

Executive Summary

Blueprint for Academic Excellence South Carolina Honors College AY2021-2022

Introduction

The SCHC maintained its excellence, navigating the pandemic and curricular pressures, competing successfully for exceptional students, and offering an extraordinary undergraduate experience. The efforts of many led to another large and accomplished class in Fall 2020 (580 students, avg. ACT 33.0, SAT 1467). The virus curtailed some events (Freshman Flotilla e.g.) but creative alternatives emerged. We advised/engaged with students online, but almost 75% of our classes were entirely or partially in-person. Retention and graduation rates approach Ivy-League averages (97.1% vs 98%; 94.4% vs 95.9%), and success in terms of top post-graduate study and job placement continues to be remarkable. Survey data shows an average starting salary for SCHC graduates of \$73,000 (cf. Ivy League: \$69,900 for Brown up to \$77,300 Princeton). Challenges ahead: maintain our curriculum within the new budget model; continue to enroll outstanding students; provide them with the richest possible span of opportunities.

Highlights

In October 2020, INSIDE HONORS, the only comprehensive assessment of honors colleges, again indicated that the SCHC is the best honors college in the country. Although numerical rankings are not provided by the publication, the weights and scores of the criteria considered are presented (plus detailed commentary). Based on that data, our composite score was 95.875, followed by Macaulay (CUNY) 89.25, Barrett (ASU) 88.0, Kansas 86, and Schreyer (Penn State) 85.875. Noting in particular the “growing success in preparing students to compete successfully for the most prestigious awards,” the publication asserted that “the SCHC comes closer than any other large honors college or program to matching the structure and quality of education that elite private colleges are supposed to provide.”

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

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

<p>Goal Statement</p>	<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>
<p>Linkage to University Goal</p>	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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.
<p>Alignment with Mission, Vision, and Values</p>	<p>The curriculum is the foundation of our mission and critical to our ongoing success in the Honors rankings.</p>
<p>Status</p>	<p>Progressing as expected (multi-year goal)</p>
<p>Action Plan</p>	<p>Meet with department chairs and deans across campus to explore new partnerships and opportunities. Evaluate and discuss current partnerships and course offerings and adapt as the new budget model is implemented in FY21.</p>
<p>Achievements</p>	<p>In FY20, we maintained, but did not increase, the number of honors courses offered in the previous fiscal year (583 total courses in FY19 and FY20). At first glance, maintaining our course load sounds good, but it's important to dig deeper and compare it to our growing population of students (2,160 students in FY19 and 2,315 students in FY20). The number of courses offered has not kept pace with our increased student population, and it has become increasingly difficult to acquire enough courses to support 2300+ honors students.</p>
<p>Resources Utilized</p>	<p>We expect that we would need additional funding to secure courses to keep pace with Honors enrollment. However, despite the SCHC's willingness to pay academic units for faculty to teach Honors courses, we still struggle to obtain the number of courses we need. This explains the carry-forward in our budget -- specifically, we have the funding to pay for Honors classes, but academic units indicate they do not have the teaching resources for Honors courses. Academic units stress that they do not have the faculty to teach an Honors course, have burgeoning enrollment, or do not have an</p>

Goals - Looking Back

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

Goals - Looking Back

Goal 2 - Faculty Engagement

Goal Statement	Increase faculty involvement and engagement across the SCHC.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	Securing outstanding faculty to engage in teaching, research, out of classroom activities, recruiting and national fellowship and Top Scholar mentorship opportunities is key to our mission.
Status	Progressing as expected (multi-year goal)
Action Plan	Actively promote SCHC mission, vision and opportunities to UofSC faculty and staff in an effort to recruit new partners to participate in key areas -- teaching courses, mentorship, NFSP involvement, and faculty fellows program.
Achievements	In Spring 2019, we hired a new associate dean, who oversees courses and faculty engagement, and our first-ever communications coordinator. The two are developing strategies to effectively communicate with and recruit new faculty partners. Although the efforts of their work have not had a chance to reach fruition, the SCHC held a successful faculty welcome breakfast in Fall 2020 to communicate with and educate Honors faculty about opportunities for engagement with our programs and students. The new associate dean has already developed relationships with faculty not previously involved with the SCHC and maintained ongoing partnerships. We anticipate innovative courses, study away and service-learning opportunities to develop from this outreach.
Resources Utilized	Primarily staff time.
Goal Continuation	Although we have outstanding faculty who are dedicated to SCHC, we believe there are many other key faculty who would be interested in contributing to SCHC. One of the greatest challenges we face, as enrollment on the UofSC campus increases and we implement the new budget model, is that top research and teaching faculty are being asked to teach increasingly larger courses in their home department and cover required courses, and, therefore, fewer faculty are available to teach Honors courses. Even though the SCHC compensates a faculty member's home academic unit when a professor teaches an Honors course, some academic units are saying that there are no full-time faculty available to teach in the

Goals - Looking Back

	Honors College. We need to develop innovative strategies to secure top faculty to teach our courses and engage with our students.
Goal Upcoming Plans	See next section for FY21 plans.
Resources Needed	Staff time
Goal Notes	

Goals - Looking Back

Goal 3 - Academic Advising

Goal Statement	Assist students in developing their academic plans to evaluate various pathways to fulfill degree and Honors requirements. Advisors will maintain contact with academic departments to provide support to their advisees to fulfill degree and honors requirements. Advisors will utilize campus technology (EAB Navigate, Degree Works, Banner) in academic advising and course registration.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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.
Alignment with Mission, Vision, and Values	Our goal to assist students with developing their academic plans and maintaining contact with academic departments is derived from our mission statement to provide insightful and individualized advising that leads to academic success.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Host student focus groups to gather student feedback about honors advisement, honors courses and course registration process.</p> <p>Implement feedback from the revised student advising questionnaire and the use of an Appreciative Advising approach in appointments.</p> <p>Collaborate with University Advising Center to create a survey on the topic of dual advisement between honors advisors and advisors in academic units to address student concerns and enhance the process.</p>
Achievements	By co-chairing the University EAB Navigate committee, the Coordinator of Student Services provided information that resulted in the development of an advising checklist for honors advisors. Two new handbooks (honors advisor and beyond the classroom) were created to equip our staff and students with information related to Honors College requirements. With aggressive marketing and an incentive to win new SCHC apparel, the number of respondents to our Fall 2019 Honors advisement survey increased from fewer than 10% to approximately 28% of our student population.
Resources Utilized	Staff time
Goal Continuation	Yes

Goals - Looking Back

Goal Upcoming Plans	See next section for FY21 plans
Resources Needed	No new resources needed
Goal Notes	

Goals - Looking Back

Goal 4 - National Fellowship Advisement

Goal Statement	Provide an integrated learning experience for national fellowship applicants leading to national award winners.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	This goal supports all UofSC undergraduate and graduate high-ability students, including honors students, engaging in national fellowship competitions.
Status	Progressing as expected (multi-year goal)
Action Plan	Celebrate and promote this 25th year of national fellowship advising and NFSP at UofSC. To reflect the integrated learning model through national fellowship advising processes as we engage with faculty. Key areas of focus include increasing the number of SCHC students applying for national fellowships; continuing to focus on visibility and outreach around campus, with an emphasis on diversity and inclusion efforts; and the training and use of our Fellowships Peer Mentors (previous national fellowship finalists and winners who haven't graduated) for outreach and recruitment.
Achievements	National fellowship advising and recruitment efforts have yielded impressive results. The 2019 competition year ended with the largest number of national fellowship winners to date (62). Our students continue to perform well in competitions that factor into honors rankings - our 2019 Truman Scholars is the third in four years, and we continued our Goldwater winning streak of 27 consecutive years with three scholars. We also saw six Hollings Scholars, making us the third top producing school since the inception of the award in 2005. Our outreach efforts in Fall 2019 have resulted in a 50% increase in overall student contacts, as well as a more diverse group of applicants - this includes a record numbers of Fulbright applicants and a solid showing in Truman, Goldwater and NSF competitions. Our Fellowship Peer Mentors have given generously of their time, attending workshops and events and meeting individually with prospective applicants, while continuing to consider their own next national fellowship endeavor. The 25th year of National Fellowships and Scholar Programs was celebrated at a successful reception Homecoming weekend attended by more than 140 alumni, faculty and staff.
Resources Utilized	In addition to current staffing, faculty continued to be a key

Goals - Looking Back

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

Goals - Looking Back

Goal 5 - Student Engagement

Goal Statement	We will continue to improve and develop programming that helps build community and engage our students in the university and surrounding areas.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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.
Alignment with Mission, Vision, and Values	The Honors College student experience involves a rich curriculum with special interest classes, a personal relationship with an Honors advisor, and an open and diverse community that nurtures students to become global citizens.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Regular use of Campus Labs by SCHC staff that coordinate events and programs related to student engagement.</p> <p>Distribution of a student engagement survey to students to solicit student feedback on college events and programs.</p>
Achievements	<p>Under a new structure with officer positions and an email address to collect student feedback, we have seen a slight increase in students participating in Deans Council meetings to plan events and programs for students. Upcoming events include study break sessions during finals week, soliciting student feedback through the weekly honors newsletter for next Bedtime Story and planning the annual Honors Week that includes the Honors Gala.</p> <p>The Black Honors Caucus hosted a Welcome Back social that had approximately 30 students in attendance. They also hosted an event with National Fellowship Advising to encourage students to consider national fellowships. Several members attended a Lunch and Learn with an Honors Black alum. This group continues to grow in membership and view themselves as a key component in the retention of Black honors students through events and programs. Upcoming events include a networking event with the USC Black Faculty Caucus and Black Staff Association and spring social for Black honors students.</p> <p>We had approximately 20 students attend the year's first "SCHC Night at..." to receive free tickets to the play, Much Ado About Nothing. This event was hosted by the newly formed Culture and Arts Program which combines an interest in arts and music on and off campus. Upcoming events include more free tickets to events at</p>

Goals - Looking Back

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

Goals - Looking Back

Goal 6 - Top Scholar Engagement

Goal Statement	Engage Top Scholars to build community and participate in high-impact activities to facilitate the development of their full potential and distinguish themselves on campus and beyond.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	This goal aligns with our mission to provide the strongest possible experience for our students, attracting the top students from in-state and out.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>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. Also to deliver on the promise made by the institution when these students were recruited.</p> <p>Serve as the institutional home for Top Scholars once enrolled at UofSC. To recruit and on board a new Scholar Programs Coordinator and develop and implement processes for the new enrichment awards added to McNair scholarship packages starting with the current freshman class. Review of existence, audience, format and usage of Top Scholar annual report.</p>
Achievements	<p>Fall 2019 included preparing for and supporting the largest group of First Year Scholars ever (68) and the third class of out of state Stamps Scholars bringing the total size of the Top Scholars community (Stamps, McNair, Carolina, Horseshoe and 1801) to 227. Work was completed to develop the infrastructure to implement the new enrichment funding for McNair Scholars; a new Scholar Programs Coordinator for the McNair effort was hired to start in early 2020; an orientation for freshmen McNair Scholars was provided; and a process in place to request and receive funding. Work with other University colleagues to finalize agreement with the McNair Foundation has continued. Participation by Top Scholars in programs offered has been high so far this year. Examples include a 24% increase in attendance at the Fall Dinner, 100% participation by First Year Scholars in at least one opening activity, and 94% participation in the Sophomore Strategy advising process. Scholar Programs took the lead with SCHC Development to host a</p>

Goals - Looking Back

	celebration of 50 years of the Carolina Scholarship and 25 years of National Fellowships and Scholar Programs, resulting in a well-attended event during Homecoming weekend.
Resources Utilized	Current Director and Scholar Programs Coordinator as well as temporary staff member while new Scholar Programs Coordinator was recruited. External funding was secured to support this new FTE.
Goal Continuation	Yes
Goal Upcoming Plans	See next section for FY21 plans
Resources Needed	No new resources needed at this time
Goal Notes	

Goals - Looking Back

Goal 7 - Diversity and Inclusion

Goal Statement	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.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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.
Alignment with Mission, Vision, and Values	This goal aligns with our mission to create and foster a nurturing, stimulating and open diverse community.
Status	Progressing as expected (multi-year goal)
Action Plan	Expand the number of courses offered by seeking faculty who want to teach on subjects related to diversity and inclusion. Plan at least one event each semester that focuses on diversity and inclusion. The Assistant Dean of Student Services and Diversity will lead these efforts collaborating with the Deans Council and Black Honors Caucus. Partner with the Diversity and Inclusion staff in the Admission Office to involve our alumni and current students in recruiting, specifically with the Summer Seniors program.
Achievements	This year approximately 18% of our student population identified as non-white. This is a slight increase from the previous year. Our development staff hosted a lunch with a black Honors alumnae who shared her experience in the engineering field as the CEO of a firm. We were able to have members of the Black Honors Caucus and a few of our black staff members participate in the Summer Seniors program. Our Communications Coordinator created a flyer to promote diversity and inclusion that was distributed at the event. The Assistant Dean of Student Services and Diversity collaborated with the Office of Admissions to send a personalized email to black high school students who met the standardized test threshold to apply to the Honors College with the goal of increasing applications from more underrepresented students than in previous years. This effort will be assessed at the end of the year. Assistant Dean for Student Services and Diversity plans to host two Diversity Dialogues in Spring 2020 in collaboration with the SC Collaborative for Race and Reconciliation.
Resources Utilized	Collaboration with Council of Academic Diversity Officers, SC Collaborative for Race and Reconciliation, and Black Honors Caucus as well as staff time.

Goals - Looking Back

Goal Continuation	Yes
Goal Upcoming Plans	See next section for FY21 plans
Resources Needed	No new resources needed
Goal Notes	

Goals - Real Time

Goals for the current Academic Year.

Goal 1 - Curriculum

Goal Statement	Maintain and grow existing required major and Carolina Core courses in key academic units (CAS, CEC, DMSB) while expanding our H01 course offerings in other areas (i.e., Public Health). Expand Beyond the Classroom Honors opportunities including service-learning courses and study away.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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.
Alignment with Mission, Vision, and Values	The curriculum is the foundation of our mission and critical to our ongoing success in the Honors rankings.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Analyze the impact the new budget model has on the obtaining Honors courses and address accordingly.</p> <p>Meet with department chairs and deans across campus to explore new partnerships and opportunities.</p> <p>Develop communication and outreach strategies to better engage with faculty.</p>
Achievements	<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, penalizes academic units for teaching the smaller classes that are crucial to the Honors College experience.</p> <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</p>

Goals - Real Time

	<p>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-19 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>
Resources Utilized	<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>
Goal Continuation	Yes
Goal Upcoming Plans	See Looking Ahead section for upcoming plans
Resources Needed	<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 that they do not have the faculty to teach an Honors course, have burgeoning enrollment, or do not have an adjunct with the expertise to teach a non-Honors version of a class to free up a full-time faculty member to teach an Honors course. This is increasingly the case in science, 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>
Goal Notes	

Goals - Real Time

Goal 2 - Faculty Engagement

Goal Statement	Increase faculty involvement and engagement across the SCHC.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	Securing outstanding faculty to engage in teaching, research, out of classroom activities, recruiting and national fellowship and Top Scholar mentorship opportunities is key to our mission.
Status	Progressing as expected (multi-year goal)
Action Plan	Actively promote SCHC mission, vision and opportunities to UofSC faculty and staff in an effort to recruit new partners to participate in key areas -- teaching courses, mentorship, NFSP involvement, and Faculty Fellows program.
Achievements	<p>SCHC secured an endowment that allowed us to expand our Faculty Fellows program from 8 to 21 Fellows. Although COVID 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 our Top Scholars. All told, we have 176 unique faculty serving on various national fellowship advising committees, evaluation committees, and serving as mentors.</p>
Resources Utilized	<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 Honors courses. Nearly all academic units indicate it is a struggle to find teachers to fill their non-Honors and Honors courses.</p> <p>We also utilized the new Pearce Faculty Fellows Endowment to cover the faculty fellow stipends.</p>
Goal Continuation	Yes
Goal Upcoming Plans	See Looking Ahead section for upcoming plans and goals
Resources Needed	Unknown at this time, until we fully understand the how the new

Goals - Real Time

	budget model will impact the SCHC.
Goal Notes	

Goals - Real Time

Goal 3 - Academic Advising

Goal Statement	<p>Assist students in developing their academic plans to evaluate various pathways to fulfill degree and Honors requirements. Advisors will maintain contact with academic departments to provide support to their advisees to fulfill degree and Honors requirements. Advisors will utilize campus technology (EAB Navigate, Degree Works, Banner) in academic advising and course registration.</p>
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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.
Alignment with Mission, Vision, and Values	<p>Our goal to assist students with developing their academic plans and maintaining contact with academic departments is derived from our mission statement to provide insightful and individualized advising that leads to academic success.</p>
Status	<p>Progressing as expected (multi-year goal)</p>
Action Plan	<p>Implement feedback from the revised student advising questionnaire and the use of an Appreciative Advising approach in appointments.</p> <p>Update college advising web page that has information to help students prepare for honors advisement. Update SCHC student handbook.</p> <p>Create honors course schedule examples for the first two years to help students meet and understand honors requirements to graduate "with honors."</p> <p>Implement feedback from the student advising questionnaire to improve the advisement process for students who are abroad.</p>
Achievements	<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 course schedule examples for students. Our advisors can process Degree Works exceptions for the SCHC block in Degree Works. This allows SCHC students to manage their progression with honors college requirements.</p>

Goals - Real Time

Resources Utilized	Staff time
Goal Continuation	Yes
Goal Upcoming Plans	See Looking Ahead section for upcoming plans and goals
Resources Needed	Resources will be determined in FY22
Goal Notes	

Goals - Real Time

Goal 4 - National Fellowship Advisement

Goal Statement	Provide an integrated learning experience for national fellowship applicants leading to national award winners.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	This goal supports all UofSC's high-ability undergraduate and graduate students, including honors students, engaging in national fellowship competitions.
Status	Progressing as expected (multi-year goal)
Action Plan	Facilitate an integrative learning process for self-reflection and academic and career planning for national fellowship applicants involving NFSP staff, scholarship committees, and faculty mentors. Continued outreach and national fellowship advising support to all academically talented USC students with target populations of SCHC, Capstone Scholars, and Presidential Scholars (graduate students) with a goal of increased diversity of applicants through continued outreach and promotion of opportunities. Continued engagement with faculty to support the national fellowship process. 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.
Achievements	<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 - Real Time

	<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-19 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. As well as developed a new Blackboard organization to house cohorts for select competition.</p>
<p>Resources Utilized</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>Goal Continuation</p>	<p>Yes</p>
<p>Goal Upcoming Plans</p>	<p>See Looking Ahead section for upcoming plans</p>
<p>Resources Needed</p>	<p>No new resource needed at this time</p>
<p>Goal Notes</p>	

Goals - Real Time

Goal 5 - Student Engagement

Goal Statement	We will continue to improve and develop programming that helps build community and engage our students in the University and surrounding community.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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.
Alignment with Mission, Vision, and Values	The Honors College student experience involves a rich curriculum with special interest classes, a personal relationship with an Honors advisor, and an open and diverse community that nurtures students to become global citizens.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Create a student group, Connoisseurs, that will plan arts and music events for the College.</p> <p>Encourage freshman to join the Peer Mentor program to develop relationships with their peers to increase freshman-to-sophomore retention rate.</p> <p>Plan an event at least once a semester for Gamecock Guarantee students in the College on topics such as scholarships, completing the honors beyond the classroom requirement and an opportunity to interact with honors Faculty Fellows.</p>
Achievements	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 are collaborating with the Honors Residence Hall staff on an event for freshmen in the spring semester. Our Deans Council has 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 has become 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 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.
Resources Utilized	Staff time and our Educational Foundation endowment for

Goals - Real Time

	community building
Goal Continuation	Yes
Goal Upcoming Plans	See Looking Ahead section for upcoming plans
Resources Needed	No new resources needed
Goal Notes	

Goals - Real Time

Goal 6 - Top Scholar Engagement

Goal Statement	Engage Top Scholars to build community and participate in high-impact activities to facilitate the development of their full potential and distinguish themselves on campus and beyond.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	This goal aligns with our mission to provide the strongest possible experience for our students, attracting the top students from in-state and out.
Status	Progressing as expected (multi-year goal)
Action Plan	To provide a formalized four-year experience based on a holistic advising model creating a framework for a personalized, exceptional undergraduate experience to support the development of each scholar as an academic achiever, leader, and ambassador during their undergraduate tenure and beyond. Serve as the institutional home for Top Scholars once enrolled at UofSC. Communicate with key partners internal campus partners such as Admissions, Development, and Special Events and communicate and provide annual reports to the Stamps and McNair Foundations. Implement the first McNair Signature Experience for the McNair Class of 2023 in Spring 2021 and continuing to implement systems and support for the use of enrichment funds by the McNair Classes of 2023 and 2024.
Achievements	<p>Our community of 226 Top Scholars (Stamps, Carolina, McNair, Hamilton, and Horseshoe) continues to meet and exceed our expectations for full immersion in our nationally-ranked honors college. This year the Stamps Scholarship program continued its expansion of out-of-state scholars and three of the four classes this past year were filled with 10 scholars each. The McNair enrichment expansion which started in 2020 continues, and finally, the Educational Foundation accepted a proposal to provide enrichment funds for Carolina Scholars being 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-19 protocols in place. Participation in these programs and events, is impressive as evidenced by these highlights: 83% participated in at least one</p>

Goals - Real Time

	<p>Scholar Program offering in the fall; 94% participated in Sophomore Strategy Advisement sessions; 98% of First Year Scholars (FYS) participation in at least one FYS program; and as of February, 90% of the 50 FYS are scheduled for a one-on-one meeting with an advisor. 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%). In place of the traditional spring donor/graduation dinner, a Senior Reception for the Class of 2021 at the President’s House is scheduled and underclassmen are invited to one of three Dinners by the Decade. The Last Lecture Series and Alumni Roundtables have been 100% virtual and the upcoming Relay for Life Team is actively engaged. Scholars United is a thriving student organization run by the Top Scholars and provides a supportive community and meaningful events and activities.</p>
Resources Utilized	<p>Continued staffing from FY20 meets the needs of the program.</p> <p>A gift from the UofSC Educational Foundation enabled us to add enrichment stipends for the incoming class of Carolina Scholars.</p>
Goal Continuation	Yes
Goal Upcoming Plans	See Looking Ahead section for upcoming plans
Resources Needed	Resource needs will be assessed in FY22
Goal Notes	

Goals - Real Time

Goal 7 - Diversity and Inclusion

Goal Statement	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.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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.
Alignment with Mission, Vision, and Values	This goal aligns with our mission to create and foster a nurturing, stimulating and open diverse community.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Create a Diversity and Inclusion webpage on the SCHC website. Expand the number of courses offered by seeking faculty who want to teach on subjects related to diversity and inclusion. Plan at least one event each semester that focuses on diversity and inclusion. The Assistant Dean of Student Services and Diversity will lead these efforts collaborating with the Deans Council and Black Honors Caucus.</p> <p>Partner with the Diversity and Inclusion staff in the Admission Office to involve our alumni and current students in recruiting, specifically with the Summer Seniors program.</p>
Achievements	<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 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 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 diversity our instructors.</p> <p>Additionally, she made outreach to Opportunity Scholars Program and the Multicultural Student Affairs offices seeking eligible students to transfer into the Honors College.</p>

Goals - Real Time

Resources Utilized	Collaboration with Council of Academic Diversity Officers and Black Honors Caucus as well as staff time.
Goal Continuation	Yes
Goal Upcoming Plans	See next section for upcoming plans
Resources Needed	No new resources are needed at this time
Goal Notes	

Goals - Looking Ahead

Goals for the next Academic Year.

Goal 1 - Curriculum

Goal Statement	<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>
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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.
Alignment with Mission, Vision, and Values	<p>The curriculum is the foundation of our mission and critical to our ongoing success in the Honors rankings.</p>
Status	<p>Progressing as expected (multi-year goal)</p>
Action Plan	<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>
Achievements	<p>Achievements will be assessed at the end of FY22.</p>
Resources Utilized	<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>

Goals - Looking Ahead

	Nominal costs associated with outreach efforts to academic units.
Goal Continuation	Yes
Goal Upcoming Plans	Upcoming plans will be determined next year
Resources Needed	<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. 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 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>
Goal Notes	

Goals - Looking Ahead

Goal 2 - Faculty Engagement

Goal Statement	Increase faculty involvement and engagement across the SCHC.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	Securing outstanding faculty to engage in teaching, research, out of classroom activities, recruiting and national fellowship and Top Scholar mentorship opportunities is key to our mission.
Status	Progressing as expected (multi-year goal)
Action Plan	<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>
Achievements	Achievements will be assessed at the end of FY22.
Resources Utilized	<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 Honors courses.</p> <p>We will also continue to use the Pearce Faculty Fellows Endowment to provide stipends for our faculty fellows.</p>
Goal Continuation	Yes
Goal Upcoming Plans	Upcoming plans will be determined in FY22.
Resources Needed	Despite the SCHC's willingness to pay academic units for faculty to teach Honors courses, we still struggle to obtain the number of courses we need. This explains the carry-forward in our budget -- specifically, we have the funding to pay for Honors classes, but academic units indicate they do not have the teaching resources for Honors courses. Academic units stress that they do not have the faculty to teach an Honors course, have burgeoning enrollment, or

Goals - Looking Ahead

	<p>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>
Goal Notes	

Goals - Looking Ahead

Goal 3 - Academic Advising

Goal Statement	Assist students in developing their academic plans to evaluate various pathways to fulfill degree and Honors requirements. Advisors will maintain contact with academic departments to provide support to their advisees to fulfill degree and Honors requirements. Advisors will utilize campus technology (EAB Navigate, Degree Works, Banner) in academic advising and course registration.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	Our goal to assist students with developing their academic plans and maintaining contact with academic departments is derived from our mission statement to provide insightful and individualized advising that leads to academic success.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>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>
Achievements	Achievements will be assessed at the end of FY22 through student feedback
Resources Utilized	Staff time
Goal Continuation	Yes
Goal Upcoming Plans	Upcoming plans will be determined in FY22
Resources Needed	Resources will be determined in FY22
Goal Notes	

Goals - Looking Ahead

Goal 4 - National Fellowship Advisement

Goal Statement	Provide an integrated learning experience for national fellowship applicants leading to national award winners.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	This goal supports all UofSC's high-ability undergraduate and graduate students, including honors students, engaging in national fellowship competitions.
Status	Progressing as expected (multi-year goal)
Action Plan	Facilitate an integrative learning process for self-reflection and academic and career planning for national fellowship applicants involving NFSP staff, scholarship committees, and faculty mentors. Continued outreach and national fellowship advising support to all academically talented USC students with target populations of SCHC, Capstone Scholars, and Presidential Scholars (graduate students) with a goal of increased diversity of applicants through continued outreach and promotion of opportunities. Continued engagement with faculty to support the national fellowship process. 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.
Achievements	Goal achievement will be assessed at the end of FY22.
Resources Utilized	We were pleased to receive a recurring budget allocation in FY21 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. The implementation of this growth plan began in the third quarter of FY21 and will continue into FY22.
Goal Continuation	Yes
Goal Upcoming Plans	Upcoming plans will be determined in FY22
Resources Needed	None expected at this time
Goal Notes	

Goals - Looking Ahead

Goal 5 - Student Engagement

Goal Statement	We will continue to improve and develop programming that helps build community and engage our students in the University and surrounding campus.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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.
Alignment with Mission, Vision, and Values	The Honors College student experience involves a rich curriculum with special interest classes, a personal relationship with an Honors advisor, and an open and diverse community that nurtures students to become global citizens.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>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>
Achievements	Achievements will be assessed at the end of FY22 through student feedback
Resources Utilized	Staff time and our Educational Foundation endowment for community building
Goal Continuation	Yes
Goal Upcoming Plans	Upcoming plans will be determined in FY22
Resources Needed	No new resources needed
Goal Notes	

Goals - Looking Ahead

Goal 6 - Top Scholar Engagement

Goal Statement	Engage Top Scholars to build community and participate in high-impact activities to facilitate the development of their full potential and distinguish themselves on campus and beyond.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	This goal aligns with our mission to provide the strongest possible experience for our students, attracting the top students from in-state and out.
Status	Progressing as expected (multi-year goal)
Action Plan	To provide a formalized four-year experience based on a holistic advising model creating a framework for a personalized, exceptional undergraduate experience to support the development of each scholar as an academic achiever, leader, and ambassador during their undergraduate tenure and beyond. Serve as the institutional home for Top Scholars once enrolled at UofSC. Communicate with key partners internal campus partners such as Admissions, Development, and Special Events and communicate and provide annual reports to the Stamps and McNair Foundations. Implement the first McNair Signature Experience for the McNair Class of 2023 in FY22 and implement systems and support for the Carolina Scholars, beginning with the Class of 2025.
Achievements	Achievements will be assessed at the end of FY22
Resources Utilized	No news resources needed at this time
Goal Continuation	Yes
Goal Upcoming Plans	Upcoming plans will be determined in FY22
Resources Needed	Resource needs will be assessed in FY22
Goal Notes	

Goals - Looking Ahead

Goal 7 - Diversity and Inclusion

Goal Statement	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.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • 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. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	This goal aligns with our mission to create and foster a nurturing, stimulating and open diverse community.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Develop a directed approach to recruiting a more diverse group of students for National Prestigious Scholarships. Host a training or seminar once a semester for SCHC staff focused on a diversity, equity and inclusion topic.</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; nominating a student for a National Fellowship.</p> <p>Host a Diversity Dialogue event once a semester for SCHC students and staff on diversity, equity and inclusion topics.</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 diversity and inclusion statement for the Honors College.</p> <p>Enable students to add preferred names and pronouns on college related documents.</p>
Achievements	Achievements will be assessed at the end of FY22 through student feedback
Resources Utilized	Staff time

Goals - Looking Ahead

Goal Continuation	Yes
Goal Upcoming Plans	Upcoming plans will be determined in FY22
Resources Needed	Resource needs will be determined in FY22
Goal Notes	

Academic Programs

Program Rankings

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

The only evaluations of honors colleges have been done by 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.

As UofSC moved many courses online in AY20-21, SCHC faced the increased challenge of how to maintain the academic rigor, engagement, and community that characterize Honors education. Because of our already small class sizes, we were able to maintain a sizable number of our face-to-face courses (32%, n=106 in Fall 2020). Further, we highly encouraged faculty who were teaching online to teach synchronously so that there could be real-time conversation and engagement.

We also developed an Honors online teaching task force in Summer 2020 and developed an Honors Online Teaching Guide that was distributed to Honors faculty teaching virtually. We are currently assessing our Honors online efforts in Fall 2020 after distributing a survey to both Honors faculty and students about their experiences in online Honors courses.

We look forward to having 100% of our courses face-to-face in Fall 2021, 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.

Academic Programs

Program Launches

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

We did not launch any new academic programs.

Program Terminations

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

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

Academic Initiatives

Experiential Learning For Undergraduates

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

Experiential learning is at the heart of the SCHC curriculum and is the focus of our Beyond the Classroom requirement. This requirement includes Internships, Undergraduate Research, Service-Learning, and Study Away.

Honors Internships and Professional Programs

The South Carolina Washington Semester Program (WSP) is entering its 29th year. We continue to refine and improve this life-changing program where students spend a semester living in Washington D.C., working on Capitol Hill or in other Washington offices (including the Smithsonian, National Geographic, etc.), and taking other courses to receive 15 hours of course credit. This program is open to any student enrolled in a college or university in the state of South Carolina, and the SCHC is proud to offer this important state-wide initiative. With university approval, this program continued despite COVID, with various precautions and changes implemented.

The South Carolina Semester Program is a two-semester internship program that takes place in Columbia, SC. Students take a SC government course taught by former senator Vincent Sheheen while navigating their internship search in the fall semester. The program provides government agency internships in the spring to complement their coursework.

In addition to these two programs, Honors students engage in internships they find on their own, through the University, and also through the Honors College (typically over 160 per year are in this last category). Internship highlights in FY21 include:

1. A combined 450 SCHC students have enrolled in one of our three honors internship programs or attended an internship event.
2. Over \$12,000 in WSP program scholarships supported by WSP Alumni and the Educational Foundation were offered in FY21.
3. A new partnership was launched with Duke Energy to provide financial support to students of color participating in the South Carolina Washington Semester Program (Fall 2021).

Undergraduate Research

The SCHC Research Program has made significant changes in FY21. The program has a new coordinator, and the application process is completely reorganized and restructured to make the process simpler for students. Students can also access all necessary application materials and information online. We are working closely with the Office of Undergraduate Research to promote the services they offer so we can enhance and complement the important work each office does in the area of undergraduate research.

In response to the budgetary impacts of COVID, the Research Program was able to award only \$153,770 this year, compared to \$278,555 in FY20. There were also fewer students able to participate in faculty-mentored research since many of the lab-focused research opportunities were canceled due to COVID. We hope to award approximately \$200,000 to students in FY22

Academic Initiatives

and to return to normal levels of funding by FY23.

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 14 service-learning courses during FY21--the most we have ever offered. Three service courses were developed and offered fully online during Summer 2020. These service courses helped to accommodate students impacted by COVID-19 by giving them additional beyond-the-classroom opportunities.

The summer service courses were also employed as part of the Honors College's internal research and review of online course offerings. This work helped the Honors College develop a faculty guide, "Teaching Honors Online," which gave all Honors faculty suggestions on how to cater their online courses to Honors students' needs and expectations.

Additionally, in the time of COVID-19, 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 Debbie Billings' 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-19's impact on communities in the Midlands and surrounding areas. Similarly, Laura Smith's "Podcasting in the Public Interest" course worked to collect stories of COVID-19's effects and developed podcasts that are now available through Gamecock Media.

Service-learning courses are more in-demand than ever before due to their focus on social-justice initiatives and their creative approaches to giving students beyond the classroom experiences. We are addressing this demand by recruiting new faculty to expand our service-learning course offerings. We have sought to develop several new courses each semester by fostering partnerships on and off campus. Some of the new service courses we have developed include "Complicated Histories: Community Archaeology, Public Heritage, and Social Justice" and "Innovation Thinktank: Translating Science from Bench to Market." We continue to develop additional new courses and we are anticipating offering additional social-justice and/or STEM-themed service courses such as, "The Biology of Bees" and "In Due Time: Hip-Hop as Creative Discourse on Black Southern Life."

Study Away

We strongly encourage students to study away, and incentivize our Honors students to do so by providing reduced program fees, academic credit, and study-abroad scholarships. More than 70% of our students do in fact study away before they graduate, and we develop three to five study-away courses each summer for our Honors students. Unfortunately, the COVID-19 pandemic has greatly impacted our growing study-abroad initiatives. In Fall 2020 semester, no Honors students were able to complete a study-abroad program. In Spring 2021, 50 Honors students were granted permission to study abroad, largely in European countries. As for Summer 2021, based on the SITOC decision, SCHC canceled the five study-abroad trips scheduled for May. Prior to this notification, we enrolled 45 students for these experiences, thus filling the courses despite the pandemic. This clearly demonstrates that the desire to study away is still strong among our students, and we are planning for numerous

Academic Initiatives

Summer 2022 study-abroad opportunities to accommodate our students.

We were able to utilize the time during the past year to develop new and innovative Honors study-abroad programs including "The Chemistry of Beer & Wine in France & Germany" and "Photography in Iceland." We were also given the opportunity to collaborate with the UofSC Baruch Institute located in the Lowcountry of South Carolina and developed an innovative study-away program entitled "Semester at the Coast." We are now ready to begin this program in Spring 2022 and are actively recruiting students.

We still work to engage with alumni and friends of the Honors College to support our study-abroad efforts. We currently offer several scholarships for short-term and semester-long study-abroad programs, with 20 students applying for funding this year before the cancellation of study abroad. 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.

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 some scholarship assistance, 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

Academic Initiatives

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 the reputation of the university by winning national scholarships and fellowships. We had 84 such winners last academic year-- our most ever. 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, we believe, will continue to be delivering the curriculum we have promised to our students. The new budget model presents at least two potential problems with respect to the Honors College: 1) Units can generate much more money by offering non-Honors classes than Honors. Small classes are essential to our mission. (Putting exceptional students in small classes with research-active, student-oriented faculty is powerful.) Units must have the teaching capacity to provide appropriate faculty to the Honors College while meeting their other obligations and priorities. We therefore recommend that “ability to meet the needs of the Honors College” be a major consideration in proposing and approving faculty hires. The directive signed by the President and Interim Provost last spring is extremely useful, obligating units to provide the SCHC with the classes needed, but units who cannot meet all their teaching needs will find themselves making difficult and self-limiting choices. The “solution” proposed to this problem by the new budget planning team, was to count each Honors student as 1.25 students, which does not begin to solve this problem. It merely reduces the disparity of \$60k to \$100k on average by a few thousand dollars. The financial disincentive to offering Honors classes robustly remains.

2) The funds generated by courses with the SCHC designator are, according to the current 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 cannot transfer them to the teaching units—unless of course we impose an impossibly large budget cut on ourselves, dramatically reducing staff and services, becoming a mediocre honors college. Obviously, this is not acceptable.

The best solution, from our perspective at least, arguably would be to return to funding that is assessed and distributed by thoughtful leadership, not by formulas. The new budget model encourages (drives even) behaviors that are not in our students’ best interests. Units will increase their funding power, in theory at least, by teaching as many students as possible at the lowest possible cost; by attracting as many majors as possible; and by enticing as many students as possible to take their courses. Competition is healthy in many contexts, but our students are not well-served by these values only. As a university, we compete against other universities, but we should cooperate and collaborate with each other on campus to provide our students with the education that will most enrich their lives, in every sense.

The next best solution would probably be to shift away from the model of compensating units

Academic Initiatives

for Honors classes. The Graduate School for example does not transfer funds to units for offering graduate courses; it seems illogical for the Honors College to “purchase” classes from the units, especially since the amount transferred is usually less than the cost. And now, with the new budget model, the amount transferred will very often be much less than the potential income. A shift from this model would be based on departments and programs embracing the need to offer Honors courses as part of their essential mission--and many units do, in fact, share this assumption. To make good on this mission, the units do need to have sufficient teaching capacity. The transition to this new arrangement could be made gradually by hiring faculty that are understood to support Honors teaching. The particular faculty hired would not be dedicated to teaching Honors, but their teaching load (or some part of it) would be designated by the unit to support Honors. This strategy could be supplemented by continuing to grow the number of Honors College Faculty Fellows. Finally, the Honors College could use funds from student fees to enable colleges to hire Instructors or Teaching Faculty who could free up regular faculty to teach Honors classes. Over time we would move away from a semester-by-semester recruitment of courses to a more stable curriculum.

Finally, the expansion of the Honors Residence Hall was put on hold when the pandemic hit. We really need to get that project underway, as we do not have enough room for the incoming freshman classes, much less to deal with any additional growth. Ideally, we would like for the HRH not to be an exclusively freshman dorm, but to include members of other classes. Years ago, when we were much smaller, that was case, and we believe there are substantial benefits to having sophomores, juniors, and seniors living among the first-year students. We also desperately need the office space planned for the HRH addition: we are putting staff into former storage spaces now. We have seen dramatic growth, which is great--but we do want to stay under 10% of the student body.

Faculty Population

Faculty Employment by Track and Title

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

Table 1. Faculty Employment by Track and Title.

	Fall 2020	Fall 2019	Fall 2018
Tenure-track Faculty			
Professor, with tenure			
Associate Professor, with tenure			
Assistant Professor			
Librarian, with tenure			
Research Faculty			
Research Professor			
Research Associate Professor			
Research Assistant Professor			
Clinical/instructional Faculty			
Clinical Professor			
Clinical Associate Professor			
Clinical Assistant Professor			
Instructor			
Lecturer			
Visiting			
Adjunct Faculty			

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

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

	Fall 2020	Fall 2019	Fall 2018
Gender			
Male			
Female			
Race/Ethnicity			
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

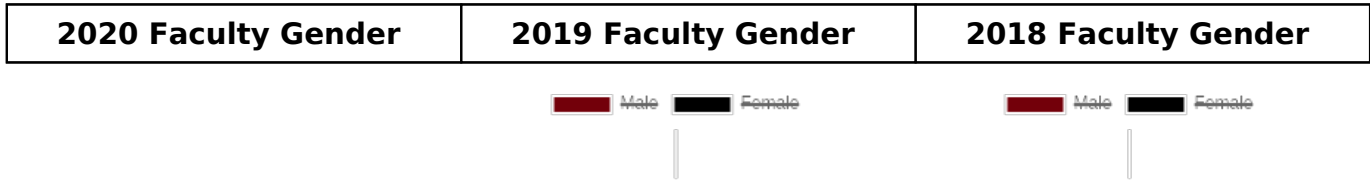
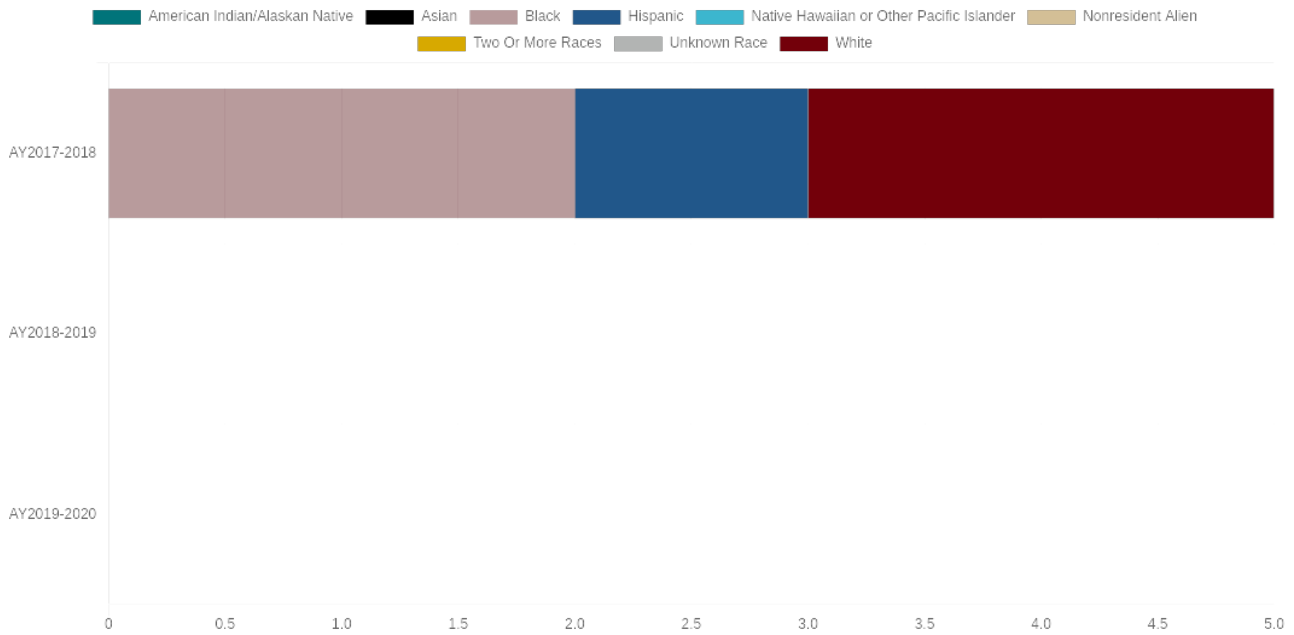


Illustration 2. Faculty Diversity by Race & Ethnicity



Faculty Information

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 spring 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.

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 having success in the classroom.

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 2020	Fall 2019	Fall 2018
Analysis of Ratio			

Student Recruiting and Retention

Student Recruitment

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

The majority of our off-campus recruiting is handled by the Admissions Office. However, we do have opportunities to welcome and recruit prospective and admitted students through both virtual opportunities and some limited in-person offerings. All virtual offerings mentioned in this section are new due to COVID-19.

Weekly virtual information sessions

Weekly virtual information sessions (held over Zoom) have been coordinated in partnership with the Visitor Center. These are held at least once a week in the late afternoon to accommodate high school schedules. Staff and Honors Student Ambassadors provide 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, Ask an Honors Student, Ask an Advisor, 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 Scholar recruitment weekends, and as part of the various major recruiting events. Most of these events were virtual this year.

In-person student panels

In partnership with the Visitor Center, the Honors College hosts in-person, limited-capacity, socially-distanced 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. With 26 sessions scheduled for Spring 2021, we have capacity to reach 520 admitted students.

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

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

Student Recruiting and Retention

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

Honors Ambassadors

The Honors Ambassadors program is a team of approximately 15 student volunteers who have been selected to represent the SCHC. They are a diverse group, with a variety of backgrounds, interests, and majors. As friendly and informed faces, they are a great resource for our prospective students. They assist with all recruiting efforts, but their primary recruiting-related tasks are to assist with the weekly information sessions, individual appointments, and events organized by Admissions, as well as occasional alumni receptions. They also follow up with prospective students via postcards and emails. Two to three Ambassadors serve in an officer role with additional administrative responsibilities.

Transfers

We also encourage high-achieving, non-Honors students to apply to transfer into the Honors College at the end of their first year or in the middle of their sophomore year. For the December cycle, we have admitted an average of 7 students. For the May cycle, we have admitted an average of 43 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 the recent small increase in withdrawals could be attributed to COVID-19, we will review each student case for any recurrent themes. Our Director of Advising has created a tracking system that employs the SCHC block in the Degree Work audit to flag students who are not meeting progression requirements.

This year, the following items have been implemented to increase the number of students graduating "With Honors":

1. Created focus groups to assess the honors advisement process.
2. Reviewed survey questions on the SCHC freshmen and senior surveys.
3. Distributed a student engagement survey, "Supporting Deans Council."

Student Enrollment & Outcomes

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

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

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2020	Fall 2019	Fall 2018
Undergraduate Enrollment			
Freshman			
Sophomore			
Junior			
Senior			
Dual/Non-Degree			
Sub Total			
Graduate Enrollment			
Masters			
Doctoral			
Graduate Certificate			
Sub Total			
Professional Enrollment			
Medicine			
Law			
PharmD			
Sub Total			
Total Enrollment (All Levels)			

Student Enrollment & Outcomes

Illustration 3. Undergraduate Student Enrollment by Classification

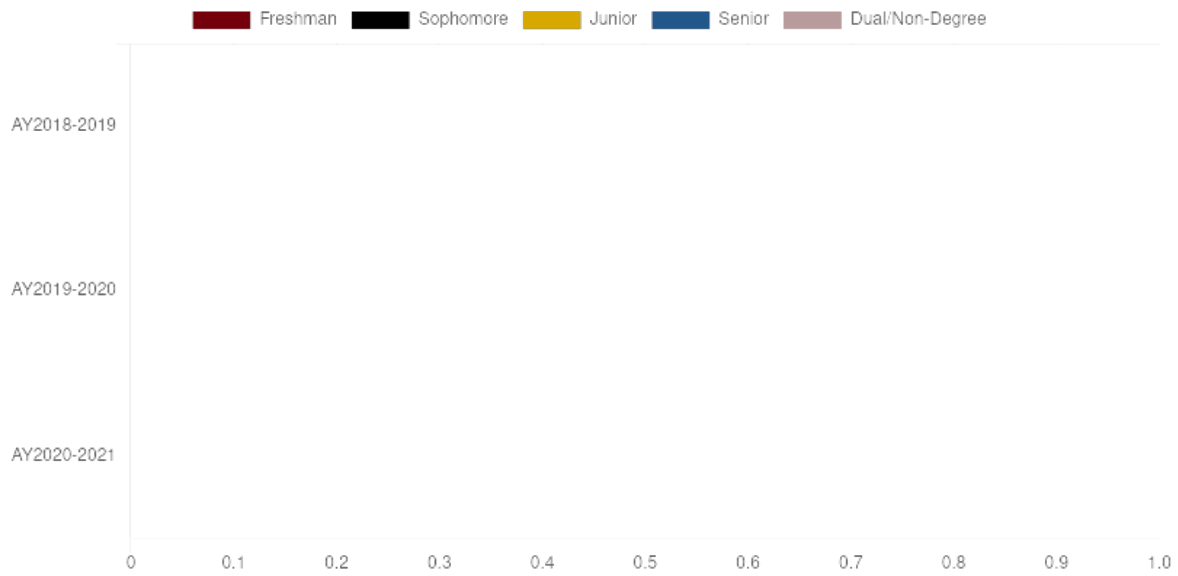
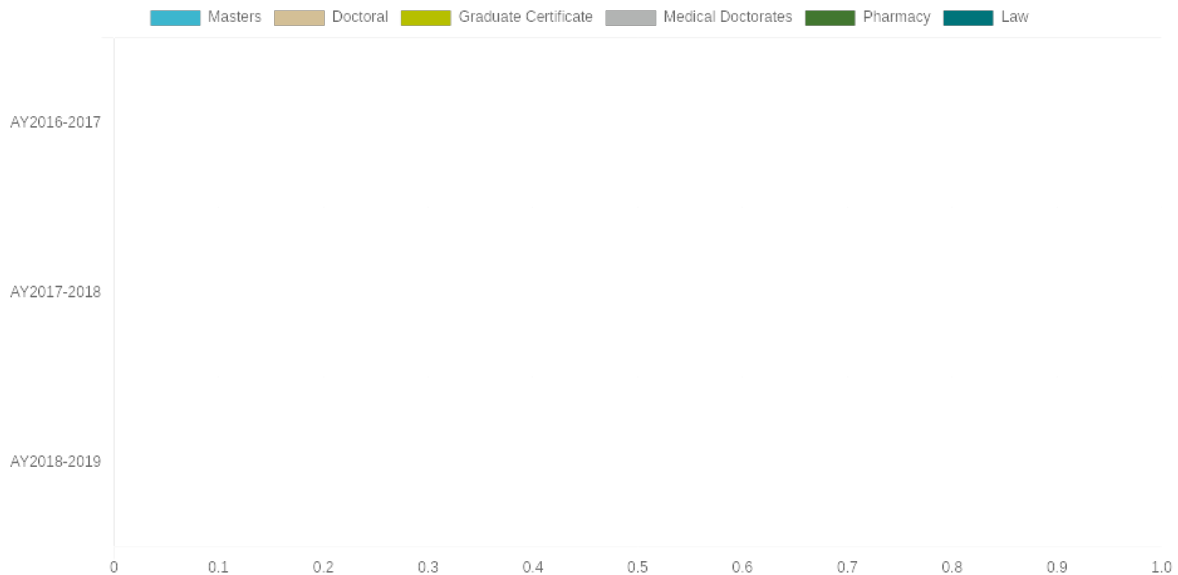
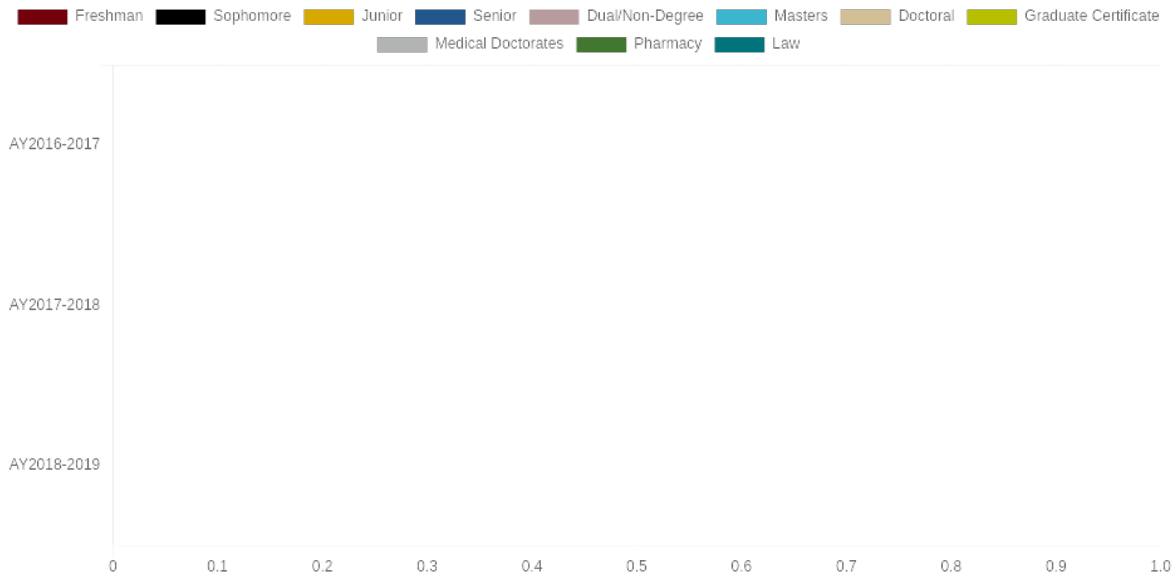


Illustration 4. Graduate/Professional Student Enrollment by Classification



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 2020	Fall 2019	Fall 2018
Undergraduate			
Full-Time			
Part-Time			
Graduate/Professional			
Full-Time			
Part-Time			
Total - All Levels			
Full-Time			
Part-Time			

Student Enrollment & Outcomes

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2020	Fall 2019	Fall 2018
Undergraduate			
Female			
Male			
Graduate/Professional			
Female			
Male			

Illustration 6. Undergraduate Student Diversity by Gender

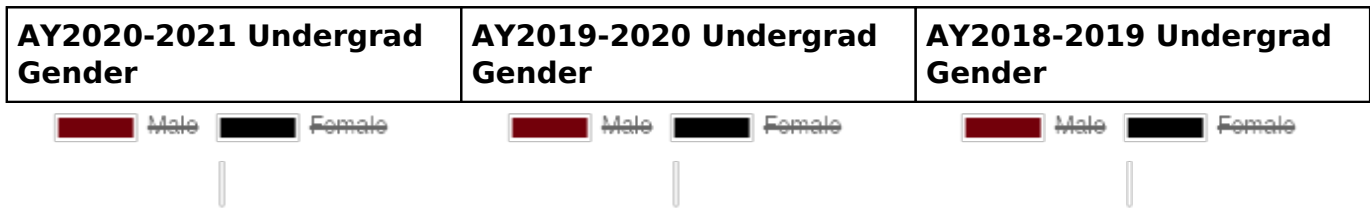


Illustration 7. Graduate/Professional Student Diversity by Gender



Student Enrollment & Outcomes

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity

	Fall 2020	Fall 2019	Fall 2018
Undergraduate			
American Indian/Alaska Native			
Asian			
Black or African			
Hispanic or Latino			
Native Hawaiian or Other Pacific Islander			
Nonresident Alien			
Two or More Races			
Unknown Race/Ethnicity			
White			
Graduate/Professional			
American Indian/Alaska Native			
Asian			
Black or African			
Hispanic or Latino			
Native Hawaiian or Other Pacific Islander			
Nonresident Alien			
Two or More Races			
Unknown Race/Ethnicity			
White			

Student Enrollment & Outcomes

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

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

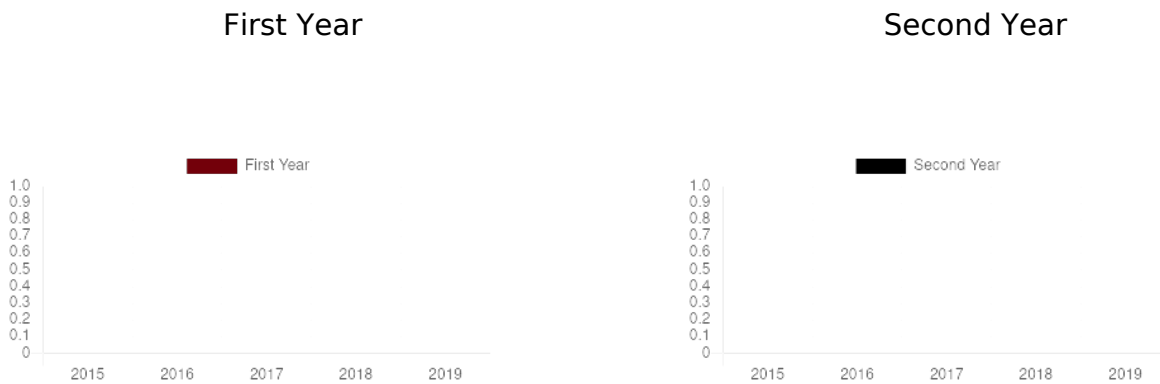
Student Enrollment & Outcomes

Undergraduate Retention

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

	First Year	Second Year
Fall 2019 Cohort	0%	N/A
Fall 2018 Cohort	0%	N/A
Fall 2017 Cohort	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.

	Fall 2020	Fall 2019	Fall 2018
4-Year Same Cohort	0%	0%	0%
4-Year Diff Cohort	0%	0%	0%
4-Year Total Cohort	0%	0%	0%
5-Year Same Cohort	0%	0%	0%
5-Year Diff Cohort	0%	0%	0%
5-Year Total Cohort	0%	0%	0%
6-Year Same Cohort	0%	0%	0%

Student Enrollment & Outcomes

6-Year Diff Cohort	0%	0%	0%
6-Year Total Cohort	0%	0%	0%

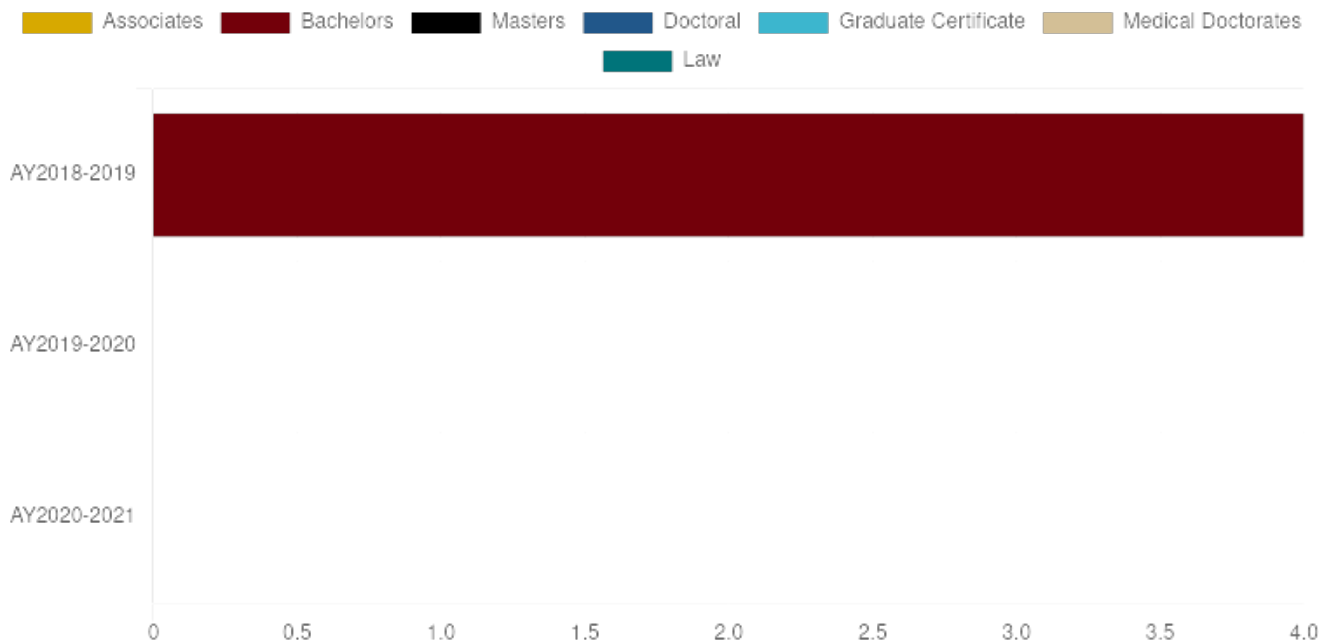
Student Enrollment & Outcomes

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2020	Fall 2019	Fall 2018
Associates Degree			0
Bachelors			4
Masters			0
Doctoral			0
Medical			0
Law			0
Pharmacy Doctorate			0
Graduate Certificate			

Illustration 11. Degrees Awarded by Level



Faculty Awards Nominations

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

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

Faculty Service Awards Nominations

No Awards have been entered for this section.

Faculty Awards Received

Faculty Teaching Awards Nominations

No Awards have been entered for this section.

Faculty Awards Received

Faculty Other Awards Nominations

No Awards have been entered for this section.

Alumni Engagement & Fundraising

Alumni

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

Social Media Channels

Amanda Compton, assistant director of alumni engagement and stewardship, has accomplished the following:

1. Increased our LinkedIn support by 20%. This growth is the result of efforts to engage more with alumni, using open-ended questions and requesting alumni updates.
2. Proposed using Instagram to engage with alumni through alumni story takeovers. We plan to execute this engagement strategy in Spring 2021.
3. Created a social media calendar and successfully executed a crowdfunding effort specifically for young alumni, solely soliciting via social media. We plan to execute another effort similar to this one annually to foster a habit of giving.

Virtual Meetings

Because of COVID-19, we have transitioned to engaging alumni virtually by utilizing Microsoft Teams and Zoom. These efforts have resulted in increased appointments with alumni who are outside of our travel territories. Because of this increased engagement, we will continue to leverage virtual meetings as an additional platform for engagement in the future.

Virtual Class Reunions

In Fall 2020, the alumni office held four class reunions by decade. These reunions were conducted virtually with the Dean issuing a welcome and engaging with alumni, some of whom have not returned to campus in years. These meetings were well-received by all parties, and key alumni information was also gathered from these events.

Conversations with Steve

This is a new event we are proposing to take place in Spring 2021. This event will be exclusively for Dean's circle donors (\$1,000 and up). Donors will have the opportunity to speak with Steve about general SCHC topics and development related issues.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.

Annual Giving

We will continue to focus our efforts on increasing alumni support by leveraging the following:

1. Direct Mail: Three letters for support, with Fall, Spring, and End-of-Year solicitations. Our goal is to increase support by 5% in dollars raised and number of donors.
2. Digital Fundraising: In Spring 2021, we will continue to focus our young alumni fundraising efforts via crowdfunding. Previously, we solicited young alumni to support study abroad which resulted in the campaign being 100% funded.
3. Give4Garnet: In April 2021, we will conduct the university's third crowdfunding campaign, Give4Garnet. Our fund designation for this year will again be Beyond the Classroom Initiatives.

Major Giving

Alumni Engagement & Fundraising

We have increased our efforts by soliciting major giving prospects and corporate partners. Due to travel restrictions and limited in-person interaction, we have continued to strengthen relationships with donors by using phone and virtual platforms. We have increased major giving support in the following areas:

1. Diversity, Equity and Inclusion--A major giving prospect supported this initiative with a \$50K endowment.
2. Washington Semester Program--A corporate partner has agreed to increase support with a major gift.
3. Endowed Scholarships--Four new scholarships supporting undergraduate students.
4. Pending proposals for FY21:
 1. Increasing Top Scholars enrichment
 2. Additional Carolina Scholars awards
 3. Diversity scholarships
 4. General scholarship support

Stewardship

1. THANK YOU donor video--In Spring 2021, we will produce a video that will be sent electronically to all SCHC donors. This video will be a thank you from the entire SCHC family (staff and students).
2. Handwritten notes--We will continue to write handwritten notes to all donors who support any SCHC fund regardless of gift amount.

Supplemental Info - Alumni Engagement & Fundraising

Any additional information on Alumni Engagement & Fundraising appears as 'Appendix 1. Alumni Engagement & Fundraising' (bottom).

Community Engagement

Community Engagements and Community - Based Activities

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

Student Service Organizations

The South Carolina Honors College supported two student service organizations in FY21. These groups receive guidance and resources from the Coordinator of Service-Learning. Both groups were severely impacted by COVID-19 because they have not been able to visit their partner sites. They have attempted to create remote service opportunities, but student availability and interest in these opportunities has been low.

1. The Waverly After-School Program helps Honors College students make a commitment to building relationships with under-served children in our local community. Student volunteers spend an average of two hours each week mentoring children.
2. Project VIDA members create and give presentations about healthy living to elementary, middle, and high school populations in underprivileged communities.

Service-Learning Courses

In addition to student organizations, the SCHC taught fourteen service-learning classes in FY21. Service-learning courses are in high demand as internship and research opportunities have been lost due to COVID-19. These courses have been able to connect students with opportunities on and off campus, 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 eighth 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 2021 class helped to proof the entries, select the finalists and edit the submissions. Winners received cash awards ranging from \$250-\$1,000. Due to COVID-19, there was no second round since we eliminated the on-campus writing and learning component. Finalists will have their submissions 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, Dr. Deborah Billings' Fall 2020 course partnered with Mutual Aid Midlands and helped the organization reach Columbia residents severely impacted by COVID-19. Additionally, Dr. Laura Smith's Fall 2020 course developed publicly available podcasts detailing food insecurity issues and how they have been exacerbated by COVID-19.

Community Engagement

We assess our service courses' ongoing impact through the growing number of service-learning courses currently being taught or in development, the resources and support we provide to faculty who teach these courses, and through the perceptions of the students who participate in these experiences. Our surveys of students regularly find they are enthusiastic and appreciative of their service opportunities. A typical student comment from Fall 2020 was that the course "gave us the chance to create our own projects and work with organizations we felt passionate about through guided facilitation in the course."

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.

Collaborations

Internal Collaborations

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

Because other colleges provide the faculty for Honors classes, we collaborate with virtually every college to create 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 (a program for incoming Honors students who are Nursing majors), the dramatic expansion of Honors courses with the College of Engineering and Computing, the BARSC MD program with the UofSC School of Medicine in Columbia, the Early Admission program with the UofSC School of Medicine in Greenville, and the Oxford Fellows program with the Darla Moore School of Business. We also support various activities such as the Math Contest and departmental visiting speakers.

External Collaborations

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

We are actively involved in the Southeastern Conference Honors Deans Conference, which we have hosted twice. We are also involved in the HERU organization (Honors Education at Research Universities) and the NCHC, attending, presenting papers, and serving on committees. Our Smithsonian Internship Program is 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.

These items do not seem applicable to the SCHC.

Equity and Diversity Plan

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 URM students 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

Metrics

Student Information Narrative

The Honors College student population has almost doubled in the past ten years. In Spring 2012 we had 1,402 students and in Spring 2021 we have 2,251 students. Our population is increasing due to two factors: the size of UofSC's freshman class is growing, and our percentage of that class has increased from 7% to almost 10%. We plan to hold steady at our current freshman class size of 580-600 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 FY17 and FY18 our expenses were just over \$2,600 per students. In FY19 and FY20 our expenses were \$2,416 and \$2,457 respectively. This decrease in expenses per student is attributed to the fact that we cannot obtain enough classes to keep up with previous levels. While we are still able to offer enough courses for most of our students to graduate with honors from the SCHC, we are falling behind in key disciplines already mentioned in this document. We are working with the upper administration, colleges and departments to increase our course offerings to our previous levels.

Model Allocations (Per Student) Narrative

The Honors College Model Allocation Metric is full-time enrolled (FTE) undergraduate (UG) students. Our understanding of this metric is that in the Support Unit Cost Pool Allocation from this pool, currently \$1.2M, is calculated using the UG Student FTE of the university population. We currently have a student population of about 2,400 students, or about 10% of the Columbia campus undergraduate population. If the university increases the number of admitted undergraduate students, and Admissions accepts more students into the Honors College, we would hope to see that cost pool allocation increase. The size of the UG FTE and the SCHC student population have both increased since the metric was set for our allocation, but our allocation has not increased at all.

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

Dashboard Metrics and Narrative

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 \$1.2M from the Support Unit Allocation Pool. We do have a student fee, receive undergraduate tuition dollars generated by SCHC designated courses, and are considered a Support Unit.

In our narrative section for the areas of concern, we describe the transfer of funding to other colleges which allows them to hire adjuncts or graduate students to teach some of their courses, thereby releasing top research and teaching faculty to teach our smaller Honors courses. Most of the arrangements with other colleges are agreements from 2016 or earlier, and we are currently renegotiating our arrangements. The New Budget Model incentivizes larger class sizes which generate more tuition dollars, the exact opposite of the heart of Honors and what we promise to our students. Because most of the 2016 agreements are outdated (it costs more now to hire an adjunct or graduate student), and colleges realize the negative financial impact of their faculty teaching our smaller Honors courses, the new agreements will result in an estimated 50% increase in the amount we transfer to other colleges. In FY19 and FY20 we transferred \$1.4M to other colleges for courses, and the estimated expense for FY21 is \$2.1M.

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

During the 10% revenue reduction exercise, we identified and implemented (some painful) cost-saving initiatives. COVID-19 travel restrictions reinforced several of the initiatives that had already been approved in the College. 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; shifted the funding of Faculty Fellow supplements to funding provided by a donor through Education Foundations and not A funds; and reduced budgets for staff professional development and conference travel, student scholarly travel, and undergraduate research support.

Greatest Area for Financial Pride?

That we continue to provide a first-class undergraduate Honors experience at a cost of about \$2450- \$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

Dashboard Metrics and Narrative

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

In the university's recent survey of graduates, the response rate among Honors College students was 56%. The data for these graduates is very similar to previous years: 39% had full-time employment and 36% had plans for graduate school. The median starting salary for these respondents was \$73,000 compared to the university average of \$54,000. Our students have also been accepted into medical schools at a staggeringly high rate each year. Law school and other professional school acceptance has also been gratifyingly high.

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.

HERD Research Expenditures Narrative

This is not relevant to the Honors College.

Other Information Narrative

Concluding Remarks

Quantitative Outcomes

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

We are not aware of any surprising quantitative outcomes not covered above. We were pleased to see a strong class enroll, and we've been impressed by our students' resiliency in general.

Cool Stuff

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

Three things in particular stand out: The \$1.5m gift to create the Pearce Faculty Fellows, greatly enlarging this important program, and the record-setting year for prestigious awards (kudos to National Fellowships and Scholar Programs, and to all the faculty who provide guidance and support, and to the students themselves). Finally, we are deeply appreciative of the opportunity to hire new staff, both to replace departing staff and to meet our expanding needs. These recent searches have yielded excellent new hires.

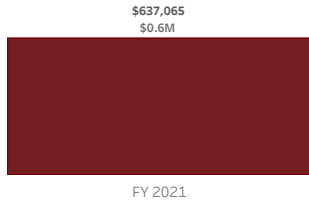
Appendix 1. Alumni Engagement & Fundraising



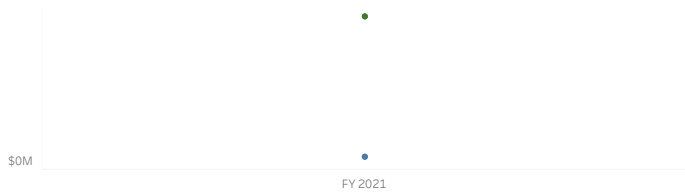
CRM Site Performance

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

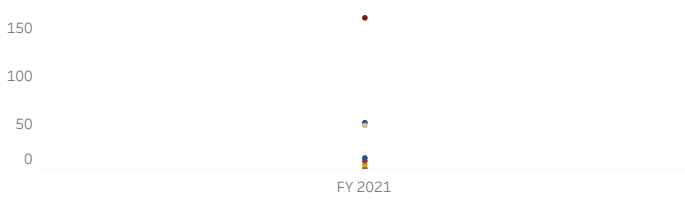
FY - YTD Production



Gift Category by FY



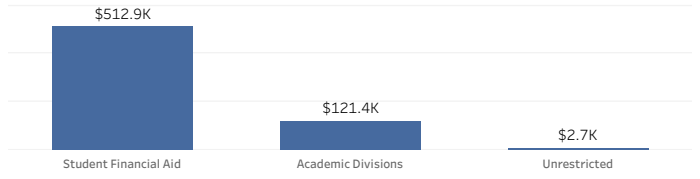
Constituent VSE by FY



Funding Type by FY

Current Operations	\$456.5K
Endowment	\$177.8K
Unrestricted	\$2.7K
FY 2021	

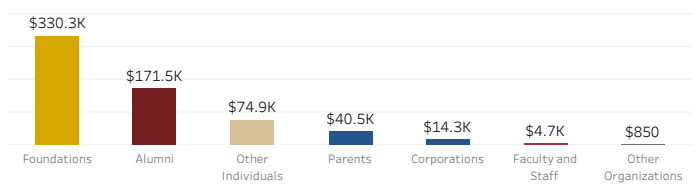
VSE Category



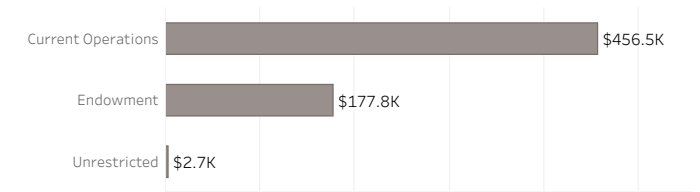
Gift Category



Constituent VSE Category



Funding Type



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