WELCOME TO THE FALL 2023 PROVOST'S RETREAT

UNIVERSITY OF South Carolina

STATE OF ACADEMIC AFFAIRS

Accomplishments for the 2022-23 Academic Year

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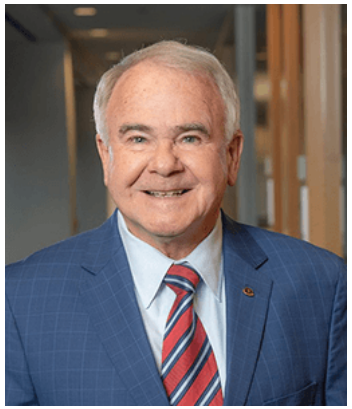
NEW COLLEGE AND SCHOOL LEADERSHIP

David Banush,
Libraries

Teri Browne,
Social Work



Gerald Harmon,
School of Medicine
Columbia (interim)

Tommy Hodges,
Education

Michael Sagas,
HRSM

Ann Vail,
Graduate School

Rohit Verma,
DMSB

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OFFICE OF THE PROVOST

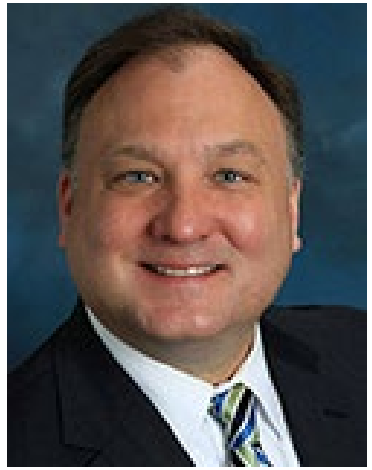
Mary Alexander, vice provost for academic administration and chief of staff

Lara Lomicka Anderson, interim vice provost for undergraduate studies

David Cárdenas, interim vice provost and associate vice president for global affairs

Mary Anne Fitzpatrick, interim vice provost for faculty affairs

Shannon Means, vice provost for strategy and innovation



Scott Verzyl, vice president for enrollment management and dean of undergraduate admissions

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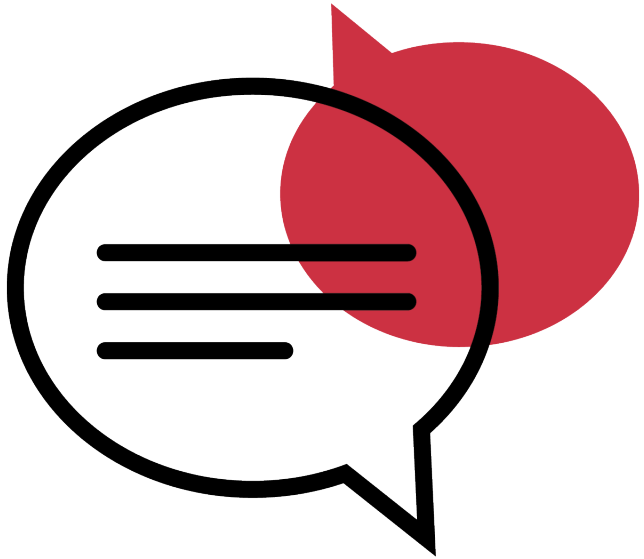

WE CAME,
WE SPOKE,
WE LISTENED.

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A FEW ACROSS THE BOARD SUCCESSES

- Faculty salaries (set minimum salaries consistent with Columbia marketplace)
- Increased graduate student pay to $14/hr and continued to subsidize graduate student health insurance
- Facilities upgrades (hot water, new theater seating, etc)
- Classroom utilization analysis and upgrades and space planning for expansion of labs / classrooms
- Worked with deans and Title IX office tor resolve cases

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IMPLEMENTED IMAGINE CAROLINA AND CREATED A TASK FORCE TO ADDRESS CONCERNS

- Lumi Bakos
- Brian Chen
- Allison Marsh
- Shelley Dempsey
- Christy Friend
- Rachel Onello
- Charles Pierce
- Jay Potts
- Cheri Shapiro

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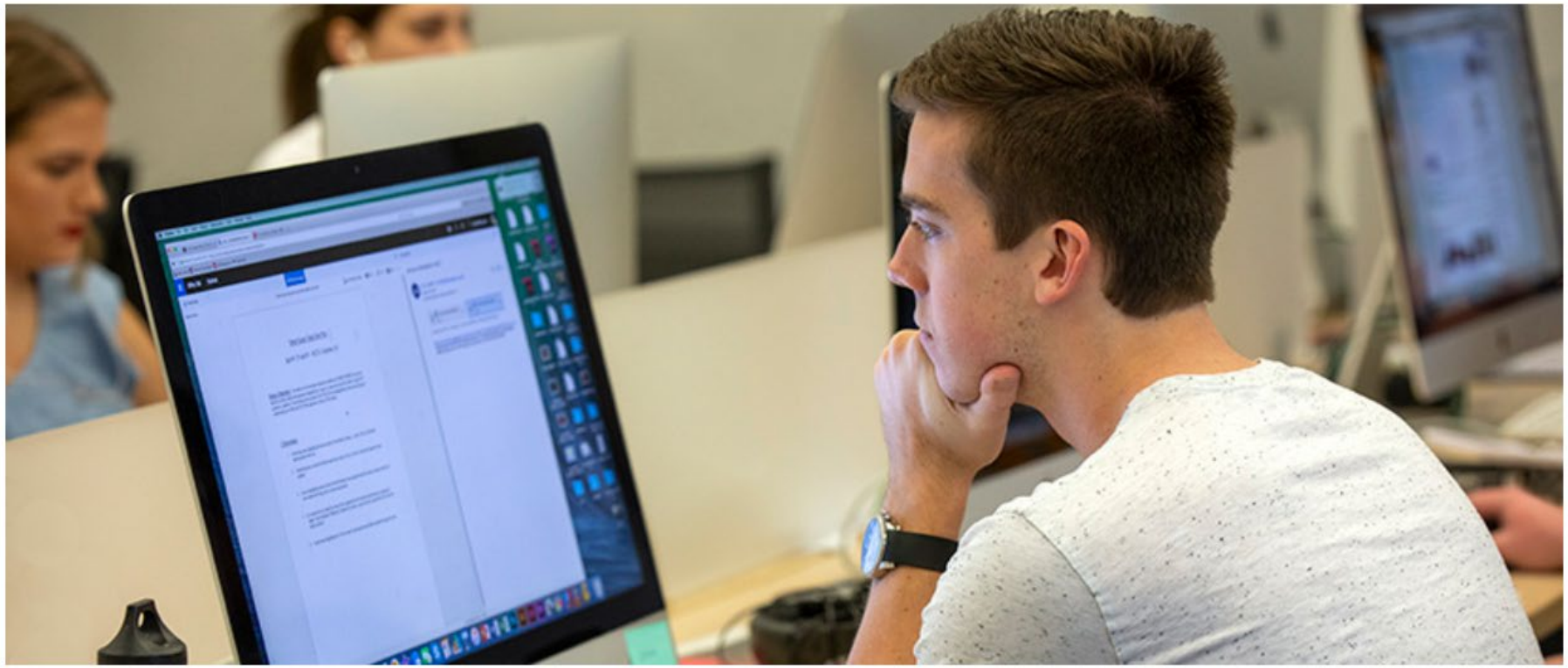
Started the transition to 4-year advising model

University Advising Center (UAC) is a national best practice of advising reform. (December 2022)

UAC recognized as award-winning advising center for 5 consecutive years by NACADA

We are scaling the UAC model campus-wide to a 4-year model.

CREATED FIRST INTERDISCIPLINARY UNDERGRADUATE CERTIFICATE



Digital Studies Certificate

Our Digital Studies Certificate program gives you the opportunity to gain in-demand digital skills that will expand your knowledge and better prepare you for your chosen career field.

OF Carolina

CREATED THE GRADUATION AND RETENTION NETWORK

- Primary Aim: identify and remove the barriers that prevent on-time degree completion
- Composition: representatives from campus that have hands-on work with our students, provide input for strategies that can improve retention and graduation rates. (chaired by Shelley Dempsey)

Goals

- Develop systemic, sustainable strategies and practices that will increase student persistence toward retention and degree completion
- Pay attention to the barriers that restrict the persistence of our most at-risk learners, those who have been identified as most susceptible to achievement gaps

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BEGAN REVIEW OF THE CAROLINA CORE

- What is required by SACSOC for the core curriculum?
  - a minimum of 30 semester hours to ensure breadth of knowledge.
- These credit hours include at least one course from each of the following areas:
  - humanities/fine arts
  - social/behavioral sciences
  - natural science/mathematics
- <u>Faculty Senate review in the 2022-23 academic year</u>
  - Report expected June 2023 from two workgroups
    - Current landscape nationally
    - Challenges with Carolina Core

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NEW FOCUS ON FACULTY DEVELOPMENT

Jenkins named new associate provost for faculty development

Posted on: July 24, 2023; Updated on: July 24, 2023

By Dana Woodward, **ddhaesel@mailbox.sc.edu**

Toby Jenkins, professor in the College of Education, will be joining the Office of the Provost as the new associate provost for faculty development. A nationally recognized leader in the field, Jenkins will begin on August 16.

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NEW FACULTY OMBUDS AND CIVILITY ADVOCATE

FACULTY OMBUDS

Robin DiPietro

To reach the Faculty Ombuds, please call 803-777-2600.

Faculty Civility Advocate

Donna Schmitt

To reach the Faculty Civility Advocate, please call 803-777-3058

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PLANS FOR THE 2023-24 ACADEMIC YEAR

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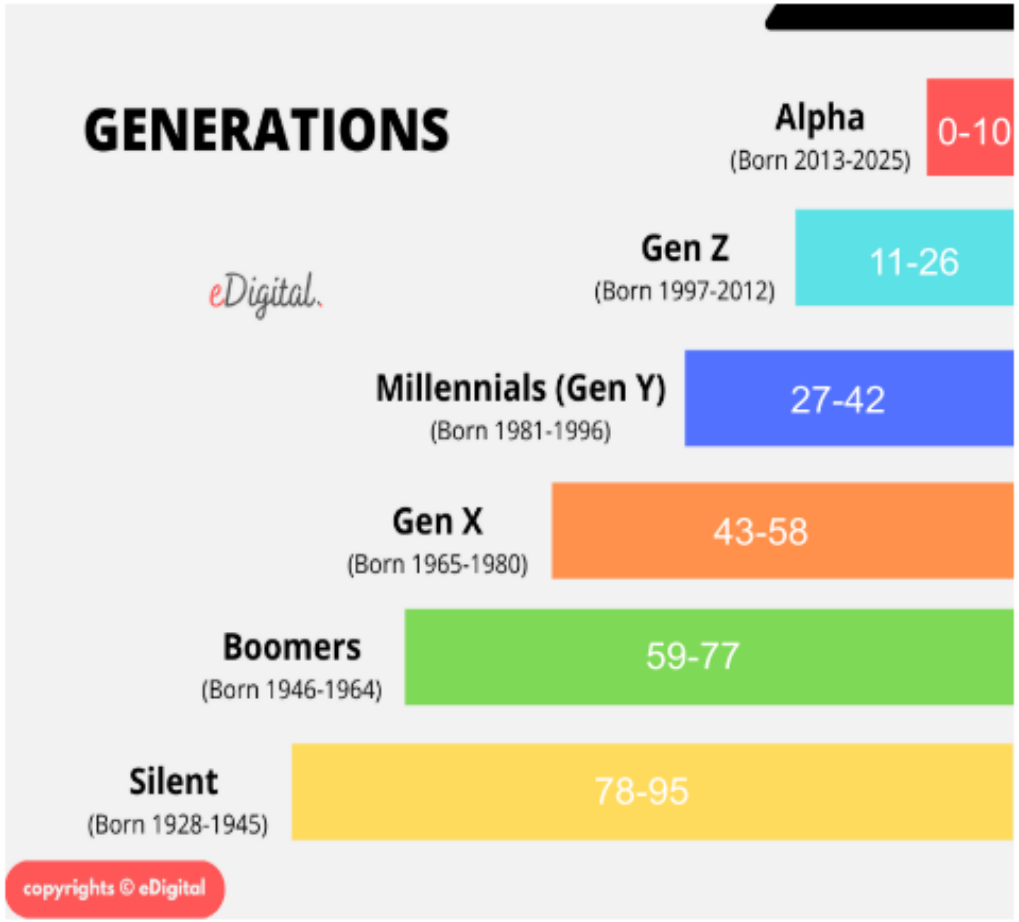
WHO ARE THEY?

Next 6 slides courtesy of Emmie Thompson (student body President) and Rex Tolliver (VP, student affairs)



- **Born:** mid-1990s to early-2010s
- **Size of population:** Slightly smaller than Millennials; Approximately 67 million in the US (20% of population); Approximately 6.8 million in Canada (18% of population)
- **Core traits:** Fiscally pragmatic; skeptical of authority/institutions; optimistic about their abilities; socially progressive; safety-obsessed
- **Generation-defining events:** The Great Recession; Introduction of the smart phone; Supreme Court ruling on marriage equality; Black Lives Matter; #MeToo; mass shootings

"About Gen Z"—EAB, 2020

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GEN Z RAISED IN A DIGITAL WORLD FOCUSED ON THE END-USER

- Easy access to information, entertainment, resources
- Emphasis on speed, accuracy, and simplicity
- Integrated and converged components
- Ensconced in social media
- Dependent on the smartphone

"Serving Gen Z: Are We Equipped?' Scott Bass, CHEMA 2023

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GEN Z AND HIGHER EDUCATION

- Concerned about value and relevance of degree.
- Getting a job is the main reason they attend college.
- Blended learning…mix of in person, digital, online.
- Experiential learning integrated with lectures.
- Easily accessible services are more important than amenities.
- YouTube, Instagram, TikTok, and Snapchat over Facebook and Twitter.

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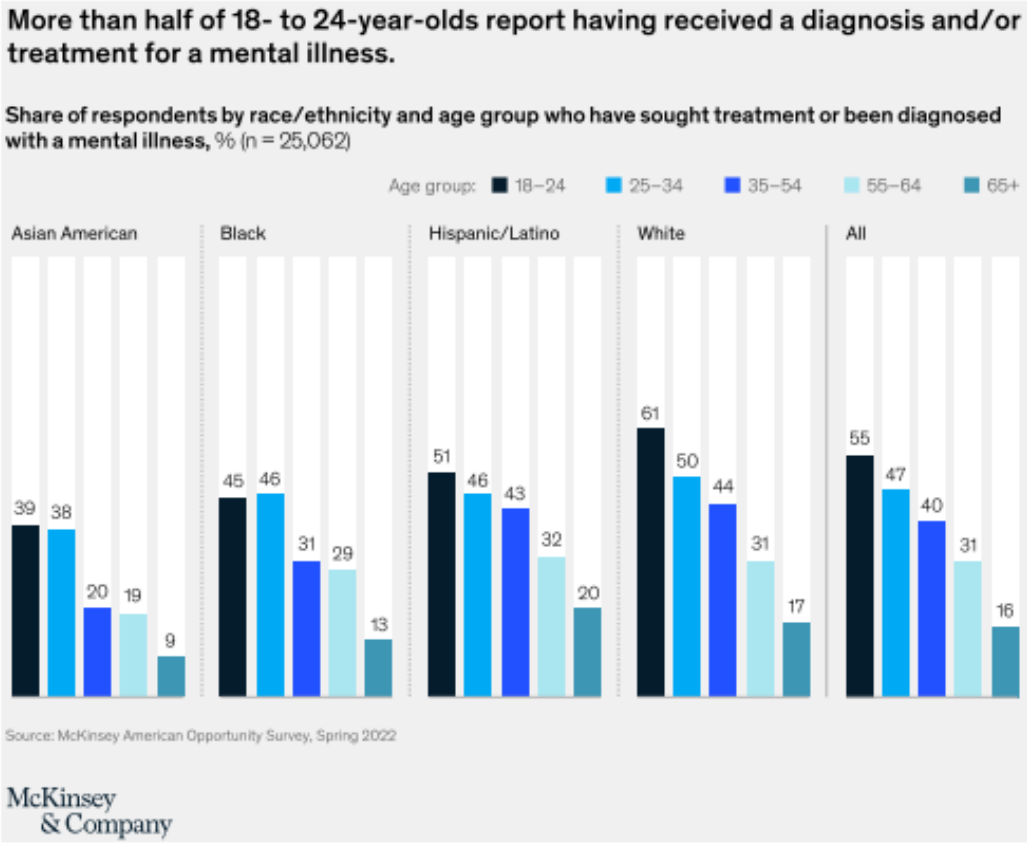
GEN Z AND MENTAL HEALTH



- Contributors
  - Pandemic (loss of life, isolation, disruption, loneliness, etc.)
  - Racial reckoning and backlash
  - Climate impact
  - Mass shootings
  - Increased political polarization

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GEN Z BEHAVIORS

- Students demand meaningful access to decision-makers.
- Students expect more information and input on institutional decisions. They expect multiple modalities for providing their input and detailed explanations when things don't go their way.
- Students and their families escalate their issue to top leadership before the frontline staff have the chance to address their concern or because they are unhappy with the result.
- Students increasingly call out inconsistencies in institutional values and practices.
- Students seek out unfiltered information, like social media, to learn about the student experience.

"Gen Z's demand for radical transparency and authenticity impacts higher ed leaders"—Lindsay Kubaryk, EAB

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WHAT DOES THIS MEAN TO STUDENTS: A STUDENT'S PERSPECTIVE

- Quality over quantity of student services
  - Simplified resources with user-friendly points of access, consolidated social media & communications, human assistance
- Sense of belonging, connection & impact
  - Spaces for community, feeling like they are a part of something bigger that matters
- Cohesive Education
  - Holistic advising, less discrepancies between colleges, relevant class requirements
- Efficiency
  - Food, parking, class registration, and less "red tape"

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GOALS FOR 2023-24 ACADEMIC YEAR

NEARLY COMPLETE IMPLEMENTATION OF THE UAC FOUR-YEAR ADVISING MODEL

- ***The Transition***: The current decentralized "hand-off" UAC advising model will transition to a standardized University Advising Center model over the next two years. President allocated $1.8 million to hire new advisors to be housed in colleges.

- ***The Model***: All undergraduate students will be assigned a professional academic advisor in accordance with their declared major. The Academic Advisor will be assigned to the student for **four years.**
  - Assumes student does not change majors. If student changes majors, he/she meets with an Exploratory Advisor.
  - UAC Academic Advisors have ~300 student caseload, are trained and certified, use technology, and are held to certain standards of excellence.

- ***The Result***: Four-Year Academic Advising provides on-going student support, improved advisor/advisee relationships, increased student satisfaction, enhanced advisor expertise over a four-year curriculum, and proven improved undergraduate retention and graduation rates.

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ADVANCE EXCELLENCE IN UNDERGRADUATE AND GRADUATE EDUCATION

- Continue evaluation of the Core Curriculum in partnership between Faculty Senate, Colleges, and Administration
- Continue expansion of resources thru GARNET to move 1st to 2nd year retention to > 90% (5-year goal 94%) and 4-year graduation rate to ~70% (5-year goal 75%)
  - Increase resources for 1st gen students
  - Increase affordability for Freshman class of 2024-25

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REDUCE CURRICULAR COMPLEXITY

Curriculum Analytics assesses **structural complexity** of an academic program or degree (not instructional complexity).

Identifies courses in a curriculum that may **delay a student** due to preventing them from moving on in a sequence of courses that leads to graduation.

- *"The **simplest curriculum** (in terms of complexity) that allows students to attain a program's learning outcomes **yields the best student success outcomes** and therefore the **highest quality program**."*

Current USC Programs:

- ~1/3 of USC UG programs require>120 hrs
  - a range of credit hour requirements caused by hidden pre-requisites
  - hidden major/degree requirements.
- Excessive program changes every year.

Reference: Is Your Degree Program Too Complicated? (chronicle.com)

Reference: Does curricular complexity imply program quality? — University of Arizona

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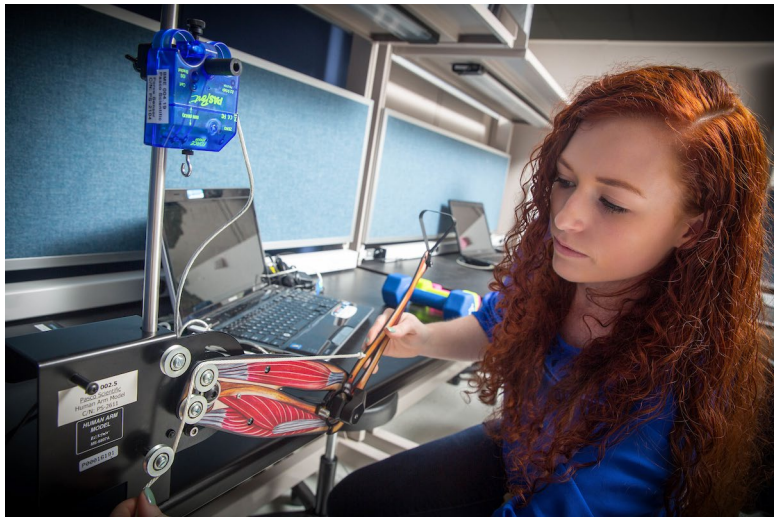
IDEAS TO REDUCE CURRICULAR COMPLEXITY

- Simplify general education and major requirements
- Stagger two-year bulletin freeze
  - Why? 107 changes over 93 programs alone in Fall 2022
- Eliminate hidden degree requirements
- Use *Curricular Analytics* to identify and address curricular problems.
- Reduce course restrictions and limited seat availability in required courses
- Hire external consultant to work with faculty and offer best practices on curricular design (ideally through UERU).

https://ueru.org/curricular-analytics

IMPROVE SUCCESS IN BOTTLENECK COURSES (DFW)



- Courses with high DFW rates are typically in the sciences, math and computing.
- High DFW rates have a differentially negative impact on students from:
  - first generation students
  - low-income backgrounds
  - underrepresented groups.

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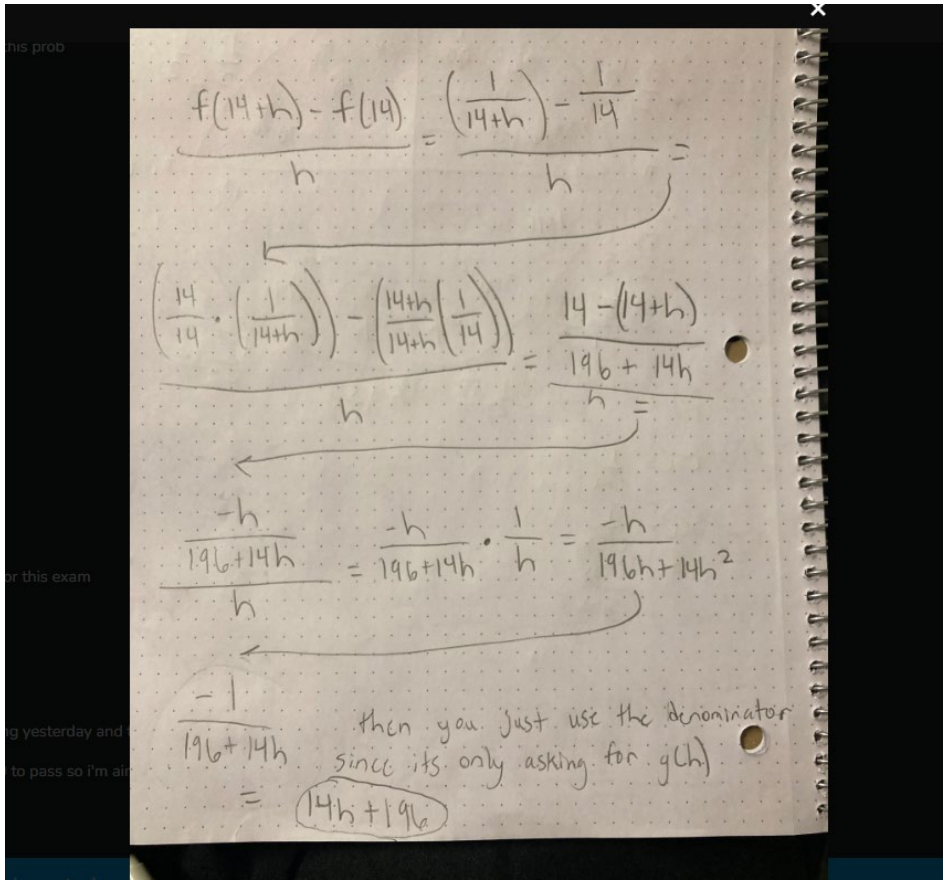
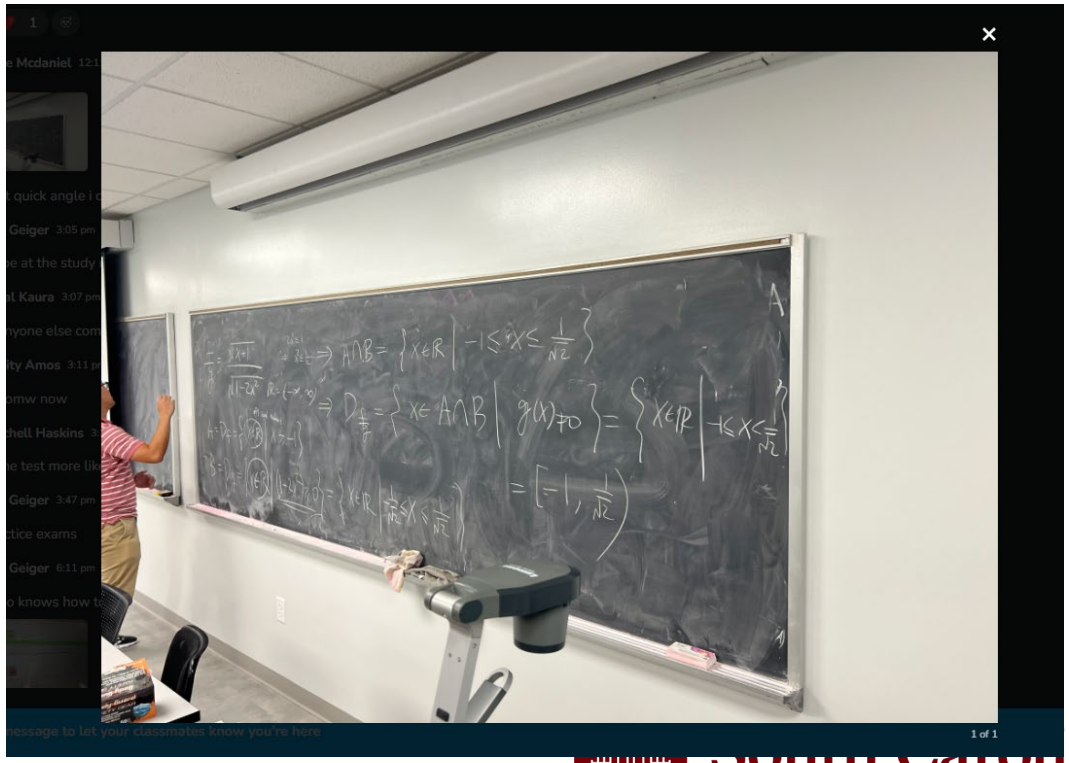
CIRCLEIN UPTAKE AT USC



Implementing “CircleIn” program in Calculus and Accounting (~10,000 students)

- After < 1 week of classes, we have 62% engagement with the app.



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EXPLORING NEW PLATFORMS TO IMPROVE TEACHING EVALUATIONS

- Overall response rates to evaluations < 25%
- Partnering with the senate InDev Committee to identify pros and cons of vendors so that the campus can use one platform
- Ideal platform would integrate within our LMS

EVALUATE AND IMPROVE OUR ONLINE COURSE OFFERINGS

- > 15,000 undergraduates took at least one online course in Spring, 2023
- Senate IT committee survey revealed at least 6 different LMS used for online course
  - Will move to one LMS starting Fall, 2024 (Blackboard UCV); working with senate IT and InDev committees
  - Plan in place to work with colleges / faculty to transition courses
- Evaluate courses to determine alignment with Quality Matters metrics
  - Will be searching for an Associate Provost or Director to lead this area

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NEW CERTIFICATE PROGRAMS

Critical Skills to Enhance

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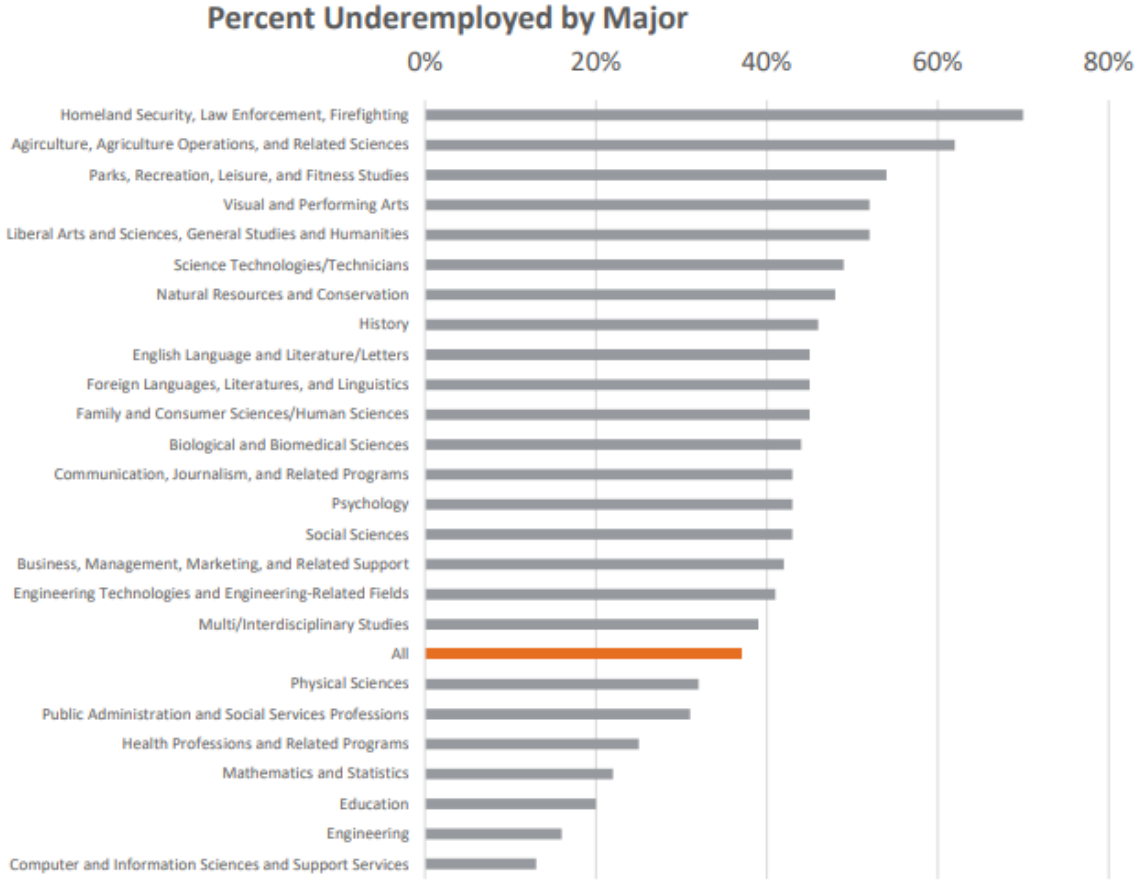
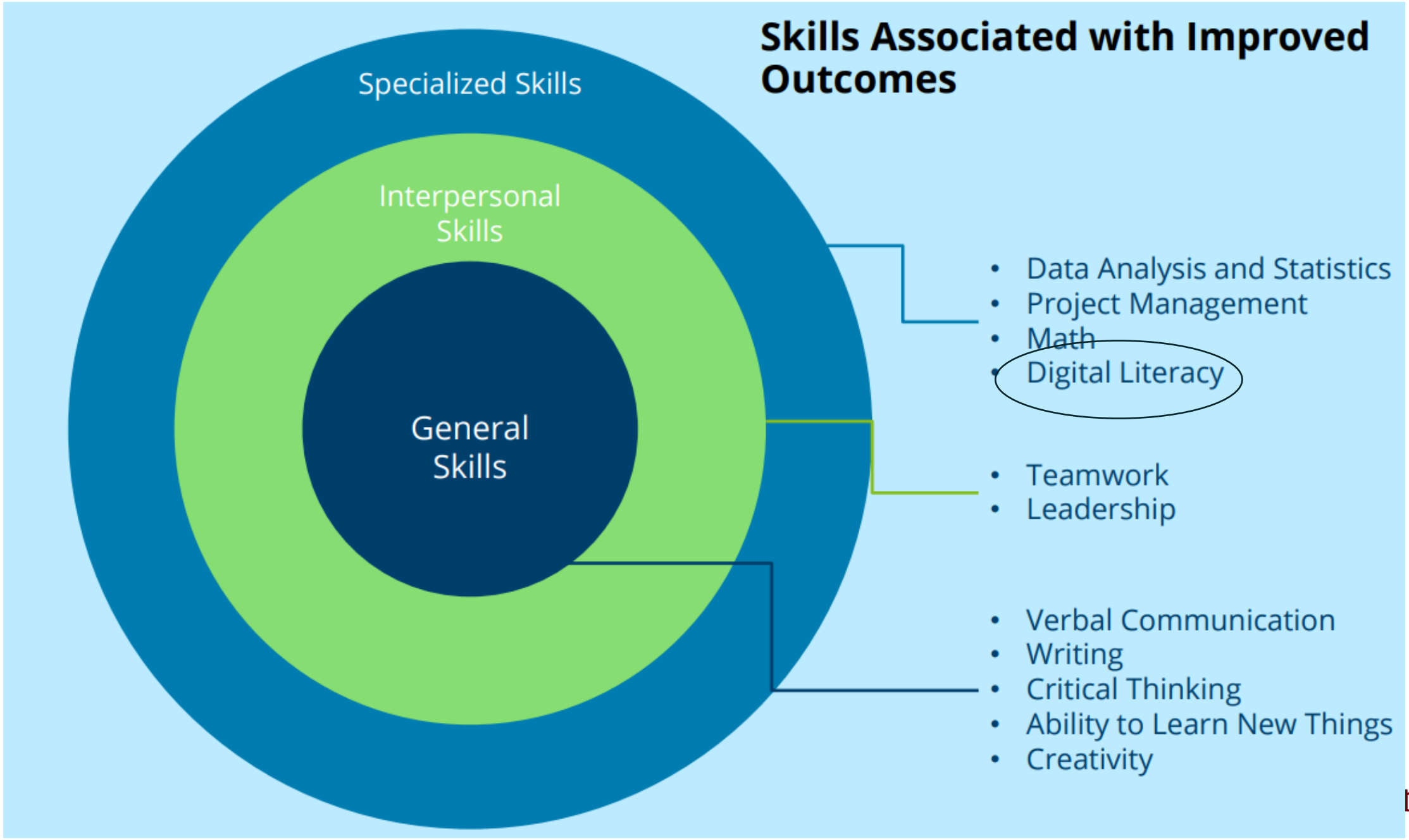
What you study matters: disparities in academic fields enrollment

Ddisparities in enrollment in academic fields with poor career prospects is widening



Source: Burning Glass


Skills Associated with Improved Outcomes
Specialized Skills
Interpersonal Skills
General Skills
Data Analysis and Statistics
Project Management
Math
Digital Literacy
Teamwork
Leadership
Verbal Communication
Writing
Critical Thinking
Ability to Learn New Things
Creativity

Alumni who feel they developed key skills report higher income

First-year income

+$8,672

Predicted difference in median income
(from low skill development to high skill development)

+19 pp

Predicted increase in probability of being in top two income quintiles
(from low skill development to high skill development)

Current income

+$10,308

Predicted difference in median income
(from low skill development to high skill development)

+29 pp

Predicted increase in probability of being in top two income quintiles
(from low skill development to high skill development)

Control variables: race, gender, generational status, field of study, academic experience, career experience, community experience, and additional education.

Source: 2022 Strada Outcomes Survey, bachelor's degree graduates 2002-2021, n=3,230. Current income for those working full-time.

MAKING AN IMPACT THAT MATTERS Since 1801
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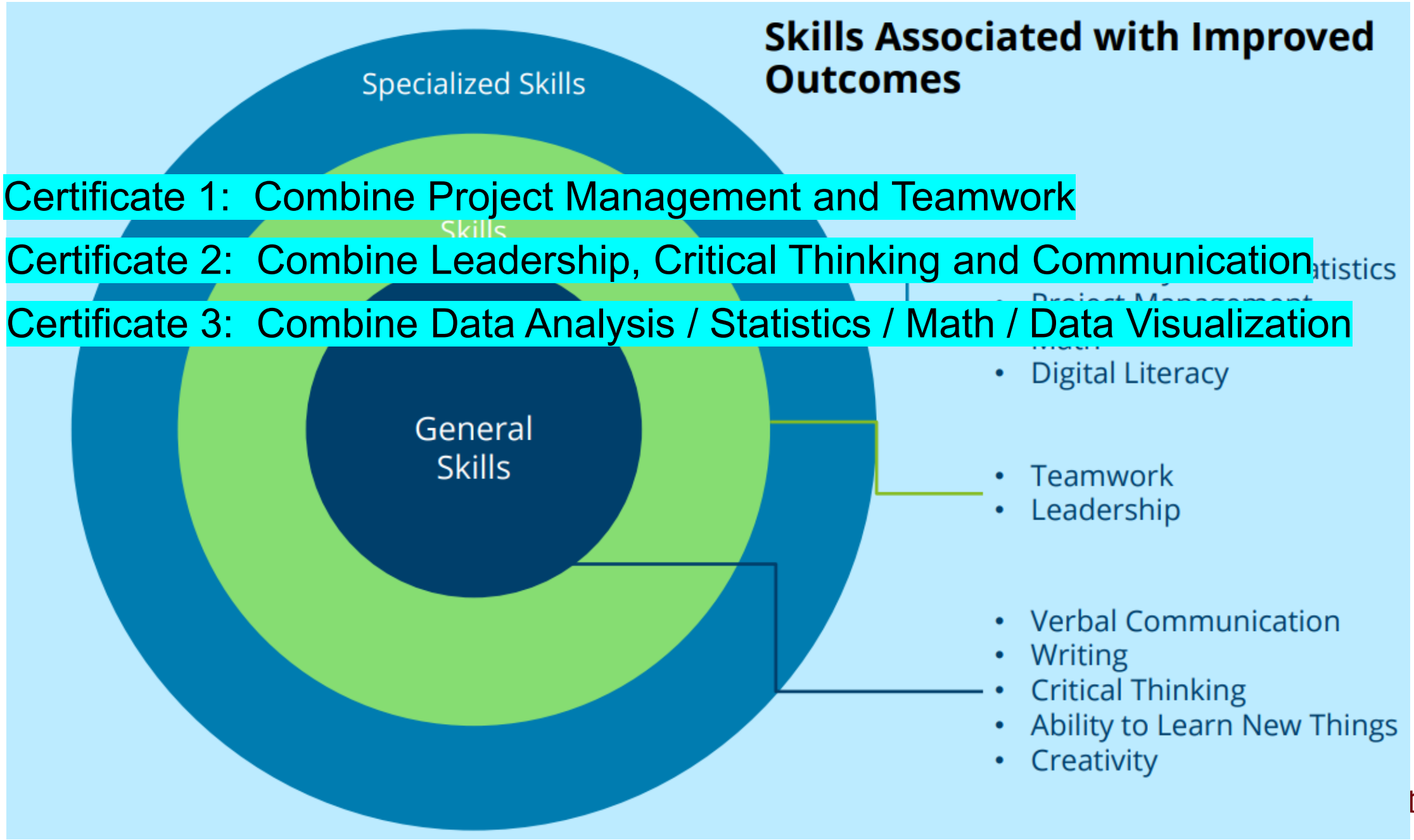

Certificate 1: Combine Project Management and Teamwork

Certificate 2: Combine Leadership, Critical Thinking and Communication

Certificate 3: Combine Data Analysis / Statistics / Math / Data Visualization

BUILDING A GLOBAL UNIVERSITY

- Revitalize the Office of Global Affairs, which includes:
  - International Student Services
  - Education Abroad
  - English for Internationals
  - International Accelerator Program
  - Global Studies

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BUILDING PROGRAMS FOR FACULTY

- Creating a new faculty-onboarding program for all new faculty
  - Led by Mary Anne Fitzpatrick, Kim Pruitt, Mary Alexander
- Bringing NSF funded experts to campus to advise us on how to measure faculty workload (led by Michelle Bryan and Mary Anne Fitzpatrick)
- Continuing listening tour
  - Meeting with new faculty on a rotating basis every month
- Increasing the number of faculty (number to be determined by president)
- Launch Year 2 of Bridge to Faculty program
- Continue focus on communication and cascading information
  - Bi-weekly Provost Check-ins
  - Monthly provost newsletters
  - Internal provost area newsletters

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IF YOU WANT TO GO FAST, GO ALONE. IF YOU WANT TO GO FAR, GO TOGETHER.

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FALL 2023 ENROLLMENT UPDATE

Scott Verzyl
Vice President for Enrollment Management
Dean of Undergraduate Admissions

Fall 2023 Provost's Retreat
September 1, 2023

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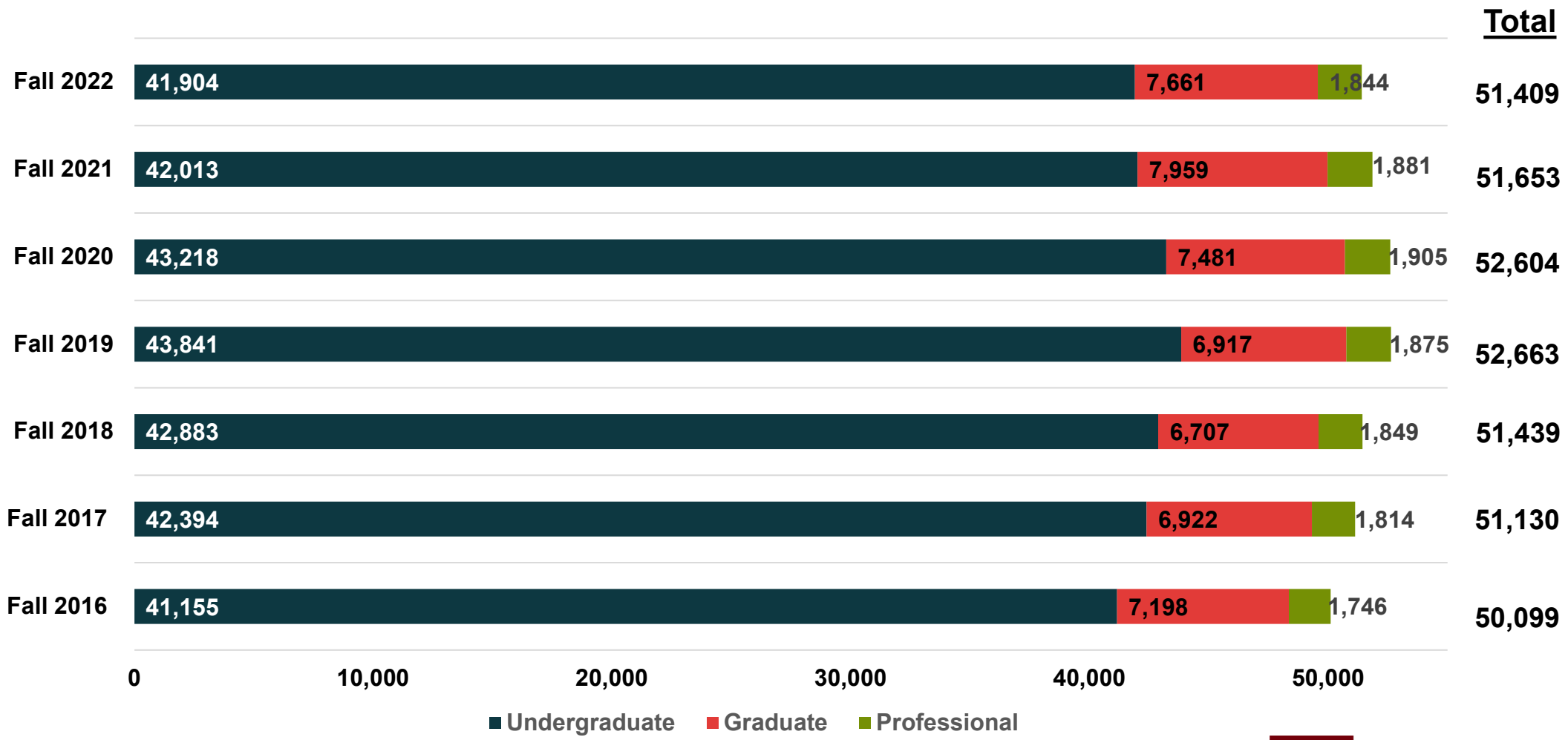
USC SYSTEM HEADCOUNT ENROLLMENT



Enrollment Overview Dashboard
https://sc.edu/about/offices_and_divisions/institutional_research_assessment_and_analytics/uofsc_data_dashboards/enrollment/overview.php

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		Headcount					FTE				
		Fall 2022		Fall 2023			Fall 2022		Fall 2023		
		Prelim	Freeze	Prelim	WY-WY	WY-WY	Prelim	Freeze	Prelim	WY-WY	WY-WY
Campus	Level	Aug 18, 2022	Oct 20, 2022	Aug 24, 2023	Change +/-	Change %	Aug 18, 2022	Oct 20, 2022	Aug 24, 2023	Change +/-	Change %
USC Columbia	Undergraduate	27,232	27,280	28,439	1,207	4.43%	26,979	27,072	28,320	1,341	4.97%
	Law	632	629	607	-25	-3.96%	658	656	640	-18	-2.74%
	Medicine (Columbia)	372	375	398	26	6.99%	372	375	398	26	6.99%
	Medicine (Greenville)	416	419	418	2	0.48%	416	419	418	2	0.48%
	PharmD	424	421	390	-34	-8.02%	463	465	440	-23	-4.97%
	Masters	3,940	4,050	3,751	-189	-4.80%	2,764	2,836	2,668	-96	-3.47%
	Doctoral	2,329	2,416	2,375	46	1.98%	1,606	1,645	1,653	47	2.93%
USC Columbia - Total		**35,345**	**35,590**	**36,378**	**1,033**	**2.92%**	**33,258**	**33,468**	**34,537**	**1,279**	**3.85%**
Flagship Campus - Total		**35,345**	**35,590**	**36,378**	**1,033**	**2.92%**	**33,258**	**33,468**	**34,537**	**1,279**	**3.85%**

Headcount Comparison Report

Fall 2022 to Fall 2023
as of August 24, 2023

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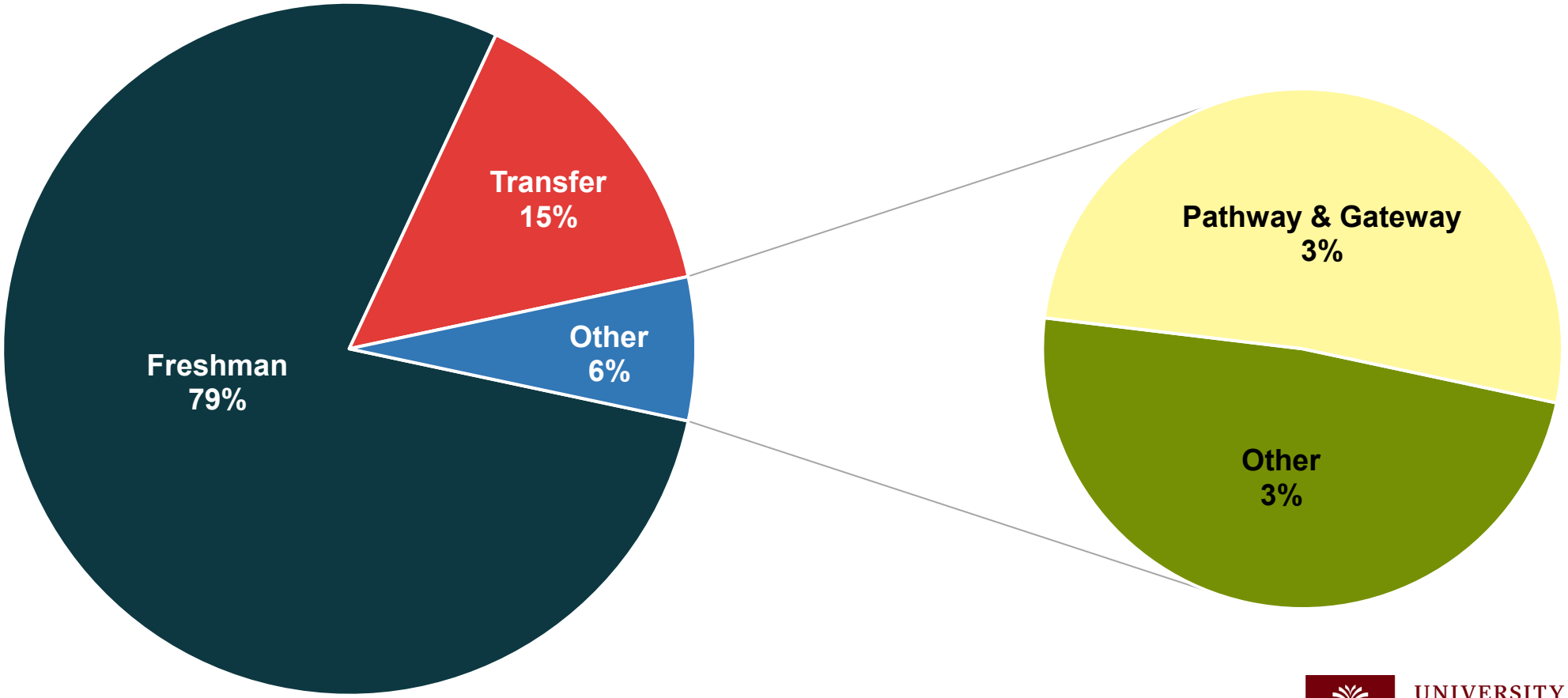
NEW UNDERGRADUATE STUDENTS FALL 2023* ENROLLED MORE THAN 9,300



*preliminary as of 8/22/2023

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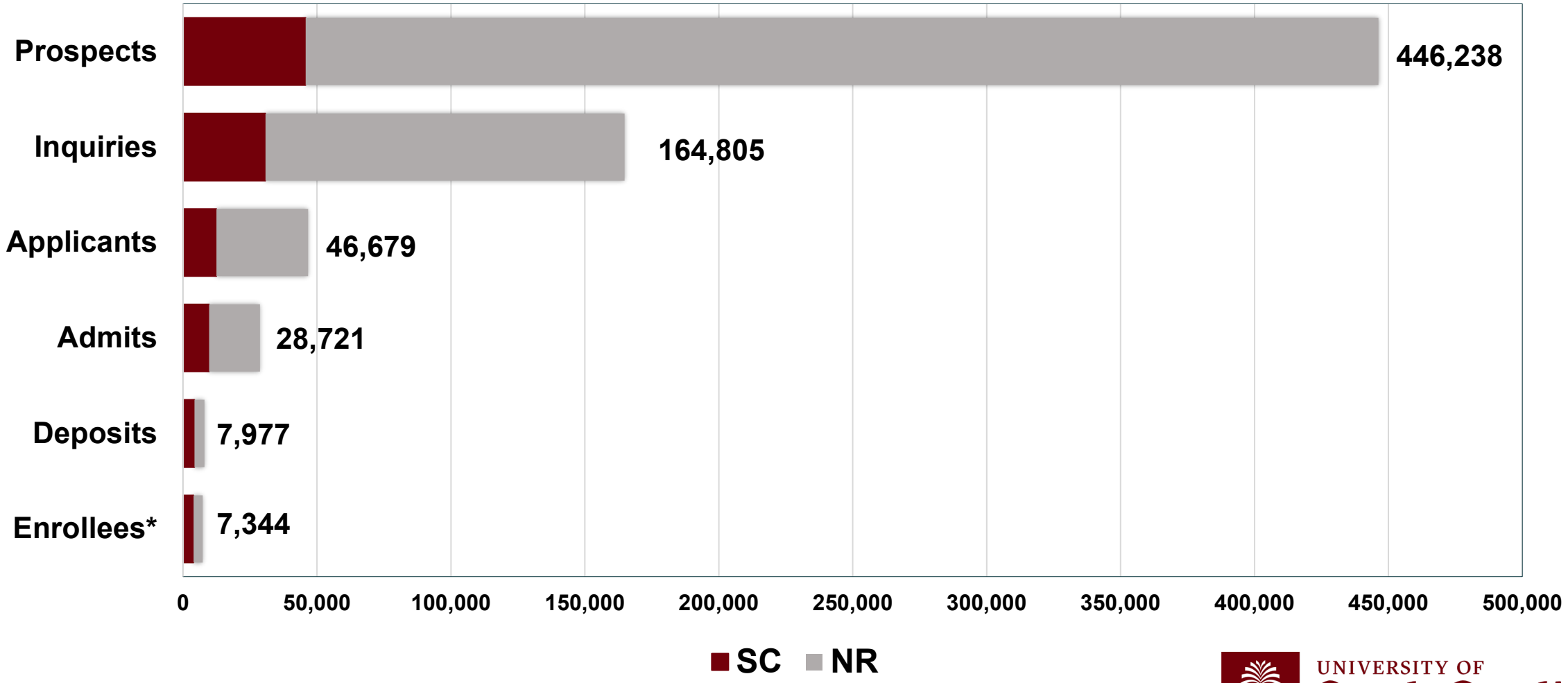
FALL 2023 FRESHMAN ENROLLMENT FUNNEL



*preliminary as of 8/22/2023

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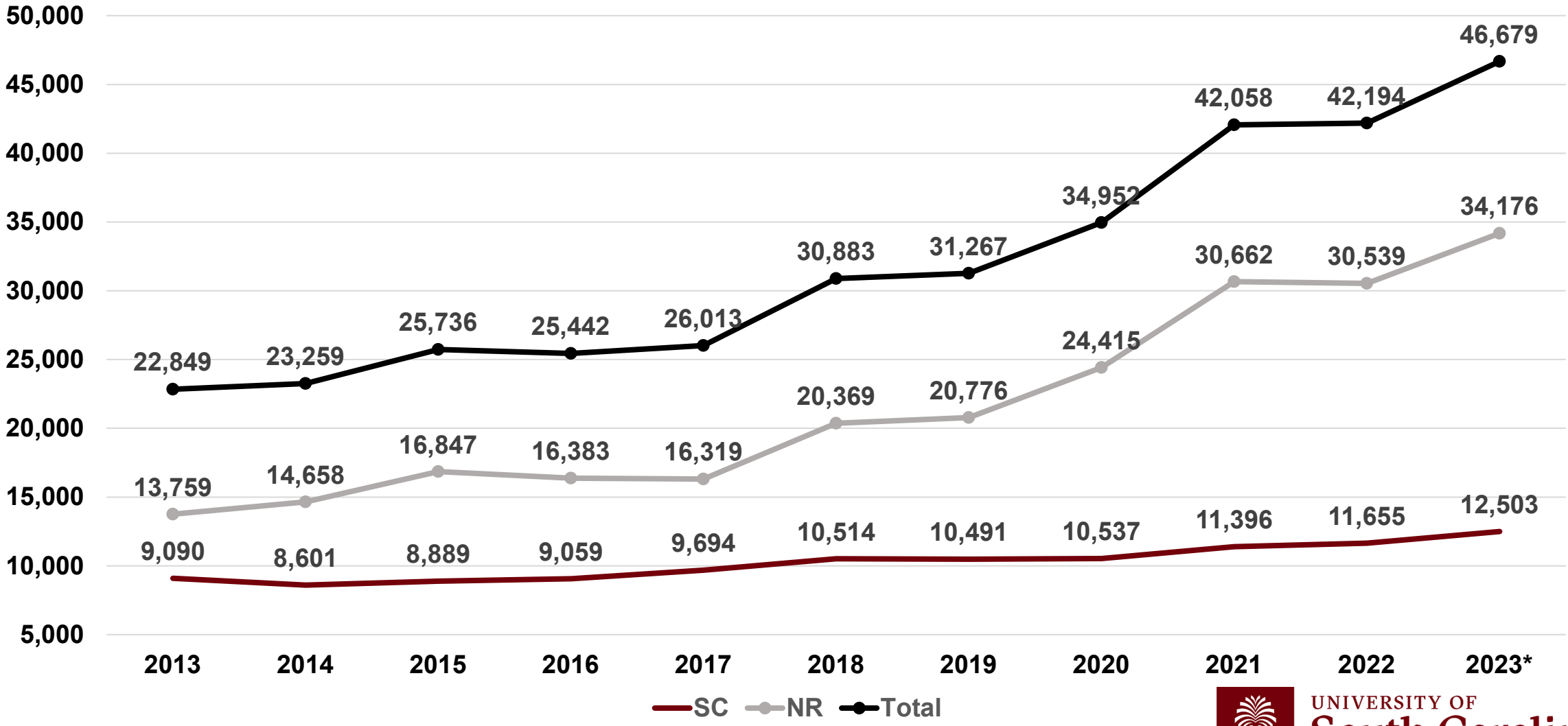
FRESHMAN APPLICATIONS BY RESIDENCY



* preliminary as of 8/30/2023

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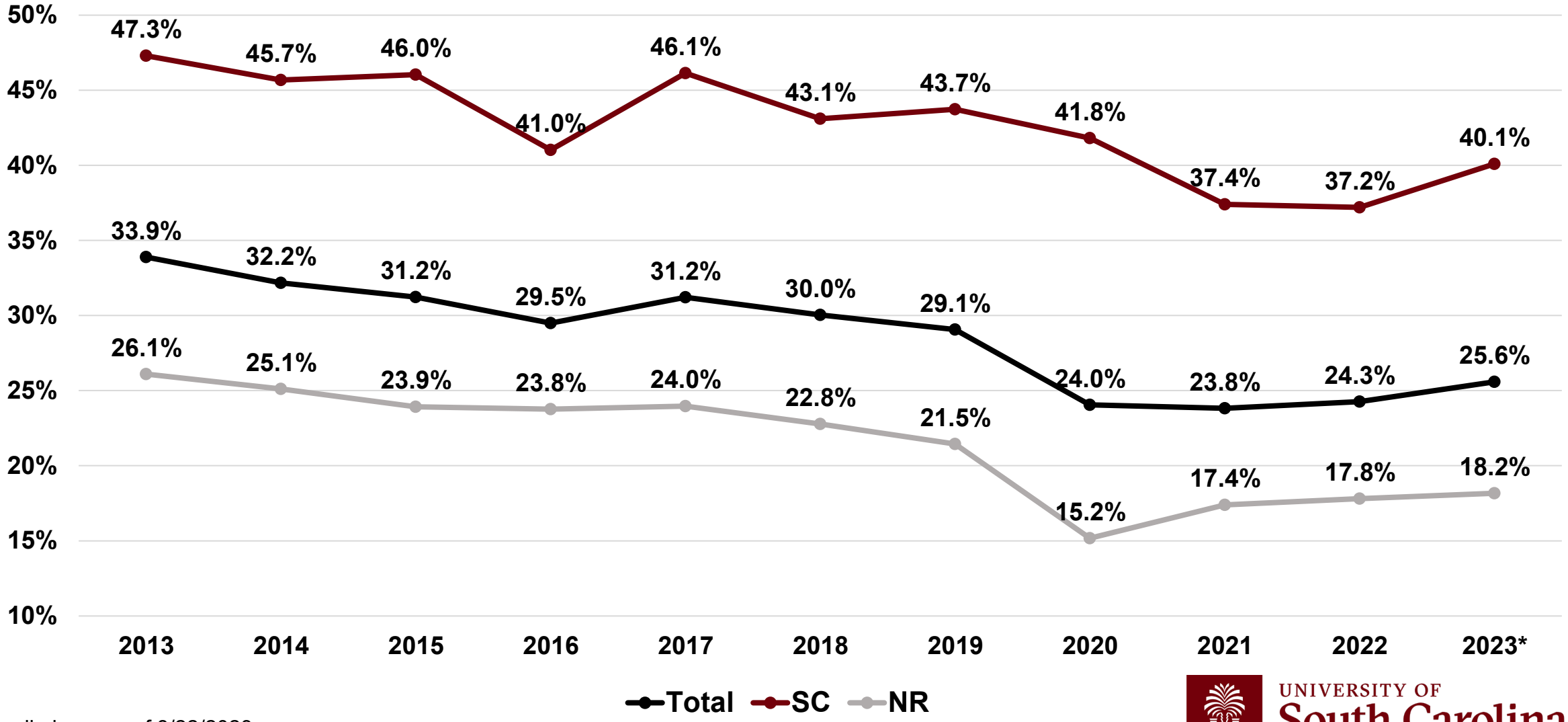
FRESHMAN YIELD BY RESIDENCY



* preliminary as of 8/22/2023

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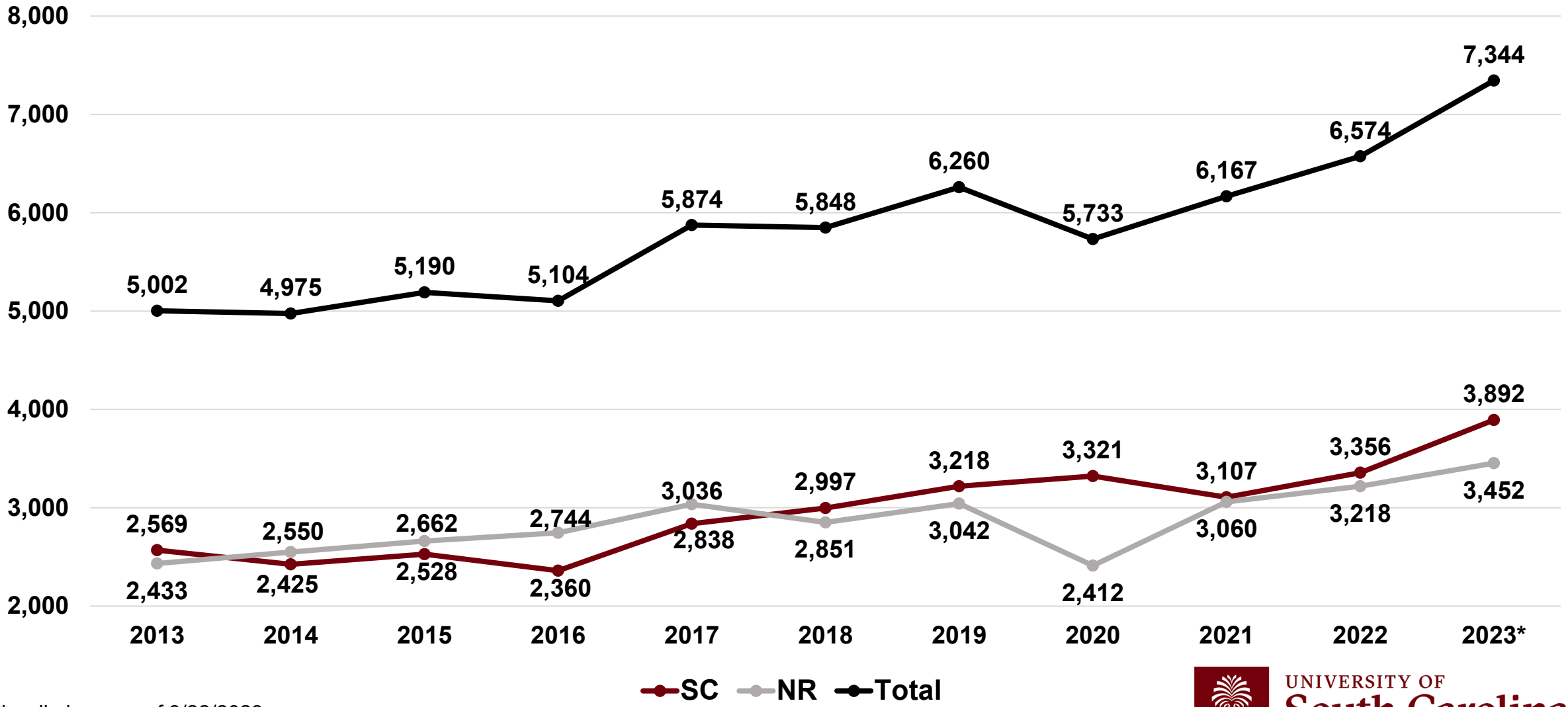
FRESHMAN ENROLLMENT BY RESIDENCY



*preliminary as of 8/22/2023

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FRESHMAN CLASS TOP 10 STATES

(OTHER THAN SC)

New York	Maryland
New Jersey	Georgia
North Carolina	Massachusetts
Pennsylvania	Illinois
Virginia	Ohio

Preliminary as of 8/22/23

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2023 INCOMING CLASS PRELIMINARY PROFILE

	All Freshmen	Capstone Scholars	Honors College	Gateway	Palmetto Pathway
Number	7344	1547	611	216	105
Average SAT	1277	1356	1453	1054	1121
Average ACT	28.7	30.2	33.0	20.9	23.9
HS GPA	4.45	4.68	4.95	3.40	3.54

Preliminary as of 8/22/23

Note: Score averages do not include test optional applicants

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FRESHMAN CLASS BY COLLEGE/SCHOOL

College of Arts and Sciences	33%
Darla Moore School of Business	22%
College of Engineering and Computing	12%
Arnold School of Public Health	8%
College of Hospitality, Retail and Sport Management	8%
College of Nursing	7%
College of Information and Communications	4%
College of Education	2%
College of Pharmacy	2%
School of Music	1%
College of Social Work	<1%

Preliminary as of 8/22/23

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FRESHMAN CLASS TOP MAJORS

(ALPHA ORDER)

Biological Sciences	Pre-International Business
Business Undeclared	Pre-Nursing
Exercise Science	Psychology
Finance	Sport and Entertainment Management
Marketing	Undeclared

10 Majors account for 52% of freshman class

Preliminary as of 8/22/23

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FRESHMAN CLASS PRELIMINARY STATISTICS

- 53% from South Carolina
- 62% female
- 24% underrepresented students
- 20% first-generation college students
- 19% Pell-eligible
- 1,814 high schools represented, 95 Valedictorians
- 44 states and territories, including District of Columbia and 38 countries
- All 46 SC counties represented

Preliminary as of 8/22/23

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PERCENTAGE OF STUDENTS RECEIVING AID USC-COLUMBIA

Percent of Undergraduate Students Receiving Financial Aid	93%
Percent of Undergraduate Students Receiving Need-Based Financial Aid	44%
Percent of Graduate/Professional Students Receiving Financial Aid	90%
Percent of All Students Receiving Financial Aid	92%

Source:
https://sc.edu/about/offices_and_divisions/financial_aid/documents/factbooks/2223/factbook_percentages_of_students_receiving_financial_aid_andaverage_awards.xlsx

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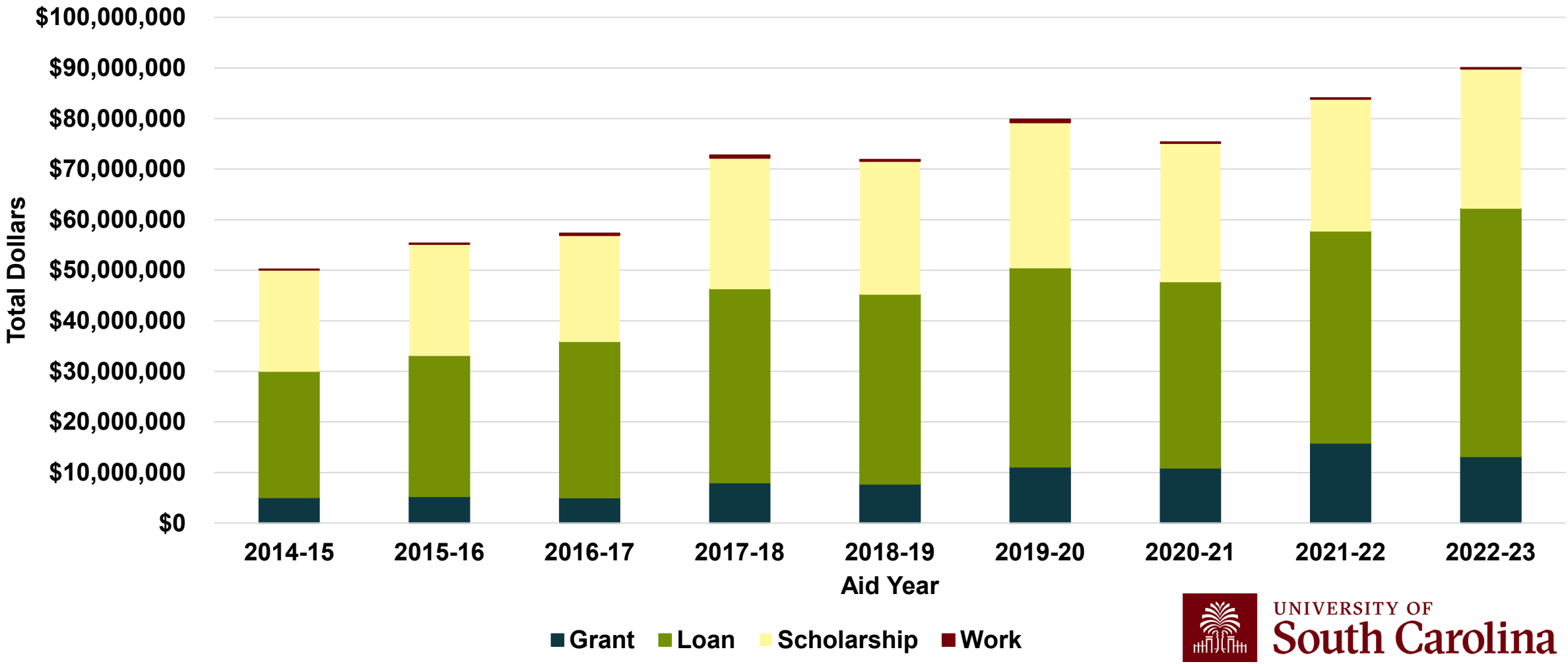
NEW FRESHMAN FINANCIAL AID

Total Aid by Type Over Time



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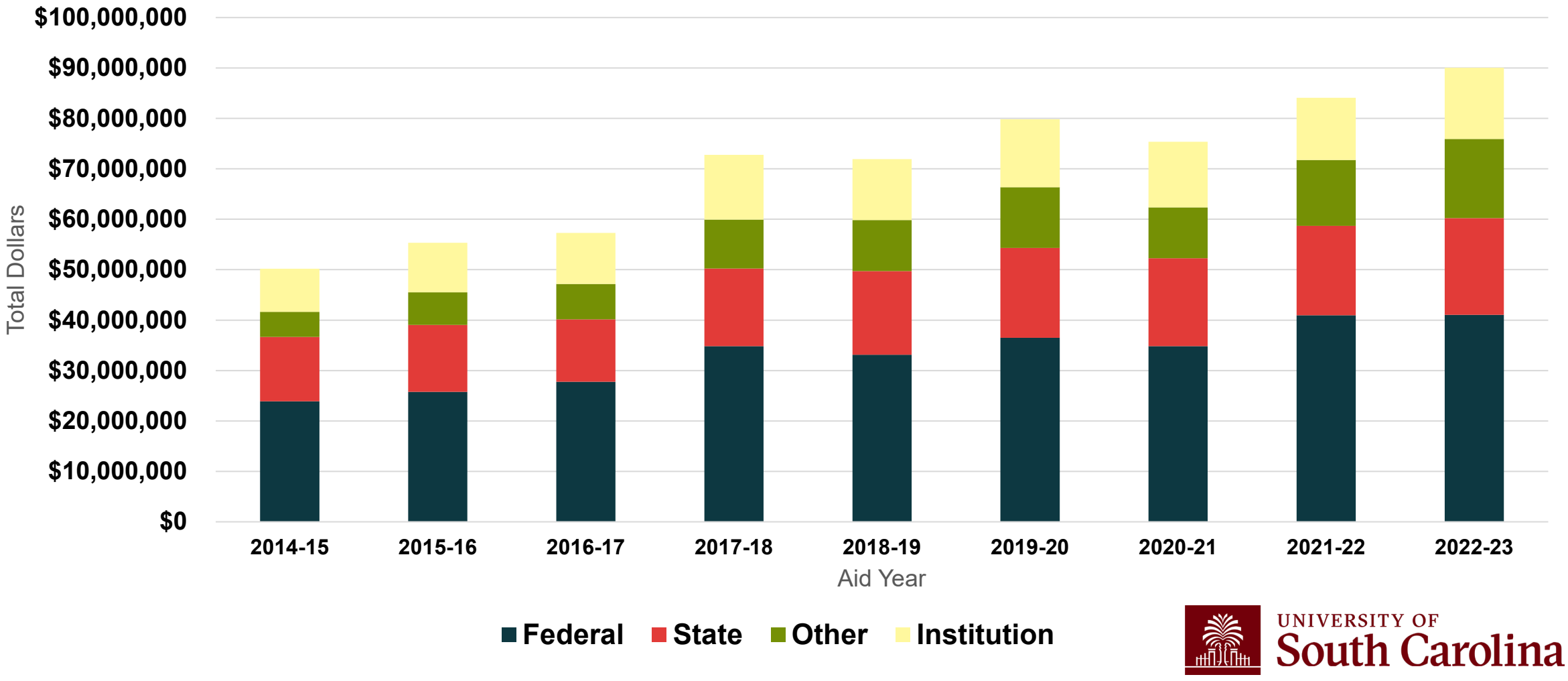
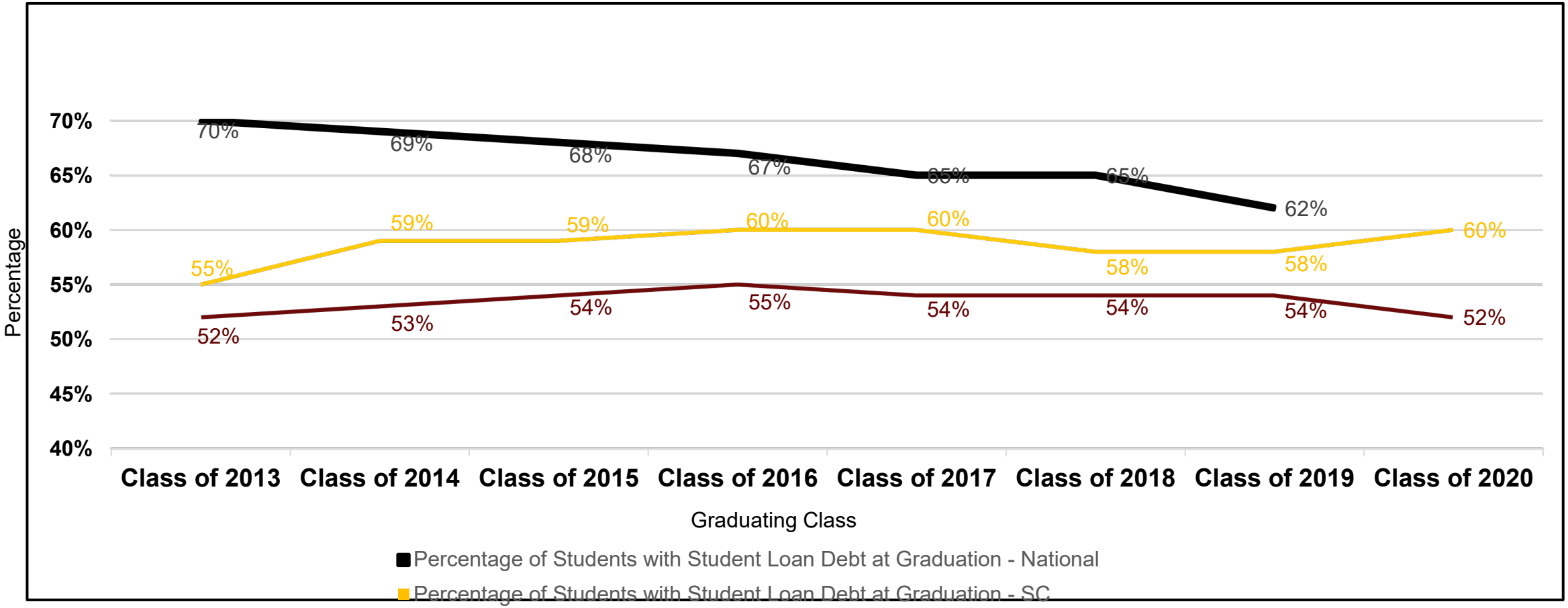
NEW FRESHMAN FINANCIAL AID

Total Aid by Source Over Time



UNIVERSITY OF South Carolina

PERCENTAGE OF UNDERGRADUATE STUDENTS WITH STUDENT LOAN DEBT AT GRADUATION



UNIVERSITY OF South Carolina

Source: https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html

AVERAGE UNDERGRADUATE FEDERAL STUDENT LOAN DEBT AT GRADUATION – 2021-22

AVERAGE DOLLARS BORROWED BY SELECTED CATEGORIES

	Average Student Loan Debt	Percent Borrowers
Overall	**$31,696**	**52%**
Resident	$27,459	59%
Non-Resident	$36,990	47%
Asian	$25,128	45%
Black or African American	$29,884	75%
Hispanic	$30,169	62%
White	$32,424	51%

Source: Office of Student Financial Aid and Scholarships

UNIVERSITY OF South Carolina

NEA NEWS

The Mental Health Crisis on College Campuses

Rates of anxiety, depression and suicidal ideation on college campuses have never been higher. Meanwhile, faculty and staff are overwhelmed.

By: Mary Ellen Flannery, Senior Writer
Published: 03/29/2023

Emotional Intelligence: Combatting The College Mental Health Crisis

Christopher Rim Contributor ⓘ
As the CEO of Command Education, I write about emotionally intelligent leadership and education.

THE HECHINGER REPORT *Covering Innovation & Inequality in Education*

HIGHER EDUCATION

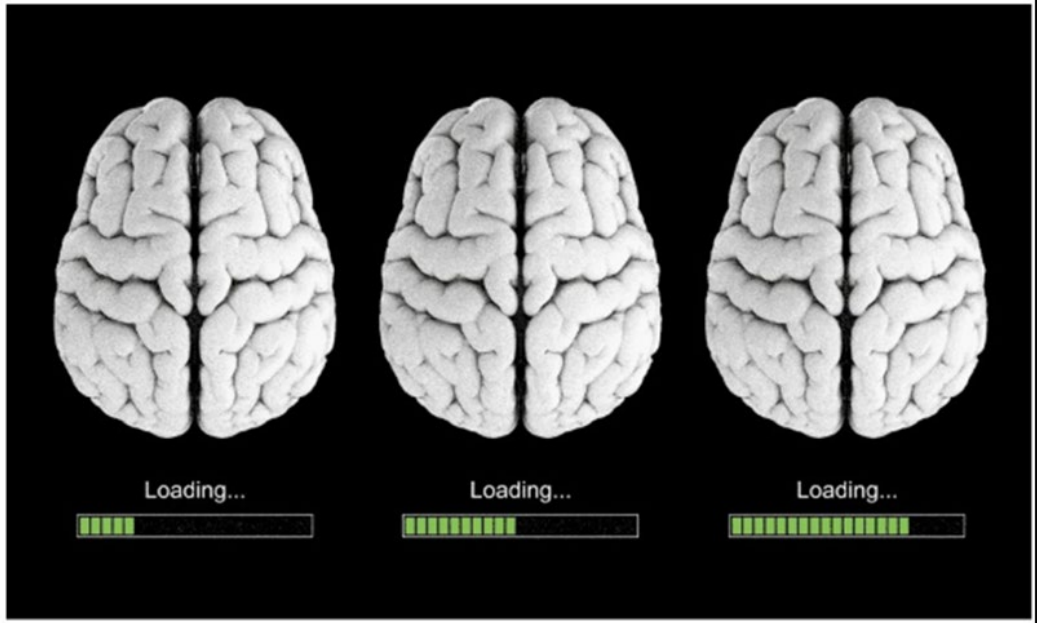
After the pandemic disrupted their high school educations, students are arriving at college unprepared

Professors are scrambling to fill learning gaps and fend off what they say will be inequitable consequences.

by **OLIVIA SANCHEZ** April 6, 2022

The Terrible Truth: Current Solutions to COVID Learning Loss Are Doomed to Fail

Raymond: Even with 5 extra years of education, only about 75% of students will be at grade level by HS graduation. And no school can offer that much



Eamonn Fitzmaurice / The 74

By Margaret Raymond | April 24, 2023

AVAILABLE RESOURCES FOR STUDENTS

- University Advising Center
- Student Success Center
- Student Disability Resource Center
- University Health Services
- Student Care and Outreach Team

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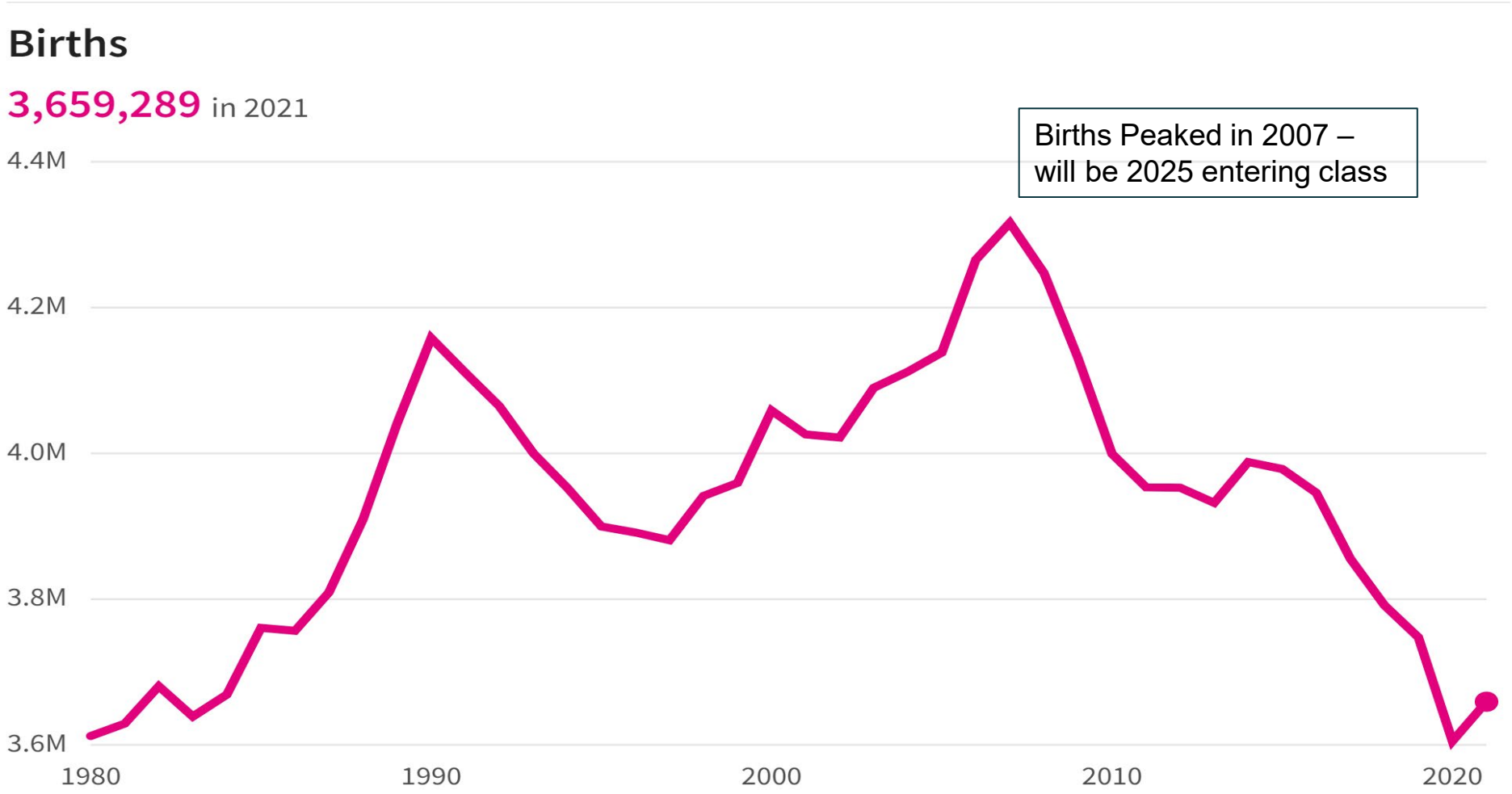
UNITED STATES BIRTHS 1980-2021



Source: USAFacts.org

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PROJECTED HIGH SCHOOL GRADUATES
TOP FEEDER STATES

	Projected Graduating Class			Projected Change		
	2022	2026	2033	2022-2026	2026-2033	2022-2033
South Carolina	53,120	59,030	56,540	11.1%	-4.2%	6.4%
New York	206,590	211,170	197,310	2.2%	-6.6%	-4.5%
New Jersey	114,770	118,150	110,250	2.9%	-6.7%	-3.9%
North Carolina	107,630	120,990	114,280	12.4%	-5.5%	6.2%
Pennsylvania	145,000	149,050	141,380	2.8%	-5.1%	-2.5%
Virginia	96,080	100,160	95,930	4.2%	-4.2%	-0.2%
Georgia	119,360	126,890	117,430	6.3%	-7.5%	-1.6%
Maryland	71,830	78,770	76,300	9.7%	-3.1%	6.2%
Illinois	148,830	145,480	130,040	-2.3%	-10.6%	-12.6%
Massachusetts	78,760	79,370	73,730	0.8%	-7.1%	-6.4%
Ohio	132,230	133,490	127,370	1.0%	-4.6%	-3.7%
Total	**1,276,222**	**1,324,576**	**1,242,593**	**3.8%**	**-6.2%**	**-2.6%**

UNIVERSITY OF South Carolina

source: Western Interstate Commission for Higher Education, "Knocking at the College Door".

FOR MORE INFORMATION CONTACT:

R. Scott Verzyl
Vice President for Enrollment Management
Scott.Verzyl@sc.edu
(803) 777-6922

UNIVERSITY OF South Carolina

GLOBAL CAROLINA

Dr. David Cardenas
Interim Associate Vice President and Vice Provost for Global Affairs
Fall 2023 Provost Retreat
9/1/23

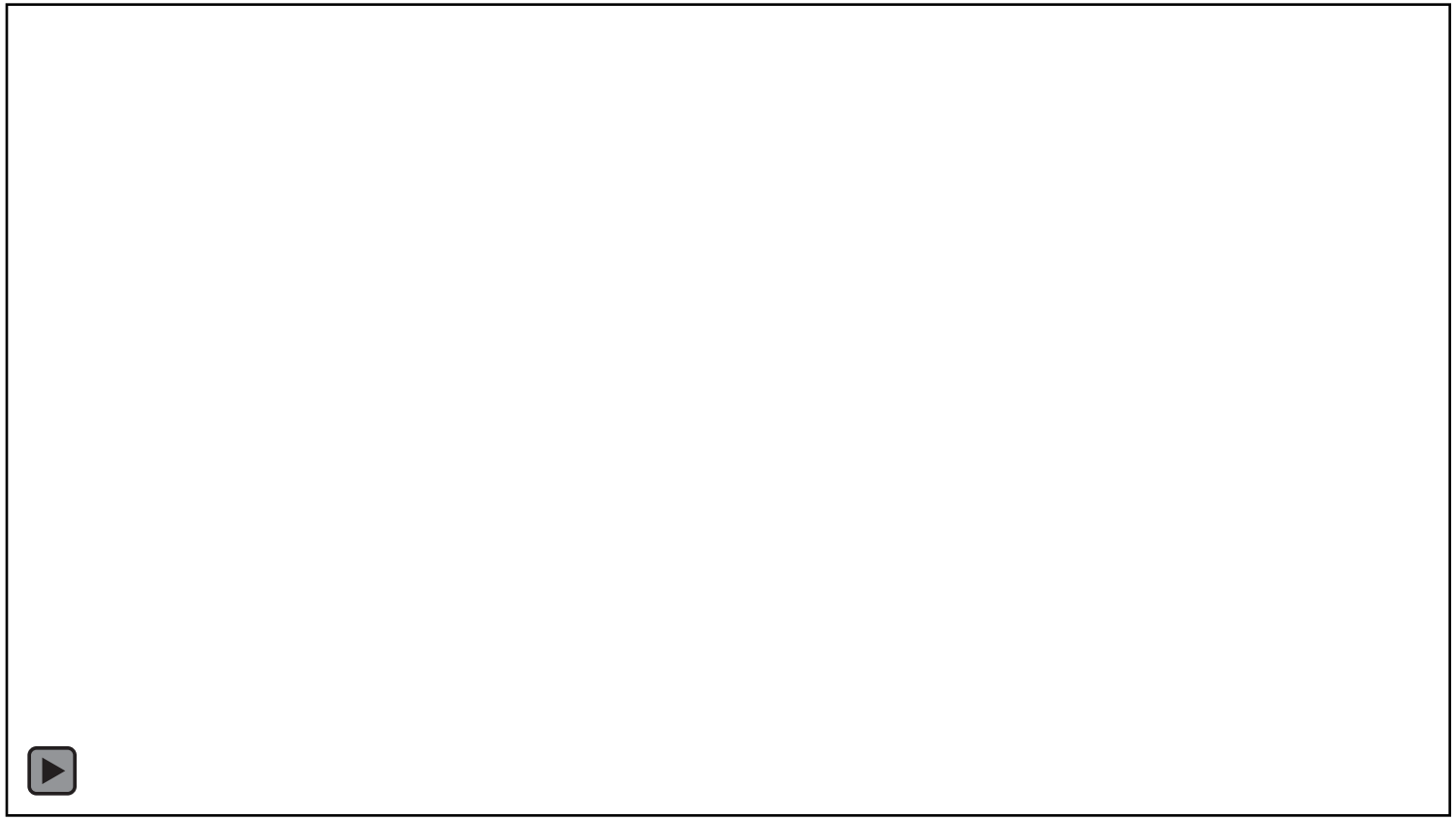
Global Carolina
UNIVERSITY OF SOUTH CAROLINA

GLOBAL CAROLINA – MESSAGE FROM PROVOST

- “Global Carolina is a vital part of the university’s mission to expand our international reputation, provide students with meaningful opportunities for global learning, and recruit and retain an outstanding student and faculty population that leverages top talent wherever it may be found.” - Provost Donna Arnett

Global Carolina
UNIVERSITY OF SOUTH CAROLINA

GLOBAL CAROLINA
MEET ONE OF OUR STUDENTS



Global Carolina
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STATE OF GLOBAL CAROLINA

- USC is Back… so is **Global**
- QS Rankings – 575… good but we can do better
- Four Programs
  - Education Abroad (EAO)
  - Internationals Student and Scholar Support (ISSS)
  - English Program for Internationals (EPI)
  - Shorelight/International Accelerator Program (IAP)

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EDUCATION ABROAD OFFICE - EAO

Director – Morgan Inabinet
morganli@mailbox.sc.edu

- **Outbound Students**
- **1,766 -** Undergraduate
- **197-** Graduate
- **70 -** Countries
- **$1,203,943 -** Tuition revenue generated for colleges
- **1st** in mid-length study abroad
- **7th** overall number of students who study abroad
- **8th** students engaged in long-term study abroad

Global Carolina
UNIVERSITY OF SOUTH CAROLINA

INTERNATIONAL STUDENT AND SCHOLAR SUPPORT (ISSS)

Interim Director Chris Reid

reidc1@mailbox.sc.edu

- **Inbound students/scholars**
- **Visas/CPT/OPT**
- **1769** Total Students
  - 535 - undergraduate
  - 968 - grad
- **76 –** Active Scholars

Global Carolina
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ENGLISH PROGRAMS FOR INTERNATIONALS (EPI)

Director – Mark Porter
porterma@mailbox.sc.edu

- **English Training and Education**
- **44 years -** Founded in 1979 one of the first intensive English programs in the nation
- **10,500+ : 154** - More than 10,500 students from 154 countries
- **ENFS & ITA –** Testing and Support
- **Special Projects**

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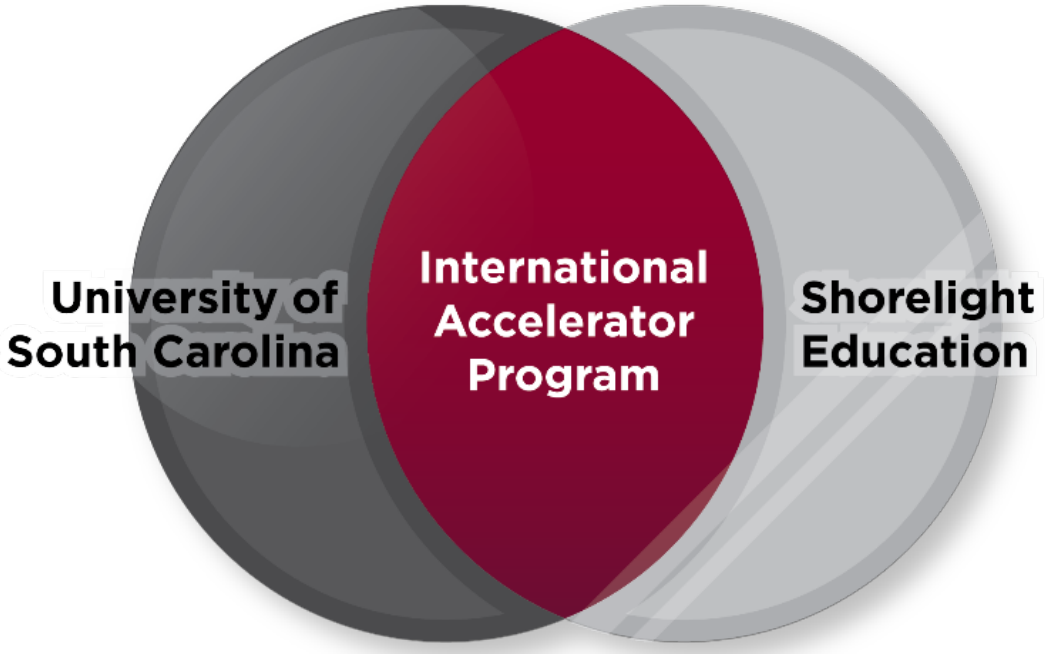
SHORELIGHT – USC INTERNATIONAL RECRUITER

Managing Director – Layrssa Petryshyn
Layrssa.petryshyn@uofsc.org

- **1,263 Students** (total since Fall 2015)
- **562** USC Graduates
- **53** Nationalities Represented
- **$70 Million** in University Funding
- **Top 5 Countries** China, India, Saudi Arabia, UAE and South Korea



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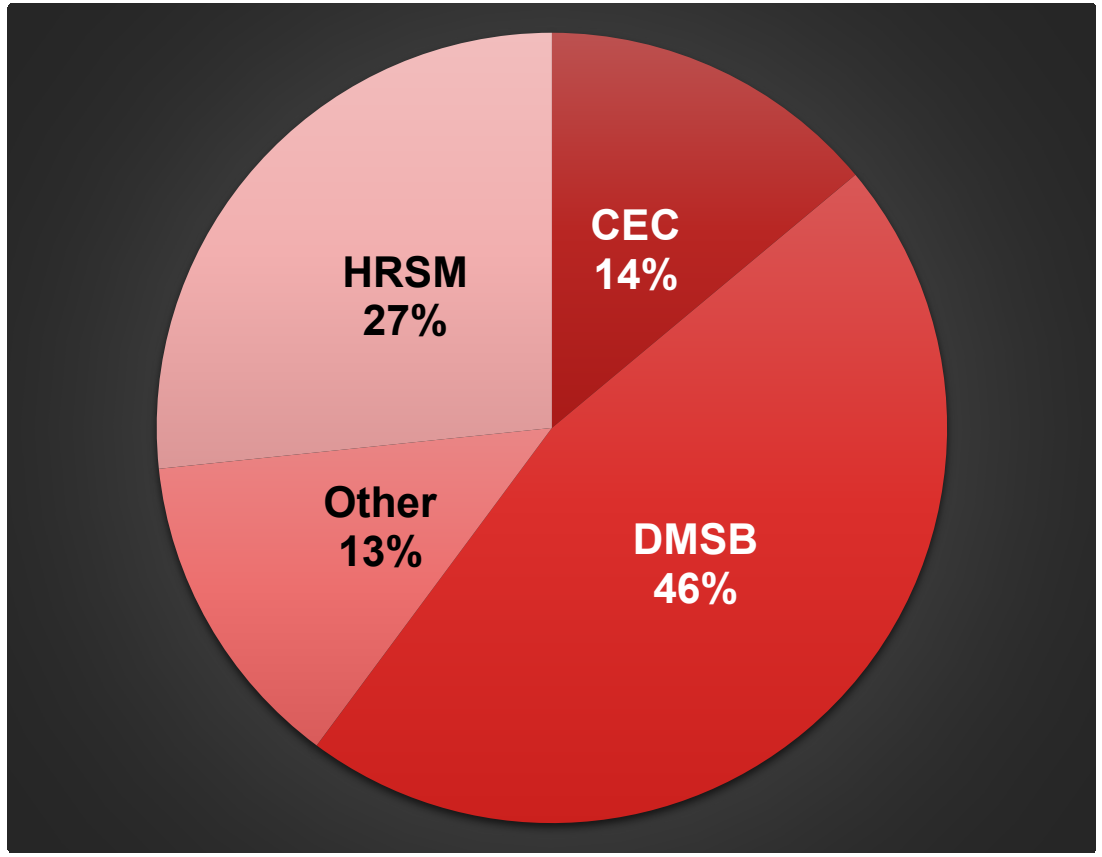
INTERNATIONAL ACCELERATOR PROGRAM

Undergraduate Degrees Awarded



Academic Director – Sherry Warren

warrens5@mailbox.sc.edu

- **Undergraduate**
  - **90%** retention after the first year
  - **4 years** Average time to graduation: **3.4** Average graduate GPA
  - **45%** graduated with honors
- **Graduate**
  - **92%** retention after the first year
  - **10** degrees currently offered

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GLOBAL CAROLINA – MOVING FORWARD

- Support the academic internationalization process
- Evaluate international contracts
- Address the student exchange imbalance and budget model
- Improve international travel insurance process

- Hire permanent AVP/VP

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A FEW GLOBAL CAROLINA CHAMPIONS

Global Carolina
UNIVERSITY OF SOUTH CAROLINA

dcardenas@sc.edu
803.7777.5120

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EXPERIENTIAL LEARNING

Charlie Pierce

Faculty Executive Director

Center for Integrative and Experiential Learning

UNIVERSITY OF
South Carolina

A BRIEF HISTORY OF CIEL

2011

USC Connect

Graduation with Leadership Distinction

2013

Graduation with Leadership Distinction (GLD)

- Official academic distinction that acknowledges within and **beyond the classroom learning**
- Recognized on student **transcript** and **diploma**
- Students earn **honor cords** at graduation

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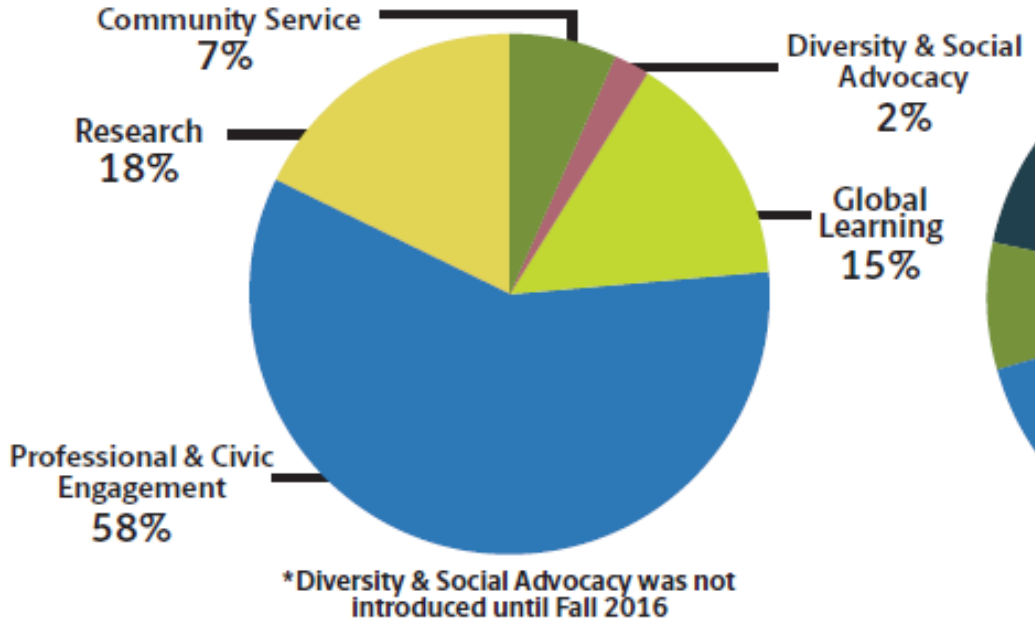
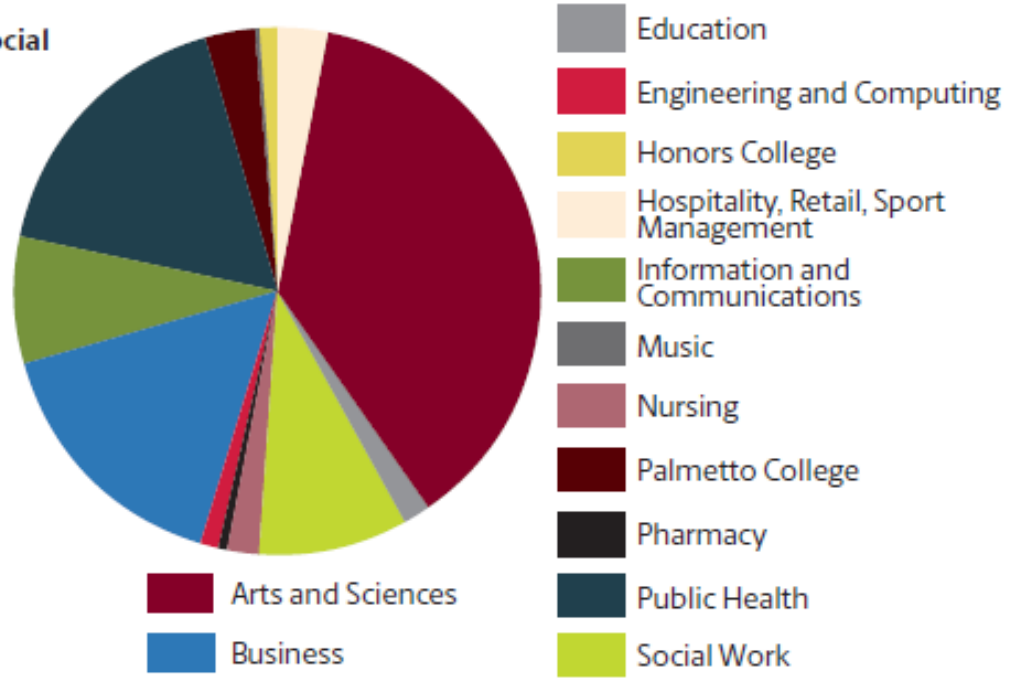
10 YEARS OF GLD: BY THE NUMBERS 2013 - 2023

GLD Graduates By Pathway



GLD Graduates By College



3000+ total GLD graduates since inception!

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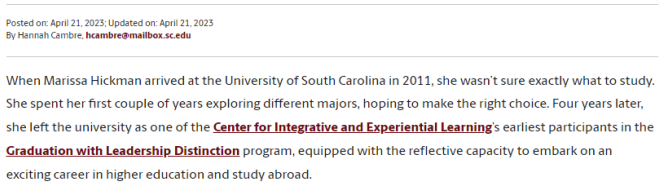
Graduation with Leadership Distinction alumni look back on pathways to success



Posted on: April 21, 2023; Updated on: April 21, 2023
By Hannah Cambre, hcambre@mailbox.sc.edu

When Marissa Hickman arrived at the University of South Carolina in 2011, she wasn't sure exactly what to study. She spent her first couple of years exploring different majors, hoping to make the right choice. Four years later, she left the university as one of the **Center for Integrative and Experiential Learning**'s earliest participants in the **Graduation with Leadership Distinction** program, equipped with the reflective capacity to embark on an exciting career in higher education and study abroad.

John Clegg, Research

Assistant professor of biomedical engineering at the University of Oklahoma

Salem Carriker, Professional and Civic Engagement

Healthy Communities coordinator at The Conservation Fund's Resourceful Communities Program

Mark Losavio, Research

Outreach coordinator for Monitor and Mallows Bay-Potomac River National Marine Sanctuaries, Newport News, Virginia

Marissa Hickman, Global Learning

Boren Awards program manager for the Institute of International Education

UNIVERSITY OF South Carolina

sc.edu/uofsc/posts/2023/04/gld_10_year_profiles.php

Graduation with Leadership Distinction alumni look back on pathways to success

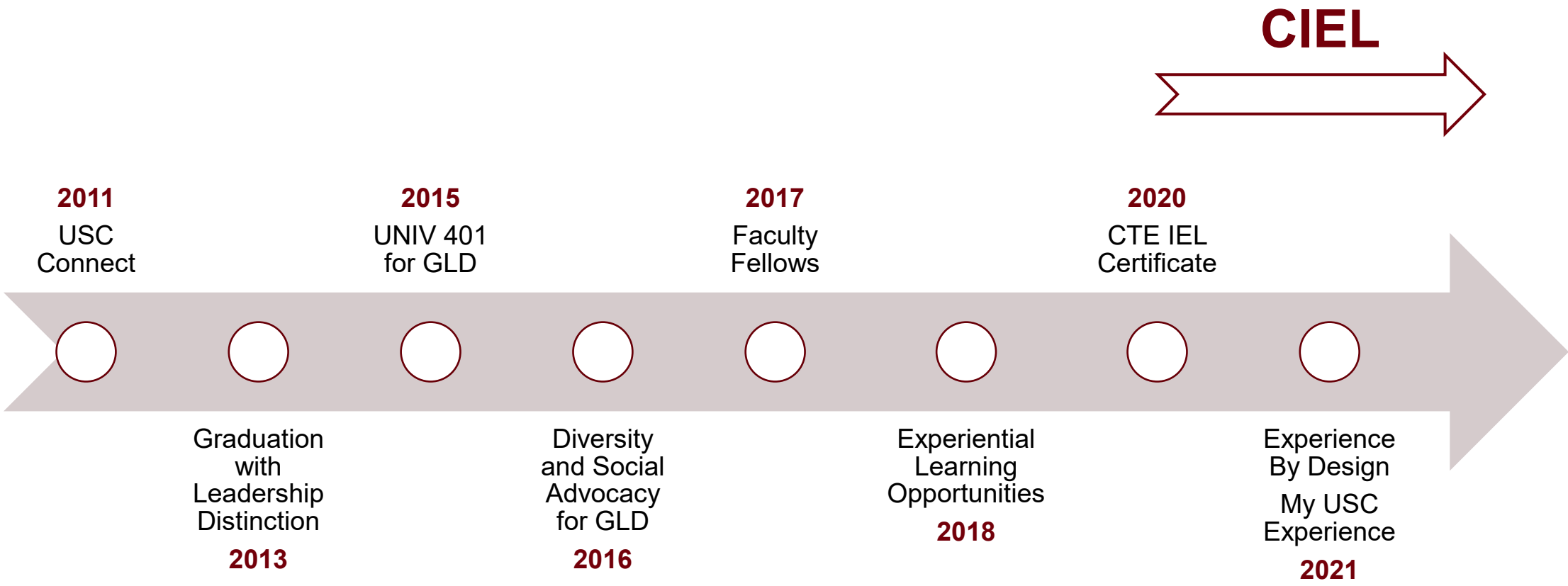
"My whole trajectory would have been different if I hadn't done any of this."

Marissa Hickman, Global Learning Pathway

UNIVERSITY OF South Carolina

sc.edu/uofsc/posts/2023/04/gld_10_year_profiles.php

A BRIEF HISTORY OF CIEL



UNIVERSITY OF South Carolina

MISSION

To advance integrative and experiential learning across within and beyond the classroom experiences at the University of South Carolina Columbia and Palmetto College campuses for students, faculty, and staff by providing programs, developing resources, conducting outreach, and facilitating assessment.

VISION

To foster an enriched educational environment through purposeful within and beyond the classroom experiences that **deepen the impact on student learning and enhance their preparation for the future**.

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EXPERIENCES ARE THE BACKBONE OF GLD

EXAMPLES OF EXPERIENTIAL LEARNING

- Clinical experiences
- Internships / externships
- Field work
- Peer leadership
- Practicums
- Community service / service learning
- Student teaching
- Study abroad
- Undergraduate research
- …

GLD PATHWAYS

WHY DOES EXPERIENTIAL LEARNING MATTER?

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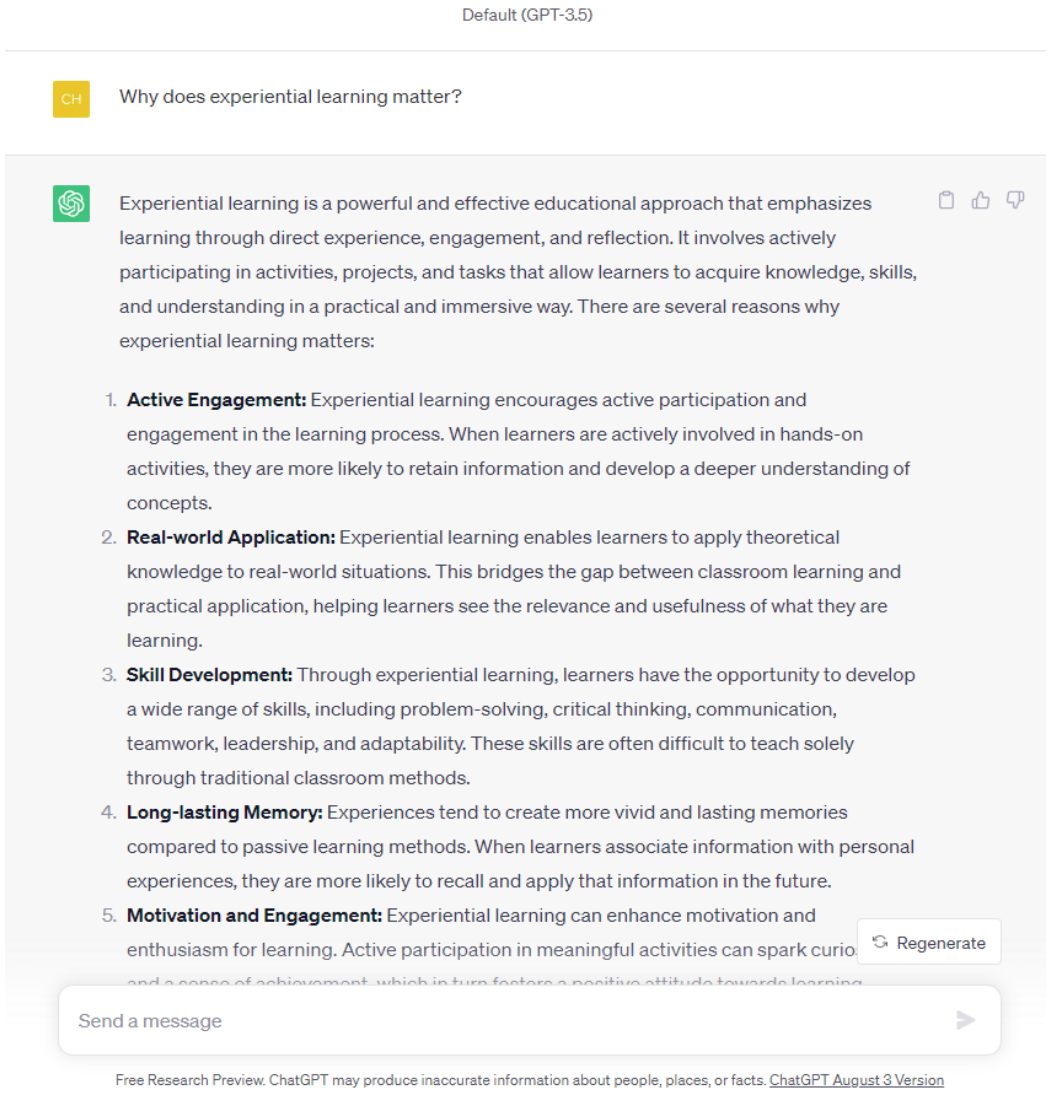
South Carolina

EXPERIENTIAL LEARNING MATTERS BECAUSE …



6. Personalized Learning
7. Cultural and Emotional Understanding
8. Preparation for the Real World
9. Collaboration and Communication
10. Reflection and Continuous Improvement
11. Confidence Building

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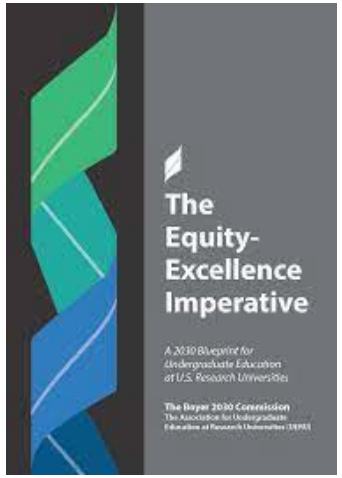
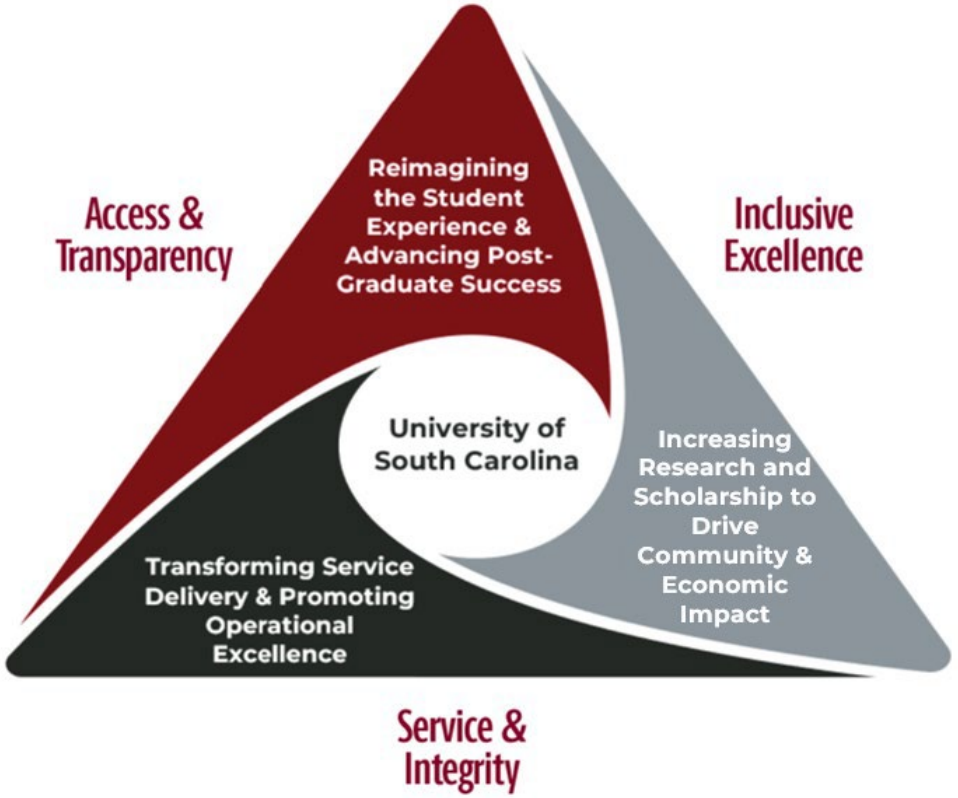
STRATEGIC PRIORITIES FOR 2023-2028



The Boyer 2030 Commission Report:
11 Provocations

3. Access to Excellence: How can we render high-impact practices – hallmarks of excellence – accessible to all?



https://sc.edu/about/our_leadership/president/strategic_plan/

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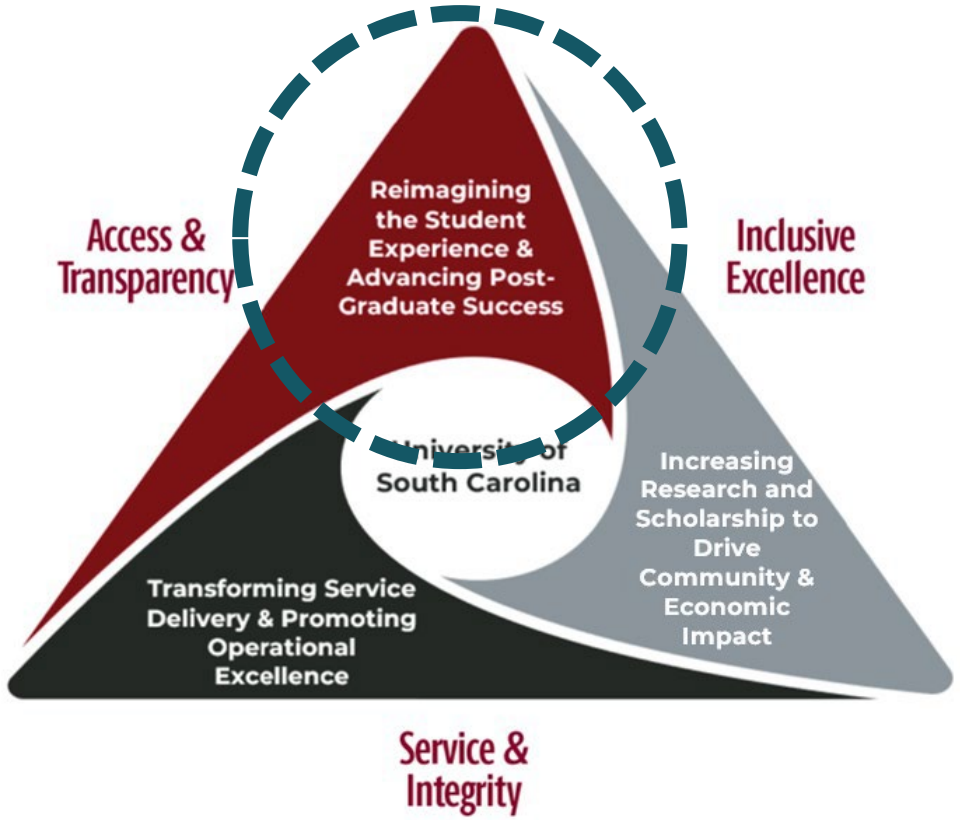
South Carolina

REIMAGINING THE STUDENT EXPERIENCE …

We empower USC undergraduate and graduate students to pursue **purpose-filled careers** and become **global citizens** and **life-long learners** by providing them access to affordable, high-quality academic and **experiential learning** opportunities.



https://sc.edu/about/our_leadership/president/strategic_plan/

UNIVERSITY OF South Carolina

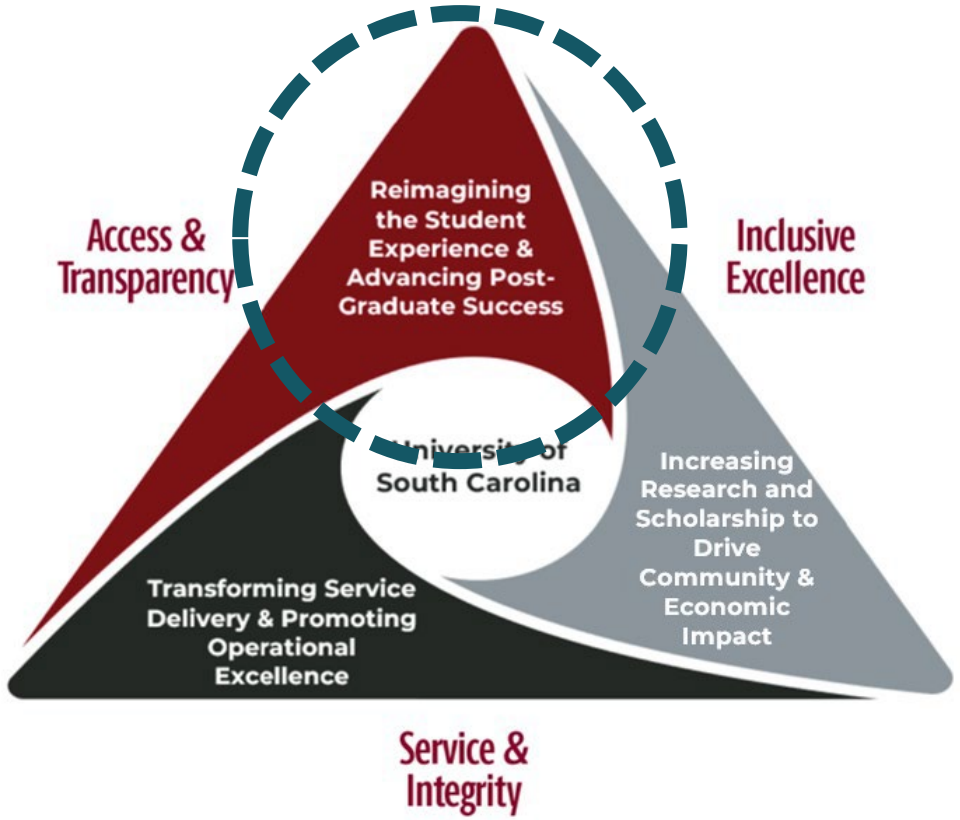
… ADVANCING POST-GRADUATE SUCCESS

Empower Diverse Students:

Recruit, retain, and graduate a diverse undergraduate and graduate student body and address opportunity gaps.

Drive Post-Graduate Success:

Enhance post-graduate outcomes by developing intentional experiences beyond the classroom that prepare students for all aspects of their future lives.



https://sc.edu/about/our_leadership/president/strategic_plan/

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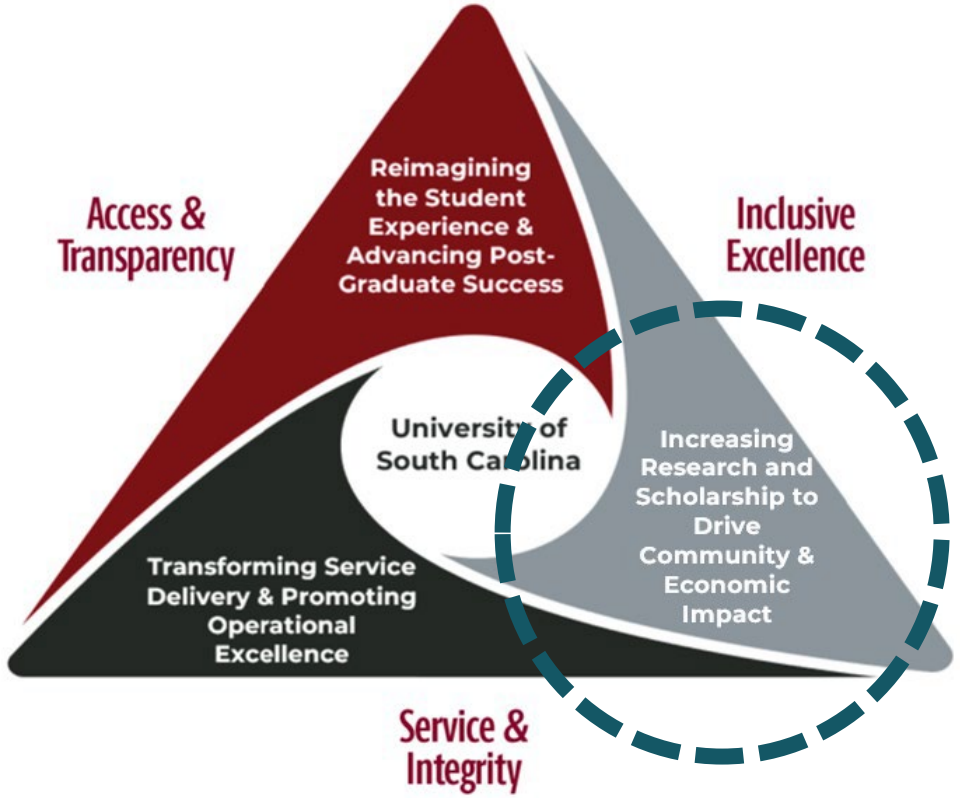
INCREASING RESEARCH AND SCHOLARSHIP …

We aim to increase impactful research to advance knowledge-creation, spur **workforce development**, and address socioeconomic challenges in South Carolina and beyond by supporting and empowering USC's diverse researchers and scholars.



https://sc.edu/about/our_leadership/president/strategic_plan/

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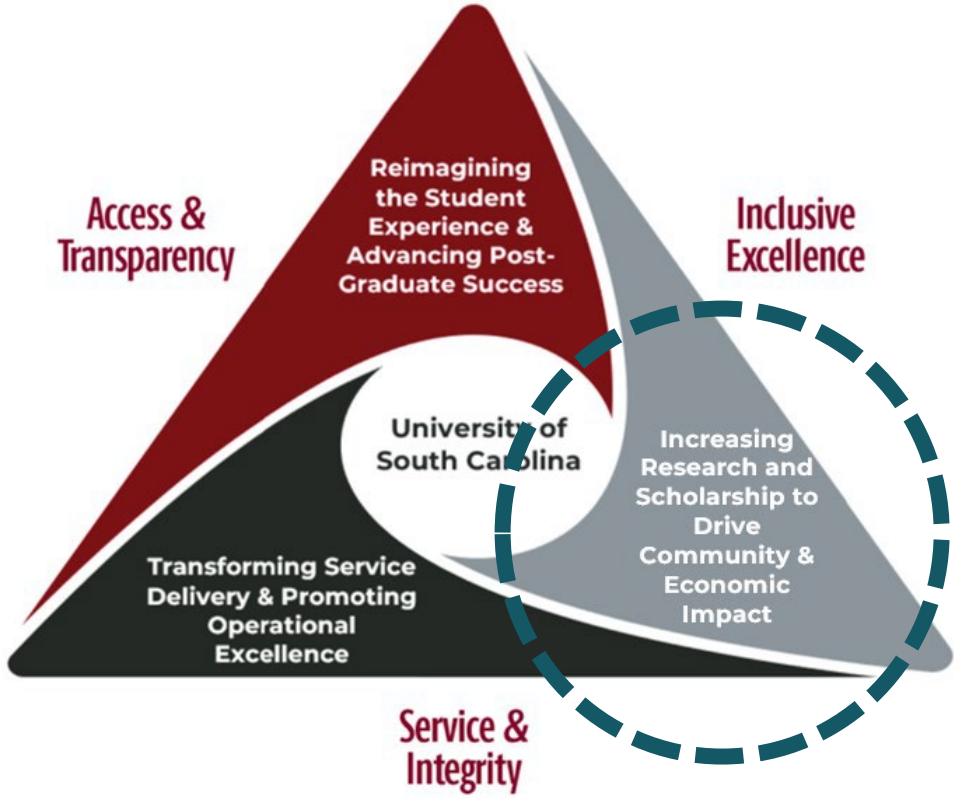
… DRIVE COMMUNITY & ECONOMIC IMPACT

Impact Communities in South Carolina and Beyond:

Pursue research opportunities that solve problems through effective engagement and collaborations with government agencies, private industry, and community organizations.

Pursue Workforce Development Integration:

Identify opportunities to integrate research and workforce development activity.



https://sc.edu/about/our_leadership/president/strategic_plan/

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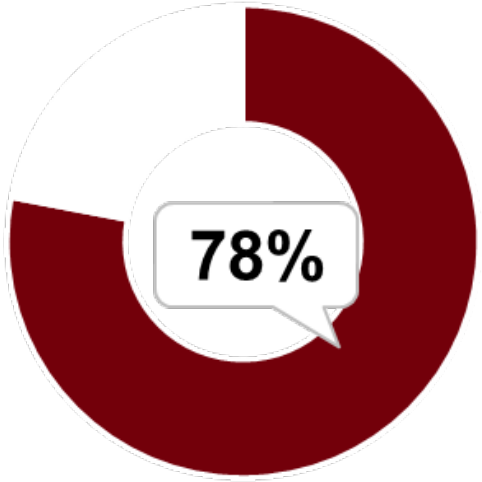
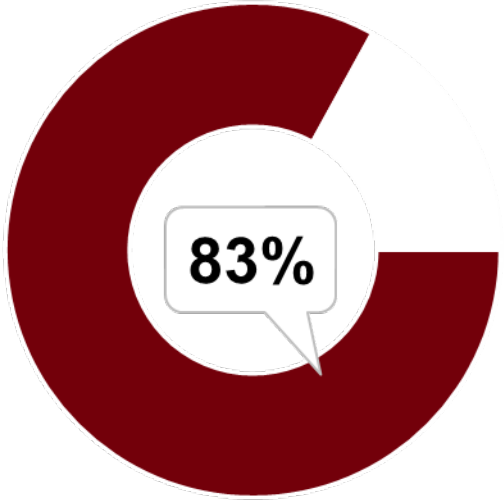
CAREER READINESS





Employment no longer depends solely on the degree or academic major, but more on **experiences, practical sense, and ability to do the job**.

Employers are looking for something more nuanced (that something extra) within the graduate to inform hiring decisions.

Data from 2020 Collegiate Employment Research Institute

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EXPERIENTIAL LEARNING AT USC

Significant time and effort
45 hr. minimum

Clear expectations

Required reflection

Meaningful feedback

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EXPERIENTIAL LEARNING OPPORTUNITIES

At time of graduation in spring 2022, **53.9%** of the fall 2018 freshmen cohort at USC Columbia had **participated in a verified experiential learning opportunity, or ELO**.

End of 1st Year, AY 2018-2019	End of 2nd Year, AY 2019-2020	End of 3rd Year, AY 2020-2021
3.9%	**17.9%**	**32.2%**

ELOs in Beyond the Classroom Matters (BTCM)

- 52 credit-bearing
- 73 non-credit bearing
- 8 multi-component

Data based on Beyond the Classroom Matters Analysis Report, Produced by OIRAA on 8/18/2022.

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https://academicbulletins.sc.edu/undergraduate/graduation-leadership-distinction-courses/

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UNIVERSITY OF South Carolina

2023-2024 Academic Bulletin

2023-2024 EDITION

SEARCH...

- Undergraduate
  - Academic Programs
  - Programs A-Z

Graduatic Experient

True learning extends participation in exten "real world" settings,

- College of Social Work
- South Carolina Honors College
- Palmetto College
- Associate Degree Programs at Fort Jackson
- Interdisciplinary Undergraduate Certificates
- Course Descriptions
- Carolina Core Courses
- Founding Documents Requirement
- Graduation with Leadership Distinction and Experiential Learning Courses
- Undergraduate Policies and Regulations
- Graduate
- Policies and Regulations
- School of Law
- Schools of Medicine
- College of Pharmacy
- USC Lancaster
- USC Salkehatchie
- USC Sumter
- USC Union
- Course Search
- Bulletin Archives

Course	Title	Graduation with Leadership Distinction (GLD) /Experiential Learning (ELO)	College
BIOL 302L	Cell and Molecular Biology Laboratory	Experiential Learning Opportunity	College of Arts and Sciences
BIOL 303L	Fundamental Genetics Laboratory	Experiential Learning Opportunity	College of Arts and Sciences
BIOL 398	Laboratory Teaching Experience	Experiential Learning Opportunity	College of Arts and Sciences
COLA 390	Internship: Community Engagement	Experiential Learning Opportunity	College of Arts and Sciences
COLA 391	Internship: Global Community Engagement	Experiential Learning Opportunity	College of Arts and Sciences
CRJU 494	Internship	Experiential Learning Opportunity	College of Arts and Sciences
CRJU 551	Adolescent Mentoring	Experiential Learning Opportunity	College of Arts and Sciences
DANC 479	Teaching Internship in Dance Education	Experiential Learning Opportunity	College of Arts and Sciences
EDEC 492	Internship in Curriculum, Assessment, Teaching, and Professional Roles	Experiential Learning Opportunity	College of Education
EDEL 490	Internship in Elementary Education	Experiential Learning Opportunity	College of Education
EDLP 520	The Teacher as Manager	Experiential Learning Opportunity	College of Education

https://academicbulletins.sc.edu/undergraduate/graduation-leadership-distinction-courses/

How do I get a course approved as ELO?

1. Review guide.
2. Contact CIEL with questions.
3. Submit proposal through BTCM, *Beyond the Classroom Matters*.

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GATEWAYS FOR: STUDENTS FACULTY & STAFF ALUMNI PARENTS & FAMILIES CALENDAR MAP DIRECTORY APPLY GIVE

SEARCH SC.EDU

Center for Integrative and Experiential Learning

- Center for Integrative and Experiential Learning
- Create Your Plan
- Engage Beyond the Classroom
- Earn Graduation with Leadership Distinction
- Student Toolbox
- Faculty and Staff Toolbox
- Experiential Learning
  - Experiential Learning Opportunities
  - Online Experiential Learning
- Calendar
- About CIEL

Experiential Learning Opportunities

All University of South Carolina students are encouraged to engage in at least one Experiential Learning Opportunity (ELO) during their undergraduate years. Students entering in Fall 2018 and later will be able to view and share their participation in experiential learning through their official record of engagement, their My USC Experience.

Experiential learning helps students put complex concepts in a real-world context and deepens understanding. USC focuses on Experiential Learning

Submit Your ELO Proposal

The CIEL guide to Proposing Experiential Learning Opportunities [pdf] will take you step by step through the process. Login to begin a proposal.

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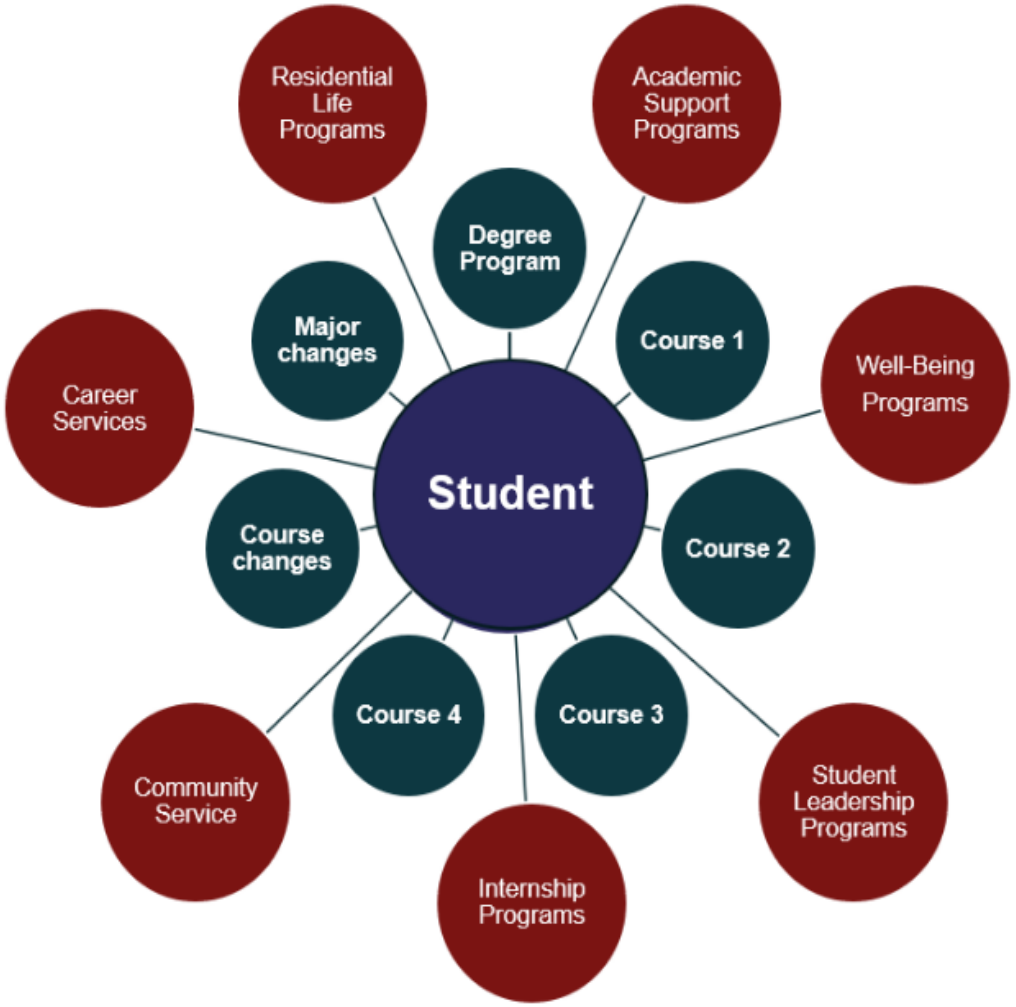
BEYOND THE CLASSROOM MATTERS



Connects records of each student's purposeful engagement beyond the classroom to student's academic and demographic records.

Includes credit-bearing and non-credit-bearing high-impact practices.

More than 1 million records collected (Fall 2018-present).

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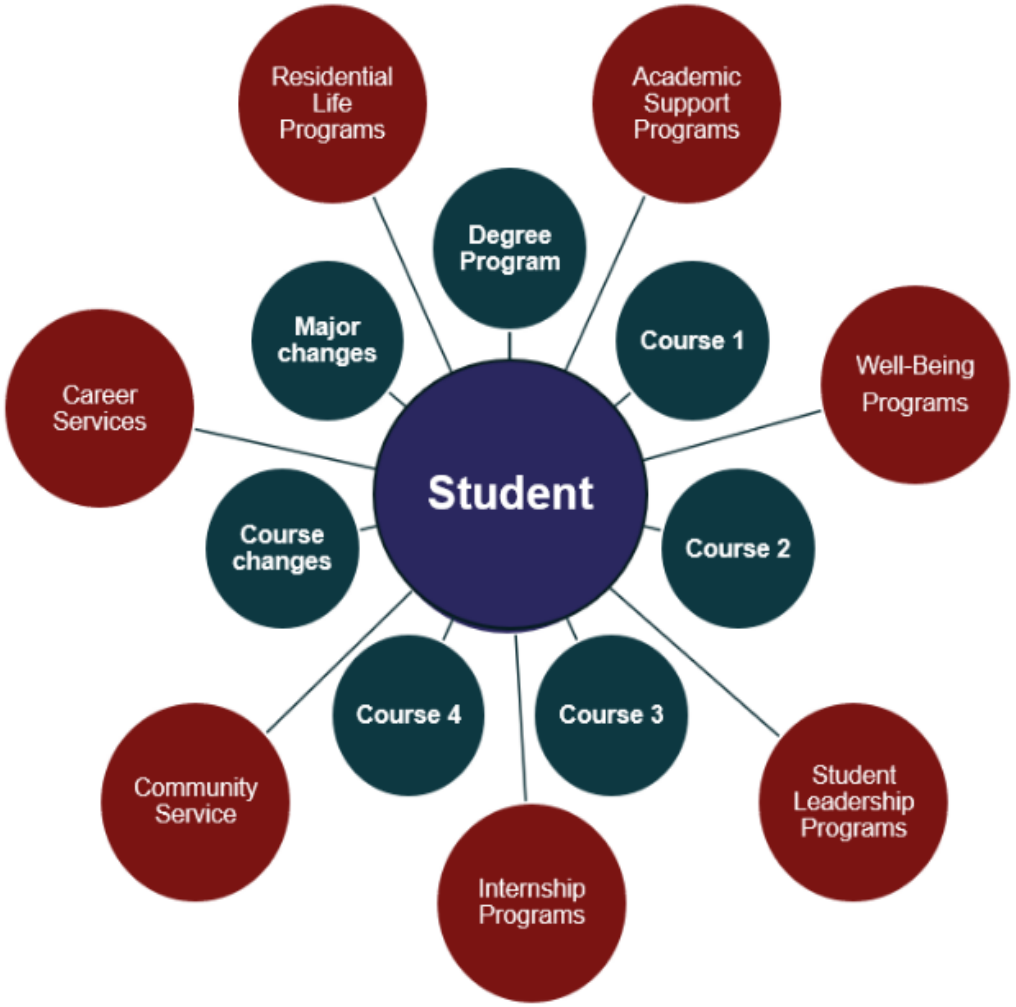
BEYOND THE CLASSROOM MATTERS



Page 1 of 2

Office of the University Registrar
Columbia, SC 29208-0001
Phone: 803.777.5555 | Fax: 803.777.6349

University of South Carolina

Date Issued: 26-Mar-2023

Record of: GARNET ANNE BLACK
Student No: D90920105

USC EXPERIENCE

Campus Activities Programs

Student Organization Member: Future Journalists — Fall 2019
Campus Activities

Civic Engagement & Service-Learning Programs

Community Service Ambassador — Fall 2021
Civic Engagement
Civic knowledge and engagement
Personal and social responsibility - Contributing to a larger community

Service Saturday — Spring 2019
Civic Engagement
Personal and social responsibility - Contributing to a larger community

Service Saturday — Fall 2022
Civic Engagement
Personal and social responsibility - Contributing to a larger community

Education Abroad Programs & Services

Study Abroad - Global Direct: University of Queensland, Brisbane, Australia — Summer 2019
Study Abroad
Intercultural knowledge and competence
Specialized knowledge and skills

Internship Programs

Internship in Mass Communications - JOUR 597: Post & Courier, Charleston, SC — Summer 2021
Internship
Specialized knowledge and skills
Professionalism / career readiness

Multicultural Student Programs and Services

Diversity Dialogues — Spring 2023
Educational Support
Civic knowledge and engagement
Intercultural knowledge and competence

Recreational Sports Programs

Intramural Sports: Soccer — Fall 2019
Campus Activities

Intramural Sports: Soccer — Spring 2020
Campus Activities

Student Leadership Programs

Gamecock Pantry Executive Board — Fall 2022
Student Program Leader
Influencing others
Critical and creative thinking

This official document supplements the academic transcript to provide a more comprehensive record of a student's learning experiences at The University of South Carolina. Student experiences reported here are validated by the university and records are maintained on behalf of USC students. Student self-reported experiences are not included.

University Registrar

Beyond The Classroom Matters®

UNIVERSITY OF South Carolina

RETENTION AND GRADUATION | Explore Two Variables: 4

Live data, will not match census reporting
Cohort Success Data as of 6/14/2023
BTCM Engagement Data as of 6/12/2023

Student Filters

Cohort Term (select 1+): Fall 2018

Student Cohort: First Time Freshmen Degree ...

Student Primary College: (All)

Student Primary Major: (All)

ISIR Pell Eligible: (All)

IPEDS EthnicityRace: (All)

Student Residency: (All)

Student Gender: (All)

Academic Load: (All)

Still Enrolled Year 3: (All)

BTCM Engagement Filters

Cas Label: (All)

Tier Engagement Combination (Cohort Term): (All)

Tier Engagement Count Bin (Cohort Term): (All)

Tier Engagement Combination (AY): (All)

Tier Engagement Count Bin (AY): (All)

Tier Engagement Combination (Career)*: (All)

Tier Engagement Count Bin (Career)*: (All)

Tier 3 Activity (Career)*: (All)

* These filters reflect student activity throughout their time at USC. They are relevant to Graduation Rate metrics only.

Total Headcount	4-Year Graduation Count
5,834	4,066

Grad or Retention Rate Selector: 4-Year Graduation

Compare by (rows): Tier Engagement Combination (Career) - use with Grad...

Compare by (Columns): Pell Eligible

4-Year Graduation | Compare by Tier Engagement Combination (Career) - use with Grad Rates (row) and Pell Eligible (column)

	Not Pell	Pell-eligible	Grand Total
1 only	54%	51%	53%
2 only	13%	15%	14%
3 only	67%	100%	75%
1 and 2	69%	51%	66%
1 and 3	85%	90%	86%
2 and 3	64%	100%	68%
1, 2, and 3	87%	81%	86%
No Activity	15%	11%	14%
Grand Total	72%	59%	70%

4-Year Graduation Rate 30% 100%

Data Source: HC Retention Blended with BTCM Data

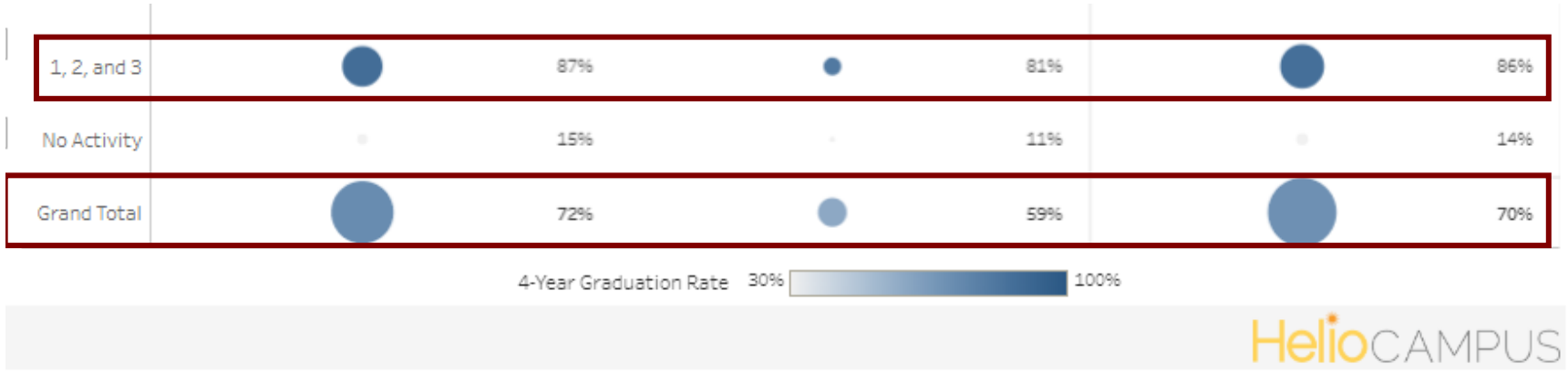
HelioCAMPUS

❖ Of the 5,834 students who entered in fall 2018, 70% graduated in spring 2022.

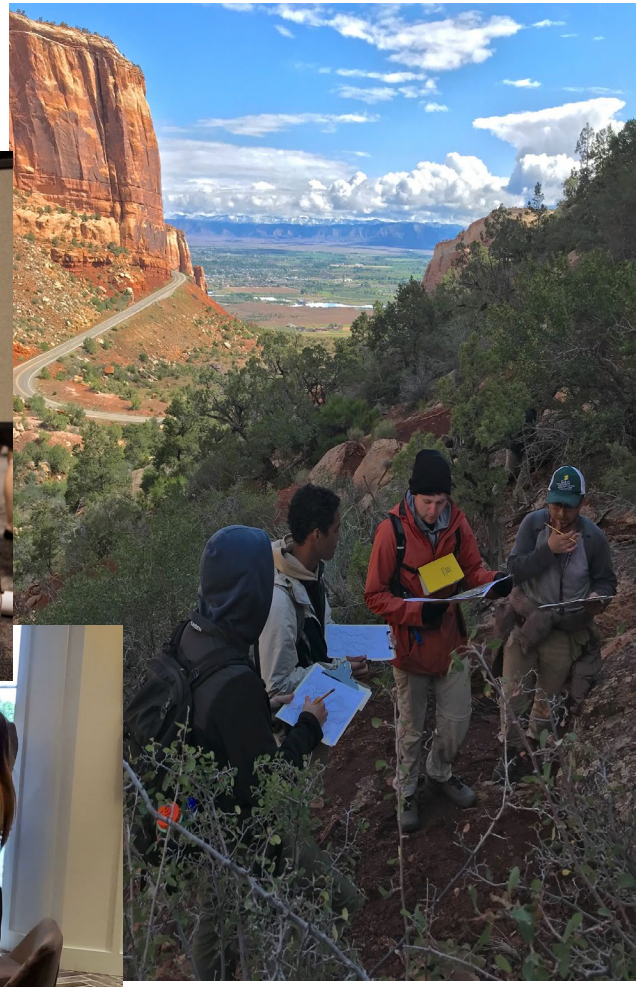
- Pell-eligible, 59%
- Non-Pell students, 72%

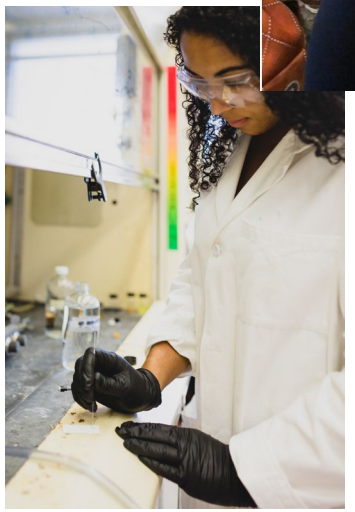
❖ **<u>Graduation rates increase and gap decreases</u>**
when students have documented engagement across all three tiers, including high-impact practices present in ELOs.

- Pell-eligible, 81%
- Non-Pell students, 87%



QEP | EXPERIENCE BY DESIGN





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CAROLINA ENGAGE GRANT

Designed to relieve financial barriers for students to engage beyond the classroom.

- **100%** retained or graduated from USC (**165 students, multi-campus**)
- **95%** understand the value of reflection as means to enhance their learning during college
- **90%** reflecting on experience helped in exploring academic, personal, or professional goals

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POWER OF REFLECTION

- **Development of Reflection Stations** with Apple Store (iHub) and Innovation Living Learning Community (Rhodos Fellows)
- **1000+ students** participated in structured reflection as a direct result of QEP support (grants and courses)

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JAZZ GIRLS DAY - COLLEEN CLARK

Jazz Girls Day welcomes girls to start or continue playing jazz and encourages music educators to encourage girls to play jazz.

2030 Vision: Jazz Girls Day is now expanding nationwide, with the goal of hosting at least one University of South Carolina Jazz Girls Day in all 50 states by 2030.

Upcoming:

Jazz Girls Day – Upstate
September 30, 2023
The Fine Arts Center
Greenville, SC

Jazz Girls Day – Connecticut
October 14, 2023
Woodstock, CT

Jazz Girls Day – Columbia
January 13, 2024
USC School of Music
9:00 a.m. – 4:00 p.m.

Jazz Girls Day – Phoenix
January 27, 2024
The Nash
110 E Roosevelt St.
Phoenix, AZ

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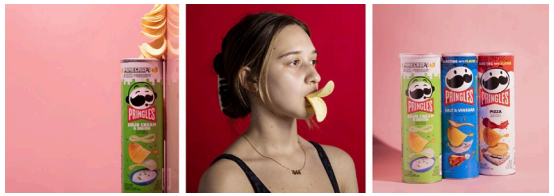
MAYMESTER AT THE CIRCUS - JEFF WILLIAMS (CIC)

Course built around content creation, design, and photography.

"This experience is different to what I learned from other classes under my Visual Communication major. The beyond the classroom opportunity was mind-blowing, and being able to walk into the space and see the images, elaborate designs, and student campaigns inspired me. My main takeaway is that being creative is for anyone who is willing to learn!"

– USC student



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PROVOST CURRICULUM IMPROVEMENT AWARD

Deadline: April 8, 2024

Award: $50,000 to a single academic unit

Curriculum improvement can include:

- Clear pathways to degree
- Experiential learning in curriculum
- Career readiness in curriculum
- Faculty development
- Best practices in undergraduate education
- Culture change

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https://sc.edu/about/offices_and_divisions/provost/honorsandawards/provost_awards/curriculumimprovement.php

PROVOST CURRICULUM IMPROVEMENT AWARD

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Application must document:

- Improvements from Fall 2022 – Spring 2024
- Analysis of strengths and weaknesses
- Impact assessment

Award is **not** for best overall curriculum!

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Application must document:

- Improvements from Fall 2022 – Spring 2024
- Analysis of strengths and weaknesses in targeted academic program
- Impact assessment

Award is **not** for best overall curriculum!

Information session coming this fall!

Invited Dr. Greg Heileman, VP for Undergraduate Education at University of Arizona, for campus visit.

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https://sc.edu/about/offices_and_divisions/provost/honorsandawards/provost_awards/curriculumimprovement.php

COMPLETE SHORT FORM TO REQUEST FOLLOW-UP.

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GRADUATE SCHOOL

Ann Vail

Dean of Graduate School

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RESEARCH UPDATE

Julius Fridriksson
Vice President for Research

Provost's Retreat, Friday, September 1, 2023

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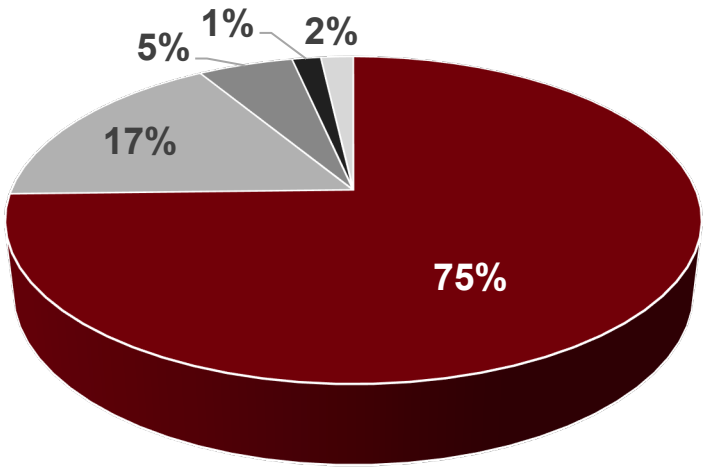
Office of Research

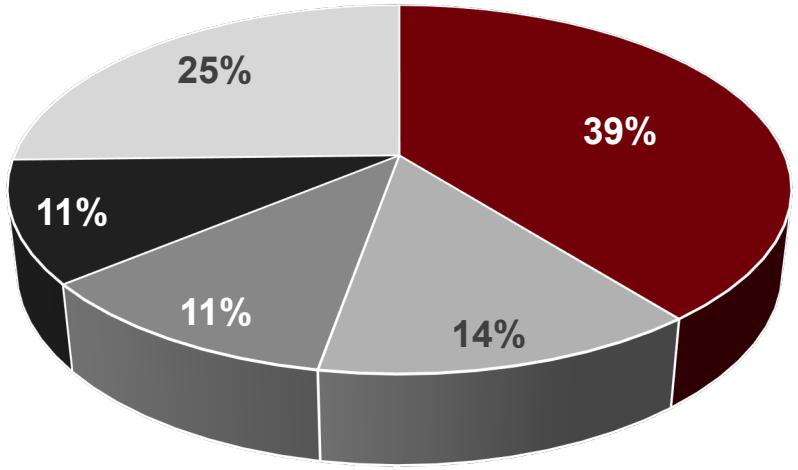
FY2023 RESEARCH FUNDING

Total Sponsored Awards: $243,890,670

FY2023 Sponsored Awards by Source

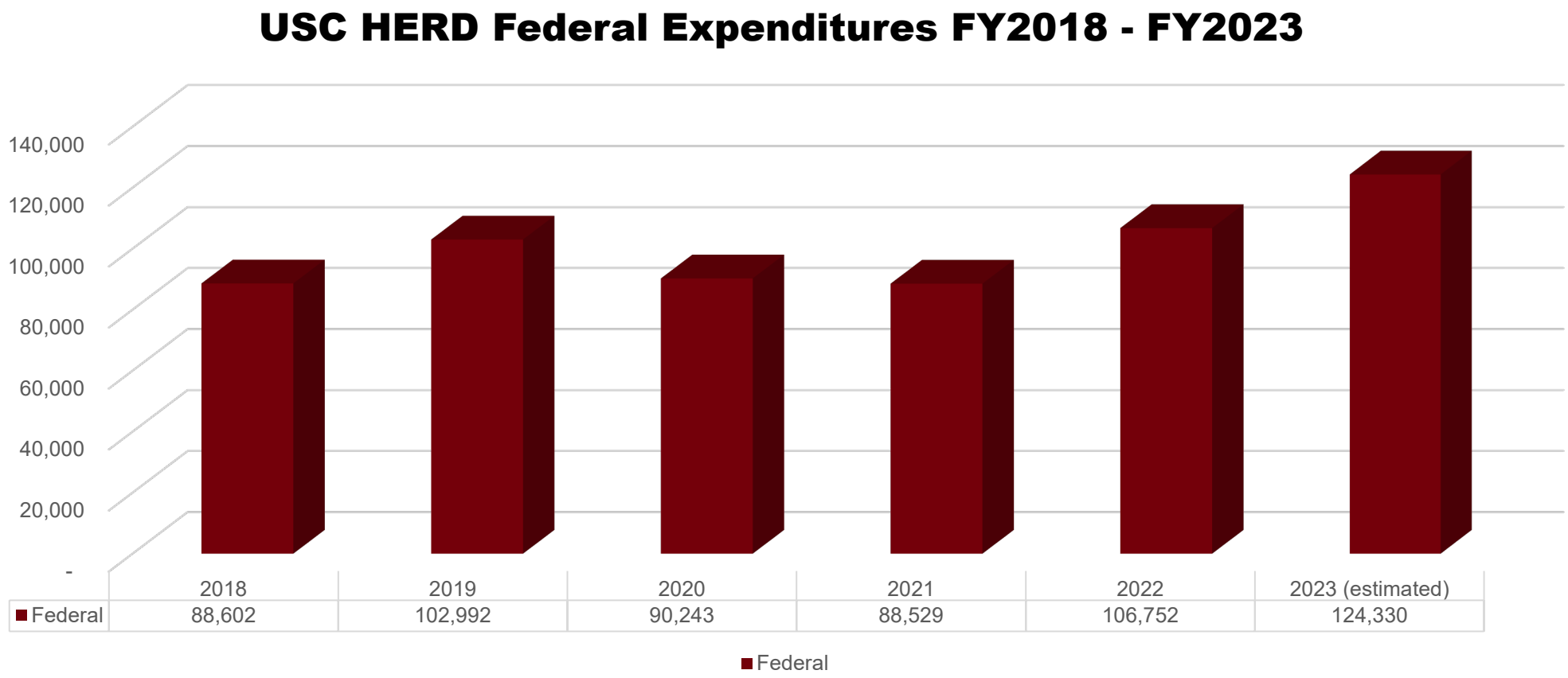


FY2023 Federal Awards



Total Federal Awards: $181,956,177

FY2018-FY2022 FEDERAL EXPENDITURES



Note: FY2023 federal expenditures are not final.

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NEW USC RESEARCH INSTITUTES

USC Institute for Rural Education and Development

Matthew Irvin, College of Education

Seek better ways to teach math, science and engineering to rural SC students. Researchers will focus on early grades with an emphasis on developing a holistic approach to teaching STEM.

USC Institute for Extreme Semiconductor Chips

Asif Khan, College of Engineering and Computing

Develop powerful, efficient microchips for the electric grid, electric vehicles, aircraft and health care uses. Homegrown computer chips is an important national security priority.

USC Institute for Infectious Disease Translational Research

Melissa Nolan, Arnold School of Public Health

Study emerging diseases that have the potential to develop into major public health threats, especially those spread by insects and those transferred from mother to child.

USC Institute for Clean Water

Tammi Richardson, College of Arts and Sciences

Explore novel ways to monitor water quality to ensure safe drinking water and to protect South Carolina's waterways for use by humans and wildlife alike.

USC Institute for Cardiovascular Disease Research

Clinton Webb, School of Medicine Columbia

Examine how chronic stress leads to a host of physical ailments, including heart and kidney disease. The research could eventually lead to the development of new treatments for heart disease.

PROPEL RESEARCH MENTORSHIP PROGRAM

Propel Mission: With a focus on intensive one-on-one mentoring and monthly workshops, Propel helps new and early-career faculty researchers apply for large NIH or NSF grants.

- Propel mentees have received **$12.5+ million** in funding, including:
  - **Glenn Weaver, Exercise Science:** $5,770,186 from NIH (two awards)
  - **Jie Li, Biochemistry:** $866,000 NSF Career award
  - **Tisha Felder, Nursing:** $246,113 from PCORI
- 2022-2023 Propel mentees have already submitted **25** new proposals.
- The current Propel cohort includes **62** faculty researchers from **12** colleges/schools/campuses.

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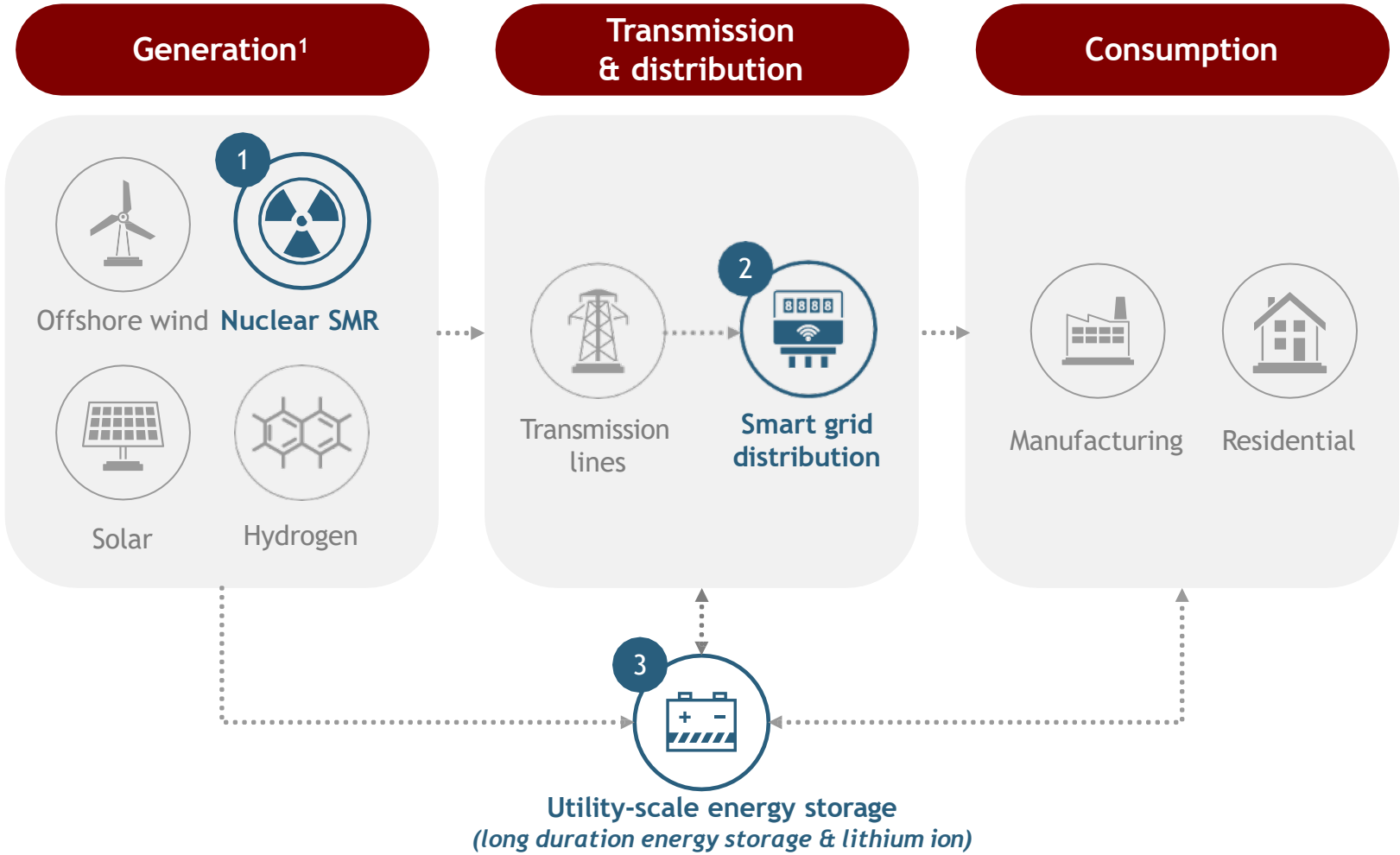
SC Nexus

South Carolina will create a globally leading, end-to-end resilient, sustainable energy ecosystem that powers industry and residential infrastructure through focus on innovation in three technologies

Not comprehensive

Tech Hub areas of focus



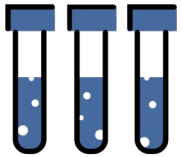
Recycle and Reuse

1. Note: Existing NSF Innovation Engine and H2Hub efforts in South Carolina focused on offshore wind, solar, and hydrogen

STREAMLINING USC RESEARCH CORES

New RFP to streamline and centralize USC's research cores for easier management and access by researchers.

- **Eligibility:** Interdisciplinary research core directors at USC Columbia or SOM Columbia
- **Applications must address:** resource scheduling and management, billing and financial tracking, data integration, training and support, and new technologies
- **Contact:** Lumi Bakos, Bakos@mailbox.sc.edu
- **Application deadline:** 5:00 p.m. on Wednesday, November 15, 2023
- **Selection process:** External reviewers will evaluate all responsive submissions; award will be announced in early 2024.



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RESEARCH INITIATIVES IN THE PIPELINE

- Racial Justice and Equity Research Fund: applications due next Thursday, September 7
- Excel Funding Program for the Liberal Arts, Humanities and Social Sciences: applications due Tuesday, October 24
- USC Brain Health Center and Rural Brain Health Network
- SC-PRIME supporting maternal health in the Palmetto State
- Coastal resilience environmental research
- USCeRA replacement

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Office of Research

Julius Fridriksson

Vice President for Research

fridriks@mailbox.sc.edu

sc.edu/vpresearch

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GARNET:
GRADUATION AND RETENTION NETWORK

Shelley Dempsey, Ph.D.
Assistant Provost for Graduation & Retention

Provost's Retreat - September 1, 2023

UNIVERSITY OF
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BACKGROUND

The Provost established the **Graduation and Retention Council (GRC)** in Spring ‘23 to **identify and remove the barriers** that prevent on-time degree completion.

GRC is comprised of representatives from campus units who, through their hands-on work with students, provide both **qualitative and quantitative input** for strategies that can improve the University’s retention and graduation rates.

Goals

- Develop systemic, sustainable strategies and practices that will increase student persistence toward retention and degree completion.

- The GRC pays particular attention to the barriers that restrict the persistence of our most at risk learners, those who have been identified as most susceptible to achievement gaps.

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COUNCIL MEMBERS

Shelley Dempsey, Ph.D.
- On Your Time Initiatives

Sonia Badesha
- Student Disability Resource Center

April Barnes, Ed.D.
- University Housing

Althea Counts
- TRIO Programs

Joey Derrick
- Financial Aid

Kelly Epting, CPA, MBA
- Finance & Budget

Jared Evans
- Veterans & Military Services

Troy Etta Knox
- Graduate Student

Alisa Liggett
- Student Care & Outreach

Meghan Lipinoga
- On Your Time Initiatives

Shay Malone, Ph.D.
- Multicultural Student Affairs

Aaron Marterer, Ed.D.
- Registrar

Curtis Pernell
- Undergraduate student

Charlie Pierce, Ph.D.
- Center for Integrative & Experiential Learning

EC Porter, MD
- Counseling and Psych

Nicole Pressley
- Bursar's Office

Claire Robinson, Ph.D.
- University Advising Center

Dana Talbert
- Student Success Center

Amanda Therrell
- On Your Time Initiatives

Julian Williams, J.D.
- Diversity, Equity, and Inclusion

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INSTITUTIONAL BARRIERS

Medical (Mental and Physical Health)

- Extended time to get accommodations
- No student short-term medical leave policy
- Aftermath of interpersonal violence
- Faculty/staff may have difficulty accommodating

Basic Needs

- Access to affordable food and housing
- Need on-campus housing beyond freshman year
- Lack of affordable off-campus housing
- Family/Work obligations

Social

- Lack of sense of belonging
- Difficulty finding niche on large campus
- Students not engaged = less likely to participate in experiential learning opportunities
- Need multicultural space/lounges

INSTITUTIONAL BARRIERS (CONTINUED)

Curricular

- Course availability & course restrictions
- Curricular complexity
- Students lack understanding of degree/ progression requirements
- Need alternate course options (8-week courses, repeat of fall courses in spring)
- Changing majors (lack of universal gen ed)
- Transfer credit (degree applicability)
- Need for flexibility in modality of instruction
- Lack of universal adoption of DegreeWorks – creates inaccurate degree audits and lack of standardization of student experience
- Delays in course feedback from instructors (not within the first few weeks to allow for red flags to help students)

Information/Communication

- Students do not know who/where to ask for help (and how to ask for help)
- Faculty/staff do not know where to direct students for various types of support
- No centralized location for information
- Overlap and duplication of services across multiple offices (coupled with loss of staff and increased student need)
- Alert fatigue from students who are contacted by multiple offices via multiple means of communication without clear understanding of what service the office provides.
- Lack of awareness experiential learning opportunities

INSTITUTIONAL BARRIERS (CONTINUED)

Financial

- Complicated fee structure
- Lack of institutional financial aid
- Not paying tuition/fees results in dropped courses and registration/transcript holds
- Withdrawals can result in return of aid and student's inability to pay outstanding balance
- Insufficient funding to help support the costs of experiential learning (e.g., education abroad)

Other

- High employee turnover
- Need for culturally competent support for students
- TRIO is over capacity and not able to accommodate the additional student requests – need other options
- Grading system that does not accurately accommodate non-attendance or non-completion

COMMITTEE WORK

- Found that some solutions already existed on campus but weren't widely known
- Considered whether the solutions on our peer and peer aspirant campuses would work for USC
- Subcommittees formed to bring together campus experts for deeper discussions
- Synergy!

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IN PROGRESS...

- Complete Carolina pilot (Fall ’23)
  - Completion grants coupled with support
- Coordinated Alert Processes for Student Care
- Research/discussions around grades for non-attendance and non-completion
- Closer look at courses with high DFW rates based on various student demographics
- Improved websites to provide information for faculty, staff, students needing help
- First Gen Center - Research and Preparation
  - Faculty Principal-led Living and Learning Community
  - Increased Academic Support
  - Summer Start First Gen Program
  - Mentoring Networks
  - Gap Funding Opportunities
  - Connecting to basic needs support

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UP NEXT…

- The Council will continue meeting monthly.
- Focus for Fall ‘23 will be identifying campus practices/processes/policies that unintentionally create barriers to graduation and retention for our students.
- Related note – the Office of On Your Time Initiatives will change its name (effective Sept 15) to the Graduation And Retention Network (GARNET).

UNIVERSITY OF South Carolina

QUESTIONS

Shelley Dempsey, Ph.D.
Assistant Provost for Graduation and Retention

Sdempsey@mailbox.sc.edu

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THANKS!

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