SPRING PROVOST’S RETREAT

JANUARY 10, 2020
Welcome
INTRODUCTION

Dr. Tayloe Harding
Interim Executive Vice President for Academic Affairs and Provost
WELCOMING REMARKS

Robert L. Caslen, Jr.
President

UNIVERSITY OF South Carolina
SHARE YOUR THOUGHTS

• Share your thoughts on the vision statement, mission statement and eight strategic priority objectives.

• [https://sc.edu/strategicplanningfeedback/](https://sc.edu/strategicplanningfeedback/)
ACADEMIC AFFAIRS UPDATE

Dr. Tayloe Harding
Interim Executive Vice President for Academic Affairs and Provost
GRADUATE EDUCATION AT THE UNIVERSITY OF SOUTH CAROLINA

Dr. Cheryl Addy
Vice Provost
Dean of the Graduate School
<table>
<thead>
<tr>
<th>FALL 2019</th>
<th>Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>USC System</td>
<td>52,633</td>
</tr>
<tr>
<td>USC Columbia</td>
<td>35,364</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>27,502 (78%)</td>
</tr>
<tr>
<td>Graduate</td>
<td>5,987 (16.9%)</td>
</tr>
<tr>
<td>Professional</td>
<td>1,875 (5.3%)</td>
</tr>
<tr>
<td>Palmetto College</td>
<td>5,117</td>
</tr>
<tr>
<td>Comprehensive Universities</td>
<td>12,152</td>
</tr>
</tbody>
</table>
UNIVERSITY OF SOUTH CAROLINA - AT A GLANCE

- Graduate Degree Programs at USC Columbia
  - 135 master’s/specialist degrees
  - 64 doctoral degrees
  - 38 certificate programs
  - 46 programs with 100% online delivery though USC Columbia

- Graduate Degree Programs at the system comprehensive universities
  - 10 master’s degrees

- Program Rankings
  - #1 International MBA (USN&WR 2019)
  - #6 Online Nursing Program (USN&WR 2019)
  - #1 Sport Science Schools & Departments in the U.S. (Shanghai Rankings 2018)
GRADUATE ENROLLMENT AT USC COLUMBIA

Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019
--- | --- | --- | --- | ---
Doctoral | Masters | Certificate | Non-degree
0 | 0 | 0 | 0 | 0
GRADUATE ENROLLMENT – THE LONGER VIEW

- Doctoral
- Masters +
- Non-degree


[Bar chart showing graduate enrollment trends from 2005 to 2019, with categories for Doctoral, Masters +, and Non-degree.]
USC GRADUATE ENROLLMENT DEMOGRAPHICS

• 59% South Carolina residents
  • Most popular states beyond SC: Virginia, North Carolina, Georgia, Florida

• 84% U.S. citizens or permanent residents
  • Most popular countries beyond U.S.: China, India, Republic of Korea, Bangladesh, Taiwan

• 19% underrepresented minorities
GRADUATION AND JOB PLACEMENT

Our graduates

• 445 doctoral, 1,736 master’s and 282 certificate and specialist degrees (2018-2019)

• Master’s level graduation rate 84% - lower for MA and MS with thesis requirement; higher for professional programs

• Average time to degree for PhD graduates is 5.2 years

• Anecdotally, many of our programs report high rates of job placement but we do not have consistent tracking

• PhD graduates advancing into a wide range of employment opportunities beyond academia
WHY USC FOR GRADUATE STUDIES?

Accolades:

• #1 in South Carolina for faculty research productivity
• 53 programs ranked among the best in the country
• Almost half of all graduate students in South Carolina are at USC Columbia
• More than half of graduate degrees in South Carolina are conferred at USC Columbia
• One of 56 public institutions to earn the Carnegie Foundation’s top tier designation in both research activity and community engagement
WHY USC FOR GRADUATE STUDIES?

Scholarly Initiatives:

- **Presidential Fellows** – award-winning fellowship program for our best doctoral and MFA students

- **Grace Jordan McFadden Professors Program** – funding and mentoring for under-represented minorities planning for the professoriate

- **Bridge Humanities Corps** – bridge program for newly minted PhDs and ABDs in the humanities

- **Graduate Civic Scholars** – program to promote interdisciplinary research, involvement in social justice initiatives and an enhanced understanding of the role of scholarship in addressing societal needs
WHY USC FOR GRADUATE STUDIES?

Professional Development:
• Career guidance and preparation for the job market
• Communication
• Salary negotiation and financial literacy
• How to find and benefit from mentoring
• Three Minute Thesis (3MT) skills
• Grant and proposal writing
• Individual development plans
• Opportunities to present and publish
• Training to be a better instructor; Preparing Future Faculty program
• Travel grants for professional meetings
CHALLENGES FOR GRADUATE STUDENTS

• Awareness of and access to campus services
• Funding, funding, funding
• International students: immigration rules, OPT
• Mental health
• Mentoring and coaching, especially for non-academic careers
• Work-life balance
CURRENT INITIATIVES

• Building better communications: social media, website, advocacy

• Recruitment: CollegeNet enhancement, recruitment fee waiver vouchers, accelerated study plan

• Campus collaborations: professional development, OIRAA, Human Resources, Student Affairs

• Scholarly initiatives: programming, funding
WHAT CAN YOU DO?

• Advocate for graduate education and for individual graduate students
• Recruitment: include promising undergraduates in your work; promoted accelerated study plan; request recruitment vouchers
• Advocate for adequate funding for graduate students (internal and external)
• Professional development to be a more effective advisor/mentor – no anti-mentors allowed!
• Serve on Graduate Council or related committees
ENROLLMENT UPDATE

Dr. Mary Wagner
Assistant VP for Enrollment Management
Executive Director of Admissions

UNIVERSITY OF South Carolina
FALL 2019
NEARLY 8,700 NEW UNDERGRADUATE STUDENTS

Freshmen, 6260
Transfers, 1395
Non-Degree, 362
System Transfers, 282
Residential Bridge, 367
FALL 2019 ENROLLMENT FUNNEL

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of Applicants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospects</td>
<td>344,475</td>
<td></td>
</tr>
<tr>
<td>Inquiries</td>
<td>140,350 (41%)</td>
<td></td>
</tr>
<tr>
<td>Applicants</td>
<td>31,278 (30%)</td>
<td></td>
</tr>
<tr>
<td>Admits</td>
<td>21,468 (69%)</td>
<td></td>
</tr>
<tr>
<td>Deposits</td>
<td>6,600 (31%)</td>
<td></td>
</tr>
<tr>
<td>Enrollees</td>
<td>6,260 (95%)</td>
<td></td>
</tr>
</tbody>
</table>
## 2019 INCOMING CLASS PROFILE*

<table>
<thead>
<tr>
<th></th>
<th>All Freshmen</th>
<th>Capstone Scholars</th>
<th>Honors College</th>
<th>Gateway</th>
<th>Palmetto Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>6260</td>
<td>1501</td>
<td>594</td>
<td>313</td>
<td>54</td>
</tr>
<tr>
<td>Avg. SAT</td>
<td>1273</td>
<td>1370</td>
<td>1473</td>
<td>1003</td>
<td>1005</td>
</tr>
<tr>
<td>Avg. ACT</td>
<td>28</td>
<td>30.8</td>
<td>33</td>
<td>18</td>
<td>18.5</td>
</tr>
<tr>
<td>GPA</td>
<td>4.1</td>
<td>4.4</td>
<td>4.8</td>
<td>3.2</td>
<td>3.2</td>
</tr>
</tbody>
</table>
# USC Columbia Enrollment Summary

## 2009-2019 Summer/Fall Freshmen

<table>
<thead>
<tr>
<th>Category</th>
<th>2009</th>
<th>2019</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Applications</td>
<td>17,438</td>
<td>31,267</td>
<td>+13,829 (+79%)</td>
</tr>
<tr>
<td>Freshman Class</td>
<td>3,881</td>
<td>6,260</td>
<td>+2369 (+61%)</td>
</tr>
<tr>
<td>Freshman Class Yield</td>
<td>34.8%</td>
<td>29.1%</td>
<td>-5.7 percentage pts.</td>
</tr>
<tr>
<td>Average SAT</td>
<td>1192</td>
<td>1273</td>
<td>+81 points</td>
</tr>
<tr>
<td>Average ACT</td>
<td>26.1</td>
<td>28</td>
<td>+1.9 points</td>
</tr>
<tr>
<td>Freshman Honors Enrollment</td>
<td>321</td>
<td>594</td>
<td>+273 (+85%)</td>
</tr>
<tr>
<td>Capstone Scholars Enrollment</td>
<td>483</td>
<td>1501</td>
<td>+1018 (+211%)</td>
</tr>
<tr>
<td>Total Undergrad Enrollment</td>
<td>20,494</td>
<td>27,485</td>
<td>+ 6991 (+34%)</td>
</tr>
<tr>
<td>First to Second Year Retention</td>
<td>85.9%</td>
<td>88.7%</td>
<td>+2.8 percentage pts.</td>
</tr>
<tr>
<td>4-Year Graduation Rate*</td>
<td>54.7%</td>
<td>58.0%</td>
<td>+3.3 percentage pts.</td>
</tr>
<tr>
<td>6-Year Graduation Rate*</td>
<td>72.3%</td>
<td>74.2%</td>
<td>+1.9 percentage pts.</td>
</tr>
</tbody>
</table>

*projected as of July 2019
FRESHMAN APPLICATIONS BY RESIDENCY

Ten-Year Application Trend

Non Resident  SC Resident  Total

2010  8,385  9,829  18,214
2011  8,858  11,754  20,612
2012  9,130  13,965  23,095
2013  9,090  13,759  22,849
2014  8,601  14,658  23,274
2015  8,889  16,847  25,736
2016  9,059  16,383  25,442
2017  9,694  16,319  26,013
2018  10,514  20,369  30,883
2019* 10,491  20,776  31,267

*Projected data for 2019.
<table>
<thead>
<tr>
<th>Year</th>
<th>Nonresident</th>
<th>SC Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>1,405</td>
<td>1,000</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>1,574</td>
<td>1,500</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>1,634</td>
<td>2,000</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>1,680</td>
<td>2,500</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>2,201</td>
<td>2,515</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>2,192</td>
<td>2,585</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>2,216</td>
<td>2,461</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>2,192</td>
<td>2,569</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>2,201</td>
<td>2,425</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>2,241</td>
<td>2,528</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>2,515</td>
<td>2,662</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>2,585</td>
<td>2,461</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>2,550</td>
<td>2,569</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>2,662</td>
<td>2,425</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>2,744</td>
<td>2,461</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>2,838</td>
<td>2,569</td>
</tr>
<tr>
<td>Fall 2022</td>
<td>2,974</td>
<td>2,425</td>
</tr>
<tr>
<td>Fall 2023</td>
<td>3,042</td>
<td>3,042</td>
</tr>
<tr>
<td>Fall 2024</td>
<td>3,167</td>
<td>3,042</td>
</tr>
<tr>
<td>Fall 2025</td>
<td>3,218</td>
<td>3,042</td>
</tr>
</tbody>
</table>
TEN-YEAR TREND SAT AVERAGE AND FRESHMAN CLASS SIZE

SAT Avg.

Enrollment
CLASS SIZE AND ACT TRENDING UPWARD

Ten Year Trend - ACT Average and Freshman Class Size

- ACT Avg
- Enrollment

Fall 2010: 26.2, 4423
Fall 2011: 26.4, 4569
Fall 2012: 26.4, 4580
Fall 2013: 26.9, 5002
Fall 2014: 27.1, 4975
Fall 2015: 27.3, 5190
Fall 2016: 27.3, 5104
Fall 2017: 27.3, 5874
Fall 2018: 27.9, 5848
Fall 2019*: 28.0, 6260
SERVING MORE SC STUDENTS THAN EVER BEFORE

Includes freshmen, Gamecock Gateway, and Palmetto Pathway

Source: WICHE, COL Undergraduate Admissions

South Carolina High School Graduates Served on Columbia Campus
Fall 2010 - Fall 2019

Includes freshmen, Gamecock Gateway, and Palmetto Pathway

Source: WICHE, COL Undergraduate Admissions
SINCE 2008, RESIDENT ENROLLMENT HAS GROWN FASTER THAN HS PIPELINE AS A WHOLE

- All South Carolina HS Graduates: +21%
- SC Resident Freshmen: +47%
- Freshman Class (Total): +64%
OPPORTUNITY ABOUNDS FOR SC RESIDENTS

97%

Fall 2019

Proportion of SC applicants who are admitted to fall freshman class, Gamecock Gateway, or Palmetto Pathway
MORE FRESHMEN IDENTIFYING AS AFRICAN AMERICAN

+42%

Since 2016

Includes freshmen identifying as African American, either exclusively or as one of “two or more races.”
Enrollment by Residency
USC vs. Market Average of 19 Other Major Public Universities in the South Entering Classes 2010 to 2016
Average Net Tuition Revenue and Discount Rate

USC vs. Market Average of 19 Other Major Public Universities in the South Entering Class 2016

1) 76 Colleges reporting data accurately via IPEDS
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6-YEAR GRADUATION RATES IN TOP 10% OF ALL 4-YEAR PUBLIC UNIVERSITIES

- 777 Public 4yr colleges
- 81 Public 4yr universities with 6yr grad rate >=70% (10% of all publics)
- 58 6yr grad rate greater than UofSC-COL

Source: IPEDS, 2012 cohort 6-year graduation rates
FIRST-TIME, FULL-TIME FRESHMAN GRADUATION RATES

Data retrieved from Institutional Research Assessment, and Analytics July 30, 2019.
www.ipr.sc.edu/
WARNING: DEMOGRAPHIC CLIFF AHEAD!
Enrollment Shortfalls Spread to More Colleges
(Chronicle of Higher Education, May 2019)

College Enrollment Declines Again. It’s Down More Than Two Million Students In This Decade.
(Forbes, December 2019)

Converse discussing going co-ed, changing name to Converse University
(WSPA.com/news, March 2019)

Americans Are Having Fewer Kids. What Will That Mean for Higher Education?
(Harvard Business Review, October 2019)

Anger Over Cuts at Millsaps College
(Inside Higher Ed, May 2019)

The Great Enrollment Crash
Students aren’t showing up. And it’s only going to get worse.
(Chronicle of Higher Education, December 2019)

Fewer Students Mean Big Trouble For Higher Education
(NPR, December 2019)

The students disappearing fastest from American campuses? Middle-class ones
(The Hechinger Report, October 2019)
ENROLLMENT MANAGEMENT IS ONE BIG PUZZLE...
2010: Peak Post-Secondary

Student Enrollments (1985-2016)

- Total
- Undergrad
- Grad

- 1985: 2.9M
- 1987: 3M
- 1989: 3M
- 1991: 3M
- 1993: 3M
- 1995: 3M
- 1997: 3M
- 1999: 3M
- 2001: 3M
- 2003: 3M
- 2005: 3M
- 2007: 3M
- 2009: 3M
- 2011: 3M
- 2013: 3M
- 2015: 3M

- 2010: 21M (Total)
- 2015: 20M (Total)

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Looming Birth Dearth

Population of 18-Year-Olds to Contract Sharply After 2025

Modest Decrease... ...Followed by Growth Spike... ...Met with A Sharp Decline

2017-2021

2021 Population
4.17 Million 18-Year-Olds

-1%
Decrease of 18-Year-Olds (2017-2021)

2022-2025

2025 Population
4.51 Million 18-Year-Olds

8%
Growth of 18-Year-Olds (2022-2025)

2026-2029

2029 Population
3.86 Million 18-Year-Olds

-14%
Decrease of 18-Year-Olds (2026-2029)

Sources: Grae, Nathan D., Demographics and the Demand for Higher Education, 2017; EAB analysis.
Falling Birthrates From 2007 to Present Projected to Hit HEIs Across the US

Projected Percent Change in the Population of 18-Year-Olds, 2017-2029

Source: Grawe, Nathan D., Demographics and the Demand for Higher Education, 2017; EAB analysis
Diverging Fortunes by Selectivity

Nathan D. Grawe
Professor of Economics
Carleton College

Developed a probabilistic model that projects college-going population from 2012 to 2029

Higher Education Demand Index

- 9% projected decline in 4-year college bound students, 2017-2029
- HEDI aims to predict first-time college students, disaggregated by state and selectivity

Summarizing by Segment and Selectivity

**Elite HEIs**
Top 50 research universities, Top 50 liberal arts colleges (USNWR rankings)

- 2017 to 2029
  - Percent change in demand: +8%
- Total change in demand: +12K

**National HEIs**
Top 50-100 research universities, Top 50-100 liberal arts colleges (USNWR rankings)

- 2017 to 2029
  - Percent change in demand: -8%
  - Total change in demand: -22K

**Regional HEIs**
Research universities and liberal arts colleges ranked outside of Top 100 (USNWR rankings)

- 2017 to 2029
  - Percent change in demand: -11%
  - Total change in demand: -152K

- Continued strong demand for elite HEIs. Some may struggle to shape a diverse class as demographics shift.

- Aggregate gains among elite HEIs could offset projected losses at national HEIs who capture “spillover” demand.

- Most subject to demographic volatility as core student population is least likely to travel and most skeptical of college value proposition.

Sources: Grose, Nathan D., Demographics and the Demand for Higher Education, 2017; EAB analysis.
The South Carolina Picture

Forecasted Number of College-Aged and College-Going Students in South Carolina (Thousands), by Year of High School Graduation

-8% Decline in four-year college-going students between 2017 and 2029

<table>
<thead>
<tr>
<th>Year</th>
<th>College-age, not college-going</th>
<th>2-year college</th>
<th>4-year college</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>23.4</td>
<td>15.2</td>
<td>21.6</td>
</tr>
<tr>
<td>2020</td>
<td>21.4</td>
<td>15.0</td>
<td>21.5</td>
</tr>
<tr>
<td>2023</td>
<td>23.5</td>
<td>15.3</td>
<td>22.4</td>
</tr>
<tr>
<td>2026</td>
<td>25.4</td>
<td>15.1</td>
<td>20.8</td>
</tr>
<tr>
<td>2029</td>
<td>22.4</td>
<td>13.7</td>
<td>19.9</td>
</tr>
</tbody>
</table>

Source: Grawe, Nathan D., Demographics and the Demand for Higher Education, 2017; EAB analysis.
SC High School Graduate Projections
Total Students 2010-2032

-8% (2026-2032)
-3% (2018-2021)
+8% (2018-2026)
-2% (2018 to 2032)
SC African American HS Graduate Projections 2010-2032

-8% (2018-2021)
-12% (2018-2032)
+2% (2018-2026)
NEARLY 1 IN 4 COLLEGE STUDENTS IN SC IS AFRICAN AMERICAN

- 23% enrolled in SC College (2+4 year)
  - 46% enrolled at 2-Year college
- 17% enrolled in HBCU
- 16% enrolled in UofSC System
- 2.6% enrolled at Clemson
FEWER AFRICAN AMERICANS PROJECTED IN SC HIGH SCHOOL GRADUATION PIPELINE

Source: WICHE
# Beyond the Projections

## What Could Shift the Outlook Further?

### Factors Shaping Future Regional Supply and Demand

#### Student Access
- **Changes to College-Going Rates**
  Higher college-going rates could limit the impact of demographic declines on college enrollments.

- **Increased Student Price Sensitivity**
  Higher debt aversion among middle-class students could shift demand from private to public HEIs.

#### Competition
- **Competition from Publics on Both Sides**
  Public 4-years continue to grow available freshman spots and 2-years continue to market themselves as a “value-based” entry point.

- **Consolidation and Closures**
  Institutions may look to gain scale and market share by acquiring struggling institutions. “Negative Halo” from closures will impact even healthy institutions

#### State Policy
- **Variable Higher Education Funding**
  Changes in state funding could impact the competitiveness of public institutions and force tuition increases.

- **State-Led Free College Initiatives**
  State-led affordability initiatives could divert students to public HEIs (but could also increase college-going rates).

---

*Source: IPEDS (2012 – 2016); EAB analysis.*
Least Affordable Public Education in US

Average Public College Net Price as % of Median Household Income

Number of Households by Income Segment (Thousands), 2016

Median South Carolina Household Income, 2016: $50k
Median US Household Income, 2016: $57k

Higher Proportion of Low-Income Households
53% of South Carolina’s households make less than $50,000 per year.
Similarly, South Carolina has a smaller proportion of wealthy households making over $100,000 per year.
STATE APPROPRIATIONS HAVE NOT RECOVERED SINCE RECESSION AND ARE BELOW AVERAGE

Source: https://sheeo.org/project/state-higher-education-finance/
Defining Our Terms

Today’s Discussion Focused on Two Measures of Diversity

Racial and Ethnic Diversity

High-achieving\(^1\) students from traditionally underrepresented racial and ethnic groups regardless of income

Socioeconomic Diversity

High-achieving\(^1\), low-income students from any racial or ethnic group

---

1) Eligible for admission at a selective institution.

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# Recruiting Underrepresented Students

## Identifying, Cultivating, and Enrolling a Diverse Student Body

<table>
<thead>
<tr>
<th>Expand the Pipeline</th>
<th>Capture More of Existing Market</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do I design programs and deploy partnerships that grow the pipeline of prepared students?</td>
<td>How do I address concerns about admissibility and fit at a selective institution, while also alleviating worries about affordability?</td>
</tr>
</tbody>
</table>

### Process:

- **Applicant:**
  - Addressing Foundational Preparedness Gaps
  - Preempting Pre-Application Obstacles
  - Delivering the Differentiated Application Experience

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Underrepresented Minority Enrollment Has Increased in Total, But Not as a Proportion of Overall Enrollment Growth

**Enrollment by Ethnicity (Underrepresented Minority vs. Non-Minority)**
USC vs. Market Average of 19 Other Major Public Universities in the South Entering Classes 2010 to 2019

1) Note: Non-Minority category includes White, Unknown, and Asian students

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Underrepresented Minority Enrollment Has Increased in Total, But Not as a Proportion of Overall Enrollment Growth

Enrollment by Ethnicity (Underrepresented Minority vs. Non-Minority)
USC vs. Clemson University
Entering Classes 2010 to 2019

1) Note: Non-Minority category includes White, Unknown, and Asian students
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PEER INSTITUTION ENROLLMENT

African American Enrollment

University of Maryland-College Park: 12.52%
University of South Carolina-Columbia: 8.73%
University of North Carolina at Chapel Hill: 7.99%
University of Georgia: 7.82%
Rutgers University-New Brunswick: 7.19%
Georgia Institute of Technology-Main Campus: 6.94%
University of Virginia-Main Campus: 6.59%
Clemson University: 6.59%
North Carolina State University at Raleigh: 5.83%
Virginia Polytechnic Institute and State University: 4.00%

Integrated Postsecondary Education Data System (IPEDS), [retrieved 2019, Fall 2017 cohort]
PEER INSTITUTION SIX-YEAR GRADUATION RATES

- Virginia Polytechnic Institute and State University: Overall 70.87%, African American 84.32%
- University of Virginia-Main Campus: Overall 74.94%, African American 94.55%
- University of South Carolina-Columbia: Overall 73.35%, African American 90.73%
- University of North Carolina at Chapel Hill: Overall 86.70%, African American 85.43%
- University of Maryland-College Park: Overall 79.23%, African American 85.27%
- University of Georgia: Overall 80.04%, African American 83.26%
- Rutgers University-New Brunswick: Overall 73.70%, African American 80.04%
- North Carolina State University at Raleigh: Overall 71.68%, African American 85.07%
- Georgia Institute of Technology-Main Campus: Overall 71.86%, African American 85.27%
- Clemson University: Overall 63.64%, African American 82.10%

Integrated Postsecondary Education Data System (IPEDS), [retrieved 2019, Fall 2011 cohort]
PEER INSTITUTION GAP ANALYSIS

SIX-YEAR GRADUATION RATES

Difference Between AA & Overall

- University of South Carolina-Columbia: -1.59%
- University of Georgia: -2.01%
- University of Virginia-Main Campus: -2.85%
- University of North Carolina at Chapel Hill: -4.03%
- University of Maryland-College Park: -6.20%
- Rutgers University-New Brunswick: -6.34%
- North Carolina State University at Raleigh: -6.75%
- Georgia Institute of Technology-Main Campus: -13.21%
- Virginia Polytechnic Institute and State University: -13.44%
- Clemson University: -18.46%

Integrated Postsecondary Education Data System (IPEDS), [retrieved 2019, Fall 2011 cohort]
PEER INSTITUTION DEGREES AWARDED

African American Degrees Awarded – percentage of total for year

- University of Maryland-College Park: 11.18%
- University of South Carolina-Columbia: 9.05%
- Rutgers University-New Brunswick: 7.57%
- University of North Carolina at Chapel Hill: 7.26%
- University of Georgia: 6.86%
- University of Virginia-Main Campus: 5.83%
- North Carolina State University at Raleigh: 5.63%
- Georgia Institute of Technology-Main Campus: 5.30%
- Clemson University: 5.18%
- Virginia Polytechnic Institute and State University: 3.36%

Integrated Postsecondary Education Data System (IPEDS), [retrieved 2019, Fall 2011 cohort]
Integrated Postsecondary Education Data System (IPEDS), [retrieved 2019, Fall 2011 cohort]
Not Our Fault, But Still Our Problem

Societal Inequities Begin Far Upstream of Higher Ed...

By age 2, there is already a six-month development gap between low and high income groups in language processing speed and vocabulary.

By kindergarten, black and Hispanic children test an average of 9-10 months behind in math and 7-12 months in reading compared to their white peers.

By age 3, children from low-income families have heard as many as 30 million fewer words compared to peers from more affluent families.

From grade 4 through grade 12, NAEP testing reveals consistent, 20-30-point average score gaps in both math and reading based on students’ income and ethnicity.

PIPELINE WORRIES - SAT
SAT Readiness Benchmarks
480 EBRW, 530 Math

South Carolina Students
45% Meeting Benchmarks
55% Not Meeting Benchmarks

Hispanic Students
48% Meeting Benchmarks
42% Not Meeting Benchmarks

African American Students
16% Meeting Benchmarks
84% Not Meeting Benchmarks
PIPELINE WORRIES - ACT
ACT Readiness Benchmarks
Eng 18, Reading 22, Math 22, Science 23

South Carolina Students
- Meeting Benchmarks: 75%
- Not Meeting Benchmarks: 25%

Hispanic Students
- Meeting Benchmarks: 83%
- Not Meeting Benchmarks: 17%

African American Students
- Meeting Benchmarks: 94%
- Not Meeting Benchmarks: 6%
The Challenge in a Nutshell

...Which Produce (and Perpetuate) Test Score Gaps Among URMs

Underrepresented Students Clustered at Bottom of Distribution

College Board Data, Entering Class of 2017

SAT Score Band

- White
- Asian
- Hispanic
- Black
- American Indian and Native Hawaiian

Source: College Board via Royall & Company
Looks Similar in South Carolina

...Which Produce (and Perpetuate) Test Score Gaps Among URMs

Underrepresented Students Clustered at Bottom of Distribution

College Board Data for South Carolina, Entering Class of 2019

Percent of Score Band

SAT Score Band

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Source: College Board; SAT Suite of Assessments Annual Report, 2019; South Carolina
Few and Far Between: United States

Entering Class of 2017 Reveals a Small Addressable Market

Hispanic SAT Takers by Score Band
SAT Student Population

<table>
<thead>
<tr>
<th>Score Band</th>
<th>Hispanic SAT Takers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500-1600</td>
<td>1,061</td>
</tr>
<tr>
<td>1400-1490</td>
<td>4,549</td>
</tr>
<tr>
<td>1300-1390</td>
<td>12,530</td>
</tr>
<tr>
<td>1200-1290</td>
<td>26,601</td>
</tr>
<tr>
<td>1100-1190</td>
<td>47,855</td>
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<tr>
<td>1000-1090</td>
<td>69,311</td>
</tr>
<tr>
<td>900-990</td>
<td>71,207</td>
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<tr>
<td>800-890</td>
<td>55,917</td>
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<tr>
<td>700-790</td>
<td>26,576</td>
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<td>600-690</td>
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</tr>
<tr>
<td>500-590</td>
<td>574</td>
</tr>
<tr>
<td>400-490</td>
<td>127</td>
</tr>
</tbody>
</table>

Total Hispanic SAT Takers: 44,741

Black SAT Takers by Score Band
SAT Student Population

<table>
<thead>
<tr>
<th>Score Band</th>
<th>Black SAT Takers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500-1600</td>
<td>384</td>
</tr>
<tr>
<td>1400-1490</td>
<td>1,769</td>
</tr>
<tr>
<td>1300-1390</td>
<td>5,568</td>
</tr>
<tr>
<td>1200-1290</td>
<td>12,922</td>
</tr>
<tr>
<td>1100-1190</td>
<td>26,298</td>
</tr>
<tr>
<td>1000-1090</td>
<td>42,185</td>
</tr>
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<td>900-990</td>
<td>50,452</td>
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<tr>
<td>800-890</td>
<td>45,631</td>
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<td>700-790</td>
<td>23,714</td>
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<tr>
<td>600-690</td>
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<tr>
<td>500-590</td>
<td>489</td>
</tr>
<tr>
<td>400-490</td>
<td>103</td>
</tr>
</tbody>
</table>

Total Black SAT Takers: 20,643

Source: College Board via Royall & Company.
Few and Far Between: South Carolina

Entering Class of 2019 Reveals a Small Addressable Market

Hispanic SAT Takers by Score Band
SAT Student Population

- 1400-1600: 52
- 1200-1390: 311
- 1000-1190: 907
- 800-990: 1,037
- 600-790: 285
- 400-590: 0

Black SAT Takers by Score Band
SAT Student Population

- 1400-1600: 0
- 1200-1390: 289
- 1000-1190: 1,517
- 800-990: 3,756
- 600-790: 1,661
- 400-590: 0

Source: College Board via Royall & Company.

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South Carolina’s Shift in Race/Ethnicity

Projected Number of Four-Year College-Going Students in South Carolina (Thousands), by Race/Ethnicity

- **Declining:**
  - White (-21%)
  - Black (-18%)

- **Growing:**
  - Hispanic (+83%)
  - Asian American (+60%)

Source: Grawe, Nathan D., Demographics and the Demand for Higher Education, 2017; EAB analysis.
Newfound Urgency for an Evergreen Pursuit

A Priority That Needs No Justification...

- Moral Imperative to Deliver on Access and Land-Grant Mission
- Higher Education’s Unique Contribution to Social Mobility and Social Justice
- Pedagogical and Business Case for Value of Diversity
- Producing Next Generation of America’s Leaders
- ...And Many Others

...But Three Forces Driving Urgency at This Moment

1. Evolving Campus Climate
2. Widening Preparedness Gaps
3. Enrollments Increasingly Concentrated at Open Access Institutions

Source: EAB interviews and analysis.
Adult Degree Completers

Degree Completion—Not All Can Scale

The Hype

31M

Size of degree completion market (some college, no degree) often cited—used in vendor sales pitches, strategic plans.

12.4%

The Reality of “Potential Completers”

4M

Potential completers (multiple term enrollees with 2 years’ progress or more)

31.9%

One-term enrollees

55.7%

Multiple-term enrollees with less than 2 years’ progress


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Downward Pressure on International Enrollment

Nearly a 10% Drop in Student Visas Last Fall

Student Visas Issued
FY 2015–2017

<table>
<thead>
<tr>
<th>Year</th>
<th>F-1 Visas</th>
<th>J-1 Visas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>977k</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>811k</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>737k</td>
<td></td>
</tr>
</tbody>
</table>

Fewer Visas from Top Countries

- **24%** Decline in F-1 visas from India in FY 2017
- **28%** Decline in F-1 visas from China in FY 2017

International Enrollments Down

- **-2.5%** Decrease in new international undergraduates in 2016

Most Online Students Reside In-State

Online Students Value Access to In-Person Services

Online Students are Local to their Institution

Online Student Distance from Institution, 2019

- 44% Live 0-25 miles from institution
- 23% Live 26-50 miles from institution
- 10% Live 51-100 miles
- 15% Live 101+ Miles

Proportion of Local Online Students Increasing

Percentage of Online Students Enrolled Within 50 or Fewer Miles of Their Institution, 2014-2019

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>42%</td>
</tr>
<tr>
<td>2015</td>
<td>51%</td>
</tr>
<tr>
<td>2016</td>
<td>55%</td>
</tr>
<tr>
<td>2017</td>
<td>54%</td>
</tr>
<tr>
<td>2018</td>
<td>66%</td>
</tr>
<tr>
<td>2019</td>
<td>67%</td>
</tr>
</tbody>
</table>

Access to In-Person Services Valued

76% Proportion of students who visited campus or a campus center at least once during program.

WHAT COULD POSSIBLY GO WRONG?!
WE DON’T HAVE TO BE THESE PEOPLE.
A NOTE ABOUT THE REDESIGNED SAT

Prior to the March 2016 redesign, 1200 on the SAT (CR+M) was roughly equivalent to 27 on the ACT.

UofSC
Fall 2019 IQR: RSAT 1200-1350 ACT 25-30
SC high school students may soon have a harder time getting lottery scholarships

BY LUCAS DAPRILE
ldaprile@thestate.com
March 21, 2018 02:45 PM
Updated March 23, 2018 08:08 AM

COLUMBIA, SC — South Carolina students counting on state-funded scholarships to pay for college soon might find they are harder to get.

State lawmakers are considering a bill that would increase the grade-point averages and standardized-test scores required to receive scholarships. It aims to offset the increase in students who are eligible for the scholarships — and, in turn, increased cost — after the state lowered the requirements for receiving an "A" or "B" to make South Carolina students competitive with other states.
ACT NOW SUPPORTS SUPER-SCORING

ACT Change Will Allow Students to Retake Individual Sections

Starting next September, high schoolers won’t need to repeat the entire ACT exam to improve their score.

The campus of Columbia University in New York. Beginning next year, high school students will be able to retake specific sections of the ACT during the college admissions process.

Tony Cenicola/The New York Times
HARVARD & UNC

ADMISSIONS

DAUGHTER OF ALUM
SON OF BIG DONOR
SOCCER PLAYER
RAISED IN DISTANT STATE
MINORITY

IT'S HIS FAULT!

DIDN'T GET IN
KEY CHANGES TO NACAC CODE OF ETHICS AND PROFESSIONAL PRACTICE

Institutions may recruit past May 1, even if student is committed elsewhere.

Institution can offer incentives for early decision, early admission. This can include inducements to deposit sooner than May 1.

No more moratorium on transfer recruitment among students admitted elsewhere.

Admissions Pressure Grows

NACAC says it needs to remove several measures from its code of conduct to avoid a Justice Department suit. What do the provisions do? Arguably they protect students.

By Scott Jaschik  // September 3, 2019

Colleges may soon face more competition for students if the National Association for College Admission Counseling agrees -- under pressure from the federal government -- to withdraw several rules from its code of conduct.
IMPLICATIONS

- Future is more diverse, more financially sensitive, less prepared
- High academic self-concept – “better” grades and test scores
- HS vs. College rigor mismatch likely
- Potential impact to scholarship retention
- Increased pressure to find alternate measures of success, new student sources
- Expanded emphasis on affordability, time to degree
- Focus on outcomes over inputs likely to emerge
- Emerging emphasis on retention and internal recruitment within your institution
- Ongoing concerns about “who gets in.”
- Securing your base means recruiting over the summer, at orientation, during advising, throughout the year, etc.
THANK YOU

Contact:
Mary Wagner
mary.wagner@sc.edu
@UofSCDrMary
MASTER PLAN

Derek Gruner
University Architect
University of South Carolina
Campus Planning Update
for the
Spring 2020 Provost’s Retreat

January 10, 2020

Agenda

1. Campus Building Data
2. Capital Project Planning Process
3. Capital Project Approval Process
4. Five Year Plan and CPIP
5. Columbia Campus 2018 Master Plan Summary Update
6. Significant Campus Projects in Planning, Design and Construction
Total Columbia Campus Building Summary

- 211 Buildings owned
- 22 Buildings leased
- 12.87 Million GSF (Approx.)
- 6.72 Million GSF Education and General Space
Capital Project Approval Process

Duration is typically 3-6 months from conception to approval to begin design.

(BOT Buildings and Grounds Committee approval and BOT Full Board approvals)

Projects under $1 million

- Optional: Feasibility Study (coor. with Facilities)
- Notify FPDC of intention to request approval
- Provide FPDC with description of scope, desired schedule, budget and fund source
- FPDC coordinates with leadership to authorize the project to go to Board of Trustees

BOT: Buildings & Grounds Committee review and approval → BOT: Full Board review and approval → With BOT approval, the project is set up and the design process may begin

Projects over $1 million (Permanent Improvement Projects)

- All USC steps for non-Phase 1/Phase 2 in previous slide apply as initial steps
- A-1/A-49 is created and standard responses forwarded to the Commission of Higher Education and the JBRC
- CHE reviews and approves (staff or F&F)
- JBRC reviews and approves
- SFAA reviews and approves
- Phase 1 project design begins to refine project scope, schedule, budget and sustainability criteria

Project returns to USC BOT for Phase 2 approval → A-1/A-49 is updated and standard responses forwarded to the Commission of Higher Education and the JBRC

CHE reviews and approves (staff or F&F) → JBRC reviews and approves → SFAA reviews and approves → Phase 2 design begins - complete design, construction documents and construct

Duration is typically 12-18 months from conception to Phase II approval when design development and construction is fully approved to proceed

(Permanent Improvement Projects)
# Five Year Capital Improvement Plan and CPIP

## USC Columbia Five-Year Capital Improvement Plan

<table>
<thead>
<tr>
<th>FY 19-20</th>
<th>Estimated Cost</th>
<th>FY 20-21</th>
<th>Estimated Cost</th>
<th>FY 21-22</th>
</tr>
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<tr>
<td>E &amp; G</td>
<td></td>
<td>E &amp; G</td>
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<td>E &amp; G</td>
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<tr>
<td>Sprinkler Installation</td>
<td>$759,000</td>
<td>Sprinkler Installation</td>
<td>$760,000</td>
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<td>South Carolina Library Renovation</td>
<td>$9,955,000</td>
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<td>Drewe-St. United Methodist Church</td>
<td>-</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>College of Eng &amp; Comp - Artificial Intelligence Lab</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
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<tr>
<td>E &amp; G Capital Renewal</td>
<td>E &amp; G Capital Renewal</td>
<td>E &amp; G Capital Renewal</td>
<td>-</td>
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<tr>
<td>24/7 Classroom/Lab Enhancements</td>
<td>$1,000,000</td>
<td>2021 Classroom/Lab Enhancements</td>
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<td>2022 Class</td>
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<td>5-Year Administration Building Roof Replacement</td>
<td>$730,000</td>
<td>Color Roof Replacement</td>
<td>$925,000</td>
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<td>Common Mechanical System</td>
<td>$756,000</td>
<td>Humanities Office Building HVAC</td>
<td>$935,000</td>
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<tr>
<td>- LeCante Comprehensive Renovation</td>
<td>$20,000,000</td>
<td>Central Steam/Condensate Repairs</td>
<td>$175,000</td>
<td>- WEBTRONOL</td>
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<tr>
<td>- Campus ENG II</td>
<td>$5,850,000</td>
<td>Energy Plant Repairs &amp; MOD 1</td>
<td>$1,260,000</td>
<td>- Year Work</td>
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<td>- Close-Hop Room Space Renovation</td>
<td>$4,100,000</td>
<td>Close-Hop Roof Replacement</td>
<td>$1,260,000</td>
<td>- 100 Main</td>
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<tr>
<td>- Olde Student Roof Replacement</td>
<td>$7,000,000</td>
<td>Under House Renovation</td>
<td>$1,830,000</td>
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<tr>
<td>- Jones PSC Biology Lab Renovation</td>
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<td>Computer Village Technology Infrastructure</td>
<td>$375,000</td>
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<td>- Humanities Interior Renovation TBR</td>
<td>$756,000</td>
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<td>- Kinsey PSC Basement HVAC Replacement</td>
<td>$756,000</td>
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<td>- Residential Room Renovation</td>
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<td>- Weather College Roof Replacement</td>
<td>$300,000</td>
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<td>- Facilities Services Additional</td>
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<td>Subtotal E &amp; G</td>
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<td>Subtotal E &amp; G</td>
<td>$2,930,000</td>
<td></td>
</tr>
</tbody>
</table>

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South Carolina
The university has implemented new construction, comprehensive renovation, and public realm improvement projects consistent with the recommendations of the 2010 Master Plan. Several additional projects are in the planning stage. These implementation achievements, described in this section, provide the foundation for future development strategies.

NEW BUILDINGS AND COMPREHENSIVE RENOVATIONS

Significant new construction and building renovation has transformed the core campus. Since 2010, the university has completed 930,000 square feet of new academic, research, and student life construction and 675,000 square feet of comprehensively renovated buildings addressing maintenance and functionality. The university has also acquired approximately 16 acres of property for future development.

SOUTH CAMPUS - ATHLETICS AND RECREATION

South Campus has significantly expanded with more than 400,000 square feet of new athletic facilities. The USC Foundation has acquired an approximately 300-acre site located to the south of the stadium, which is ideally suited to fulfilling the university's need for additional outdoor student recreation space.

PUBLIC REALM

The university and the county have made several public realm investments along Greene and Assembly Streets, as well as landscape renovations to the Historic core campus, including the horseshoe and Gibbes Green.

PLANNING STAGE PROJECTS

The university has several significant projects currently in the planning stage. These aim to address immediate academic and student life needs as well as longer-term strategic partnerships and economic development opportunities.
Columbia Campus 2018 Master Plan Update

Planning Priorities

At the outset of the planning process, university leadership identified 10 overarching institutional priorities. These priorities reach all corners of the university and address academic and research excellence, the student experience, the character and quality of the physical campus, and strategic partnerships.

The university’s planning priorities complement the detailed goals defined in the 2010 plan. The 2010 goals derived from the university’s mission statement, strategic plan, and framework for sustainability that addressed the environmental, economic, and social factors of campus planning, design, management, and community engagement.

With these institutional priorities as a foundation, the 2018 Master Plan Update focuses on physical planning and design strategies for infill development on the core campus, academic and student life facility needs, and improvements to the campus environment, particularly on South Campus.

**Master Plan Objectives**

- **REIMAGINE THE SOUTH CAMPUS ENGINEERING DISTRICT**
  - The College of Engineering and Computing is growing rapidly and links to the emerging innovation center and research activity along Catawba Street. The college is primed for improvements to its facilities and campus context. With significant projects completed on campus since 2010, it is now possible for the university to reimagine the engineering district.

- **CONNECT THE CAMPUS TO THE CONGAREE RIVER**
  - The university aspires to crystallize the plan—initially proposed as part of the bicentennial vision and confirmed with the Innovista plan—to link the core campus to the Congaree River, including physical and programmatic connections from the horseshoe to the Congaree River with attractions on both east and west banks.

- **BUILD ADDITIONAL ON-CAMPUS HOUSING**
  - On-campus housing has not grown in parallel with enrollment growth. Consistent with the 2010 Master Plan, the university proposes development of a new housing district—Campus Village—that will add more than 2,500 new beds, addressing the current housing deficiency and accommodating additional growth.

- **EMPOWER THE CITY-UNIVERSITY PARTNERSHIP**
  - A strong and strategic city-university relationship is critical and can be reinforced through ongoing working groups focused on developing a shared vision for downtown and the university. A successful partnership will be supported by leadership with the ability to commit resources.

- **ARTICULATE A 2050 CAMPUS VISION**
  - The university aspires to articulate a vision for the university in 2050—a model of mid-size, urban campus development that is compact and walkable with appropriate densities and ample green space.

- **INITIATE HEALTH SCIENCES CAMPUS PLANNING**
  - The university endeavors to develop a health sciences campus, including relocation of the medical school, in close proximity to the existing Palmetto Health complex.

- **CONNECT THE CAMPUS TO THE CONGAREE RIVER**
  - The university aspires to crystallize the plan—initially proposed as part of the bicentennial vision and confirmed with the Innovista plan—to link the core campus to the Congaree River, including physical and programmatic connections from the horseshoe to the Congaree River with attractions on both east and west banks.

- **EVALUATE 2025 ACADEMIC AND STUDENT LIFE NEEDS**
  - Both academic and student life space needs continue to increase with enrollment growth. The university will evaluate these needs and apply the most appropriate building strategies for the campus moving forward, with an immediate focus on the adaptive reuse of existing facilities.

- **REACH FOR RESEARCH EXCELLENCE**
  - The university aspires to be in the company of the top research universities, which will require exceptional facilities to attract exceptional faculty. Reserving land for research expansion and new facilities within the core campus, Innovista, and the Catawba Street tech corridor will be key to advancing this vision for research excellence.

- **INVEST IN THE CIVIC REALM AND PUBLIC ART**
  - In keeping with its longstanding commitment to campus landscape, as exemplified by the historic horseshoe, the university is interested in developing a holistic landscape/public realm vision for downtown and the urban campus, including an integrated public art strategy.
Columbia Campus 2018 Master Plan Update

CORRIDOR CONNECTIONS

Core campus uses are connected along three main corridors: Greene Street, Main Street, and Catawba Street.

Marion Street provides a critical pedestrian connection.

Transit connections along these corridors should be explored.
CORE CAMPUS INFILL

USC’s planned renovation of the Law Center (Classroom/Lab Building) and Close-Hipp satisfies existing and projected academic space needs for 2025, with additional capacity available.

Both facilities are ideally located within the academic heart of campus.

1. Classroom/Lab Bldg. Renovation
2. Close-Hipp Renovation

- Existing Academic Building
- Proposed Infill Building Site
- Building Renovation
Existing College of Engineering and Computing Facilities

Link the college and emerging Catawba Street corridor as one place: The university aims to strengthen campus districts that encourage institutional research and industry partnerships. The adjacent Catawba Street tech corridor is envisioned as a research, innovation, and prototyping district and should be physically and programmatically connected to the university.

SPACE NEEDS

The College of Engineering and Computing currently occupies a total of 216,188 assignable square feet (ASF), primarily concentrated along South Main Street. Given anticipated growth and efforts to consolidate space into a more unified district, the college projects a total future space need of approximately 195,000-225,000 ASF, as described below. The plan recommends that the university conduct a programming analysis to confirm specific space needs and timing.

- 60,000-80,000 ASF of lab space for 45 new faculty members (1,500-2,000 ASF/faculty member)
- 10,000-20,000 ASF of student experiential space
- 125,000 ASF to replace existing space in obsolete and/or remote facilities including 200 Main Street, 300 Sumter

<table>
<thead>
<tr>
<th>MAP NUMBER</th>
<th>BUILDING</th>
<th>ENGINEERING+ COMPUTING ASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Deomensen</td>
<td>106,668</td>
</tr>
<tr>
<td>2</td>
<td>300 Main Street</td>
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<tr>
<td>3</td>
<td>Horizon 1 Building</td>
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<td>4</td>
<td>Innovation Center Building</td>
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<td>5</td>
<td>1000 Catawba Street</td>
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<td>6</td>
<td>300 Sumter Street</td>
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<td>7</td>
<td>1200 Catawba Street</td>
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<td>8</td>
<td>Sumwalt College</td>
<td>2,784</td>
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<td>9</td>
<td>1223 Catawba Street</td>
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<tr>
<td>10</td>
<td>Biomass Building</td>
<td>1,695</td>
</tr>
<tr>
<td>11</td>
<td>Horizon Garage</td>
<td>985</td>
</tr>
</tbody>
</table>

TOTAL: 316,187

SOURCE: USC, October 2017

Columbia Campus 2018 Master Plan Update
DISTRIBUTION CONCEPT PLAN

The engineering district concept plan outlines an overall strategy for the physical framework of the district and identifies opportunities for existing facility expansion, adaptive reuse, and new building construction. At the heart of the district plan is a new engineering quad along Rocky Branch Creek. The quad is envisioned as a unifying element to the engineering district: a student gathering space, a recreation space, and an ecological and research landscape. This space would also manage stormwater and help reduce flooding along the creek.

The site of the proposed quad is currently occupied by the 300 Main Street building and Rocky Branch Creek. Consistent with the 2010 plan, the 2018 Master Plan Update recommends the removal of the 300 Main Street building—located in the Rocky Branch Creek floodplain—as the university relocates programs to new or renovated facilities within the district over time.

PROPOSED SPACE IN DISTRIBUTION CONCEPT PLAN

<table>
<thead>
<tr>
<th>MAP NUMBER</th>
<th>BUILDING</th>
<th>ENGINEERING+ COMPUTING ASF*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Swearingen</td>
<td>106,668</td>
</tr>
<tr>
<td>2</td>
<td>Swearingen Addition</td>
<td>40,000</td>
</tr>
<tr>
<td>3</td>
<td>Engineering Showcase</td>
<td>20,000</td>
</tr>
<tr>
<td>4</td>
<td>Horizon 1 Building</td>
<td>43,953</td>
</tr>
<tr>
<td>5</td>
<td>Innovation Center</td>
<td>25,803</td>
</tr>
<tr>
<td>6</td>
<td>Biomass Building</td>
<td>25,000</td>
</tr>
<tr>
<td>7</td>
<td>Engineering 1 (4 flrs)</td>
<td>45,000</td>
</tr>
<tr>
<td>8</td>
<td>Engineering 2 (5 flrs)</td>
<td>75,000</td>
</tr>
<tr>
<td>9</td>
<td>Engineering 3 (5 flrs)</td>
<td>110,000</td>
</tr>
<tr>
<td>10</td>
<td>Bend Building</td>
<td>30,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>±540,000</td>
</tr>
</tbody>
</table>

*Catawba Tech Corridor
Engineering + Computing Campus

While the plan assumes the continued use of 300 Main Street in the near-term, the university should avoid any future facility development.
Vision for Rocky Branch Creek and Pond
Campus Village Residential Development

Existing aerial view of Cliff Apartments, Bates West Tower and Bates House
Campus Village Residential Development

Stage One - Completion 2022

Full Development
Rendering from elevated walkway entering campus village from main campus
City and Campus Master Plans from 1905 and 1927

Planners from Boston and New York City create early master plans for Columbia and USC.
Long-range Vision

Redevelopment of public and private properties within the South Main Capital District is expected to follow over several decades in the future.

The long-range vision is a conceptual illustration and provides general guidance on physical form, streets, and the public realm. The area plan does not address the timing of redevelopment or retention of any specific building or site. Such determination should be made by property owners on a project-by-project basis within the framework of applicable regulatory processes.
A vision for Main Street (Pendleton Street to Blossom Street)

Street plan design detail – Greene Street to College Street
A vision for Main Street (Pendleton Street to Blossom Street)
A vision for Main Street (Pendleton Street to Blossom Street)
Student Union Expansion Master Planning

Option A Concept Russell House Renderings
Student Union Expansion Master Planning

Option B Concept Rendering at Main Street
Future Intramural Recreation Fields 2022

Nature Park
- Disc Golf Course
- Ropes Course
- Team Building Area

Observation Tower

Retreat Center

Retreat Center

Waterside Overlook
With Fire Pit

Water Access Pier

Contemplation Garden
- Amphitheater
- Covered Stage
- Passive Lawn

Concept site plan and site photographs
The Bull Street Development district is approximately 2 miles east of the Columbia Campus accessed from either Bull or Harbison Streets.
The Bull Street Development district is within walking and biking distance of the Prisma Health Richland Hospital and the USC Medical Park with future pedestrian greenway and sidewalk enhancements.

The Developer for the Bull Street property is in the process of improving the overall Bull Street District through abatement and removal of old structures while new development is under construction.
View looking southward across the future Health Campus property. The Columbia skyline appears in the distance.
New Health Sciences Campus

University of South Carolina Health Science Campus
Future Home of USC Medical School & Research Center

20-Acre Public Park
Greenway Connection, Public Art, Dog Park & More

Merrill Gardens
Active Senior Housing
196 Active Senior Living Units

Future Commercial & Residential Development

Segra Park
8,500 Seat MLB Multi-Use

Concept Plan at east district of Bull Street Development
LeConte Comprehensive Maintenance Renovation 2020-2021

- Work starting May 2020, completion: July 2021
- Building will be vacated during 15-month renovation
- Complete mechanical and plumbing replacement
- Sprinkler installation
- Interior public areas to be renovated
- Exterior painting and repair
- Roof replacement
Barnwell College Exterior Maintenance Renovation 2019-2020

- Roof replacement
- Façade repair including:
  - Stucco patching
  - Repainting
  - Plaster trim reconstruction
  - Frieze repair
  - Replacement of damaged wood substrates
- Completion in early 2020
• Interior restoration and renovation
• Enhancement of archival storage
• Complete mechanical and electrical replacement
• Sprinkler system installation
• Work to begin in spring of 2020
Close-Hipp Renovations

Culinary Lab for HRSM

Numerous classroom renovations and life safety improvements throughout

Lab Space for Speech and Hearing (COMD)
Adaptive Reuse of the old Law Center to become a Classroom / Lab Building

- Chemistry Labs in use for spring 2020 semester
- Artificial Intelligence Lab Upfit for fifth floor west tower is under design
- East tower available for a future academic upfit focused on general classrooms
Adaptive Reuse of the old Law Center

Original one-story lobby and renovated three-story atrium
Adaptive Reuse of the old Law Center

Rendering of Level 2 Lab/Lobby area

Actual construction

Chemistry Labs and public spaces
Adaptive Reuse of the old Law Center

Chemistry Labs and student study areas
Questions and Comments
BUDGET MODEL UPDATE

Joe Sobierlaski
Assistant Vice President For Administrative Operations
UPDATES SINCE LAST PROVOST’S RETREAT

• Continued Stabilization -- No new changes to budget model methodology.

• FY18 Actuals, FY19 Actuals, and FY20 Actuals (as of October 31, 2019) have been distributed to all Academic Units.

• Additional meetings held with all Deans and their Business Managers.
  • All Deans/Business Managers have indicated understanding of model structure/mechanics.

• Governance meetings have been initiated.
  • Governance details presented to Faculty Senate on December 4, 2019.
  • Operational Support Teams (Model Development, Analysis/Reporting and Training Teams) started work.
  • Support Unit Allocation Committee met in November and December.
UPDATES SINCE LAST PROVOST’S RETREAT

• Presented information to the Board of Trustees
  • FY19 Actuals in both legacy and new format.
  • Discussed concerns Deans had with the model through the process and discussed treatments to minimize concerns.
    - Incentives
    - “Winners and Losers” Perspective
    - Gaming/Governance
  • Confirmed the desire to move forward with model in FY21.

• Preparations for implementation in FY21 have started.
  • Model Metrics for FY19 (sourced from OIRAA - used for FY21 budget development) have been distributed to college business managers for review.
  • Budget Office, Controller’s Office and Provost’s Office have started preparation for FY21 implementation.
## DEVELOPMENT & REPORTING NEXT STEPS

<table>
<thead>
<tr>
<th>Budget Development Activity:</th>
<th>Month / Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Unit Allocation Committee reviews budgets; Submits recommendations to Budget Update Group (BUG)</td>
<td>November - December</td>
</tr>
<tr>
<td>Budget Update Group (BUG) reviews/tentatively approves support unit budgets</td>
<td>December – January</td>
</tr>
<tr>
<td>Central Budget Office forecasts general revenues (e.g. tuition, appropriations) and expenses (e.g. benefits) for budget development guidelines</td>
<td>January</td>
</tr>
<tr>
<td>Academic units develop budgets based on latest analysis and central guidance</td>
<td>January</td>
</tr>
<tr>
<td>Conduct University budget hearings (i.e. blueprint meetings)</td>
<td>March</td>
</tr>
<tr>
<td>Academic Subvention and strategic initiative funding recommendations made and communicated</td>
<td>April</td>
</tr>
<tr>
<td>University budget updated and preliminarily drafted based on current tuition/appropriation projections and trends</td>
<td>April – May</td>
</tr>
<tr>
<td>Budget reviewed/adopted by Board of Trustees</td>
<td>May – June</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget Model Reporting Activity:</th>
<th>Month / Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY18 Actuals</td>
<td>Complete</td>
</tr>
<tr>
<td>FY19 Actuals</td>
<td>Complete</td>
</tr>
<tr>
<td>FY20 Actuals (As of 10/31)</td>
<td>Complete</td>
</tr>
<tr>
<td>FY20 Actuals (As of 2/29)</td>
<td>March/April</td>
</tr>
<tr>
<td>FY20 Actuals (As of 6/30)</td>
<td>August/September</td>
</tr>
</tbody>
</table>
SUMMARY

• Model methodology stabilized (revenue splits, allocation metrics, etc.)

• Concerns raised during process have been heard, shared with BOT and addressed as possible within model framework.

• Governance process has developed, vetted and initiated.

• Deans and College Business Staff have received reports in new format and have indicated comfort with the model calculations and source information.

• Moving forward with budget model in FY21.
THANK YOU!

Joe Sobieralski, CMA, CFM, CIA
Assistant Vice President for Administrative Operations
sobieral@mailbox.sc.edu
**GOVERNANCE STRUCTURE**

**Operational Support Teams**
- Model Development Team
  - Develop budget calendar and guidelines.
- Model Analysis/Reporting Team
  - Develop model reports for users at various levels and analyze model results.
- Policy Review/Development Team*
  - Identify policies impacted by new budget model and recommend modifications and/or development of new policies.
- Training Team
  - Respond to budget model training requests to enhance budget model understanding across various groups.

**Advisory Committees**
- Budget Model Governance Advisory Committee*
  - Charged with advising decision makers on policy/practice matters related to format, construction and general philosophy of the budget model.
- Support Unit Allocation Committee
  - Group charged with gathering information to provide recommendation to decision makers regarding support unit allocations.
- Courses & Curricula* Committee (Existing)
  - In addition to current roles, expands charge to consider proposals for new courses to avoid unnecessary course duplication or "gaming."
- Space Needs and Planning Committee (Existing)
  - In addition to current roles, expands role to ensure that timely and accurate space utilization data is available for users of the budget model.

**Executive Groups**
- Budget Update Group (BUG)
  - Group responsible for financial oversight and coordination and for deploying the strategic plan on behalf of the President and Board of Trustees.
- President
  - Ultimate decision maker related to institutional proposals to the Board of Trustees.
- Board of Trustees
  - Final decisions related to the budget.

* Faculty/Faculty Senate included in committee

---

Groups to meet as needed, at least twice per fiscal year.

Support Unit Allocation Committee meetings planned to begin in October and will meet as required throughout budget process. Other committees to meet as needed.

BUG meets monthly. President and Board Briefings take place regularly throughout the year.
ADVOCACY

The 2020 Legislative Session
Craig Parks and Derrick Meggie
Office of Government and Community Relations

Provost’s Retreat
January 10, 2020

UNIVERSITY OF South Carolina
UofSC – OFFICE OF GOVERNMENT AND COMMUNITY RELATIONS*

A Team Approach:

• Craig Parks and Derrick Meggie – State
• Billy Boan/McGuire Woods – State (Contract)
• Rebecca Best – Local (Contract)
• Steve Beckham – Federal
"I think this is probably predictable given the state of the economy right now," Palmer continued. "In order for states to increase funding for higher education, two things need to happen. First, the states have to have the fiscal capacity to increase funding. And then of course, second, there has to be a political will to increase funding. I think that after several years of tuition increases, there is growing political pressure for states to perhaps increase funding and to counter the trend toward increased tuition."
State General Fund Operating Appropriations to Public Colleges as a Share of Total State General Fund Appropriations to All Government

Sources: CHE, EBO, and State Appropriation

US Recession - 8 mos.
US Recession - 8 mos.
US Recession - 18 mos.

16.8%
7.6%
7.2%

Cause for Optimism!
A Chance to say “Thanks”!
Students the Real Winners!
**Cause and Effect?**

2018 Comparison of In-State Tuition and State Support

<table>
<thead>
<tr>
<th>STATE</th>
<th>TUITION</th>
<th>STATE</th>
<th>STATE FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Carolina</td>
<td>$11,610</td>
<td>North Carolina</td>
<td>$10,595</td>
</tr>
<tr>
<td>North Carolina</td>
<td>$6,897</td>
<td>Georgia</td>
<td>$6,832</td>
</tr>
<tr>
<td>Georgia</td>
<td>$5,939</td>
<td>South Carolina</td>
<td>$3,542</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Carolina</td>
<td>$17,492</td>
</tr>
<tr>
<td>South Carolina</td>
<td>$15,152</td>
</tr>
<tr>
<td>Georgia</td>
<td>$12,771</td>
</tr>
</tbody>
</table>

Of the 16 states that comprise the “Southeast Region” of the United States, South Carolina has the **2nd highest** median tuition at public 4-year colleges (behind only Virginia) and the **lowest per student (FTE) state funding** for education and general college operations at 4-year institutions.

Source: SREB Fact Book 2019
**THE YEAR OF EDUCATION!?**

*Education – What do YOU think of?*

**K-12?**

<table>
<thead>
<tr>
<th>Bill</th>
<th>Description</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. 419</td>
<td>“The SC Career Opportunity and Access for All Act”</td>
<td>Senate Committee</td>
</tr>
<tr>
<td>H. 3759</td>
<td>“The SC Career Opportunity and Access for All Act”</td>
<td>Senate Committee</td>
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</table>

**Higher Education?**

<table>
<thead>
<tr>
<th>Bill</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. 298</td>
<td>“The Higher Education Opportunity Act”</td>
<td>Senate Floor</td>
</tr>
<tr>
<td>S. 283</td>
<td>“The Higher Education Enterprise Act”</td>
<td>Senate Floor</td>
</tr>
<tr>
<td>H. 4453</td>
<td>“The Higher Education Efficiency Act”</td>
<td>House Committee</td>
</tr>
</tbody>
</table>

**HOW ABOUT BOTH? EDUCATION AS A “SPECTRUM”: K-16+**

South Carolina
“YEAR 1 OF EDUCATION” AND...

...Higher Ed was at the table / in the mix!

S. 298 - “Higher Education Opportunity Act”

• Summer 2017: Conceived
• May 2018: Born / Died (Sheheen, Peeler, Setzler)
• Fall 2018: Reborn (8 Sponsors)
• Today: Alive and Well (26 Senate Sponsors and House Companion H. 4576)*

*Passed Sub and Full Committees – Currently on Senate Floor
*THANK YOU and USC Advocacy / Alum / BOV / BOG
*Interim Work / After Labor Day – Student Groups, Local Chambers and Civic Clubs

*CHE WORKING GROUP

TENETS REMAIN INTACT: Base Funding (Operating) / Capital Dollars / Need Based Dollars / Regulatory Relief / Tuition Mitigation

Perfect vs. Good – Are they Enemies?
THE YEAR OF EDUCATION HAS BECOME
“YEAR 1 OF EDUCATION”

IT IS VERY HARD TO PASS A NEW LAW,
AND THAT IS BY DESIGN

- Most bills that are filed do not pass. During the 2015-16 Legislative Session, there were filed 959 Senate Bills filed and 1578 House Bills filed. During that two year session, 306 acts became law. That is a success rate of 12.06%.

- Of those bills that became law, many were resolutions of congratulations.

- In reality, one legislative year can accommodate and process only several larger consequential bills each year. The budget is one of those bills and must pass for governmental operations to continue.
**LEST WE FORGET...IT’S THE BUDGET THAT PASSES EACH YEAR**

**FY2021 STATE BUDGET REQUEST**

<table>
<thead>
<tr>
<th>Request</th>
<th>Recurring</th>
<th>Capital/Non-Recurring</th>
</tr>
</thead>
<tbody>
<tr>
<td>USC Columbia</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Access and Affordability for In-State Students</strong></td>
<td>9,358,187</td>
<td></td>
</tr>
<tr>
<td>Tuition Mitigation Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Medicine: Rural Health Initiative</td>
<td>2,000,000</td>
<td></td>
</tr>
<tr>
<td>School of Law: School of Law Library</td>
<td>826,000</td>
<td></td>
</tr>
<tr>
<td>Palmetto College - Columbia</td>
<td>2,000,000</td>
<td></td>
</tr>
<tr>
<td>School of Medicine Relocation</td>
<td></td>
<td>35,000,000</td>
</tr>
<tr>
<td>Deferred Maintenance: Critical Care and Repair Match (1:1)</td>
<td>14,000,000</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL – USC Columbia**  
14,184,187 49,000,000

*Not Shown: Need Based Push with CHE (Next Slide)*
SC’S SCHOLARSHIP AND GRANT “PORTFOLIO” ...... COMPELLING?

State Appropriations for Merit Based vs. Need Based Financial Aid
FY19-20
General Fund and Lottery Combined

FROM CHE’S FY20 BUDGET REQUEST NARRATIVE

The results were staggering. According to data supplied by the institutions, the 33 public colleges and universities had a combined unmet need of $59.8 million and the independent institutions had an unmet need of $5.9 million in FY 2018-19.

This $32 million request...will not meet this great need for students. However, it will provide additional relief and increase the need-based grants funding by 25% over what is already appropriated.
REMEMBER... “IN REALITY, ONE LEGISLATIVE YEAR CAN ACCOMMODATE AND PROCESS ONLY SEVERAL LARGER CONSEQUENTIAL BILLS EACH YEAR”...AND YET

2nd year of this 2-yr session

2776 bills have been introduced (That’s 239 more bills than in the last complete 2-year session)

Annually, we track/monitor approximately 150+ bills that fall in the area we call “All matters that impact Higher Education”

Even though we engage legislation of interest as practically possible, with as little as a few days’ notice, down a 24-hour notice, any of these bills could require:

- Developing the strategy
- A fiscal impact statement
- Communication with Legislator’s, their staffs, our counterparts with other institutions and internal conversations, and the parties that initiated the bill.
- Hearings with testimony
- Working on amendments

All while keeping all parties informed
## EXAMPLES – OUR LEGISLATIVE SCOPE

<table>
<thead>
<tr>
<th>Education</th>
<th>State Agency</th>
<th>Student Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships &amp; Financial Aid</td>
<td>Retirement Issues</td>
<td>S.G. voting BOT</td>
</tr>
<tr>
<td>Dreamer’s Act (DACA)</td>
<td>Insurance Issues</td>
<td>Military Priority Registration</td>
</tr>
<tr>
<td>Tax Credits – Preceptor &amp; Tuition</td>
<td>Freedom of Information Act</td>
<td></td>
</tr>
<tr>
<td>Professional &amp; Occupational Practice Acts</td>
<td>Human Resources</td>
<td>Law Enforcement &amp; Public Safety</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>Procurement</td>
<td></td>
</tr>
<tr>
<td>Student Athlete Compensation</td>
<td></td>
<td>Research</td>
</tr>
<tr>
<td>Freedom of Speech</td>
<td></td>
<td>Medical Marijuana</td>
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<tr>
<td>Constitutional Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veteran to BSN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Specific Bills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulatory Relief</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Carolina Day Countdown

- We are counting down the days till Carolina Day 2020 by spotlighting the 78 state legislators who are also UofSC alumni.

- This countdown is designed to engage state legislators by showing the impact UofSC has on the communities in which they represent.

Please follow on Twitter @UofSCImpact
THANKS!

Craig Parks  
meggie@mailbox.sc.edu

Derrick Meggie  
meggie@mailbox.sc.edu
QUALITY ENHANCEMENT PLAN

Dr. Sandra Kelly
Vice Provost
Dean of Undergraduate Studies

UNIVERSITY OF South Carolina
SACSCOC REVIEW PROCESS

• Leadership Orientation by SACSCOC Staff (December 2018)
• Compliance Certification Report (September 2020)
• Off-Site Committee Review and Report (November 2020)
• Quality Enhancement Plan (4 to 6 weeks prior to on-site)
• Institutional Focused Report (optional)
• On-Site Committee Visit and Report (March 2021)
• Institutional Response Report and revised QEP
• Review and Action by the SACSCOC Board of Trustees (Dec. 2021)
SACSCOC STANDARD 7.2
QUALITY ENHANCEMENT PLAN

A. The university has identified a topic through its ongoing, comprehensive planning and evaluation processes.
B. The QEP has broad-based support of institutional constituencies.
C. The QEP focuses on improving specific student learning outcomes and/or student success.
D. The university has committed resources to initiate, implement and complete the QEP.
E. There is a plan to assess achievement in the proposed QEP.
FIRST QEP

• The first QEP plan was developed over a two-year period and called USC Connect.

• The QEP included both UofSC Columbia and Palmetto College campuses (which will be necessary for the new QEP as well).

• SACSCOC approved the QEP in December 2011 and the office of USC Connect was established.
  • The QEP was a comprehensive plan to enhance education by building a culture of integrative learning within and beyond the classroom and making connections between theory and practice to ultimately synthesize and apply learning to new complex situations.
USC CONNECT QEP

• USC Connect office oversees the major components:
  • Students
    • Engagement in purposeful beyond the classroom experiences
    • Graduation with Leadership Distinction
  • Faculty and Staff professional development
  • Technology to promote assessment and ePortfolios
  • Assessment of the QEP
OUTCOMES OF USC CONNECT

• Graduation with Leadership Distinction in six different pathways: Community Service, Diversity & Social Advocacy, Global Learning, Professional & Civic Engagement, Research
  • All pathways include a core experience, 3 enhancement experiences, related coursework (6 hours), presentation and culminate with an ePortfolio where students must demonstrate integrative learning across their activities inside and outside the classroom.
• Distinction is an honor and shown on the transcript and the diploma and students earning GLD receive a cord to wear at graduation. UofSC remains unique in that regard.
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Focus</th>
<th>Mean Scores (4 pt. scale, 3=meets expectations)</th>
<th>Overall Mean unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Articulate beyond-the-classroom learning</td>
<td>Key Insights</td>
<td>3.45</td>
</tr>
<tr>
<td>2</td>
<td>Describe how beyond-the-classroom learning relates to concepts or theories</td>
<td>Key Insights</td>
<td>3.30</td>
</tr>
<tr>
<td>3</td>
<td>Make complex connections</td>
<td>Analysis/Key Insights</td>
<td>3.37</td>
</tr>
<tr>
<td>4</td>
<td>Make recommendations based on learning</td>
<td>Leadership</td>
<td>3.17</td>
</tr>
</tbody>
</table>
OUTCOMES OF USC CONNECT

- USC Connect as a QEP has been a success.
  - Award Winning:
    - 2014 AGLS Exemplary Program Award
    - 2016 Go Abroad Innovation Award
    - 2016 NASPA Excellence Award
  - Numerous invited articles about USC Connect and the ePortfolio
  - Five-year Report to SACSCOC in 2017 was accepted without revisions or reservations
DIRECTION OF THE NEW QEP

• SACSCOC allows universities to either start something entirely new for the QEP or extend and deepen the former QEP such that it is distinct but related.

• QEP Executive sponsors are Sandra J. Kelly (Vice Provost) and Dennis Pruitt (Vice President for Student Affairs and Vice Provost)

• Director of QEP: Amber Fallucca, Associate Director of USC Connect

• Preliminary discussions have led to the broad idea of an extension and deepening of the previous USC Connect focus on integrative learning. Thus, the USC Connect Council (of faculty and staff) is serving in the capacity of the QEP Development Committee going forward.
# CURRENT QEP TIMELINE

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach/Feedback across University</td>
<td>Spring 2019 through Fall 2020</td>
</tr>
<tr>
<td>QEP Subcommittees</td>
<td>2019-2020</td>
</tr>
<tr>
<td>QEP Communications Plan</td>
<td>2020-2021</td>
</tr>
<tr>
<td>QEP Proposal due to SACSCOC</td>
<td>End of 2020/Early 2021</td>
</tr>
<tr>
<td>On-Site Peer Review/QEP Focus</td>
<td>March 22-25, 2021</td>
</tr>
</tbody>
</table>
As part of the new QEP, a re-naming of USC Connect to:

Center for Integrative and Experiential Learning (CIEL)

Purpose of re-naming:

• To highlight the new direction to SACSCOC
• To make the function of the office clear to all!

Lara Ducate (Executive Director) and the CIEL team will host an open house to celebrate the new name on January 17, 2020 from 3 – 5, Legare, 3rd Floor
QEP STAGE OF GATHERING INPUT

• Prior to Fall 2019: 12 Presentations on a combination of Experiential Learning and/or the QEP to various groups including an open forum and twice to Faculty Senate

• Fall 2019
  • Open Forum in Russell House (Sept. 25, 2019)
  • Six student focus groups including OSP, Honors, Green Quad, Preston, Orientation Leaders, USC Connect Student Advisory Group
  • College of Arts and Sciences Chairs/Directors
  • Council of Academic Deans
  • Assistant and Associate Deans Council
QEP PLANS FOR SPRING

• Plans for Spring 2020:
  • Another Open Forum (Date TBD)
  • Dean of Students Student Advisory Council and other student groups
  • Student Government
  • Faculty Senate (February)
  • And any other group who would like to have input (Contact Amber Fallucca at fallucca@mailbox.sc.edu)
FIVE QEP PROPOSAL SUB-COMMITTEES INVOLVING OVER 30 FACULTY AND STAFF PARTICIPANTS

1. **Engagements**: Identify current and emerging experiences (credit and non-credit), identify barrier to participation for different student populations, identify risks

2. **Technology and Assessment**: Recommend assessments of student experience, identify systems to assess student work, coordinate across existing systems

3. **Marketing**: create a plan for messaging for various audiences (faculty, staff, students, external entities)

4. **Professional Development**: Identify current levels of faculty and staff knowledge, skills and dispositions towards integrative learning, create a plan for professional development

5. **Pilot Project**: Develop a pilot project to demonstrate proof of concept for new QEP, document processes and lessons learned for QEP
Ideas for the new QEP

**Extending**
- Extending integrative and experiential learning initiatives to graduate students

**Enhancing**
- Enhancing participation in integrative learning to students in groups that are showing achievement gaps in graduation rates (including low income students, males, transfer students and under-represented minorities)

**Developing**
- Developing a sequence of different types of integrative learning across all four years of undergraduate education

**Requiring**
- Requiring experiential learning of all undergraduate students
Ideas for the new QEP

**Requiring**
- Requiring a capstone course that includes integrative learning for all majors

**Extending**
- Extending experiential learning to large enrollment and on-line courses

**Developing**
- Developing and teaching interdisciplinary courses and overcoming institutional barriers to this type of course

**Enhancing**
- Developing and teaching a preparation course and a reflection course to enhance the impact of experiential learning across disciplines
WHAT HAS BEEN LEARNED SO FAR?

• From the students:
  • Experiential and integrative learning resonates with the students
  • Discussion of barriers to engagement including financial limitations, too much information about opportunities, some dysfunction in university processes
  • No particular preference for what type of extension for the QEP
WHAT HAS BEEN LEARNED SO FAR?

• From the Faculty, Staff and Administrators
  • Concerns about capacity and support for all constituents
  • How to weave QEP efforts such that it does not feel like an “add-on”
  • Preferences vary with respect to direction
    • There is not much support for requiring a capstone course that includes integrative learning for all majors, developing and implementing experiential learning in large enrollment and on-line courses, and developing and teaching a preparation and a reflection course for experiential learning.
CONTINUED DISCUSSION

• Meetings going on this spring will help with honing the general approach.

• The general budget for the QEP is under review at this time.

• Writing of the QEP has already begun with respect to background and history and will continue over the summer.

• The QEP proposal will be reviewed by both internal and external consultants before submission in January 2021.
SACSCOC STANDARD 7.2
QUALITY ENHANCEMENT PLAN

A. The university has identified a topic through its ongoing, comprehensive planning and evaluation processes.
B. The QEP has broad-based support of institutional constituencies.
C. The QEP focuses on improving specific student learning outcomes and/or student success.
D. The university has committed resources to initiate, implement and complete the QEP.
E. There is a plan to assess achievement in the proposed QEP.
DISCUSSION, QUESTIONS, OR COMMENTS
THANKS!

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OBJECTIVES

• Increase the number of recorded current community engagement initiatives and service-learning courses.

• Increase the number of new community engagement initiatives and service-learning courses.

• Provide resources to assist in the development of community engaged research and partnerships.

• Assist with assessment initiative for community engagement projects and service-learning courses.
STRATEGIES

• Collaborate with University and community stakeholders

• Review and implement best-practices
TACTICS

• Organize focus groups to determine current community engagement initiatives and service-learning courses and to determine ways to facilitate new initiatives

• Work with University units to assess community engagement initiatives and service-learning courses in order to provide data on impact

• More effectively communicate community engagement and service-learning activity across the enterprise (CEDAR)
THANKS!

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