

**Division of System Affairs and Extended University
Blueprint for Quality Improvement
February 20, 2009**

I. **Vision, Mission and Goals**

A. **Executive Summary**

Vision

The Office of System Affairs and Extended University will facilitate the delivery of needed academic credit and non-credit courses, degrees and services of the University of South Carolina to citizens in the greater midlands area and across the state of South Carolina employing the most effective and efficient means available.

Mission of System Affairs

The office of System Affairs and Extended University facilitates and provides instructional, fiscal, facilities, human resources, and student support for the teaching, scholarship, and service missions of the (two-year) Regional Campuses; the Fort Jackson and the Adult Student Advancement programs of the University of South Carolina. The division is also responsible for the delivery of non-credit programs and services across the greater Columbia area; the state of South Carolina and beyond.

Goals

Goal 1. Increase the undergraduate population age 25 and older

Goal 2. Enhance student services

Goal 3. Enhance academic offerings

Goal 4. Provide academic management for nontraditional degrees

Goal 5. Promote the University to prospective academically accelerated students

Goal 6. Offer a one-stop center for Continuing Education Units and certificates

Goal 7. Improve teaching, research and scholarship opportunities for Regional Campus faculty

Goal 8. Develop an in-System partnership to extend a bachelor degree to USC Lancaster and USC Union in Early and Elementary Education programs statewide via distance education

B. Goals, Initiatives and Action Plans

Goal 1. Increase the undergraduate population age 25 and older

Initiative 1(a) Publicize the Adult Student Advancement Program (ASAP) to attract older students to USC. ASAP offers more flexible application deadlines, opportunities for life experience to be considered in admission decisions, and intense academic advising as students establish track records to qualify them for acceptance into their chosen majors. (Although ASAP will be used as the showcase, not all older students will need this program; some whom we recruit will go directly into degree programs.)

Action Plan: Advertise and hold information sessions for potential adult students; participate in MELA workshops and job-site education fairs; seek opportunities for showcasing adult students/adult student programs in University and Midlands publications and other media. Strengthen our marketing approach by adding a “Come Home to Carolina” focus specifically targeting former USC students who have not completed degrees.

Indicators: Last year, 1,573 Columbia campus undergraduates were age 25 or older. Currently, 1,578 are 25 or older. Although the increase of the past year is small, we will continue to work toward our target of 1,800 undergraduates 25 or older by spring 2011.

During 2005-06 (the program’s initial year), 12 new students were enrolled in ASAP. During 2006-07 seven new students were enrolled. Again in 2007-08 seven new students were enrolled. Although the past year did not reflect increased enrollment, we will maintain our goal that by the program’s fifth year (2010-11), we will be enrolling 16 new students per year.

Incorporating the “Come Home to Carolina” theme into a more aggressive recruitment effort should produce both a larger number of adults in the general USC population and a larger number of students enrolled in ASAP.

Initiative 1(b) Foster retention of ASAP students

Careful initial selection and appropriate academic support will produce a strong success rate among ASAP students. Our target is that two years after their enrollment, 70% of ASAP students either will have completed a degree or will actively be working toward one.

Action Plan: Continue careful initial selection and appropriate academic support.

Indicators: At the end of ASAP's first year, 11 of 12 admitted students were eligible to continue. Seven new students who began in the second year were all eligible to continue at the end of the year, as were all seven students admitted the third year. Of the 12 students admitted initially, at the end of two years, two had graduated and eight were continuing. That success rate (83%) exceeds the goal (70%).

Goal 2. Enhance student services

This goal supports our mission of serving older students and students needing flexibility in scheduling.

Initiative 2(a) Strengthen efforts currently in place to assist prospective adult students seeking admission to USC

Action Plan: Hold a minimum of one publicized information session per semester

Indicators: Each information session's average attendance for the past two years has been 14. Our goal is average attendance per session of 18 by 2010. Sessions in 05-06 yielded 6 students enrolled; 06-07 yielded 1 enrolled; 07-08 yielded 3 enrolled. We will monitor both attendance and subsequent enrollments to evaluate the wisdom of continuing these sessions.

Initiative 2(b) Maintain a strong staff to provide information to prospective students and advisement to non-degree seeking students, BAIS students, BLS students, BOL students and Fort Jackson AA and AS students

Action Plan: Continue staff training and development; continue participation in networks and alliances (Campus Advisor Network, MELA, NACADA) that strengthen services to students.

Indicators: Students' informal feedback on advising (including unsolicited letters of appreciation) is very positive. A pilot assessment instrument used during the past year indicated very strong student satisfaction in almost all areas. This pilot will serve as the foundation for formalized, regular assessment of student satisfaction; results will guide training and formulation of procedures geared toward constant improvement of services to students.

Initiative 2(c) Continue to provide advocacy, support, and recognition for older students.

Action Plan: Identify and eliminate institutional practices that, however inadvertently, negatively affect older students. Continue to award Mitchell scholarships to adult students and to induct students into Alpha Sigma Lambda, publicizing this list to recognize academic accomplishments of older students.

Indicators: In 2008 15 Mitchell Scholarships totaling \$8,400 were awarded to adult students. Thirteen students and three faculty members were inducted into ASL. The David L. Burggraf Award, a memorial to Adult Student Services' former director, was awarded to UCS Columbia's adult degree-seeking undergraduate student with the highest GPA.

Goal 3. Enhance academic offerings

This goal supports the mission of providing courses for students who need flexibility in scheduling.

Initiative 3(a) While the goal to increase both number and range of undergraduate Evening and Weekend courses stands as part of our long-range plan, in the current budget reduction climate our short-term goal is to hold steady the current level of offerings.

Action Plan: When potential enrollments are apparent, encourage departments to increase the number of sections offered, as well as to broaden the department's offerings

Indicators: Evening/Weekend sections decreased with the advent of VCM. Our efforts to regenerate a full complement of undergraduate offerings in the Evening (with the exception of the Moore School, which has declined our invitation to be part of the Evening Program) have resulted in marked growth.

03-04 04-05 05-06 06-07 07-08
(VCM) (VCM) (VCM) (VCM)

Eve./Weekend Sect 402 305 360 379 427

Our goal of operating 420 sections by 2010-2111 has been reached. The current goal is to maintain this level.

A result of the war is a marked decrease in military enrollment in The Fort Jackson Program, reflecting a national trend in military base programs. We are making every effort to maintain this program's strength during this time of temporary decreased enrollment.

Initiative 3(b) Strengthen the Continuing Education full-time faculty

Action plan:

- Continue a history instructor position (begun Fall 2008) for AY 2009-10 and beyond
- Add an instructor of speech position for AY 2009-10 and search Fall 2009 for an assistant professor of speech for AY 2010-11
- Increase our faculty unit's aggregate number of presentations and publications from 8 in 2006 to 20 in 2008.
- Increase the percentage of tenured or tenure-track faculty producing at least one article or presentation per year from 50% in 2006 to 80% in 2008 and to 100% in 2010.
- On a competitive basis, provide release time to support significant research
- Encourage faculty members' engagement through committees and in governance to strengthen their link and commitment to institutional culture

Indicators: Faculty presentations and publications totaled 8 in 2006, 16 in 2007, and 17 in 2008. The goal of 20 in 2008 was not reached so will be retained as a goal for 2009. The percentage of tenured or tenure-track faculty producing at least one article or presentation per year was 50% in 2005, 70% in 2006, 71% in 2007, and 75% in 2008. The goal of 100% by 2010 stands. Research and service engagement continue to be supported. One professor was granted a sabbatical for Fall 2008. Research support is currently limited because of budget reductions, but every effort is being made to support faculty working toward tenure and/or promotion.

Initiative 3(c) Foster teaching enhanced by technology

Action Plan: The unit will support faculty participation in Palmetto Programs workshops on alternative curriculum delivery methods; will support faculty in developing on-line and video courses; and will promote opportunities for technology training to both full-time and adjunct faculty.

Indicators: Six of our faculty members have participated in Palmetto training; one more will participate this year. Four teach Palmetto courses either every semester or once per year. Two internet courses are offered at Fort Jackson during the current semester, with very strong enrollment. Additional internet courses are planned for next year.

Goal 4. Provide academic management for nontraditional degrees

This goal supports the mission's focus on nontraditional degrees.

Initiative 4(a) Continue oversight and awarding of Fort Jackson AA and AS degrees

Action Plan: We will continue to promote SOCAD to military students as a way of encouraging them to earn associate degrees.

Indicators: CHE requires an average of 4 degrees awarded over a three-year period. Our average for the past decade has been 10 per year. Even with decreased enrollments, we are maintaining an average well above the CHE requirement.

Initiative 4(b) To implement the offering of USC's bachelor's degree in psychology through the SOC network

Action Plan: Work with SOC, the Fort Jackson Education Center, the Department of Psychology, and the College of Arts and Sciences to place the psychology degree in the network

Indicators: This degree has been accepted into the network and currently four Fort Jackson military students are psychology majors.

Initiative 4(c) Through contractual agreement continue management/oversight of HRSM's BAIS for students on both Columbia and Regional Campuses

Action Plan: Continue for the 2009-10 academic year the contract for managing this degree, providing service to new and continuing students on the Columbia campus and regional campuses students admitted prior to its being discontinued on those campuses.

Indicators: HRSM's desire to renew the contract is evidence of their satisfaction with our service. We are joining them in their efforts to increase the number of students in the degree program. Last year 86 Columbia students were enrolled; the current Columbia enrollment is 77. We will intensify our efforts to increase this number.

Initiative 4(d) Provide management/oversight of the Bachelor of Arts in Liberal Studies degree for students on the regional campuses

Action Plan: To provide centralized academic and student services to BLS students on regional campuses, where academic advisement will be provided

Indicators: The degree was first available to students Fall 2007; 14 were enrolled that initial semester. One student has graduated, and 90 are currently enrolled. Indications are clear that we will meet our goal of an enrollment of 100 by 2010-11.

Goal 5: Promote the University to prospective academically accelerated students and their parents by introducing them to programs that accentuate Carolina's undergraduate programs and faculty.

Initiative 5 (a): Develop and promote awareness of Carolina Master Scholars and the Adventure Series, and maximize its undergraduate recruitment and retention potential

Action Plan: Develop the Carolina Master Scholars Adventure Series (CMS) into a nationally preeminent program. Search for funding of scholarships for the CMS program to underwrite costs to make it a more affordable program for economically challenged, academically talented students.

Progress to date: In 2008, 31 participants in the Carolina Master Scholar Adventure Series were awarded a total of \$18,965.00 in scholarships to support their attendance through the SC Department of Education, USC Research and Health Sciences and The State Newspaper Essay Contest.

Develop a travel component as well as academic year components for the program.

Progress to date: Put on hold due to funding cuts.

Solidify the CMS alumni program to keep CMS graduates actively associated with the University until they matriculate at the University.

Progress to date: Those that participate in three or more Adventure series courses are identified as CMS Alumni and are honored at a special graduation ceremony with top university academic officers. Additional CMS Alumni benefits include special seating at New Student Convocation, admission tracking, certification of the extracurricular activity, discounts on future programs, and opportunities to be an ambassador at CMS activities.

Maintain financial solvency of the CMS program by renegotiating a three-year agreement with academic and service units for their continued support for the CMS program.

Progress to date: Funding support by the Office of the Provost, Enrollment Management and Student Life ended FY09. Currently, there are no plans for renewal of this support. The Office of Academic Enrichment and Conferences will run CMS courses in the summer of 2009 with increased rates. However, if the program cannot break even, courses will cease after the summer of 2009. In August 2009, the financial solvency of the program will be evaluated and if deemed that the program cannot support itself, the last class of CMS Graduates will be honored at a final ceremony in December of 2009 and other participants will be notified of the end of the program in January 2010. Current staff and resources will then be reallocated to other programs being offered by AE&C.

Conduct quantitative assessment of the CMS program every two years. Quantitative Assessment performed every 2 years with next scheduled to be implemented summer 2008.

Progress to date: 224 individuals enrolled in 236 slots in the 2008 Adventure courses: 32% of the participants were classified as minority (categories other than white, non-Hispanic) and 48% were female; 16% of the students now college age, who had previously attended an Adventure Series, enrolled at USC-Columbia for fall of 2008.

Initiative 5(b): Promote awareness of non-AE&C pre-university academic youth programs, and maximize their undergraduate recruitment and retention potential.

Action Plans: Promote and track pre-university academic programs held on the Columbia campus. Act as the clearinghouse for all pre-university summer academic programs. Compile, produce and distribute the Pre-University programs (PUP) brochure.

Progress to date: In consultation with the Office of the Provost, the PUPs brochure was not produced for the summer of 2009 due to cuts in funding and limited resources.

Work with State Department of Education and Duke TIP program to identify junior scholars, SC Duke TIP participants and guidance counselors and teachers of this high achiever segment.

Develop and manage the web site for pre-university academic programs providing links to all programs hosted at the University.

Progress to date: Due to cuts in funding and limited resources, the Pre-university web site lists only programs being run through the Office of Academic Enrichment and Conferences. However, any phone inquiries are directed to other offices and/or departments that run K-12 summer programs and any department that provides information will be listed on the website.

Assist University Publications with gathering material for publicizing outreach programs on <http://www.sc.edu/outreach>.

Initiative 5(c): Assist in admission tracking efforts for pre-university academic youth programs participants.

Action Plans: Provide data to Undergraduate Admissions to track the potential recruitment, matriculation and retention of pre-university students to the University of South Carolina System.

Maintain database of all participants in pre-university programs coordinated through our office.

Provide database information to the Office of Undergraduate Admissions for enrollment tracking on an annual basis.

Establish formal CMS Alumni track.

Enroll CMS Alumni in a special Alumni program that carries the same benefits and privileges associated with the Carolina Legacy Program.

Progress to date: Data will continue to be collected and reported to Undergraduate Admissions to assist in tracking potential students to the University of South Carolina System.

Initiative 5(d): Provide logistical support for summer academic programs operated by other University departments.

Action Plans: Advise and assist academic departments in the operation of academic youth programs.

Progress to date: During the summer of 2008, we provided assistance to four (4) academic departments: SC Honors College, Undergraduate Admissions, School of Music and Student Affairs.

Provide contract logistical support and counselors to pre-university summer academic programs.

Progress to date: We will continue to provide this service in the summer of 2009 but will discontinue offering counselors for pre-university programs beginning Summer 2010 if the Carolina Master Scholars Adventure Series is discontinued. We will continue providing logistical support to pre-university programs indefinitely under the umbrella of University Conference Services.

Advise pre-university program directors in risk management policies and procedures for students under age 18 that attend pre-university programs.

Work with the office of risk management and general counsel to update pre-university program forms.

Coordinate risk management training for pre-university program directors.

Initiative 5(e): Provide academic year programs for academically talented youth in partnership with Duke University Talent Identification Program (TIP).

Action Plans: Host Duke TIP Scholar programs on the Columbia campus.

In conjunction with the SC Honors College, coordinate logistics for Duke TIP Scholar weekends.

Conduct quantitative assessment of the Duke TIP Scholar Weekend program every two years.

Progress to date: In collaboration with the SC Honors College, we have hosted five Duke TIP Scholar Weekend programs at USC since 2007. The contract with Duke will be evaluated by the partners in the spring of 2009 to determine if a new three year contract will be negotiated.

Initiative 5(f): Create a communications and marketing function for the division

Action Plans: Coordinate marketing efforts employing a full-range of possibilities, especially those focused on launching new programs, meeting aggressive budget goals and developing electronic messaging to showcase the full range of divisional resources from noncredit to credit programs including academic development and extended campus advancement.

Goal 6: Offer the University of South Carolina community a comprehensive and professional one-stop center for approving, processing, issuing and recording continuing education units (CEUs), institutional CEUs and noncredit certificates.

Initiative 6(a): Issue Continuing Education Units on behalf of the University of South Carolina.

Action Plans: Award traditional CEUs for any University of South Carolina program.

Indicators:

- i. Ensure University of South Carolina CEU policies, procedures, and certifications are in compliance with SACS standards.
- ii. Maintain a database recording all participants, programs, and CEUs awarded through the Columbia campus
- iii. Maintain a database of noncredit activities at the Columbia and regional campuses
- iv. Produce and issue official University of South Carolina CEU certificates
- v. Facilitate archiving and transcript procedures for CEUs at the University of South Carolina

Initiative 6(b): Collect, calculate and report institutional CEUs for all noncredit academic initiatives on the Columbia and regional campuses.

Action Plans: Collect, calculate and report noncredit initiatives

Indicators:

- i. Revise current CEU and noncredit policies to reflect a centralized collection department; provide an efficient means for University entities to submit records of noncredit activities that do not bear CEUs but may still be reported as Institutional Contact Hours for SACS reporting through the office of Institutional Assessment and Compliance.
- ii. Issue Continuing Education Units in partnership with state agencies, nonprofit organizations and corporations.
- iii. Create and maintain a database recording all programs, and institutional CEUs for the Division of System Affairs and Extended University and regional campuses.

Initiative 6(c): Offering Noncredit Certificate Programs (NCCP) to area business, industry, non-profits, and government personnel.

Action Plans: Provide an official noncredit certificate program (NCCP), which enables noncredit clients to bundle multiple CEU courses into a logical, related educational program for which participants may receive professional certification.

Indicators:

- i. Offer the University community a seamless process for offering Noncredit Certificate Programs (NCCP)
- ii. Encourage and advise current or potential CEU partners to explore or implement a certificate program for their discipline/arena by bundling of current or future courses
- iii. Issue Noncredit Certificates in partnership with state agencies, nonprofit organizations, and corporations
- iv. Maintain a database to record and track progress of participants toward completion of certificate
- v. Produce intermittent status reports to update clients and students on progress toward completion of certificate
- vi. Produce and issue official University of South Carolina NCCP certificate
- vii. Facilitate archiving and transcript procedures for NCCP participants on the Columbia campus

Initiative 6(d): Advance understanding of University Policy and Procedures as related to the issuance of CEUs and Institutional CEUs, as outlined in ACAF 1.72ACAF 1.72.

Action Plans: Engage University schools and departments currently providing continuing education opportunities and provide education on University policy, services provided, and need for compliance. Work with existing and potential partners to identify cost saving and efficiency improvements to department procedures.

Indicators:

- i. Increase the number of campus sponsors reporting continuing education activity through Academic Enrichment & Conferences
- ii. Increase the number of overall participants receiving CEUs through the University of South Carolina
- iii. Reduce cost of providing CEUs to participants in campus sponsored events

Goal 7: Improve teaching, research and scholarship opportunities for regional campus faculties

Initiative 7 (a): Provide relief for regional faculties to successfully accomplish their scholarly expectations.

Action Plan: Continue implementing of the plan to reduce teaching loads from 4/4 to 3/4 on a permanent basis for untenured/tenure-track faculty throughout their probationary period so as to allow them more time to achieve their research/scholarship goals and requirements during the probationary period. Similar opportunities will be given to tenured faculty who can demonstrate a desire to engage in a continuous regimen of research/scholarship activity.

Indicator: The plan was formally introduced to the Regional Campuses Faculty Senate on February 15, 2008 and is currently in effect even in the face of severe budget reductions. A task force for defining a measurement for research and scholarship productivity for regional campus faculties has been charged, and their report is anticipated at the end of April, 2009.

Action Plan: Participate in the funding of regional campus faculty members who submit proposals to the Research Opportunity Program to encourage development of individual research projects leading to the pursuit of external funding sources or the promotion of scholarly activities. Division funds will be considered "seed" monies and will be

awarded to faculty with the stated objective of enhancing the competitiveness of a subsequent submission of a new or renewal proposal for external funding.

Indicator: Three regional campus faculty members—two from USC Sumter and one from USC Salkehatchie – submitted proposals in spring 2008 judged to be worthy of \$30K from the division of System Affairs. More regional faculty will be encouraged to submit such proposals going forward.

Action Plan: Undertake a campaign in concert with the regional campus deans and the Assistant Vice Provost for Credit Programs for the purpose of providing “start-up” funding to new tenure-track faculty hires, especially in the science disciplines. Most are doing this at present as their budgets will allow; however, to make this a consistent practice, the Vice Provost will propose to develop a fund which may be called upon to supplement individual campus “start-up” funding for new faculty.

Indicator:

The supplemental fund has not been established at this time. Projected cost = \$75K.

Action Plan: Continue to assist with the upgrade of regional campus laboratory equipment for faculty scientists by assessing equipment shortages; prioritizing the needs, and creating a plan to address the needs through supplemental funding, grant proposal assistance, and working with USC Columbia departments to obtain first refusal on equipment targeted for upgrade or replacement.

Indicator: Discussions have begun with USC Columbia scientists and departments. Projected cost = \$150K reoccurring.

Goal 8. Develop an in-System partnership to extend a bachelor degree to USC Lancaster and USC Union in Early and Elementary Education programs statewide via distance education

Initiative 8(a): Initiate regional campus community course and degree needs assessments

Action Plans: Identify the curricular needs of target populations to prioritize needs and ensure reliable documentation for future negotiation with select departments, schools of education.

Initiative:

Discussions are taking place with regional campus deans; Upstate and Columbia deans and associate deans.

C. Summary of International Dimension

Classes offered in the Evening and Weekend Programs are extensions of departmental undergraduate offerings. The assessment plan for the Fort Jackson AA and AS degrees includes a focus on globalism and cultural diversity. Instructors in the Fort Jackson Program are encouraged to use in class, to academic advantage, the international experiences of active duty military students.

II. Funding

This unit's funding sources are 1) all tuition revenue produced in the Fort Jackson Program and 2) revenue produced by courses taught on the Columbia campus by faculty whose positions are fulltime in this unit.

Allocations are based on expenditures for prior years. Adding a faculty position increases service to students and increases revenue to the unit. Increasing the number of evening/weekend sections taught by the unit's full-time faculty increases revenue for the unit; increasing the number of sections not taught by our full-time faculty increases revenue for academic units whose courses are offered.

Because Fort Jackson tuition revenue is a significant funding source for the unit, **the recent decline in military enrollment is cause for concern.** Monitoring enrollment trends will continue to be important because a variety of possibilities exist: if the war ends, military enrollment may jump; if the war continues, military enrollment may continue to decline.

III. Unit Statistical Profile

A. Instructional:

1-6. Not applicable to Evening/Fort Jackson Programs

7. Credit hours generated:

Fall 04: 13, 434	Fall 05: 14,190	Fall 06: 15,009	Fall 07: 15,912
Spr 05: 16,169	Spr 06: 15,129	Spr 07: 15, 624	Spr 08: 16,656
Sum 05: 1,018	Sum 06: 567	Sum07: 669	Sum 08: 816

8.	<u>Fall 06</u>	<u>Fall 07</u>	<u>Fall 08</u>
Professor	3	3	3
Associate Professor	1	1	2
Assistant Professor	4	4	3
Instructor	4	4	4
Instructor/Director	2	2	3

9. Not applicable

B. Research and Creative Accomplishments

10. Numbers of publications in calendar year 2008 by category:

Books: none

Book chapters: one

Refereed articles: 4

Non-refereed publications: 4

11. Number of research paper presentations at national or international conferences in calendar year 2008: 8

12. Number of performances and/or juried exhibitions at national or international venues in calendar year 2008: none

13. Grant applications submitted and awarded: 0

14-21 Not applicable

C. Faculty Hiring:

22. Number of full-time faculty hired in AY 2008-09:

one assistant professor of psychology

one instructor of history

one associate professor of English, cost shared with regional campuses, to teach the three required BLS courses

23. Post-doctoral scholars: none

24. Anticipated losses and planned hiring

- 2009-10 loss of associate professor in business; replacement with instructor in speech (effective fall 10)
- 2010-11 replace speech instructor with assistant professor of speech

25. FEI applications submitted: none

26. Endowed chair applications: none

27. CP applications submitted: none

C. Funding Sources:

28. A Fund Resources Expenditures and Carry Forward

The sources and uses history for the past three complete fiscal years for the "A" funds is provided. This information is the actual net resources and uses at the responsibility level and shows the change over three years. The 2005/06 year is budgeted resources as of June 1, 2006. Note that this does not provide a carry forward as that amount is currently budgeted.

Tuition Collections

The object codes 40130 – Summer II, 40140 – Fall, 40150 – Spring and 40120 – Summer I, are provided. These codes are the amount of Education and General (E & G) tuition that is detailed in the VCM tuition reports and distributed each semester. All other contract course fee revenue is shown in another line. The actual collections for fiscal year 2005/06 are provided with the budget as of June 30, 2006. For the current fiscal year, the budget as of June 1, 2006 is included with the receipts to that date. The disbursement of Spring tuition has not yet occurred. The "A" fund tuition from the VCM tuition total for Spring 2006 dated June 8, 2006 is provided for reference. Spring 2006 will not update until after June 9, 2006. The Spring transfer will occur mid-June, 2006.

Other Revenue Collections

The fee object codes 4016X and 4017X as well as all contract course revenues are recorded. The actual collections for fiscal year 2004/05 are provided with the budget as of June 30, 2005. For the current fiscal year, the budget as of June 8, 2006 is included with receipts to that date. Note that most academic units do not fully budget contract and fees.

Transfers from Evening Program

For those units that participate in the Evening Program, the transfers by semester for 2004/05 are provided as well as the 2005/06 Summer II distribution. Note that the spring Evening Programs transfers will be completed in mid-June 2006.

** A spreadsheet that provides our budget detail is attached.

29. Gifts received: \$690.69 total through December 2005