and serve on Scholar Host Teams during both weekends. New this year, the students in our Black Honors Caucus will conduct a letter writing campaign to admitted URM students.

## **Honors Ambassadors**

The Honors Ambassadors program is a team of approximately 15 student 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 for admission into the Honors College at the end of their first year or in the middle of their sophomore year. For the December cycle, we have admitted an average of 10 students. For the May cycle, we have admitted an average of 40 students.

## **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 consistently that about 80% of our students graduate "With Honors." Compared to other honors colleges (with fewer requirements), this rate is phenomenal. Currently we are seeing some effects of a large incoming class on student persistence to graduate with honors. We have modified our honors withdrawal process, requiring students to meet with the Assistant Dean for Student Affairs to complete the form and allow us to gather feedback on the honors experience. Although Covid affected a small increase of students withdrawing from the college, we are fortunate to have a staff member who serves as a mental health liaison. In this role, staff and faculty who teach honors courses can receive support for students who appear to be withdrawn or express personal challenges.

# 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.

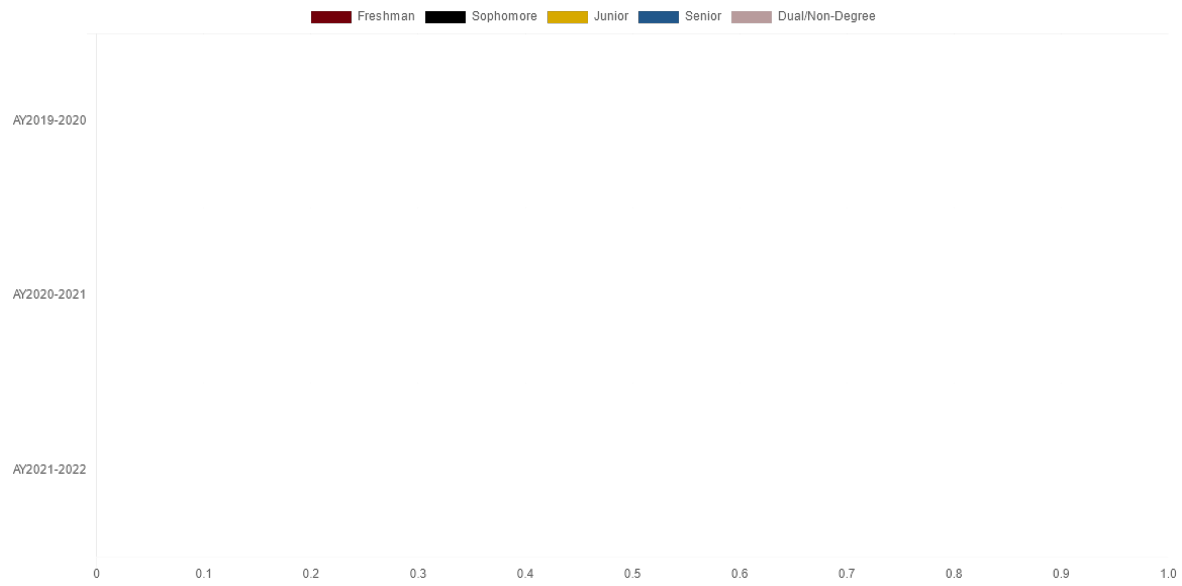
## Student Enrollment by Level & Classification

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

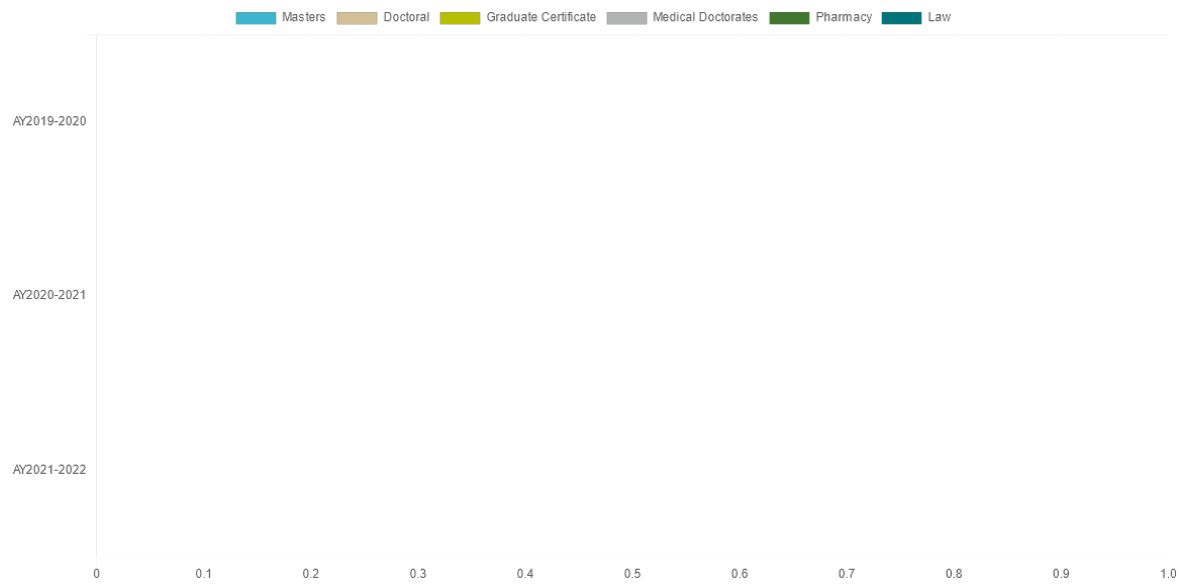
	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate Enrollment</b>			
Freshman			
Sophomore			
Junior			
Senior			
Dual/Non-Degree			
<b>Sub Total</b>			
<b>Graduate Enrollment</b>			
Masters			
Doctoral			
Graduate Certificate			
<b>Sub Total</b>			
<b>Professional Enrollment</b>			
Medicine			
Law			
PharmD			
<b>Sub Total</b>			
<b>Total Enrollment (All Levels)</b>			

# Student Enrollment & Outcomes

### Illustration 3. Undergraduate Student Enrollment by Classification

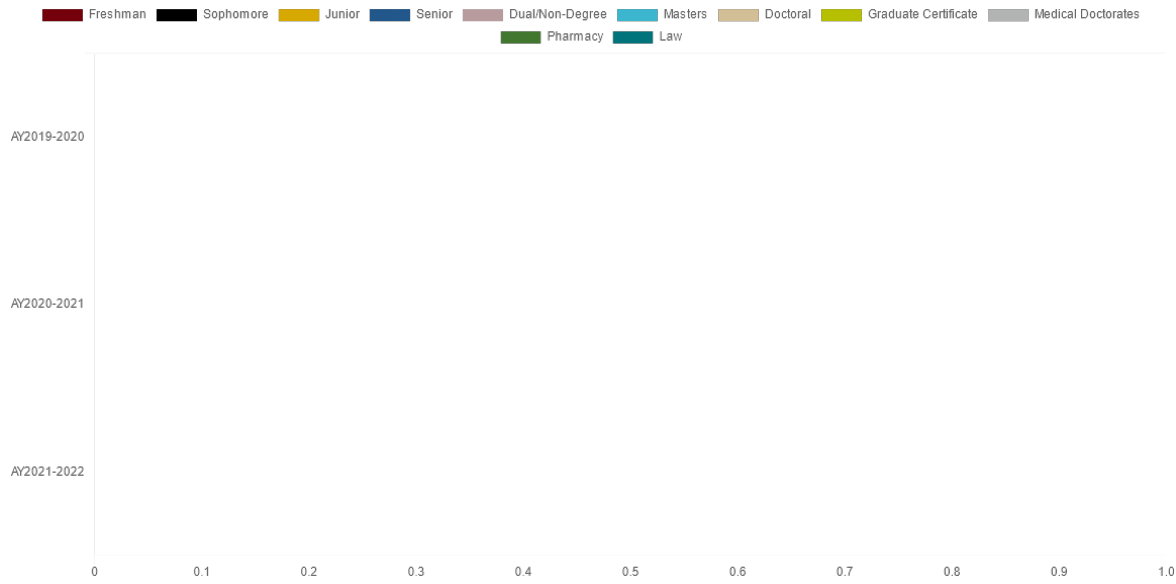


### Illustration 4. Graduate/Professional Student Enrollment by Classification



# 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 2021	Fall 2020	Fall 2019
<b>Undergraduate</b>			
Full-Time			
Part-Time			
<b>Graduate/Professional</b>			
Full-Time			
Part-Time			
<b>Total - All Levels</b>			
Full-Time			
Part-Time			



# Student Enrollment & Outcomes

## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate</b>			
Female			
Male			
<b>Graduate/Professional</b>			
Female			
Male			

Illustration 6. Undergraduate Student Diversity by Gender

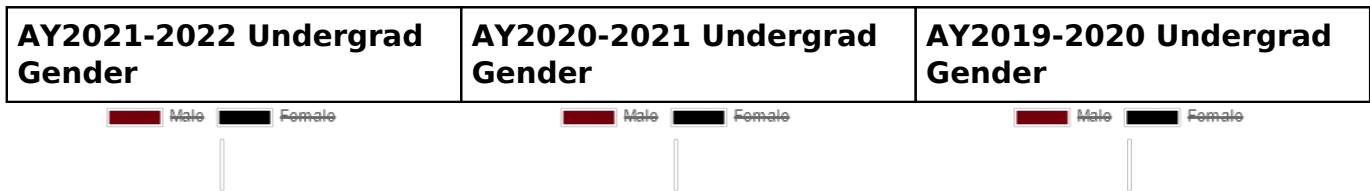
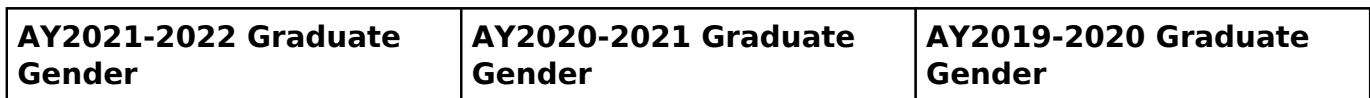


Illustration 7. Graduate/Professional Student Diversity by Gender



# Student Enrollment & Outcomes

## Student Diversity by Race/Ethnicity

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

	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate</b>			
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>			
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

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## **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**

	<b>First Year</b>	<b>Second Year</b>
<b>Fall 2021 Cohort</b>	0%	N/A
<b>Fall 2020 Cohort</b>	0%	N/A
<b>Fall 2019 Cohort</b>	0%	N/A

**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.**

	<b>Fall 2021</b>	<b>Fall 2020</b>	<b>Fall 2019</b>
<b>4-Year Same Cohort</b>	0%	0%	0%
<b>4-Year Diff Cohort</b>	0%	0%	0%
<b>4-Year Total Cohort</b>	0%	0%	0%
<b>5-Year Same Cohort</b>	0%	0%	0%
<b>5-Year Diff Cohort</b>	0%	0%	0%
<b>5-Year Total Cohort</b>	0%	0%	0%
<b>6-Year Same Cohort</b>	0%	0%	0%

# Student Enrollment & Outcomes

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

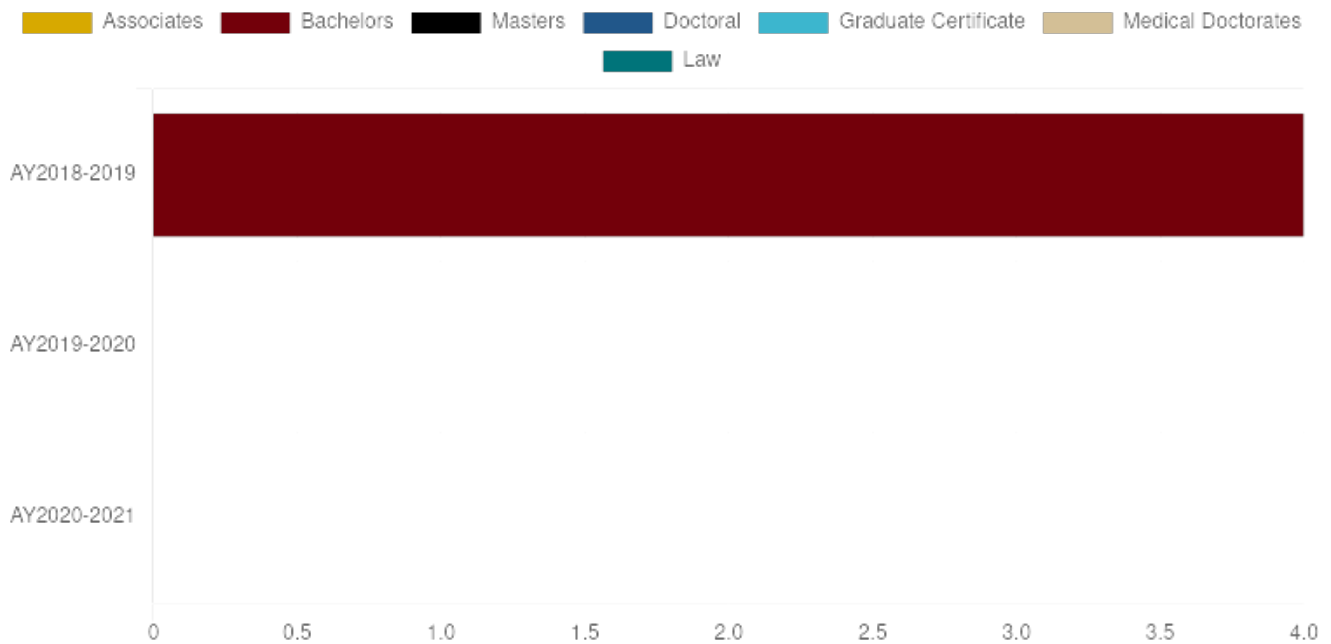
# Student Enrollment & Outcomes

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2021	Fall 2020	Fall 2019
<b>Associates Degree</b>			
<b>Bachelors</b>			
<b>Masters</b>			
<b>Doctoral</b>			
<b>Medical</b>			
<b>Law</b>			
<b>Pharmacy Doctorate</b>			
<b>Graduate Certificate</b>			

Illustration 11. Degrees Awarded by Level



# Faculty Awards Nominations

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*Faculty nominated for the following awards in the categories of Research, Service, Teaching, or Other.*

## **Faculty Research Awards Nominations**

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

## **Faculty Service Awards Nominations**

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



## **Faculty Teaching Awards Nominations**

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

## **Faculty Other Awards Nominations**

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

# Faculty Awards Received

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*Faculty were recognized for their professional accomplishments in the categories of Research, Service, Teaching, or Other.*

## **Faculty Research Awards Nominations**

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

# Faculty Awards Received

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## **Faculty Service Awards Nominations**

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

# Faculty Awards Received

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## **Faculty Teaching Awards Nominations**

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

# Faculty Awards Received

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## **Faculty Other Awards Nominations**

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

# Alumni Engagement & Fundraising

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## Alumni

*Substantial activities, engagements, and initiatives with alumni, focusing on relationships and activities with alumni.*

The SCHC has been able to connect with alumni in various ways this year, retaining some of the virtual events that were successful during Covid and slowly moving back to our popular in-person events, too.

### Social Media Channels

1. Created and launched the SCHC public LinkedIn page on June 6, 2021. Since its inception, our content has been seen over 69,000 times by over 44,000 different individuals.
2. Leveraged Instagram to promote our alumni receptions by sharing event information, posting stories live from the event, and linking our alumni reception registration information in our bio for convenience.
3. Photographed our alumni and prospective student receptions. These photos are stored in albums on the SCHC Facebook page.

### Virtual Events

Because of increased engagement due to virtual events in 2020, we continued to host these virtual events to reach individuals outside of our travel territories. The “Sips with Steve” series was created to promote consistency.

1. Sips with Steve: Parents Edition – In Fall 2021, the alumni and development office hosted a roundtable with Honors College parents and Dean Lynn. This event allowed us to engage an important stakeholder group and we plan to continue doing this each semester.
2. Sips with Steve: Dean’s Circle Edition-- Previously, we have hosted a “Coffee with the Dean” for our Dean’s Circle members. However, hosting this event virtually in Spring 2022 allowed us to engage Dean’s Circle members who may not be able to travel to Columbia.

The SCHC also hosted several virtual Lunch and Learns pairing alumni and students. These events allow students to have a roundtable discussion with alumni that work in various fields. Moving forward, we plan to host these both in-person and virtually depending on the location of the alumni. The virtual model has allowed us to engage alumni in these opportunities that we may not have otherwise been able to reach.

### In-Person Alumni Events

1. Black Honors Alumni and Prospective Student Reception
2. Homecoming Brunch
3. Charleston Alumni and Prospective Student Reception
4. Charlotte Young Alumni Happy Hour
5. Greenville Honors Alumni and Prospective Student Reception
6. Atlanta Honors Alumni and Prospective Student Reception
7. DC Honors Alumni and Prospective Student Reception (Proposed Spring 2022)

### Alumni Communications

# Alumni Engagement & Fundraising

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Our Alumni e-newsletter, “Beyond the Gates”, is emailed to all alumni bimonthly. This newsletter features stories about our alumni, links to photos of alumni events, a form to update their information and campus updates.

In Fall 2021, we created a virtual “Happy Birthday” email that all SCHC alumni receive on their birthday. It has gained a lot of traction and alumni often respond to the email to say thank you.

## Development, Fundraising and Gifts

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

### Stewardship

1. For Fall 2021, along with Honors College scholarship recipients required thank you notes, we asked students to submit an optional thank you video. In Spring 2022, we put these videos together into a thank you video for our donors that will be hosted on the Honors website.
2. All Carolina Scholar donors and Honors College Scholarship donors receive handwritten thank you notes from their student recipients.
3. All donors who support any SCHC fund regardless of gift amount continue to receive handwritten thank you notes.
4. Recurring gifts - Created a stewardship plan for recurring gift donors.
5. We plan to leverage the Thank View platform to share a thank you video from each Honors College Scholarship recipient to their donor in Fall 2022.

### Alumni Data

From November 2021 to March 2022, the total number of engaged alumni increased by 4.9% and the number of philanthropic alumni increased by 3%.

### Development, Fundraising, Gifts

The Honors College Development team is committed to engaging current and prospective donors. In June 2021, travel restrictions were lifted which has increased our engagement efforts. In-person cultivation has increased by 80%, which has led to an influx of both major and annual gifts. For convenience, we also continue to utilize digital platforms to cultivate alumni.

### Gift Highlights

Scholarship support:

1. In June 2021, an anonymous donor contributed \$400,000 to establish the South Carolina Honors College Transfer Student Endowment Fund. This fund will support Honors transfer students with first preference for first generation students and students from single parent families.
2. The Johns Family Endowed Scholarship was established to support Honors students with a preference for a student whose parent/s is an active or retired military service member.

Programmatic needs:

1. The Walker-Battiste Endowment Fund was created to honors the Class of 1971 Harry



# Alumni Engagement & Fundraising

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Walker and Luther Battiste whose leadership made history at the university. The funds support the University's Center for Civil Rights History and Research.

## **Staff turnover/hiring**

In June 2021, Jason Mohn, previously the Assistant Director of Development transitioned outside of the university. In October 2022, Kevin Barry was hired to replace Jason.

## **Annual Giving**

To date our annual campaigns have yielded \$206,314 from direct mail pieces, crowdfunding, and online giving. Crowdfunding has been an increased focus for various annual campaigns such as Give4Garnet, National Fellowship Support Fund, Diversity, and Washington Semester Program.

## **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. 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 1. Alumni Engagement & Fundraising' (bottom).*

# Community Engagement

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## 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.*

### Student Service Organizations

The South Carolina Honors College supported two student service organizations in AY 21-22. These groups receive guidance and resources from the SCHC Service Coordinator. Both groups were severely impacted by the Covid pandemic and were unable to visit their partner sites in AY 20-21 but rebuilt with entirely new leadership and membership in AY 21-22. Students returned to in-person opportunities and have seen tremendous growth and interest, which is anticipated to continue into AY 22-23.

1. The Waverly After-School Program is the longest-running Honors College student organization, founded in 2003. The organization has a focus on holistic relationship building with marginalized populations in our community. Students serve at variable times throughout the week with St. Lawrence Place's after-school program.
2. Project Vida is a public health-oriented organization with the goal of educating children and adolescents about healthy living and practices. Students develop a six-week educational series to present to the Ezekiel Ministries after-school program, which includes children from kindergarten to fifth grade. A goal for AY 22-23 is to expand the organization's reach into older populations, like middle and high-schoolers, as well.

### Service-Learning Courses

In addition to student organizations, the SCHC taught 16 service-learning classes in AY 21-22 -- the most we have ever offered. These courses have been able to connect students with opportunities on and off campus, even during Covid, and have helped to preserve the Honors College's commitment to providing students with beyond the classroom opportunities.

### South Carolina High School Writing Contest

This year, the SCHC hosted the ninth annual South Carolina High School Writing Contest for in-state high school juniors and seniors in public, private, and home schools. An Honors College Fall 2022 class helped to proof the entries, select the finalists and edit the submissions. Winners received cash awards ranging from \$250-\$1,000. Finalists' submissions are published on the Honors College website.

## 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. For example, in Dr. Brett Kloos' course, "Homeless in South Carolina," students completed in-depth research projects as their final culminating experience, and topics included evaluating how the pandemic has affected those experiencing homelessness. Dr. Doyle Stevick's Spring 2022 course, "Engaging the Legacies of Anne Frank: A History for Today," taught students about how

# Community Engagement

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museums contribute to and maintain public histories, while training the students to become peer leaders for the new UofSC Anne Frank Center. Dr. Deborah Billings' Fall 2021 course partnered with Mutual Aid Midlands and helped the organization reach Columbia residents severely impacted by Covid.

We assess our service courses' ongoing impact through the growing number of 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. Our surveys of students regularly find they are enthusiastic and appreciative of their service opportunities.

Some student comments from Fall 2021 service learning courses include:  
*"[The course] created an in-depth experience that both taught me about mutual aid and allowed me to go out and apply its principles through service learning,"* and;

*"Dr. XXXXX is incredible. I took this class to fulfill my beyond the classroom credit so that I could graduate at the end of the semester. I did not have many expectations about the course, but I definitely did not expect to have such a profound experience. I believe the course impacted everyone in the class positively."*

## Incentivizing Faculty Engagement

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

In 2020, SCHC received an endowment that allowed us to create the Pearce Faculty Fellows Program. Although we previously had a small Faculty Fellows program in place, this generous gift allowed us to expand the program from 8 to 21 Fellows. The Fellows help us to recruit, teach courses, assist with senior theses, provide guidance to students and the dean, and serve as research mentors. Equally important, they also extend the engagement of the Honors College into various units and help us communicate with faculty and staff about our mission. We plan to increase our engagement with and use of this new group post-Covid.

We also held numerous faculty workshops in AY 21-22, including two workshops for new honors faculty, one for service learning, and one for honors study away. We also developed written materials that outline what it means to teach an honors course and the philosophy of honors education. We had the capacity to develop and hold these events due to developing a new position in the Honors College, the schedule and curriculum coordinator.

# Collaborations

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## 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 nearly every college to create our 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 and a partnership program with the Sonoco International Business Department (both programs are for incoming Honors students), and academic units where a majority of our students are pursuing majors, including the College of Arts and Sciences, College of Engineering and Computing, the Darla Moore School of Business, and the Arnold School of Public Health. We have worked closely with these units to expand Honors course offerings that allow students to more easily progress toward graduation. Other noteworthy collaborations include the BARSC MD program with the UofSC School of Medicine in Columbia, and the Oxford Fellows program with the Darla Moore School of Business. We also support various activities and initiatives, such as the Math Contest, the UofSC Anne Frank Center, and departmental visiting speakers.

Campus collaborations with partner offices expanded this year along with the expansion of the national fellowships advising staff. Our new National Fellowship Coordinator with a focus on first-and-second year students strengthen outreach and recruitment with Capstone Scholars, Trio Programs, Maxcy International House, Education Abroad and within SCHC. Our new National Fellowships Coordinator for graduate students quickly developed relationships with graduate directors, SAM, Graduate School, Office of Research and the University Career Center. A tangible result of these collaborations is the creation of the “Grad Hub” in the Close-Hipp building where the National Fellowship Coordinator is now housed along with a Career Center coach for graduate students with support from the Graduate School.

Scholar Programs continues to work closely with a number of campus partners to provide an enhanced university experience for our Top Scholars. These include, but aren’t limited to, Admissions, Development, Financial Aid, President’s Office and Special Events.

## 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 is still paused due to Covid, but we expect to resume next 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.*

# Collaborations

These items do not seem applicable to the SCHC.

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# Equity and Diversity Plan

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

The South Carolina Honors College recognizes, of course, that bringing together students from diverse backgrounds with wide-ranging interests provides the potential for the best educational opportunities for all students to become effective and engaged citizens of the world. We are committed to the strategic plan of the University of South Carolina focusing on diversity, equity, and inclusivity through recruitment and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing the following initiatives that provide rich diversity-related experiences.

1. Ensure SCHC URM student participation in programming and recruitment events hosted by the Admissions office focused on URMs.
2. Collaborate with the Associate Director of Diversity and Inclusion in Admissions and staff to send SCHC promotional materials and email correspondences to Summer Seniors and prospective students for 2022, 2023 and 2024 classes.
3. Secure new scholarship opportunities to recruit and support underrepresented student populations within honors, especially for those who transfer into the Honors College.

To increase the number of URMs eligible for the Top Scholar process:

1. Host a fall recruitment event for high achieving URMs during a university-wide recruitment weekend.
2. Collaborate with the caucuses for Black Faculty and Hispanic and Latino Faculty to contact high achieving URMs and participate in SCHC recruitment events.

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

We do not hire our own faculty, but we have supported and will gladly continue to support other academic units in their efforts to recruit and hire URM faculty.

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

See next section.

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

We strive to improve post-graduate outcomes for URM undergraduates in our college by:

1. Building relationships with our minority alumni, inviting them to connect with our students by serving as mentors, participating in panel events or being available to answer student questions about career advancement and graduate program preparation.
2. Building relationships with the Black Graduate Student Association and the Black Honors

# Equity and Diversity Plan

---

Caucus to prepare URM undergraduate students for graduate school programs.

3. Hosting a National Fellowship program for SCHC URMs featuring minority alumni providing encouragement and support through the national fellowship process.
4. Building relationships with the Black Faculty and Hispanic and Latino Faculty caucuses to identify URM students to participate in the national fellowship process.

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

We strive to increase the engagement of students, faculty, staff, and administrators in equity and inclusion by:

1. Hosting a training or seminar once a semester for SCHC staff focused on a diversity, equity or inclusion topic.
2. Creating a webpage on the SCHC website about the college's diversity, equity and inclusion programmatic efforts and ways for others to engage in the Honors College, such as: teaching an honors class, serving on a national fellowship committee, nominating a student for SCHC transfer process, or nominating a student for a national fellowship.
3. Hosting a Diversity Dialogue event once a semester for SCHC students and staff on diversity, equity and inclusion topics.
4. Providing training on diversity, equity and inclusion to SCHC student organizations and student leaders, encouraging collaboration on diversity initiatives.
5. Encouraging staff to meet with other campus partners and learn about programs related to underrepresented groups, and to participate in diversity, equity and inclusion training to gain professional development training.

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

To improve the sense of inclusion amongst all university community members we aim to:

1. Develop a diversity and inclusion statement for the Honors College.
2. Actively recruit SCHC URM students from underrepresented majors and with diverse life experiences to share so that current and prospective students see other students like themselves in the Honors College.
3. Enable students to add preferred names and pronouns on college-related documents.
4. Develop a diversity elective for all SCHC students to complete either through an honors course or Beyond the Classroom experience.

# Dashboard Metrics and Narrative

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## Metrics

### Student Information Narrative

The Honors College student population has almost doubled in the past ten years. In FY12 we had 1,430 students and in FY22 we have 2,328 students. Our population has increased due to two factors: the size of UofSC's freshman class grew, and our percentage of that class has increased from 7% to almost 10%. We now plan to hold steady at our current freshman class size of 575 students for the foreseeable future.

The growth in our student population has impacted our budget by increasing the revenue received from our student fees and by increasing our overall expenses. As we admit more students, we have to offer more courses, provide more resources and opportunities, and hire more staff to advise and manage programs.

### Contribution (Per Student) Narrative

Students in the South Carolina Honors College pay \$575 in college fees per semester, or \$1,150 per year. The student fee covers only a portion of the costs needed to run the SCHC. In FY21 our expenses were just over \$2,600 per student.

### Model Allocations (Per Student) Narrative

The Honors College Model Allocation Metric is full-time enrolled (FTE) undergraduate (UG) students. In FY22 our allocation was \$1,331,813 or \$572 per student.

### Faculty Information Narrative

This section is not relevant to the Honors College since we don't have our own faculty, but rely instead on faculty from other units to teach our courses.

### Credit Hours Taught Narrative

This section is not relevant to the Honors College since we don't have our own faculty, but rely instead on faculty from other units to teach our courses. We are a service unit in the new budget model. However, we do aim to increase the number of honors courses taught each semester.

### College/School Financial Information Narrative

#### Revenue or cost factors that impact the college

SCHC has three revenue streams: The \$575/semester Honors College student fee; 100% of the E&G generated from SCHC courses; and \$1.3M from the Support Unit Allocation Pool.

#### What new revenue generating or cost saving initiatives have been put into place?

We eliminated several temporary staff positions and assigned the duties to permanent positions; eliminated travel for the Washington Semester interview and internship selection process; reduced Washington Semester internship stipends; moved the alumni magazine AHA from a print publication to a digital format; and shifted the funding of Faculty Fellow



# Dashboard Metrics and Narrative

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supplements to funding provided by a donor through Education Foundations and not A funds.

## **Greatest Area for Financial Pride?**

That we continue to provide a first-class undergraduate Honors experience at a cost of about \$2600 per student is a continuing source of pride. With about 600 courses offered each year, our students are able to study with the best faculty at UofSC, and receive financial support for faculty-led undergraduate research. And they can experience Beyond the Classroom opportunities such as internships, service learning, and study abroad/away.

## **Causes most concern?**

Of the 300 courses offered each semester (Fall/Spring), approximately 80% are funded by transferring funds to the other colleges across campus. The transfer of funds allows the best and brightest research and teaching faculty at the university to teach honors courses, and colleges can (in theory at least) take our funding and hire adjunct or graduate students to teach courses for that college. The new budget model incentivizes larger class sizes and de-incentivizes colleges allowing their faculty to teach our smaller Honors sections of their courses. We are dependent on the other colleges to provide us with faculty to teach our courses. In the early days of the Honors College, faculty were available to teach Honors classes, and enthusiastically wanted to teach them. As the University and the Honors College have grown and teaching loads have decreased in many units, faculty have become more scarce. The excellent, research-active faculty who are needed for our classes are also needed to teach graduate courses, large surveys, and majors courses. Not only does the new budget model not address the problem of faculty in other colleges teaching smaller honors courses, there are in fact strong financial disincentives to offering Honors classes. In academic terms, in terms of the reputation of the University, in terms of attracting top students and faculty and retaining them, there are obvious and compelling incentives to offer Honors classes. But not in financial terms. Not only does the new budget model reward larger classes (which is pedagogically suspect), it will, it seems, inevitably tend to drive the better classroom teachers out of Honors--unless there is some strategic intervention.

## **Student Outcomes Narrative**

Honors students have to complete minimum 45 credit hours of honors coursework that is included in the overall 120 credit hours for degree completion. On average, student complete between 50 - 52 credit hours in honors with an average GPA of 3.7. Our degree requirements are not hindering their academic plans as we see an increase of students with at least three minors or pursuing accelerated programs like our 3+3 collaboration with the law school. Our students continue to be accepted into medical schools at a staggeringly high rate each year.

We believe the well-rounded, hands-on, personalized educational experience Honors College students receive prepares them well for whatever their next steps are. Our students all receive at least one university scholarship (but often more) which helps them control the costs of their undergraduate education. We encourage and help our students to apply for national fellowships to make graduate school more affordable. We pay students to participate in undergraduate research to increase their readiness and application strength for graduate school. We encourage and support students participating in internships to prepare them for future careers. All this on top of a stellar undergraduate education that encourages critical thinking and strong communication skills prepares our students well for their pursuits after graduation.

# Dashboard Metrics and Narrative

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## HERD Research Expenditures Narrative

This is not relevant to the Honors College.

## Other Information Narrative

# Concluding Remarks

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## Quantitative Outcomes

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

We are not aware of any surprises in the data provided.

## Cool Stuff

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

Our University has shown great resilience over the past year, and the Honors College has been part of that. Our students have continued to excel in the classroom, in the community, in research projects, in national competitions, in moving beyond college. Various initiatives and programs have reached a kind of maturity, as our BARSC-MD students matriculate through medical school, graduate students are engaged in national fellowships, community-building events reach increasing numbers of students, and new positions expand our impact. The NFSP office has a new, game-changing database. Our alumni events are strongly attended. Interest seems to be high among prospective students. The coolest thing is that the future of the Honors College, we believe, is bright.

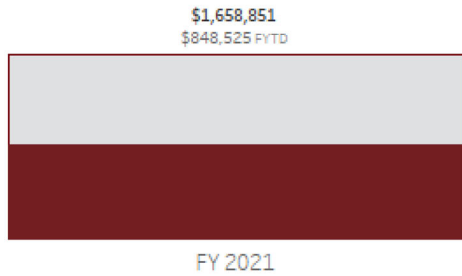
## Appendix 1. Alumni Engagement & Fundraising



# Site Performance FY22

All Gift Band Site Honors College Fiscal Year FY 2021 Counting Method Production

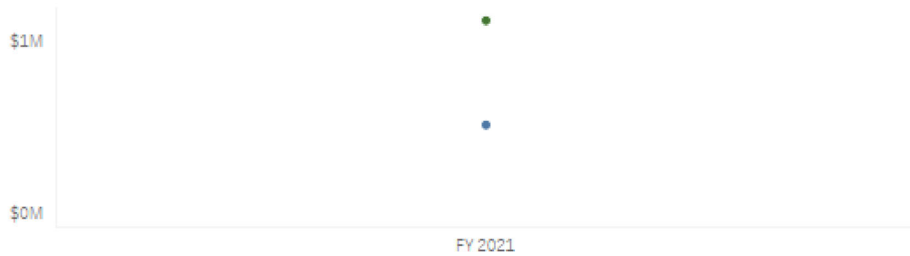
## FYTD - Production



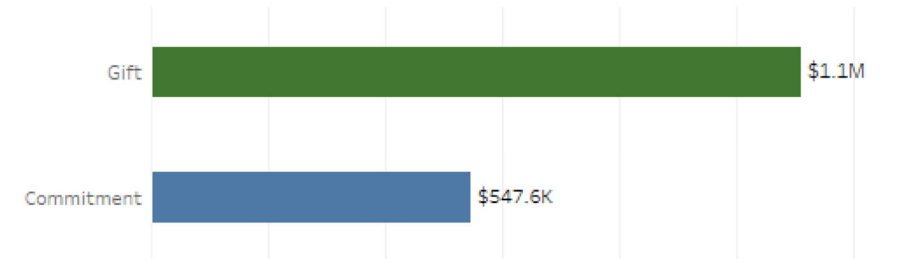
## VSE Category



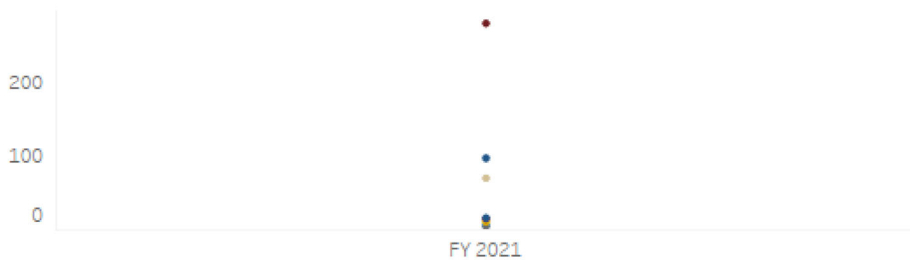
## Gift Category by FY



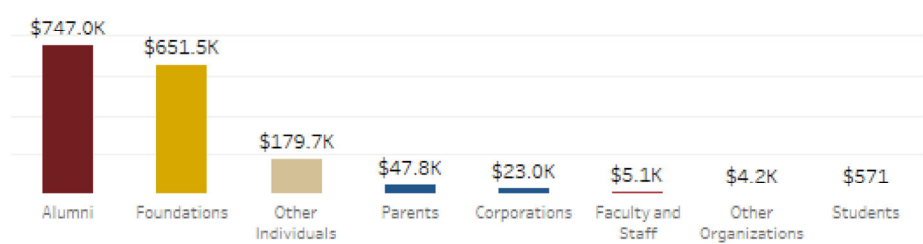
## Gift Category



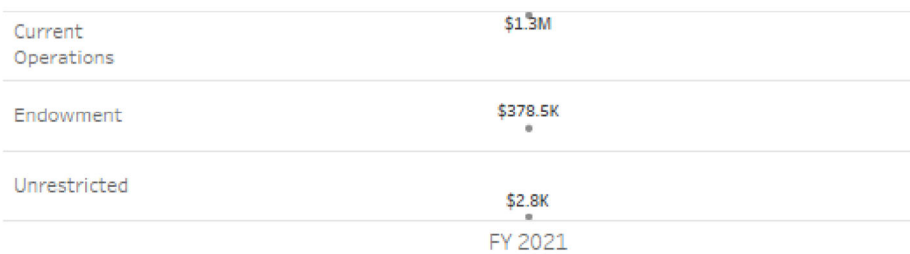
## Constituent VSE by FY



## Constituent VSE Category



## Funding Type by FY



## Funding Type

