SPRING PROVOST'S RETREAT

JANUARY 10, 2020

UNIVERSITY OF
South Carolina

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/

ACADEMIC AFFAIRS UPDATE

Dr. Tayloe Harding

Interim Executive Vice President for Academic Affairs and Provost

UNIVERSITY OF
South Carolina

UNIVERSITY OF SOUTH CAROLINA - AT A GLANCE

| FALL 2019	Student Enrollment
USC System	52,633
USC Columbia	35,364
Undergraduate	27,502 (78%)
Graduate	**5,987 (16.9%)**
Professional	1,875 (5.3%)
Palmetto College	5,117
Comprehensive Universities	12,152

# 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 PROGRAMS
53
NATIONALLY
RANKED
THE MOST IN SOUTH CAROLINA

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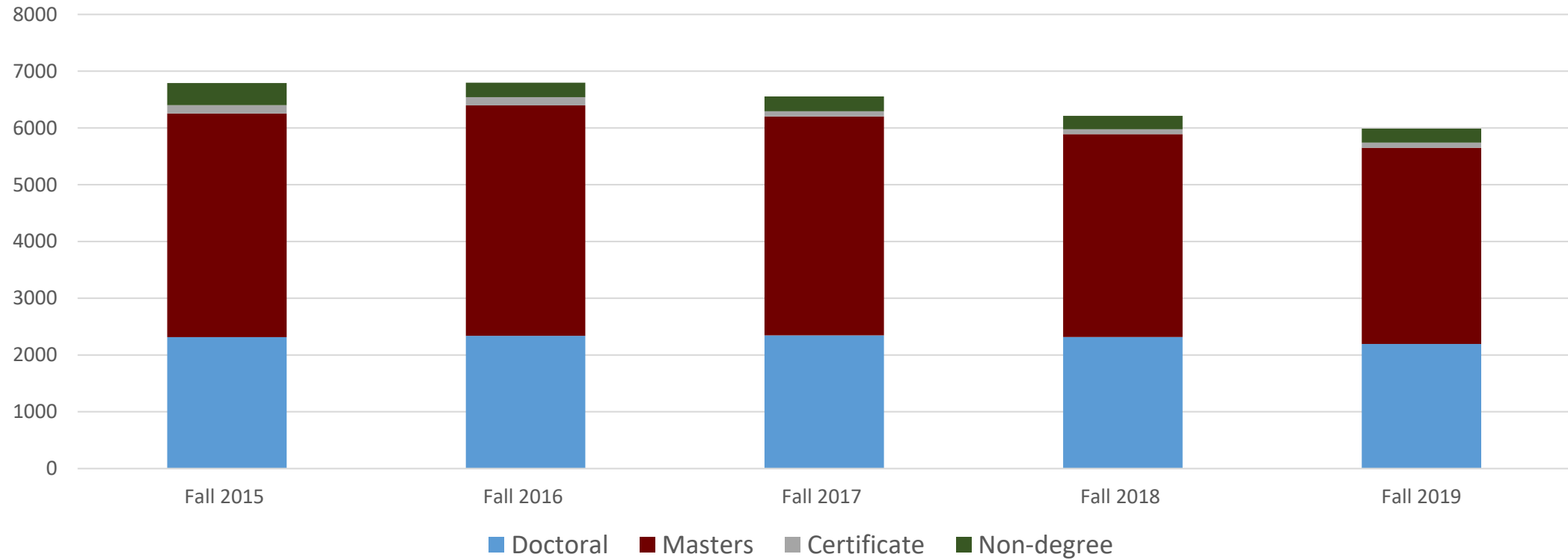
GRADUATE ENROLLMENT – THE LONGER VIEW
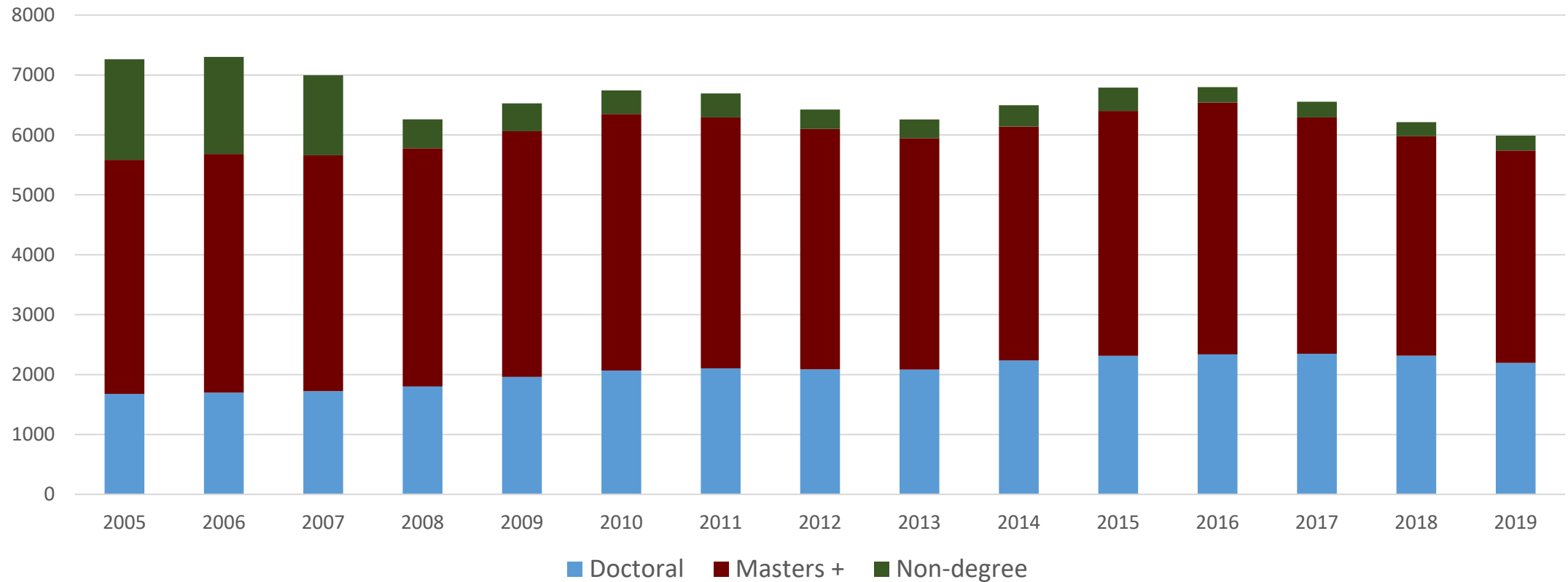
USC GRADUATE ENROLLMENT DEMOGRAPHICS

- 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
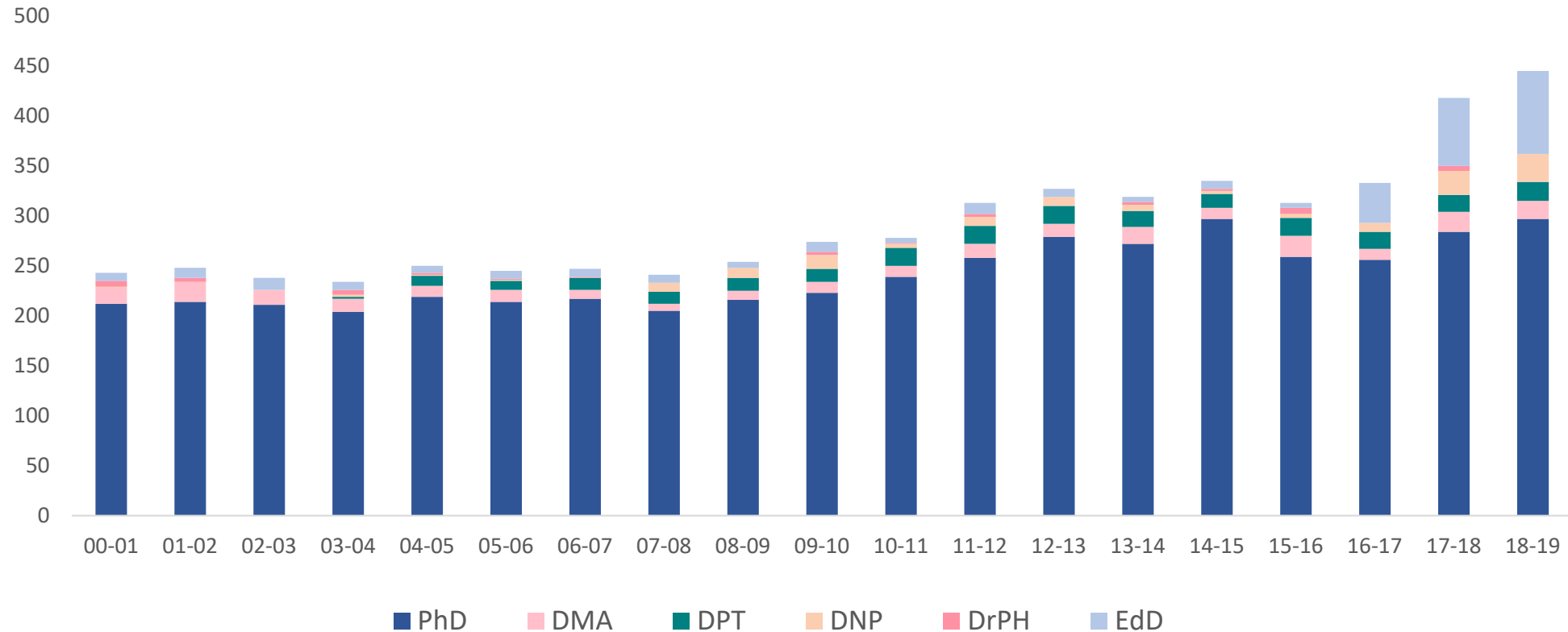
GRADUATION AND JOB PLACEMENT

- 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

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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

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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

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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

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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

FALL 2019
NEARLY 8,700 NEW UNDERGRADUATE STUDENTS

System Transfers, 282
Residential Bridge, 367
Non-Degree, 362
Transfers, 1395
Freshmen, 6260

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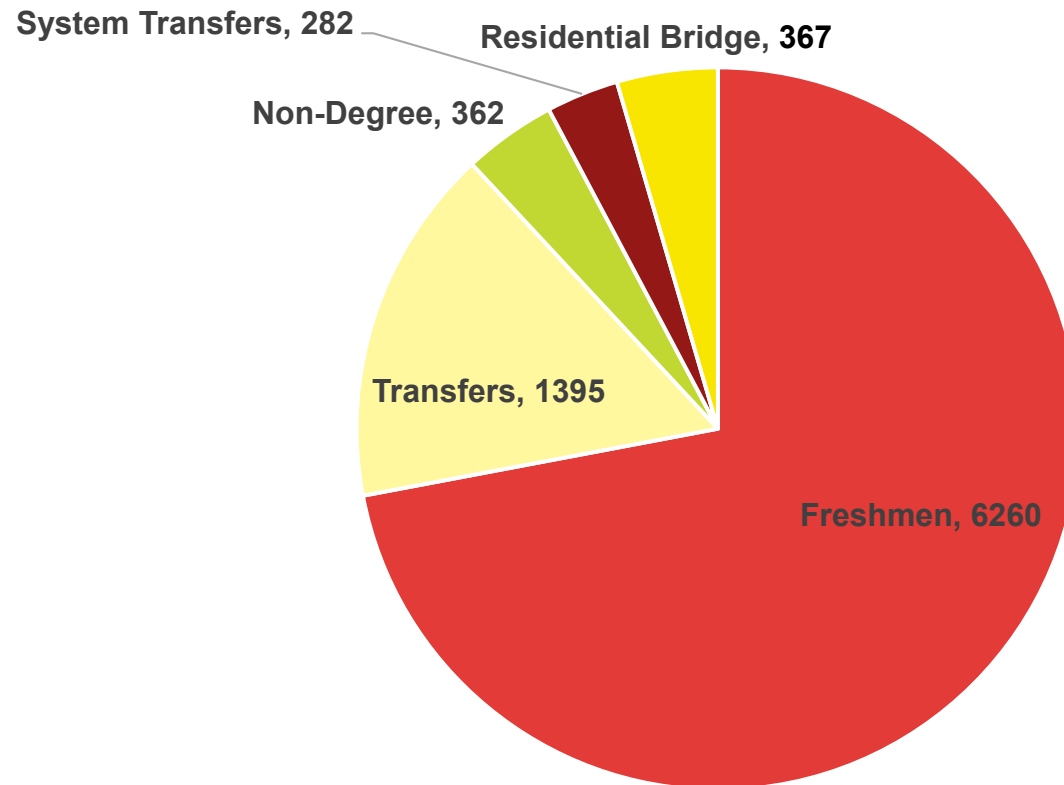
FALL 2019 ENROLLMENT FUNNEL

Prospects — 344,475
Inquiries — 140,350 (41%)
Applicants — 31,278 (30%)
Admits — 21,468 (69%)
Deposits — 6,600 (31%)
Enrollees — 6260 (95%)

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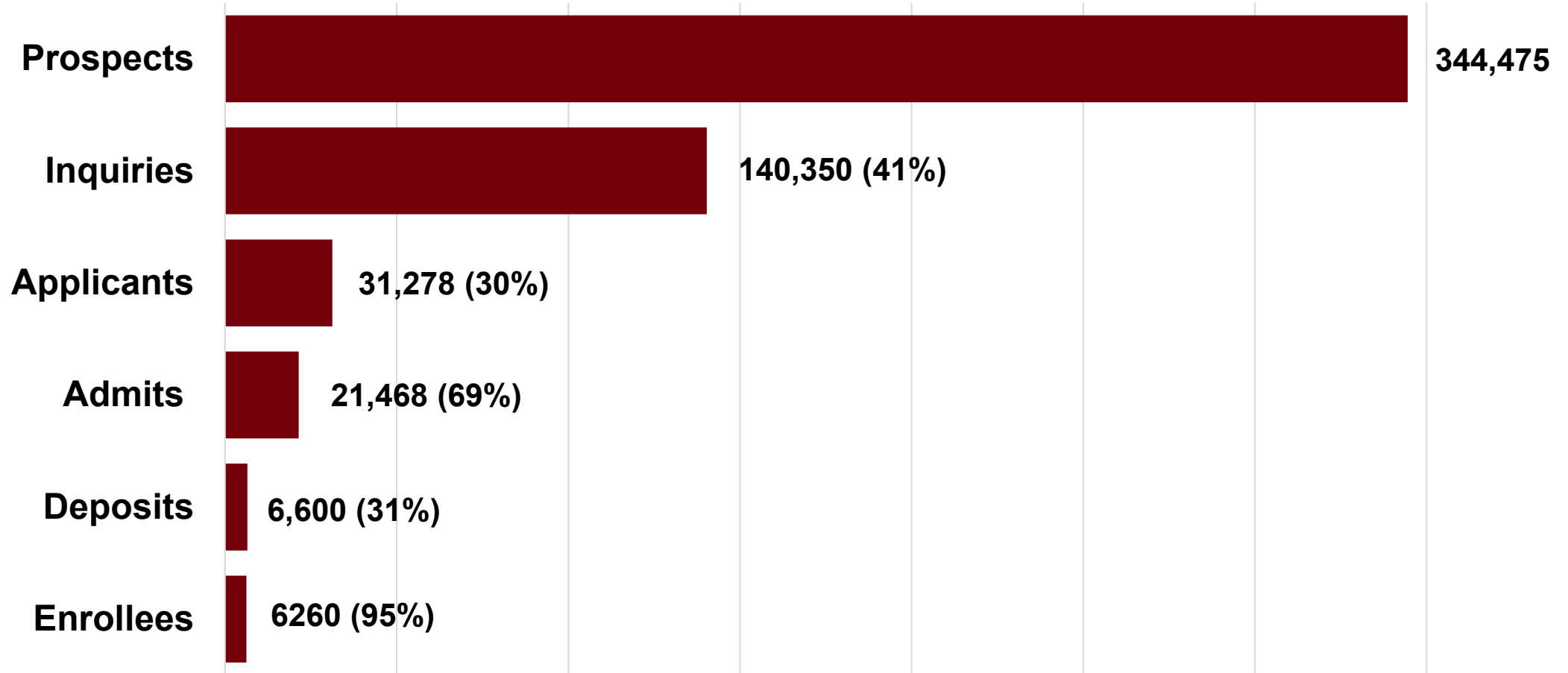
2019 INCOMING CLASS PROFILE*

	All Freshmen	Capstone Scholars	Honors College	Gateway	Palmetto Pathway
Number	6260	1501	594	313	54
Avg. SAT	1273	1370	1473	1003	1005
Avg. ACT	28	30.8	33	18	18.5
GPA	4.1	4.4	4.8	3.2	3.2

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USC COLUMBIA ENROLLMENT SUMMARY
2009-2019 SUMMER/FALL FRESHMEN

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

*projected as of July 2019

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FRESHMAN APPLICATIONS BY RESIDENCY

Ten-Year Application Trend

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

South Carolina
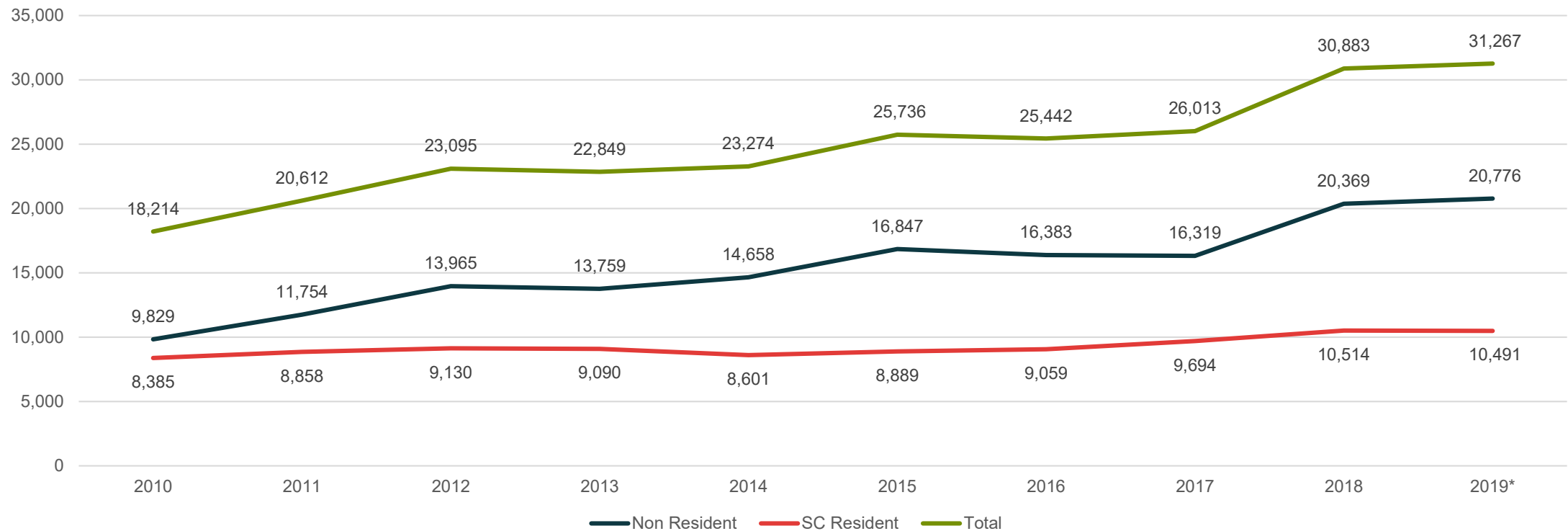
FRESHMAN ENROLLMENTS BY RESIDENCY

Ten-Year Enrollment by Residency
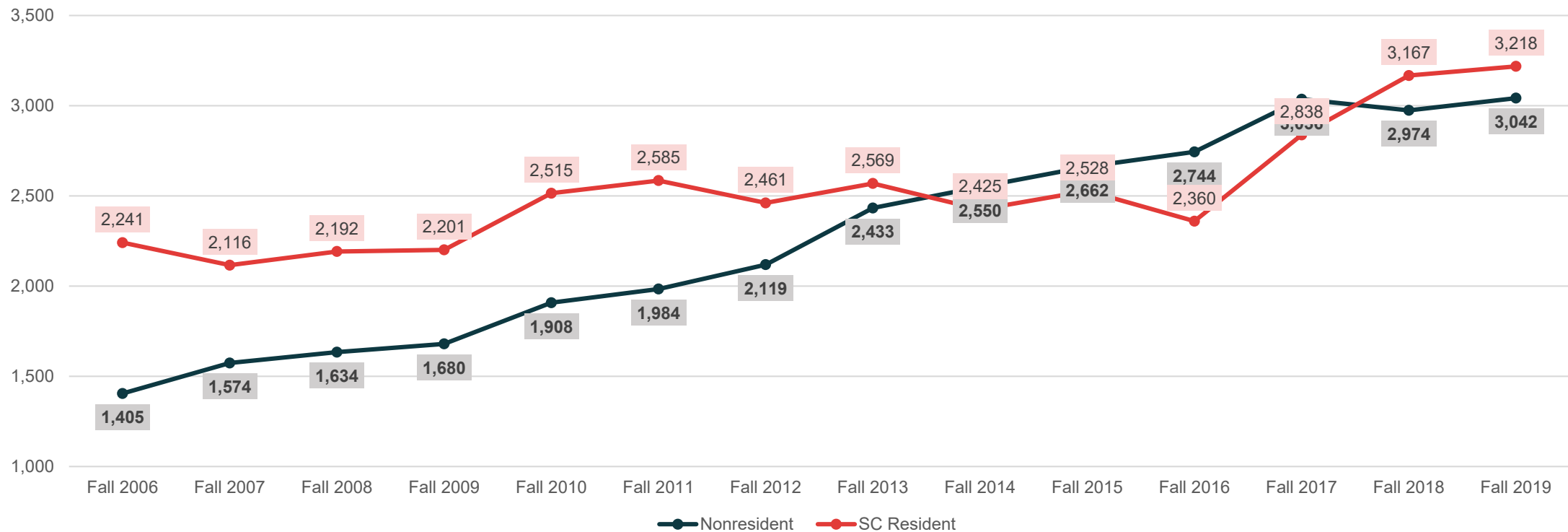
TEN-YEAR TREND SAT AVERAGE AND FRESHMAN CLASS SIZE

Chart showing SAT Avg. (bars) and Enrollment (line) from Fall 2010 to Fall 2019*.

Enrollment values: Fall 2010: 4423, Fall 2011: 4569, Fall 2012: 4580, Fall 2013: 5002, Fall 2014: 4975, Fall 2015: 5190, Fall 2016: 5104, Fall 2017: 5874, Fall 2018: 5848, Fall 2019*: 6260

SAT Avg. values: Fall 2010: 1185, Fall 2011: 1199, Fall 2012: 1199, Fall 2013: 1208, Fall 2014: 1210, Fall 2015: 1210, Fall 2016: 1215, Fall 2017: 1255, Fall 2018: 1276, Fall 2019*: 1273

Legend: ■ SAT Avg.   ▬■▬ Enrollment

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CLASS SIZE AND ACT TRENDING UPWARD

Ten Year Trend - ACT Average and Freshman Class Size

Enrollment line values: 4423, 4569, 4580, 5002, 4975, 5190, 5104, 5874, 5848, 6260

ACT Avg bar values: 26.2, 26.4, 26.4, 26.9, 27.1, 27.3, 27.3, 27.3, 27.9, 28.0

Years: Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014, Fall 2015, Fall 2016, Fall 2017, Fall 2018, Fall 2019*

Legend: ACT Avg, Enrollment

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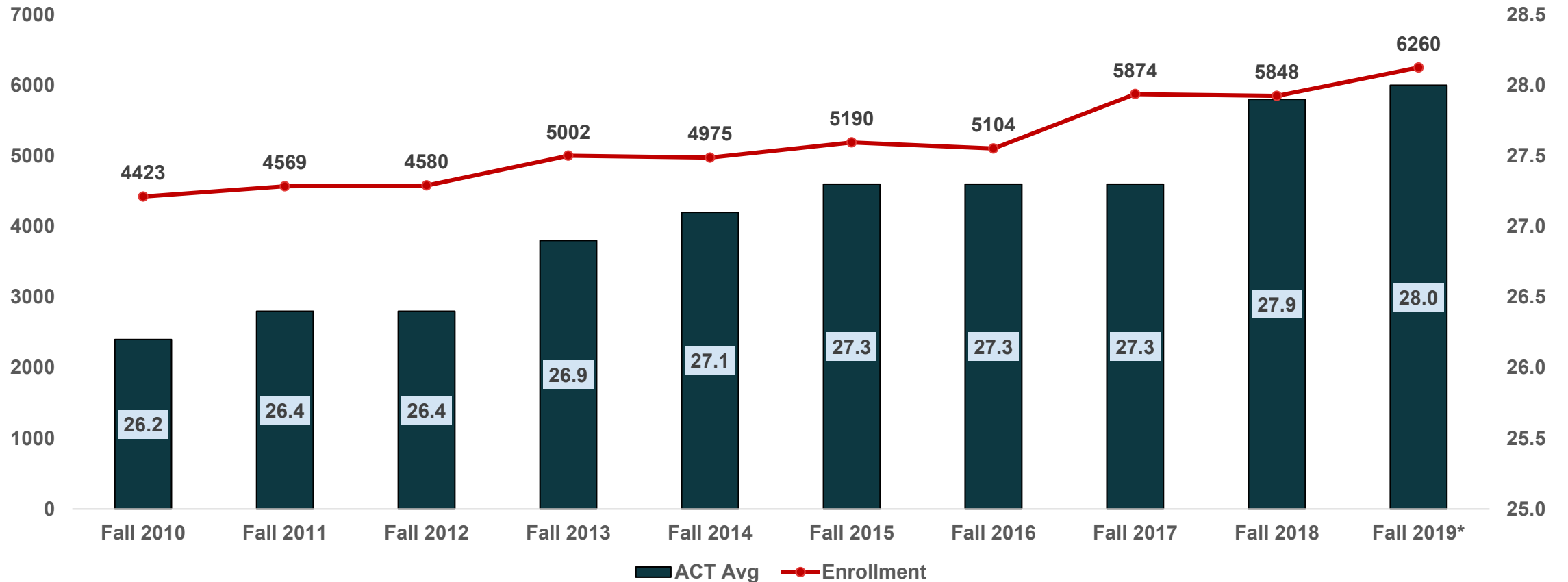
SERVING MORE SC STUDENTS THAN EVER BEFORE

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

Year	Total SC Residents Served	% of All Graduates
Fall 2010	2,515	5.8%
Fall 2011	2,585	5.9%
Fall 2012	2,618	5.9%
Fall 2013	2,737	6.1%
Fall 2014	2,753	6.3%
Fall 2015	2,882	6.5%
Fall 2016	2,693	6.0%
Fall 2017	3,169	7.0%
Fall 2018	3,587	7.7%
Fall 2019	3,610	7.7%

Legend: ▬ Total SC Residents Served ▬ % of All Graduates
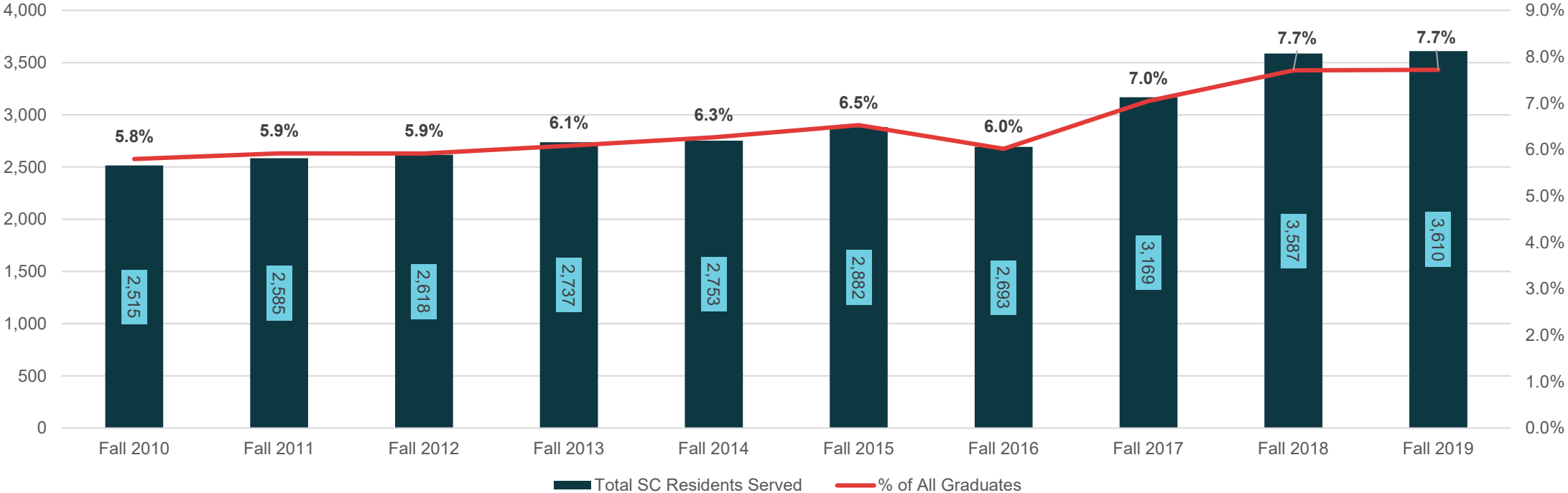
Includes freshmen, Gamecock Gateway, and Palmetto Pathway
Source: WICHE, COL Undergraduate Admissions

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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%

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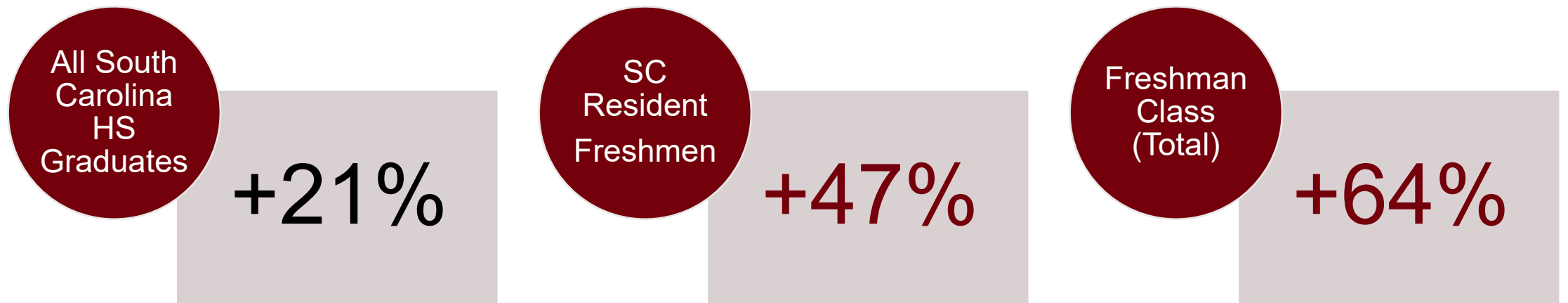
OPPORTUNITY ABOUNDS FOR SC RESIDENTS

97%

Fall 2019
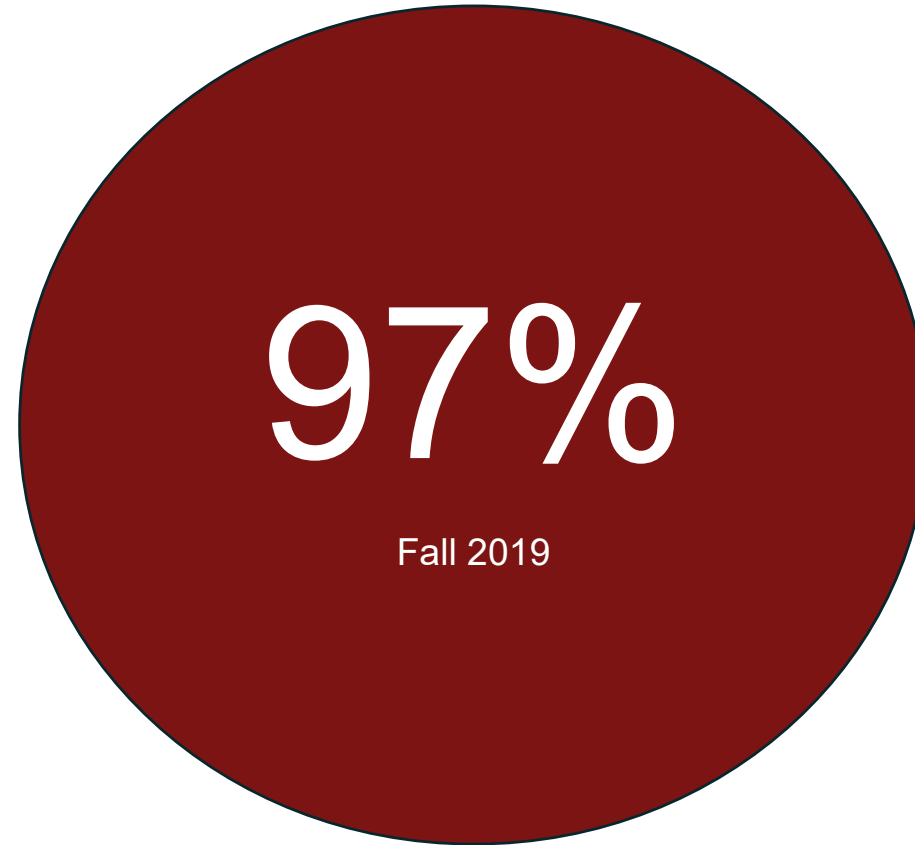
Proportion of SC applicants who are admitted to fall freshman class, Gamecock Gateway, or Palmetto Pathway

South Carolina

MORE FRESHMEN IDENTIFYING AS AFRICAN AMERICAN

+42%

Since 2016
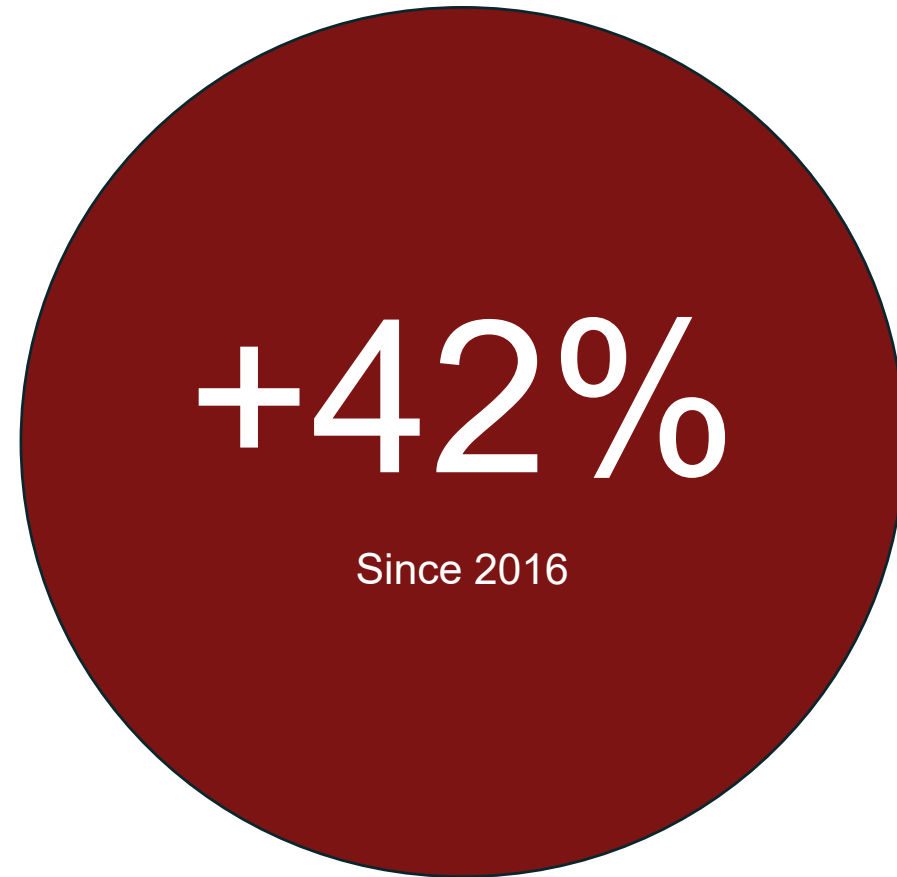
Includes freshmen identifying as African American, either exclusively or as one of "two or more races."

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University of South Carolina's Growth in Non-Resident Enrollment Has Out paced the Market

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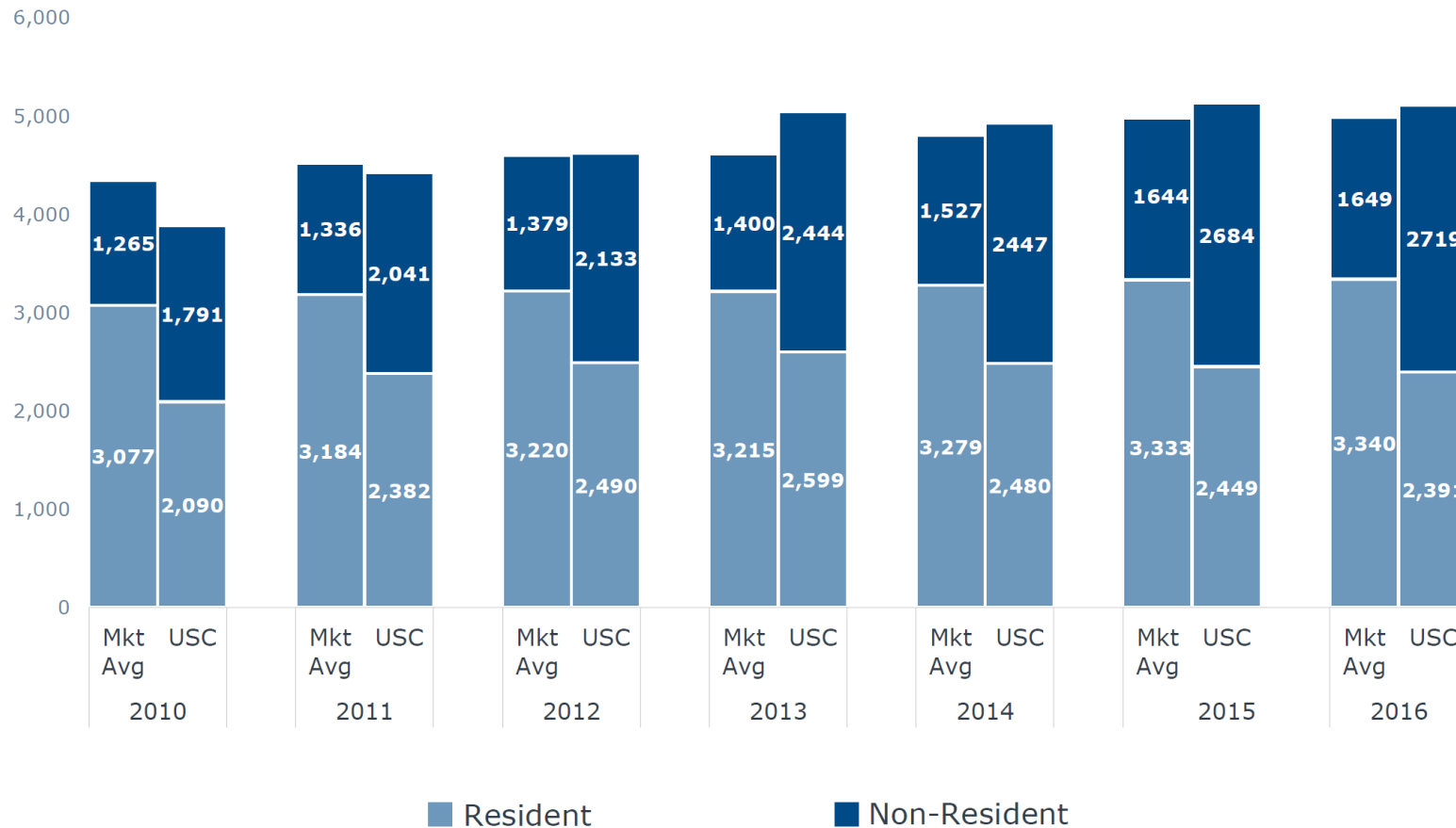
USC vs. Market Average of 19 Other Major Public Universities in the South
Entering Class 2016

Legend: Average NTR/Enroll, Discount Rate

X-axis: FSU, Miss. State, UCF, NCSU, UNC Chapel Hill, Florida, Ole Miss, LSU, Kentucky, West Virginia, Alabama, Tennessee, Georgia, Auburn, VA Tech, Arkansas, USC, Georgia Tech, Clemson, UVA
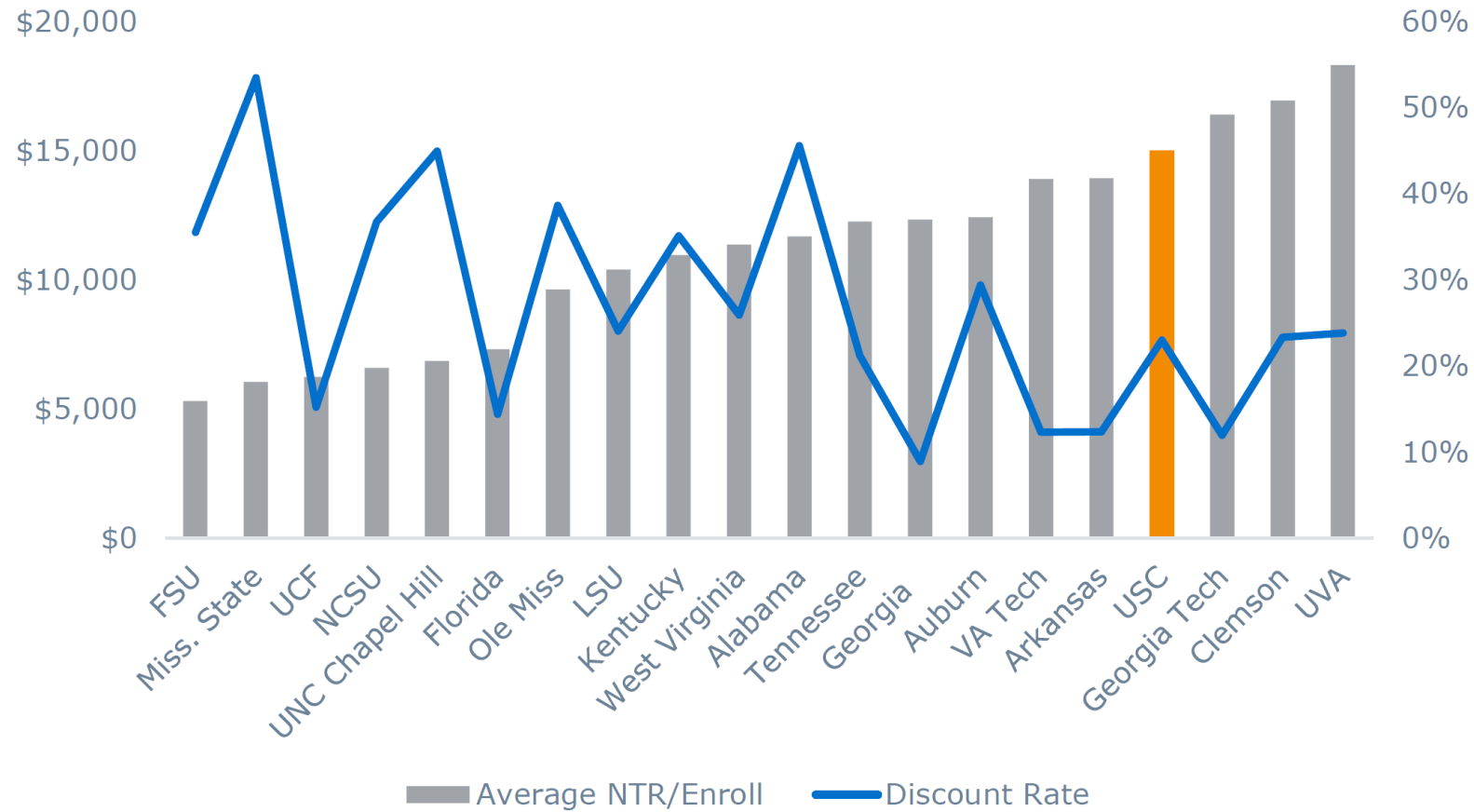
1) 76 Colleges reporting data accurately via IPEDS

6-YEAR GRADUATION RATES IN TOP 10% OF ALL 4-YEAR PUBLIC UNIVERSITIES

777

Public 4yr colleges

81

Public 4yr universities
6yr grad rate >=70%

(10% of all publics)

58

6yr grad rate
greater than
UofSC-COL
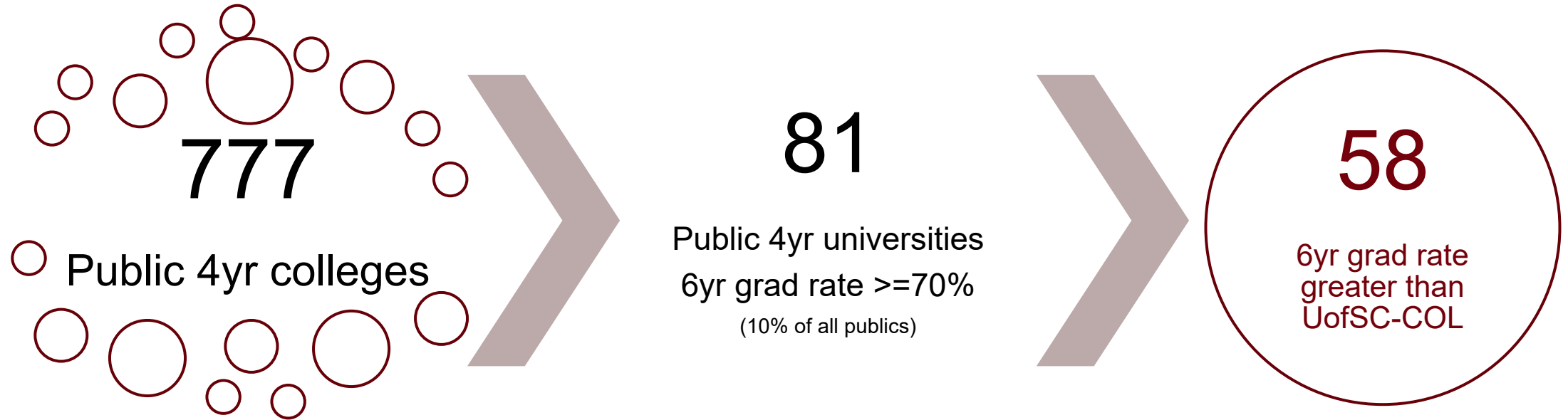
Source: IPEDS, 2012 cohort 6-year graduation rates

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FIRST-TIME, FULL-TIME FRESHMAN GRADUATION RATES
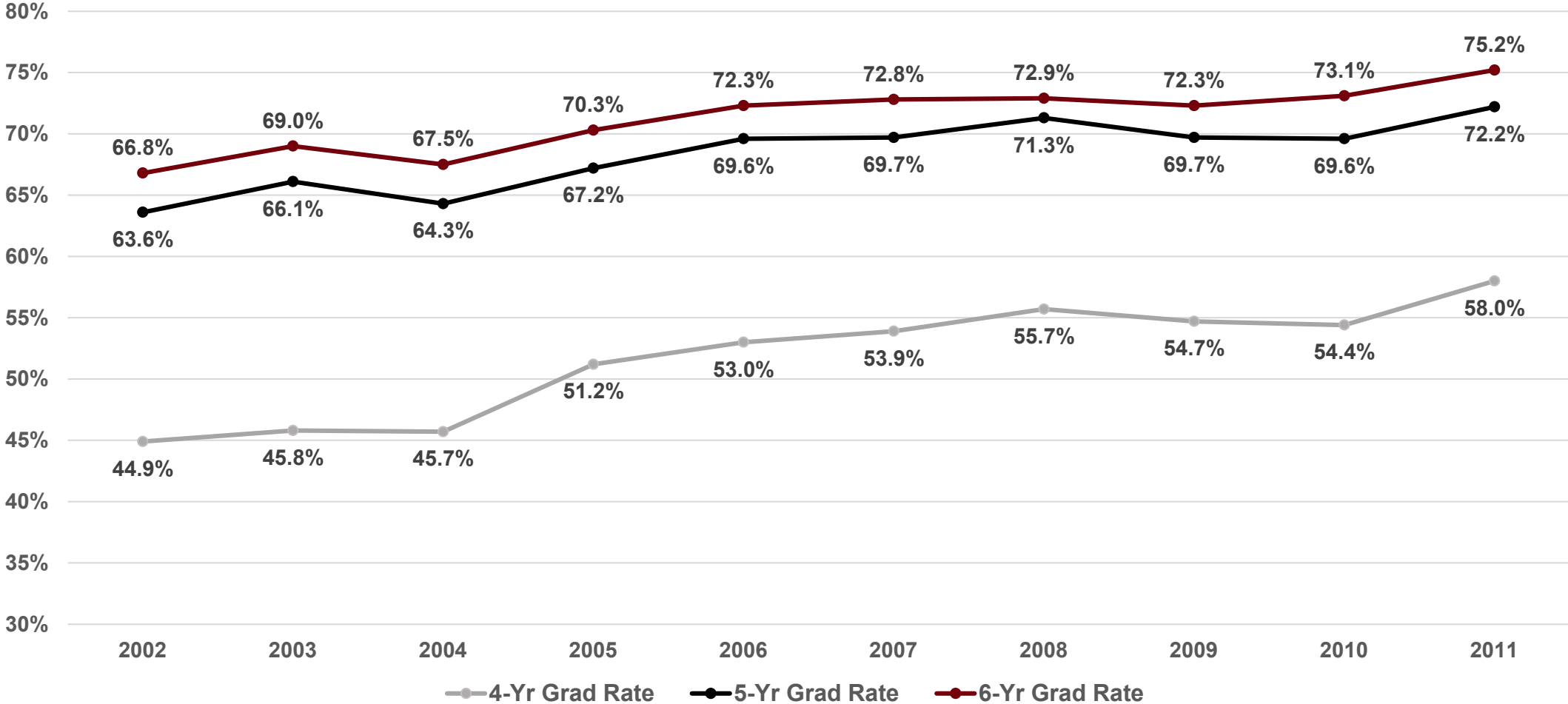
Data retrieved from Institutional Research Assessment, and Analytics July 30, 2019.
www.ipr.sc.edu/

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WARNING: DEMOGRAPHIC CLIFF AHEAD!

RIPPED FROM THE HEADLINES

Enrollment Shortfalls Spread to More Colleges
(Chronicle of Higher Education, May 2019)

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

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

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

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

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

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

The students disappearing fastest from American campuses? Middle-class ones
(The Hechinger Report, October 2019)

ENROLLMENT MANAGEMENT IS ONE BIG PUZZLE...
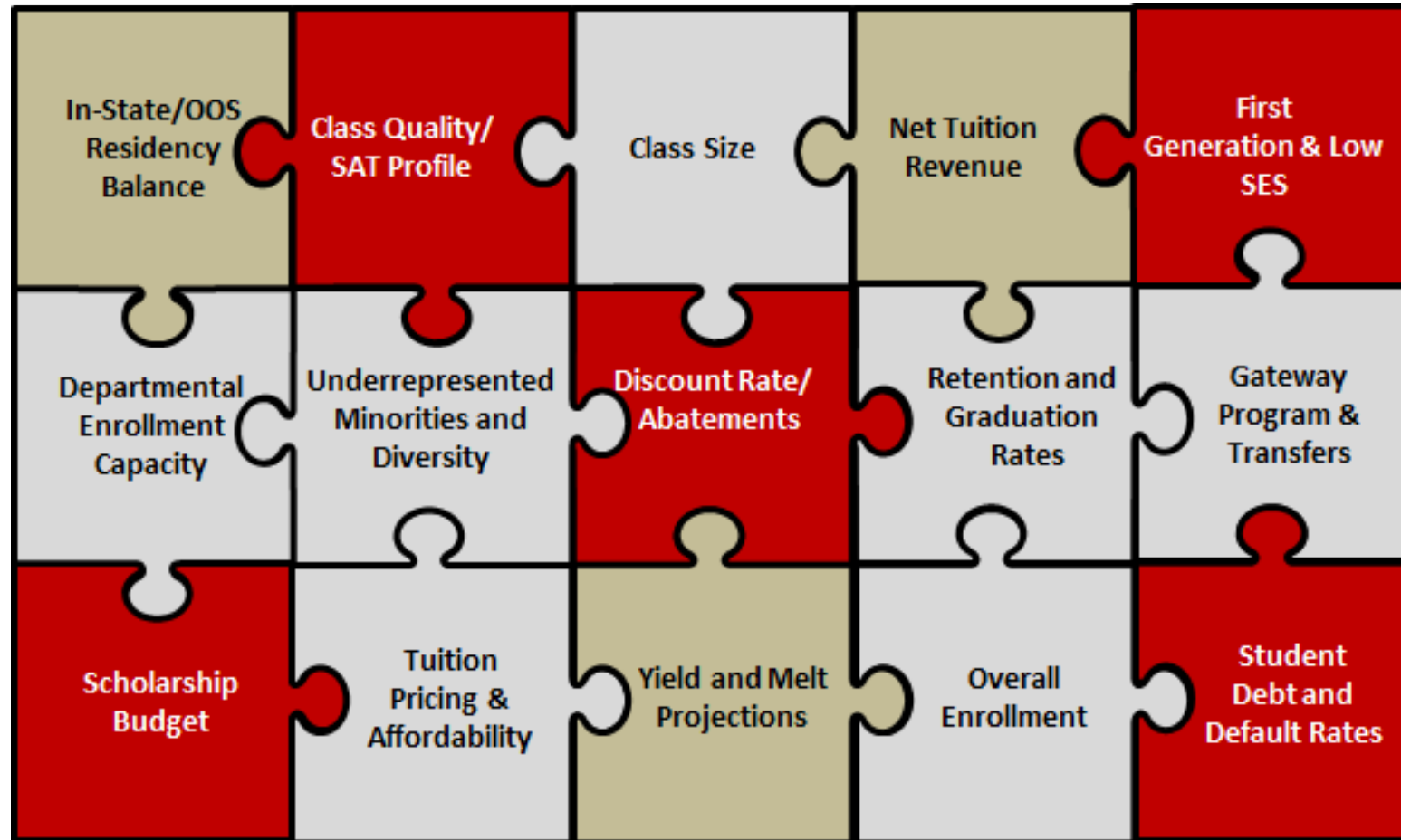
2010: Peak Post-Secondary

Student Enrollments (1985-2016)
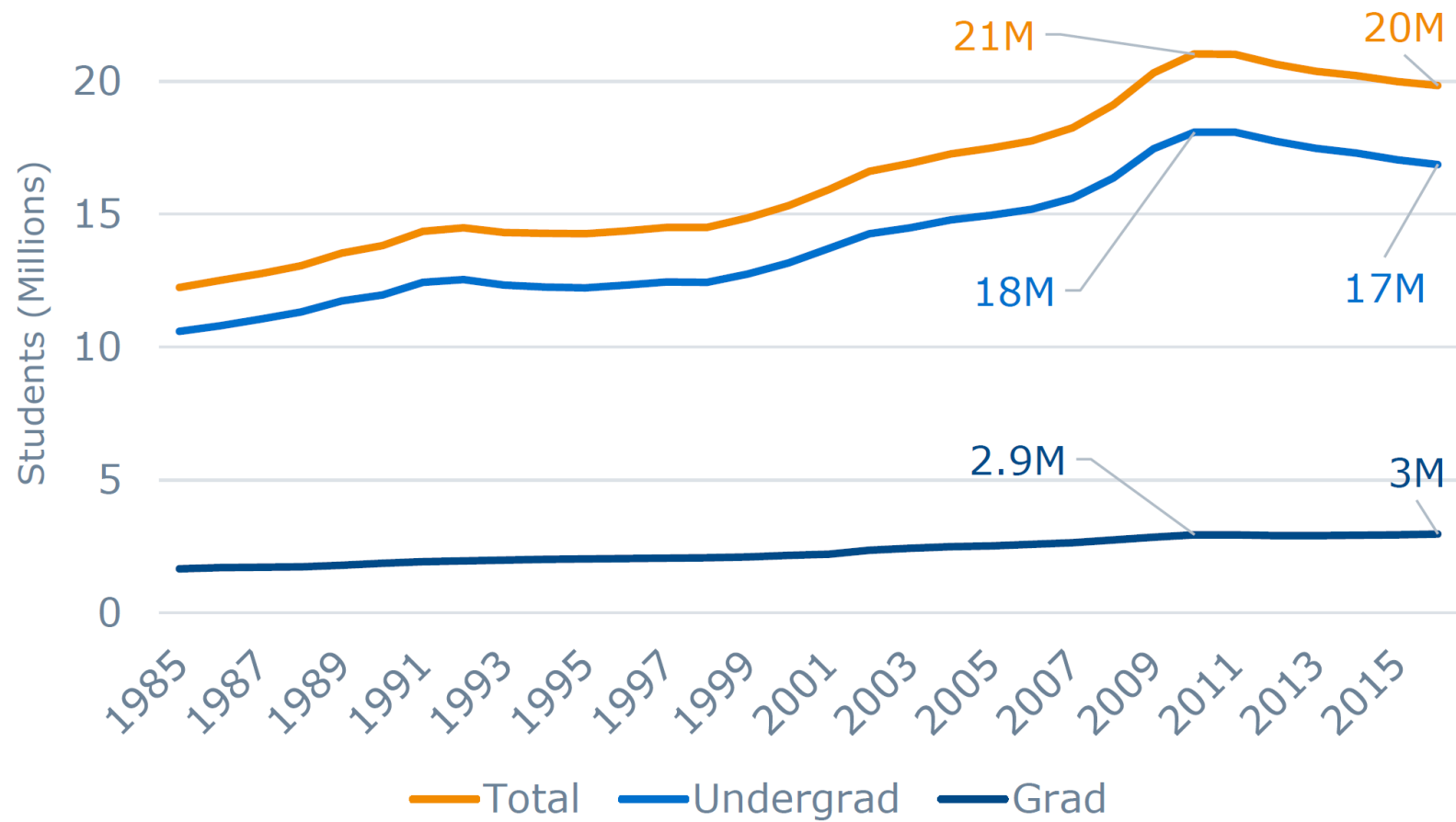
Looming Birth Dearth

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

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

2017-2021   *2022-2025*   *2026-2029*

2025 Population
4.51 Million 18-Year-Olds

2021 Population
4.17 Million 18-Year-Olds

▲ 2017 Levels

2029 Population
3.86 Million 18-Year-Olds

-1%

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

8%

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

-14%

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

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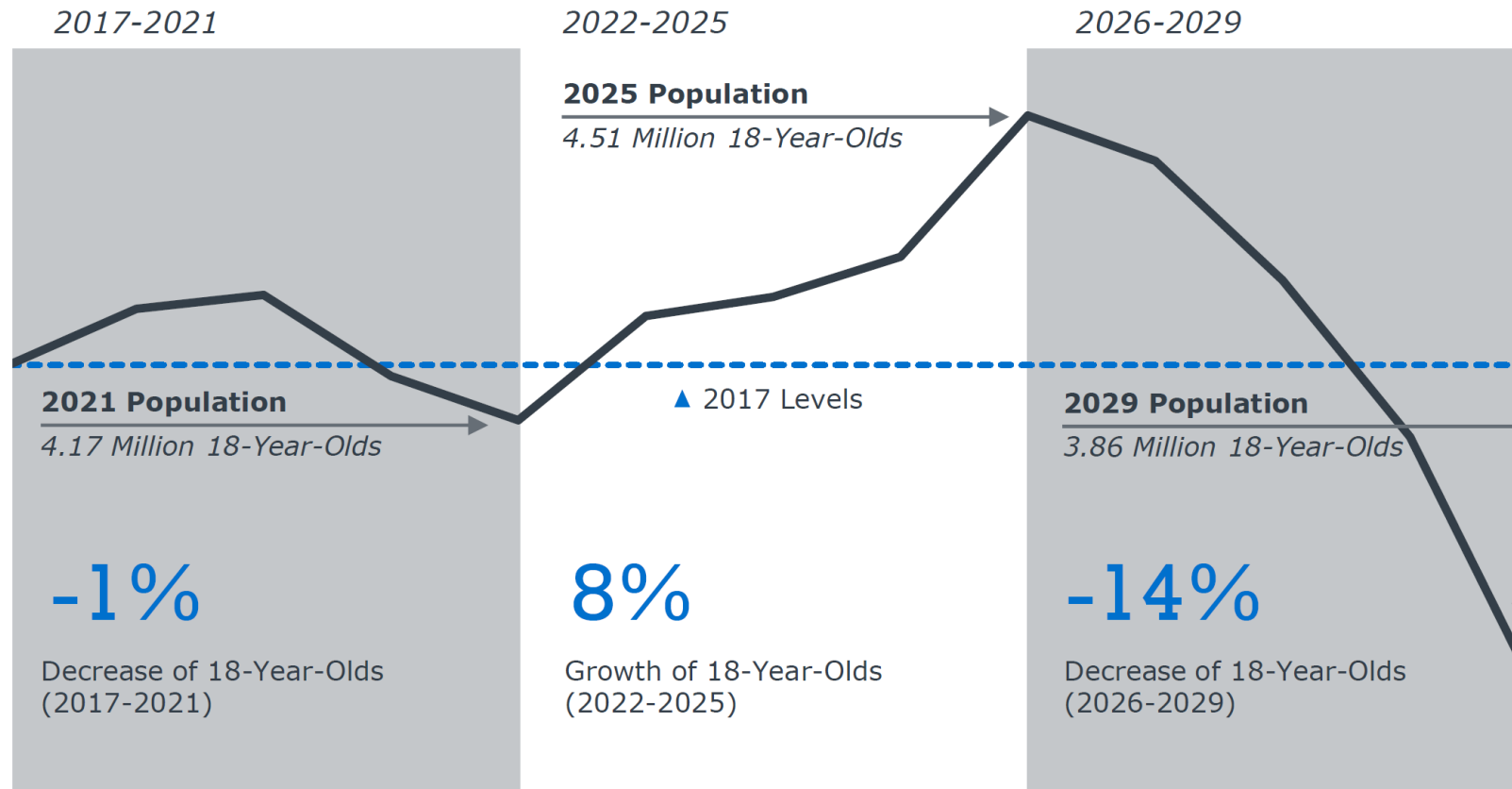
Diverging Fortunes by Region

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

Legend:
- 11% to 30%
- 0% to 10%
- -1% to -9%
- -10% to -19%
- -20%+

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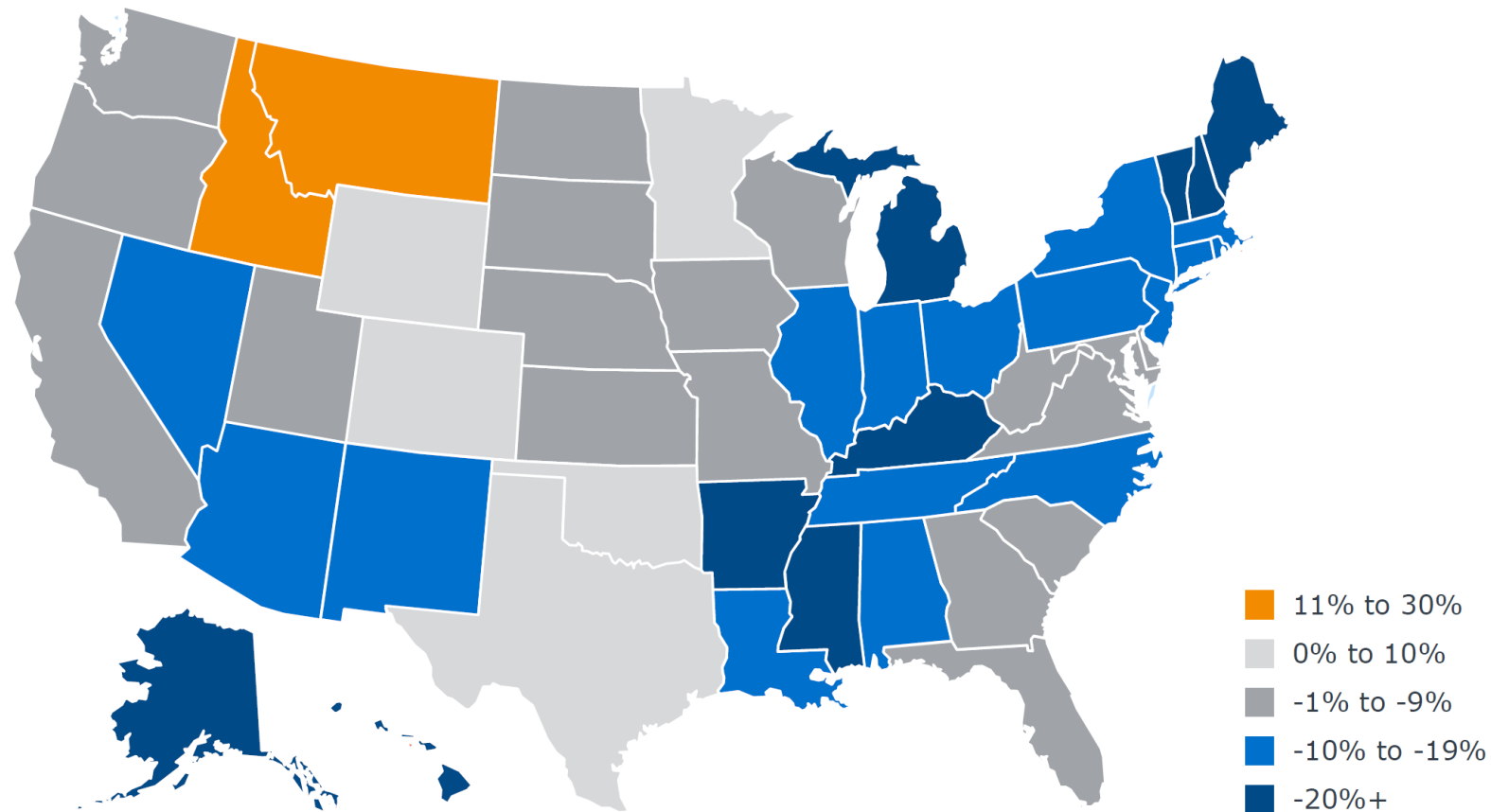
Diverging Fortunes by Selectivity
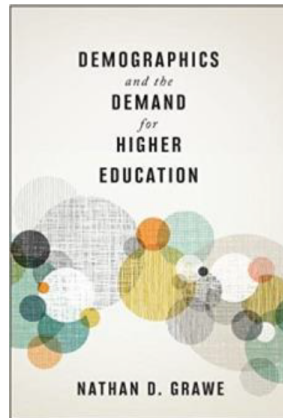
Nathan D. Grawe

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

Source: Belkin, Douglas, "U.S. Colleges Are Separating Into Winners and Losers" The Wall Street Journal, Feb. 21, 2018. Grawe, Nathan D., *Demographics and the Demand for Higher Education*, 2017; EAB analysis.

Summarizing by Segment and Selectivity

Elite HEIs

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

2017 to 2029

+8% Percent change in demand

+12K Total change in demand
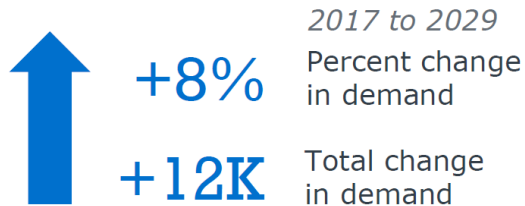
Timespan	% Change in Demand
2019 to 2023	3%
2024 to 2026	2%
2027 to 2029	-5%

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

National HEIs

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

2017 to 2029

-8% Percent change in demand

-22K Total change in demand
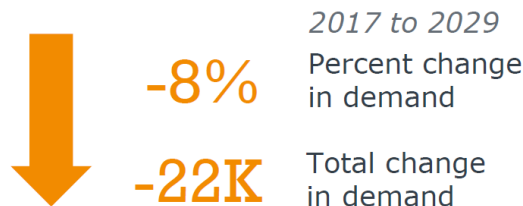
Timespan	% Change in Demand
2019 to 2023	1%
2024 to 2026	2%
2027 to 2029	-11%

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

Regional HEIs

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

2017 to 2029

-11% Percent change in demand

-152K Total change in demand
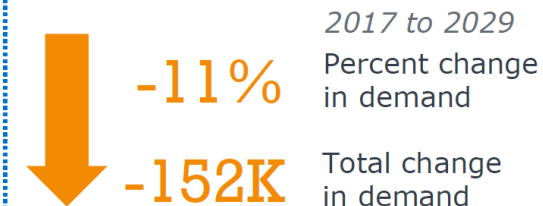
Timespan	% Change in Demand
2019 to 2023	0%
2024 to 2026	2%
2027 to 2029	-12%

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

Sources: Grawe, 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

| | College-age, not college-going | 2-year college | 4-year college |

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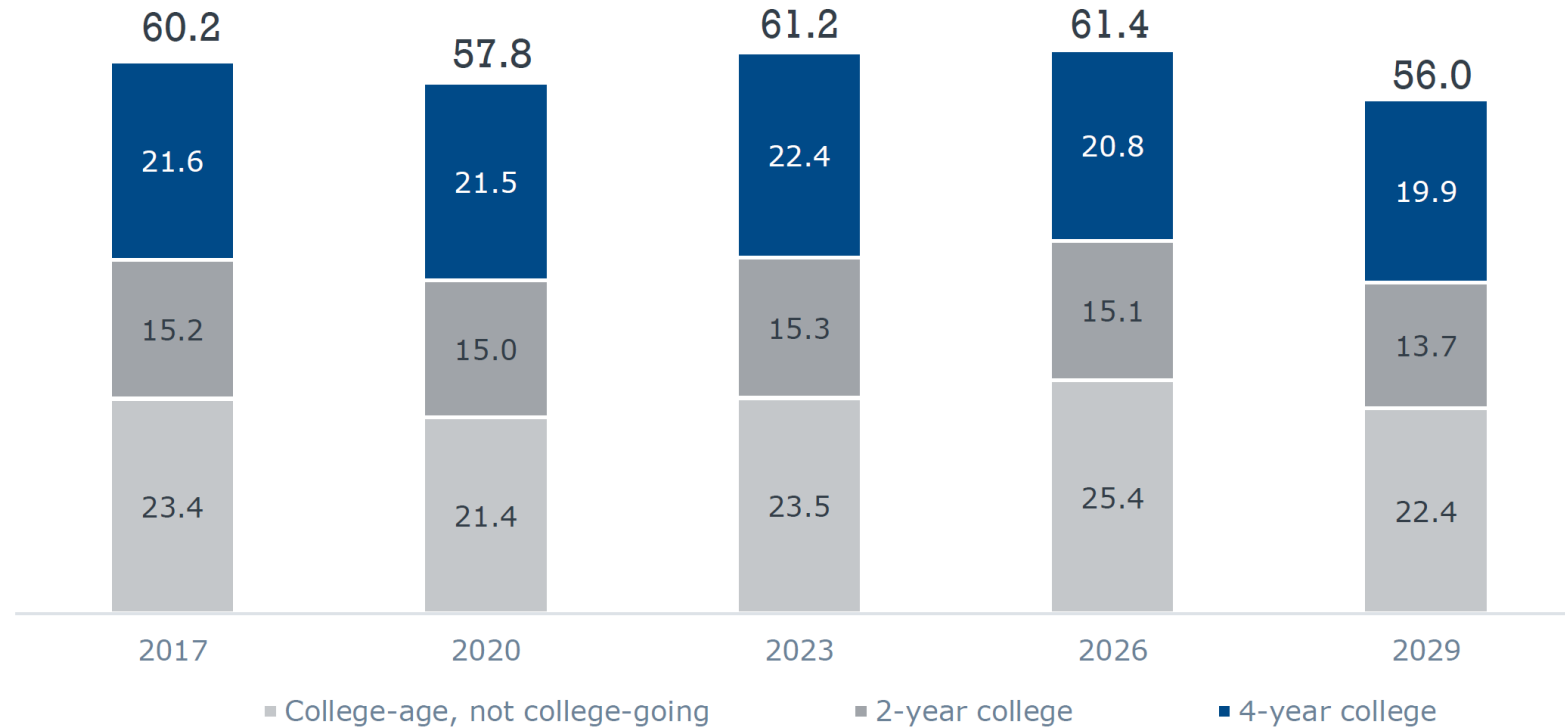
SC High School Graduate Projections
Total Students 2010-2032

+8%
(2018-2026)

-3%
(2018-2021)

-8%
(2026-2032)

-2%
(2018 to 2032)

GRAND TOTAL

52,000
50,000
48,000
46,000
44,000
42,000
40,000
38,000

2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032

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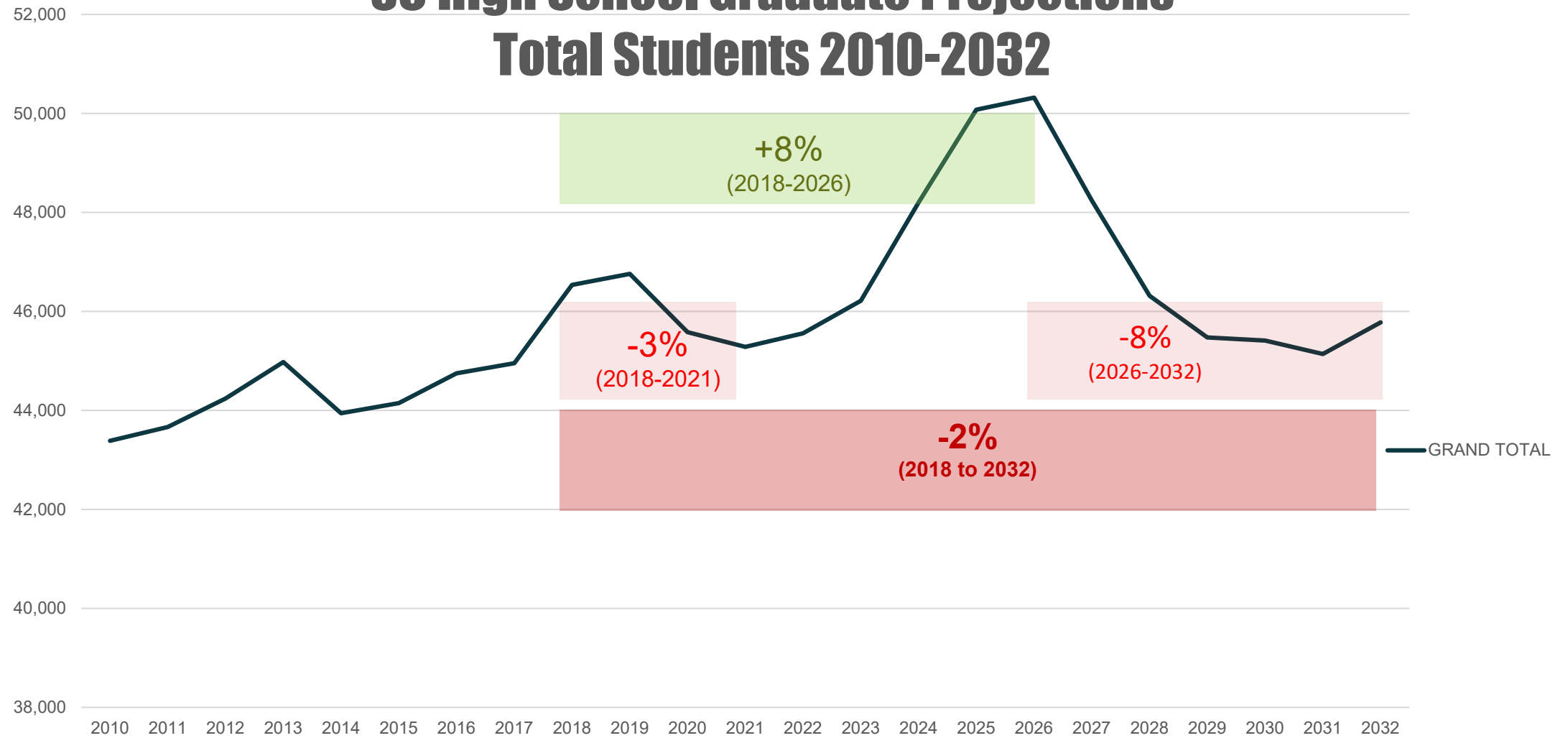
SC African American HS Graduate Projections
2010-2032

+2%
(2018-2026)

-8%
(2018-2021)

-12%
(2018-2032)

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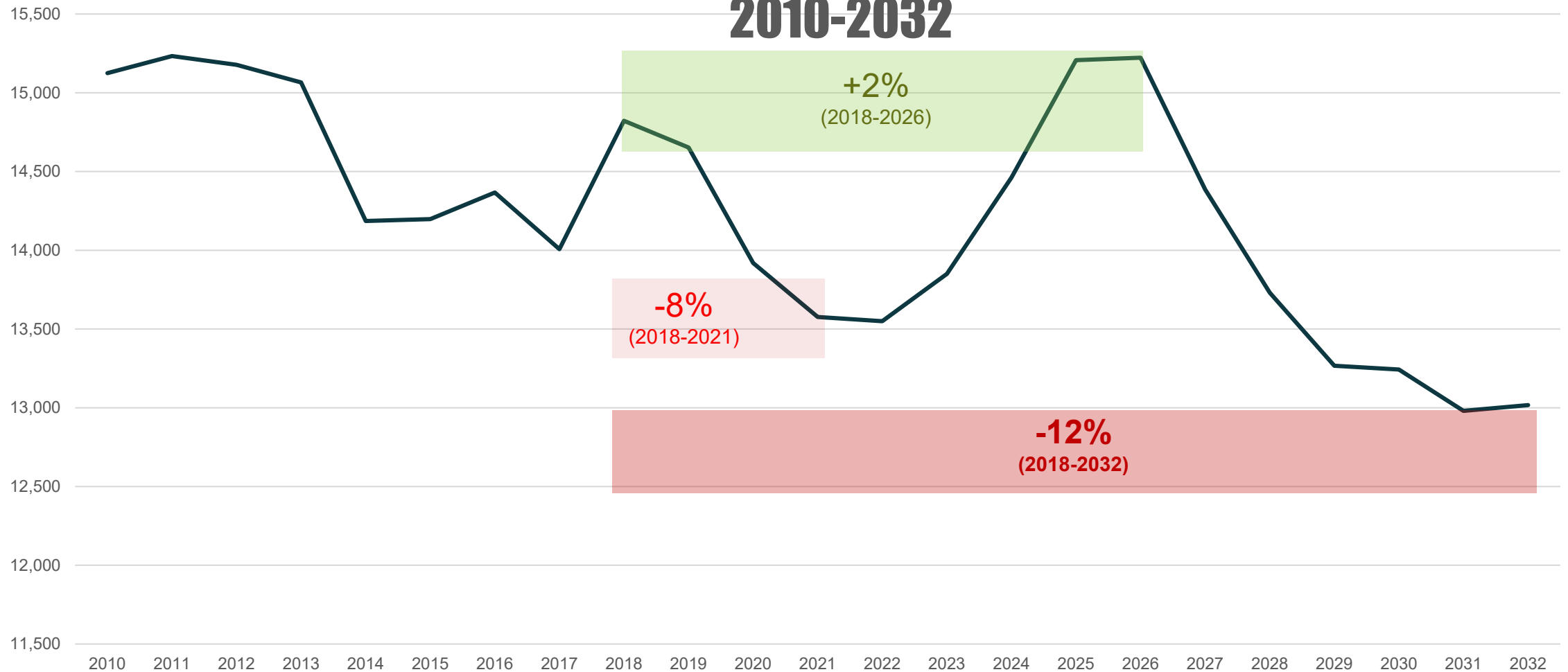
NEARLY 1 IN 4 COLLEGE STUDENTS IN SC IS AFRICAN AMERICAN

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

SC African American High School Graduates

Source: WICHE

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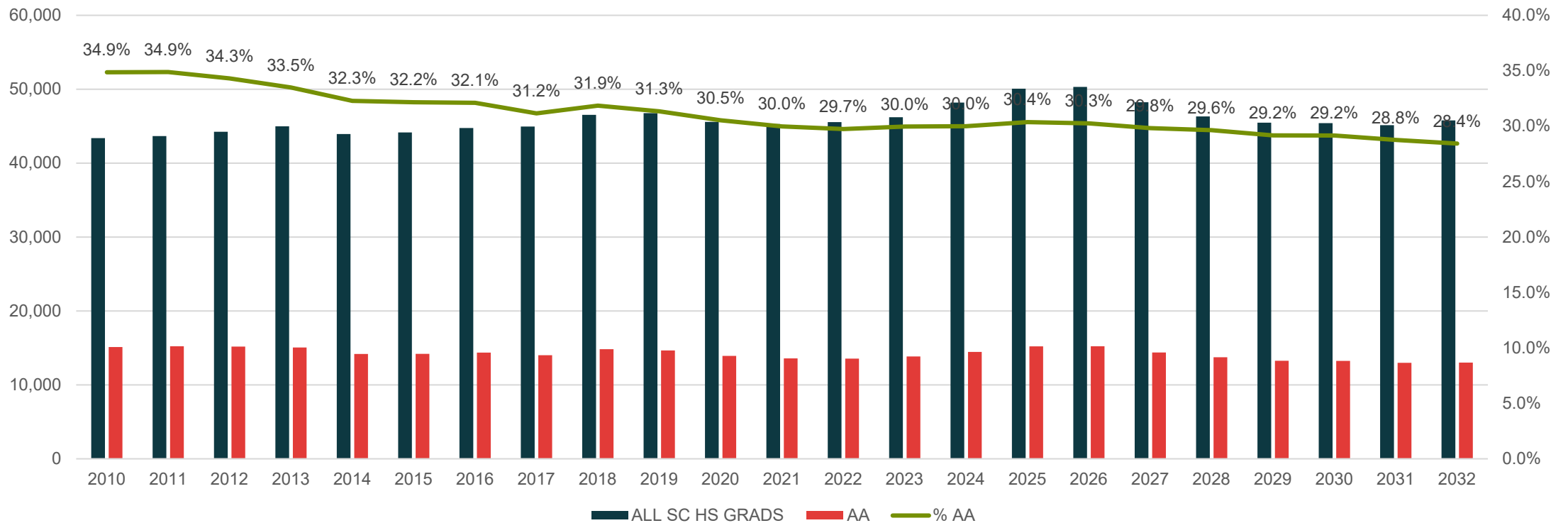
What Could Shift the Outlook Further?

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

33%

13%

Chart x-axis labels: WA AK HI CA UT ND FL CT TX MD DE IN DC NJ NY NV GA NM NC OK WV MA MI WY MN CO WI RI KS PR MO LA AZ NE OH ID MT VA ME IL IA KY AR NH OR SD TN VT PA MS AL SC
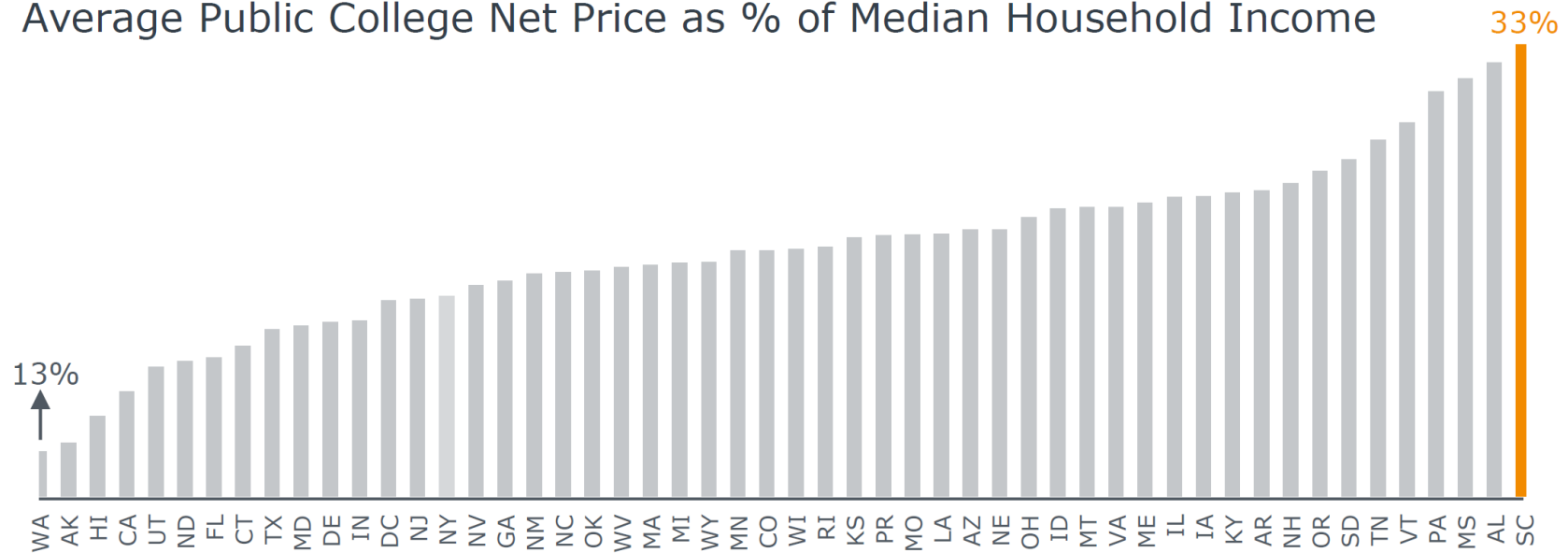
Number of Households by Income Segment (Thousands), 2016

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.

	$0k–$49k	$50k–$99k	$100k–$199k	$200k+
South Carolina	53%	30%	15%	3%
US	46%	30%	19%	6%

■ $0k-$49k ■ $50k-$99k ■ $100k-$199k ■ $200k+
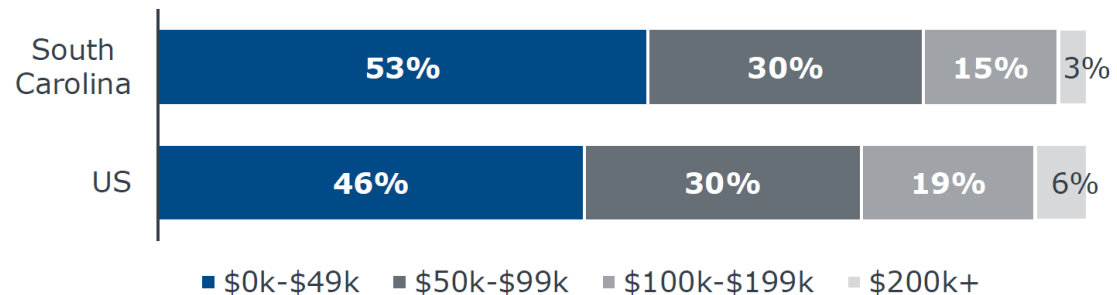
STATE APPROPRIATIONS HAVE NOT RECOVERED SINCE RECESSION AND ARE BELOW AVERAGE

Educational Appropriations per FTE Enrollment: *Hover over a state for additional information.*

Educational appropriations consists of state and local support available for **public** higher education operating expenses excluding spending for research, agricultural, and medical education. Figures are per FTE and are adjusted for cost of living (COLI) and enrollment mix (EMI) differences. All dollar amounts are in constant 2018 terms as adjusted by the Higher Education Cost Adjustment (HECA). To view prior years, use the fiscal year toggle on the right side of this display.

2018 U.S. Average: $7,853

Slide to Adjust Fiscal Year

2018

-23.5% since 2008

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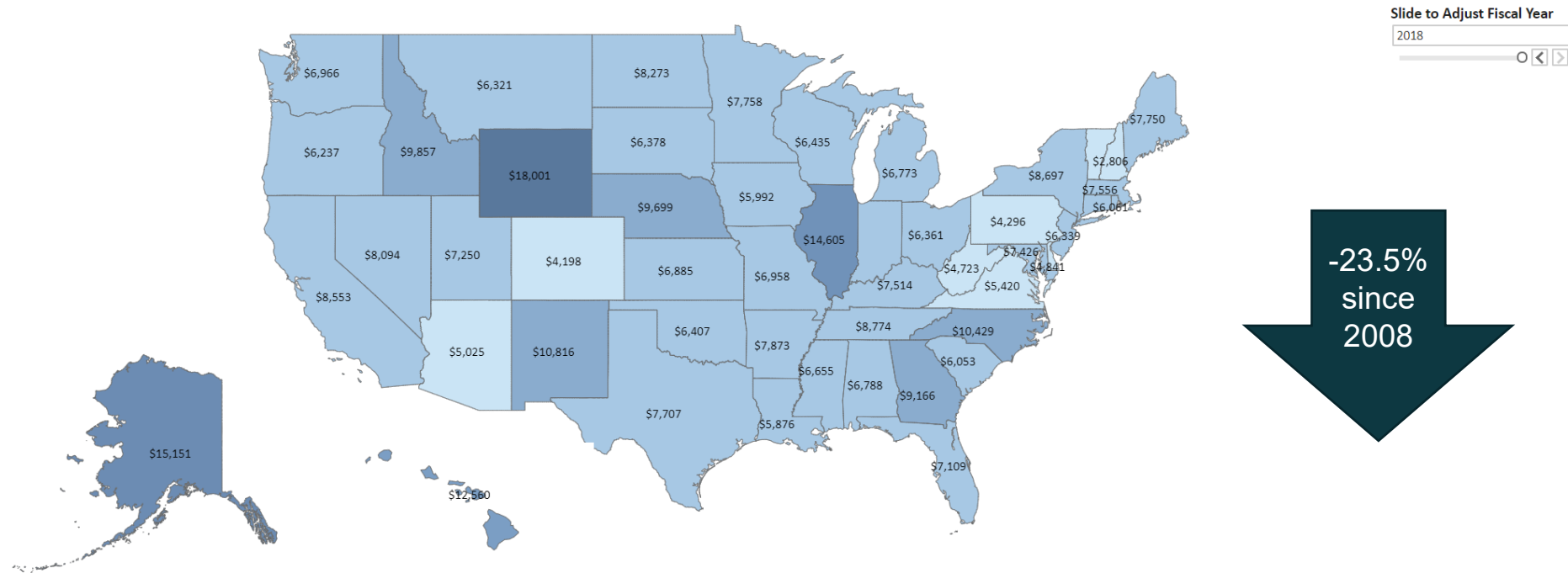
Defining Our Terms

Today's Discussion Focused on Two Measures of Diversity

Racial and Ethnic Diversity

Socioeconomic Diversity

High-achieving[1] students from traditionally underrepresented racial and ethnic groups regardless of income

High-achieving[1], low-income students from any racial or ethnic group
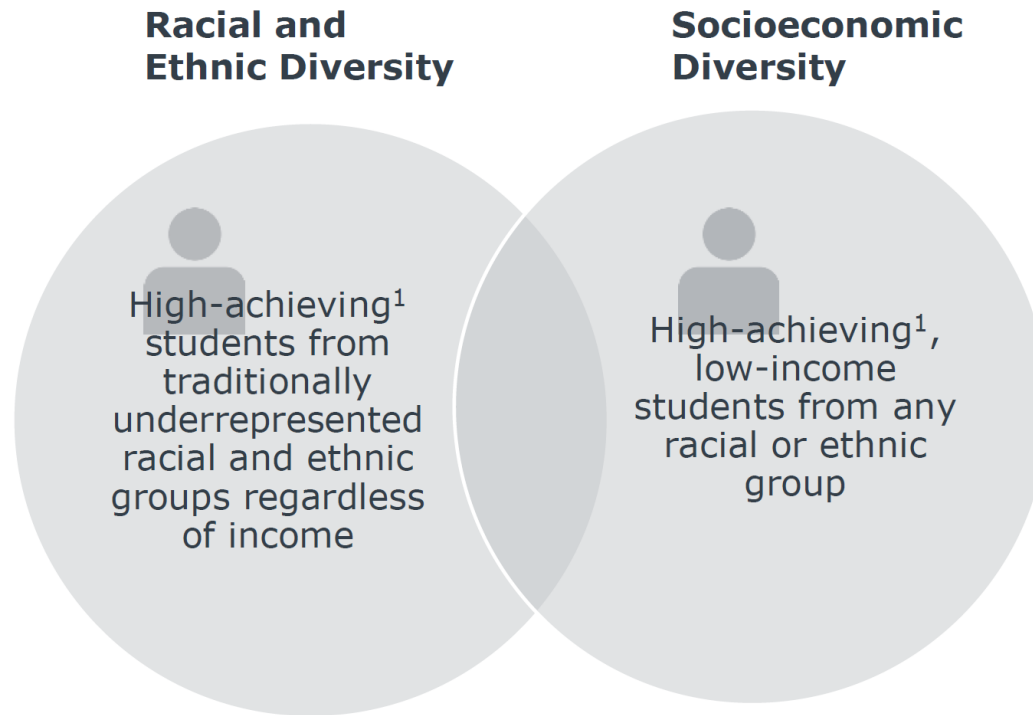
1) Eligible for admission at a selective institution.

Recruiting Underrepresented Students

Identifying, Cultivating, and Enrolling a Diverse Student Body

Expand the Pipeline	Capture More of Existing Market

How do I design programs and deploy partnerships that grow the pipeline of prepared students?

How do I address concerns about admissibility and fit at a selective institution, while also alleviating worries about affordability?

How do I streamline and personalize the application process to enroll more underrepresented students?

Addressing Foundational Preparedness Gaps

Preempting Pre-Application Obstacles

Delivering the Differentiated Application Experience

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
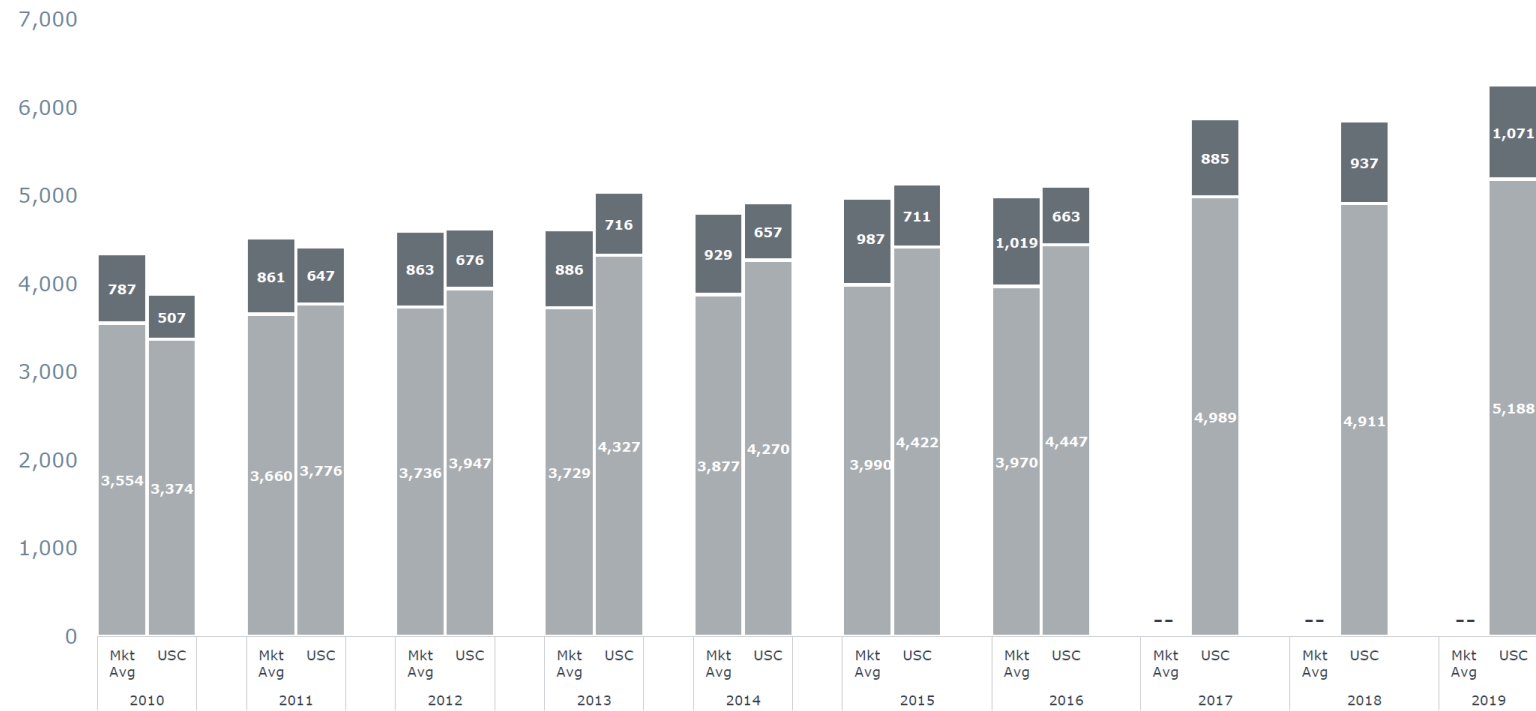
■ Non-Minority   ■ Underrepresented Minority

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

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

Legend: ■ Non-Minority   ■ Underrepresented Minority

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

PEER INSTITUTION ENROLLMENT

African American Enrollment

Institution	Percentage
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%

U of SC South Carolina

PEER INSTITUTION SIX-YEAR GRADUATION RATES

Institution	Overall	African American
Virginia Polytechnic Institute and State University	84.32%	70.87%
University of Virginia-Main Campus	94.55%	91.71%
University of South Carolina-Columbia	74.94%	73.35%
University of North Carolina at Chapel Hill	90.73%	86.70%
University of Maryland-College Park	85.43%	79.23%
University of Georgia	85.27%	83.26%
Rutgers University-New Brunswick	80.04%	73.70%
North Carolina State University at Raleigh	78.64%	71.88%
Georgia Institute of Technology-Main Campus	85.07%	71.86%
Clemson University	82.10%	63.64%

Overall ■ African American

U of SC South Carolina

PEER INSTITUTION GAP ANALYSIS

SIX-YEAR GRADUATION RATES

Difference Between AA & Overall

Institution	Difference
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%

Axis: -0% -5% -10% -15% -20% -25% -30% -35% -40% -45% -50%

UofSC South Carolina

PEER INSTITUTION DEGREES AWARDED

African American Degrees Awarded – percentage of total for year

Institution	Percentage
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]

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PEER INSTITUTION NUMBER OF DEGREES AWARDED

African American Degrees Awarded

Institution	Degrees
University of Maryland-College Park	817
Rutgers University-New Brunswick	634
University of South Carolina-Columbia	512
University of Georgia	489
University of North Carolina at Chapel Hill	331
North Carolina State University at Raleigh	317
University of Virginia-Main Campus	234
Clemson University	216
Virginia Polytechnic Institute and State University	200
Georgia Institute of Technology-Main Campus	191

U of SC. South Carolina

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[1]

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

Birth — 2 — 3 — K — K4 — K8 — K12 → HS Graduation

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[1] testing reveals consistent, **20-30-point average score gaps** in both math and reading based on students' income and ethnicity
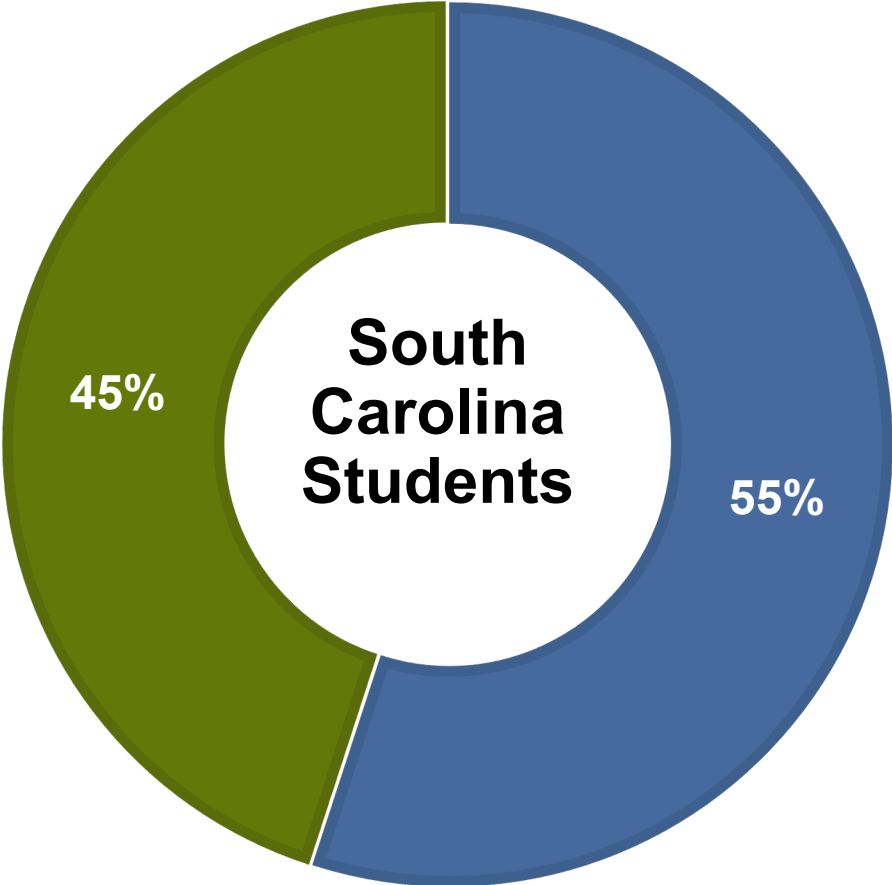
1) National Assessment of Educational Progress.

PIPELINE WORRIES - SAT
SAT Readiness Benchmarks
480 EBRW, 530 Math
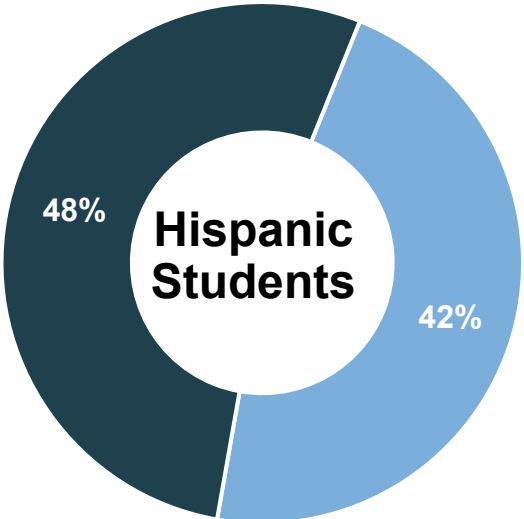
South Carolina Students
- 55% (Meeting Benchmarks)
- 45% (Not Meeting Benchmarks)

■ Meeting Benchmarks ■ Not Meeting Benchmarks

Hispanic Students
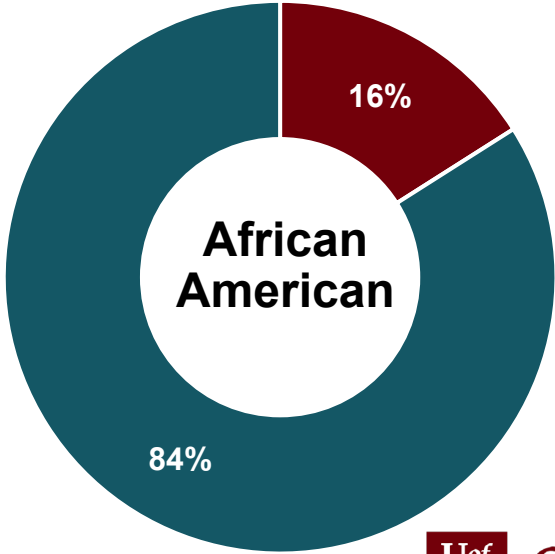- 42% Meeting Benchmarks
- 48% Not Meeting Benchmarks

■ Meeting Benchmarks
■ Not Meeting Benchmarks

African American
- 16% Meeting Benchmarks
- 84% Not Meeting Benchmarks

■ Meeting Benchmarks
■ Not Meeting Benchmarks

U of SC South Carolina

PIPELINE WORRIES - ACT
ACT Readiness Benchmarks
Eng 18, Reading 22, Math 22, Science 23

South Carolina Students

25%

75%

- Meeting Benchmarks
- Not Meeting Benchmarks

Hispanic Students

17%

83%

- Meeting Benchmarks
- Not Meeting Benchmarks

African American

6%

94%

- Meeting Benchmarks
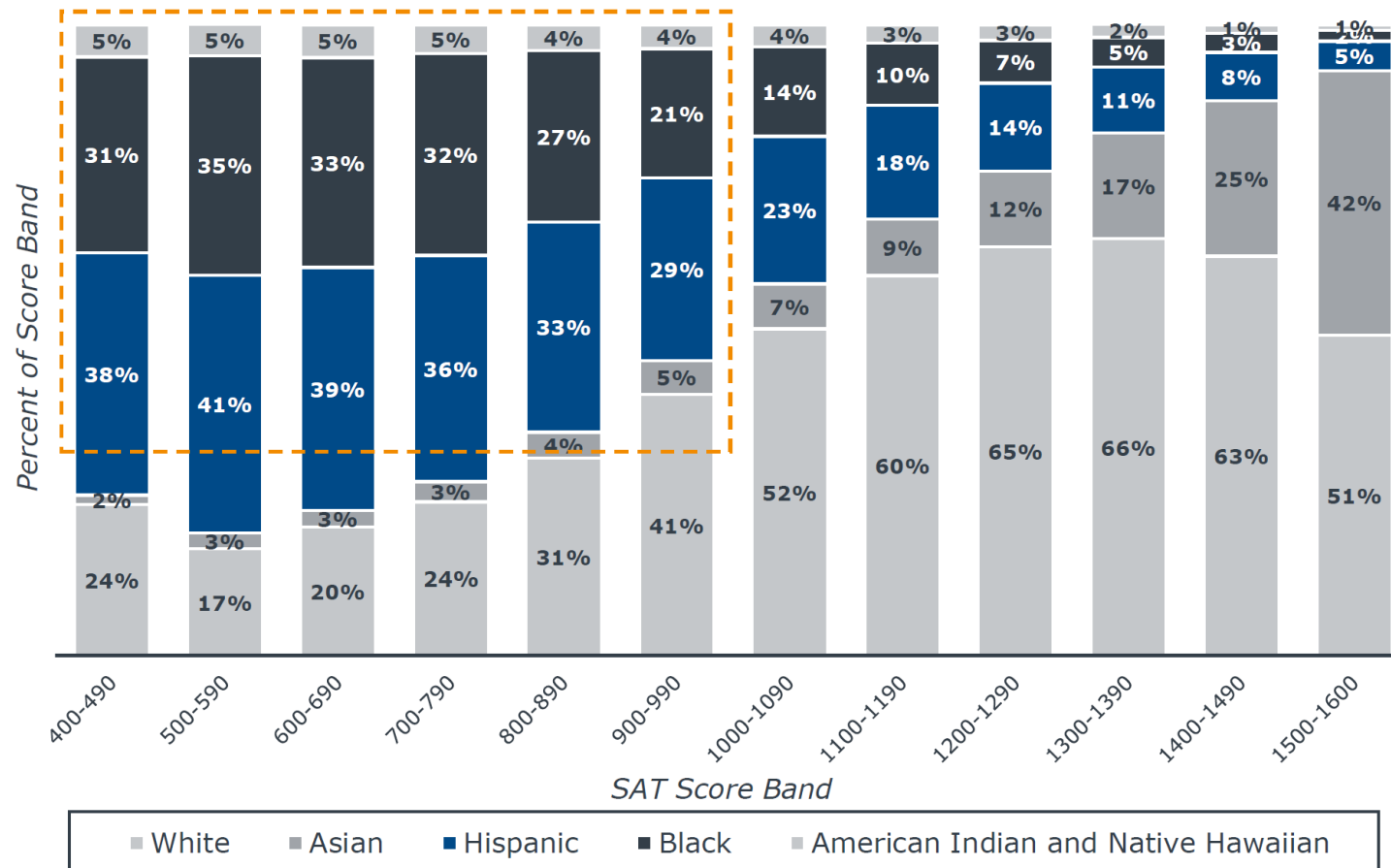- Not Meeting Benchmarks

U of SC South Carolina
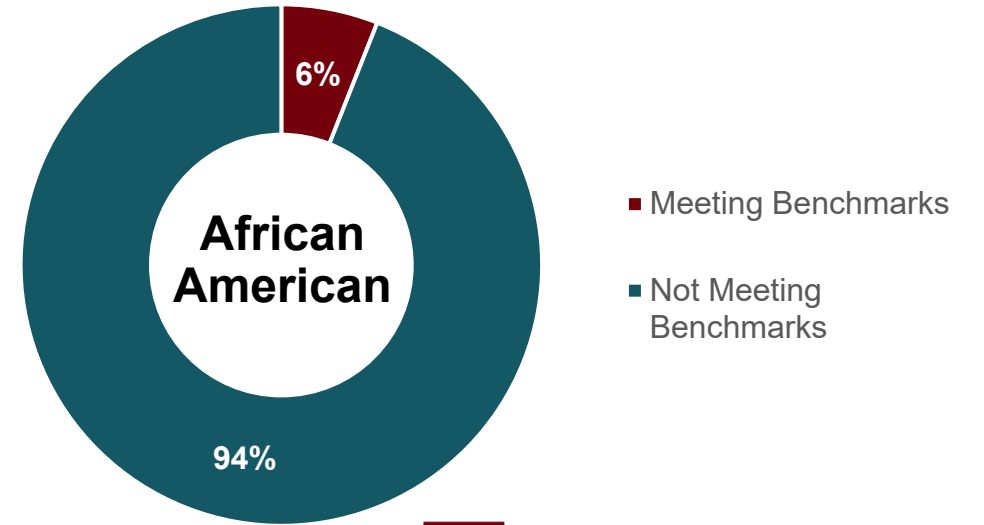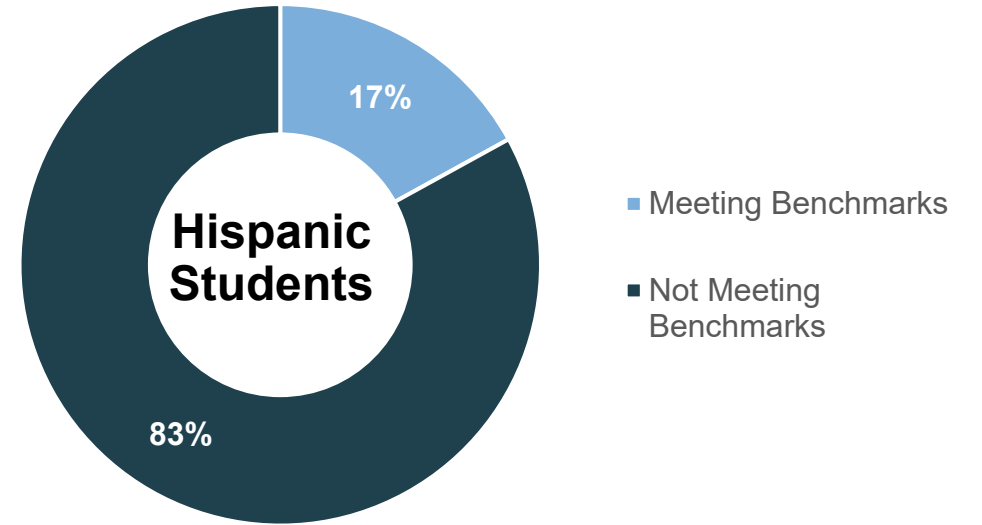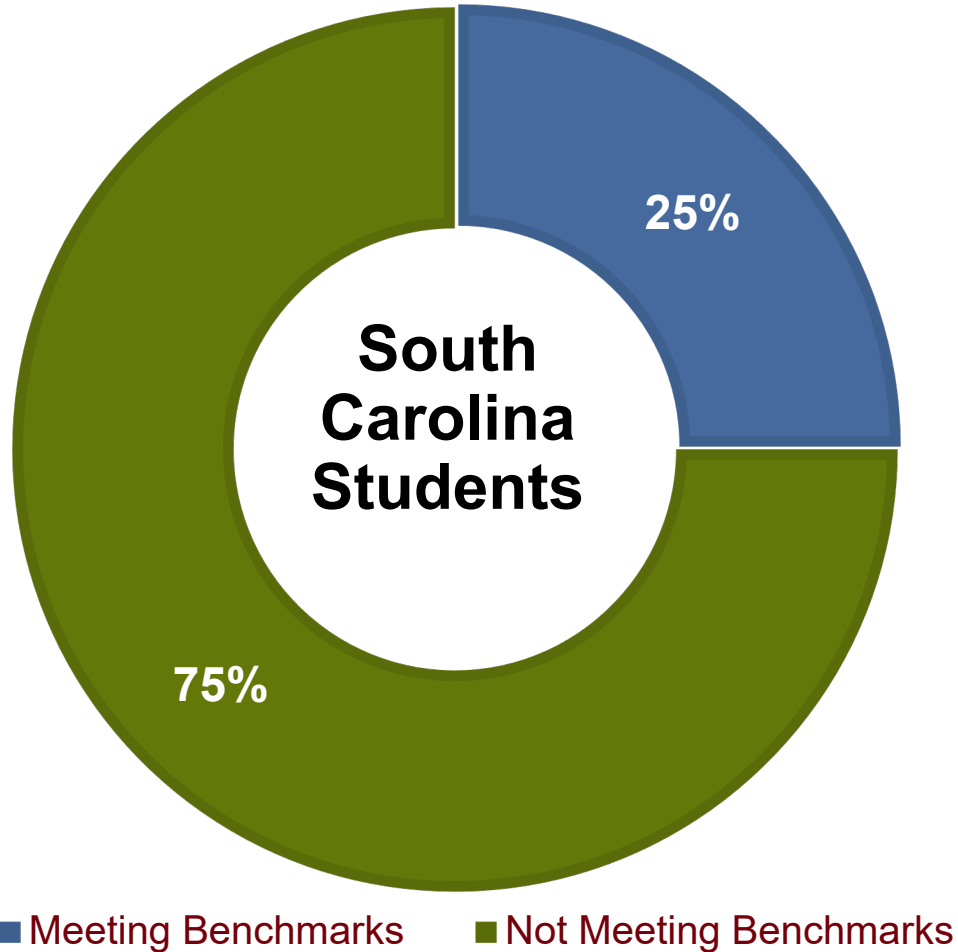
The Challenge in a Nutshell

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

Underrepresented Students Clustered at Bottom of Distribution
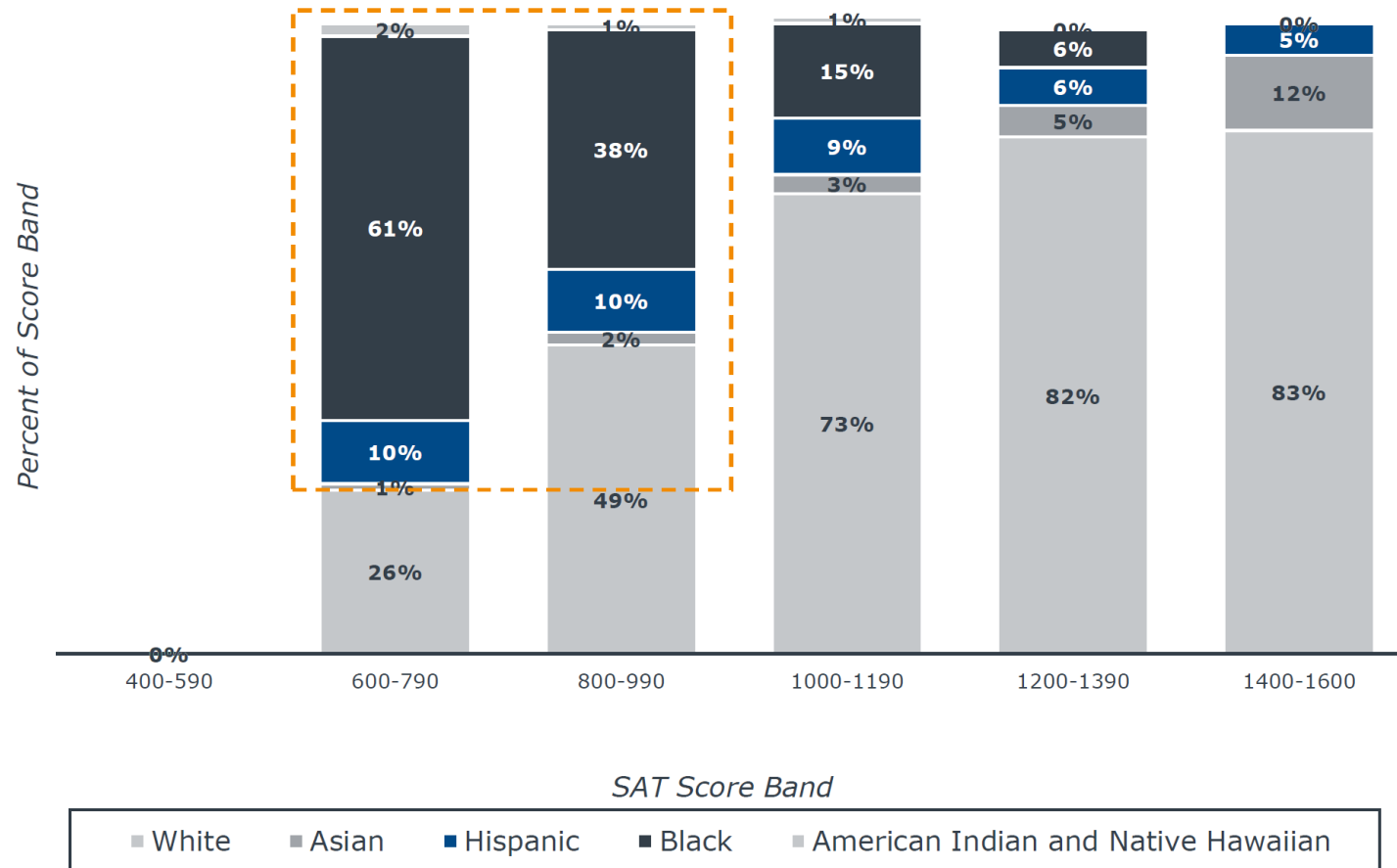
College Board Data, Entering Class of 2017

Legend: White, Asian, Hispanic, Black, American Indian and Native Hawaiian

X-axis: SAT Score Band
Y-axis: Percent of Score Band

SAT Score Band	White	Asian	Hispanic	Black	American Indian and Native Hawaiian
400-490	24%	2%	38%	31%	5%
500-590	17%	3%	41%	35%	5%
600-690	20%	3%	39%	33%	5%
700-790	24%	3%	36%	32%	5%
800-890	31%	4%	33%	27%	4%
900-990	41%	5%	29%	21%	4%
1000-1090	52%	7%	23%	14%	4%
1100-1190	60%	9%	18%	10%	3%
1200-1290	65%	12%	14%	7%	3%
1300-1390	66%	17%	11%	5%	2%
1400-1490	63%	25%	8%	3%	1%
1500-1600	51%	42%	5%	1%	1%

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

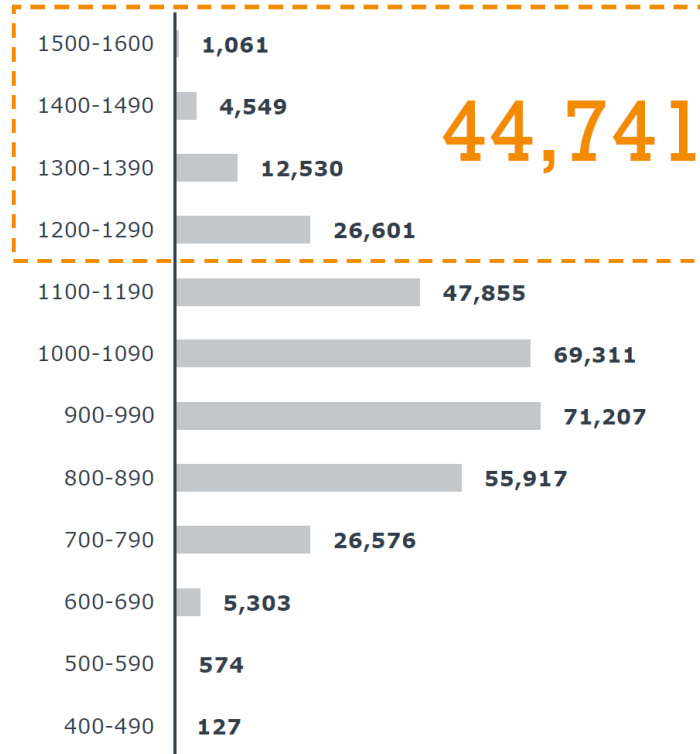*College Board Data for South Carolina, Entering Class of 2019*

Percent of Score Band

SAT Score Band					
400-590	600-790	800-990	1000-1190	1200-1390	1400-1600

Legend: ■ White ■ Asian ■ Hispanic ■ Black ■ American Indian and Native Hawaiian

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

Score Band	Count
1500-1600	1,061
1400-1490	4,549
1300-1390	12,530
1200-1290	26,601
1100-1190	47,855
1000-1090	69,311
900-990	71,207
800-890	55,917
700-790	26,576
600-690	5,303
500-590	574
400-490	127

44,741

Black SAT Takers by Score Band
SAT Student Population

Score Band	Count
1500-1600	384
1400-1490	1,769
1300-1390	5,568
1200-1290	12,922
1100-1190	26,298
1000-1090	42,185
900-990	50,452
800-890	45,631
700-790	23,714
600-690	4,581
500-590	489
400-490	103

20,643

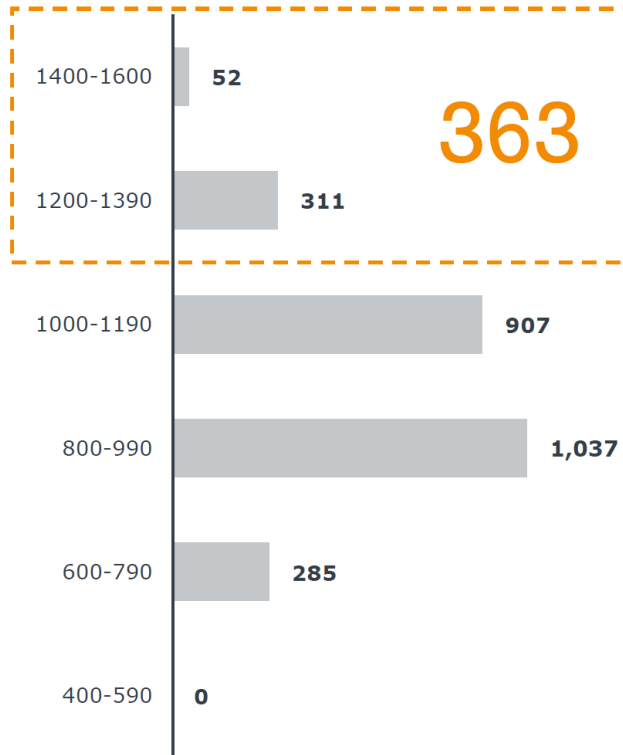Source: College Board via Royall & Company.
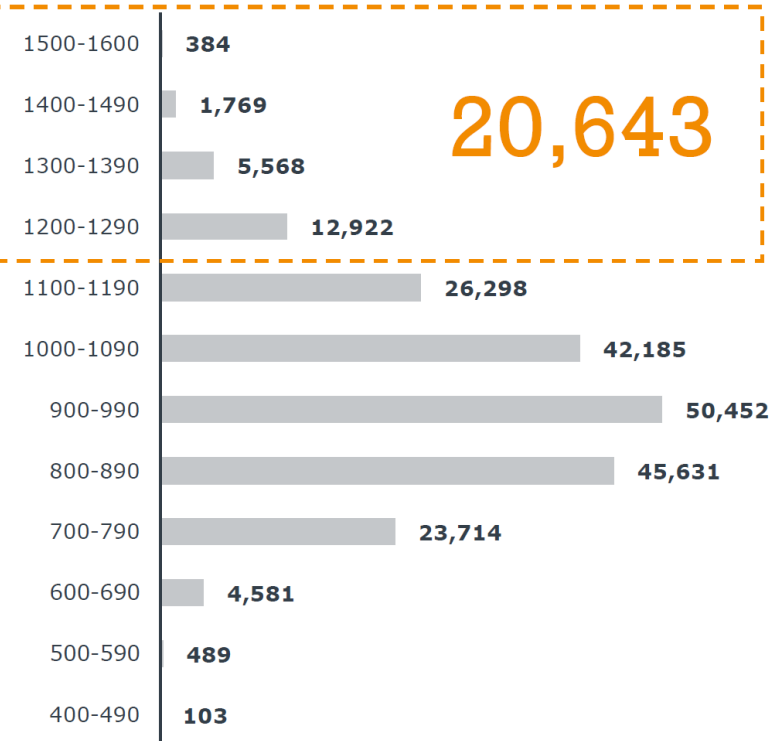
Few and Far Between: South Carolina

Entering Class of 2019 Reveals a Small Addressable Market

**Hispanic SAT Takers
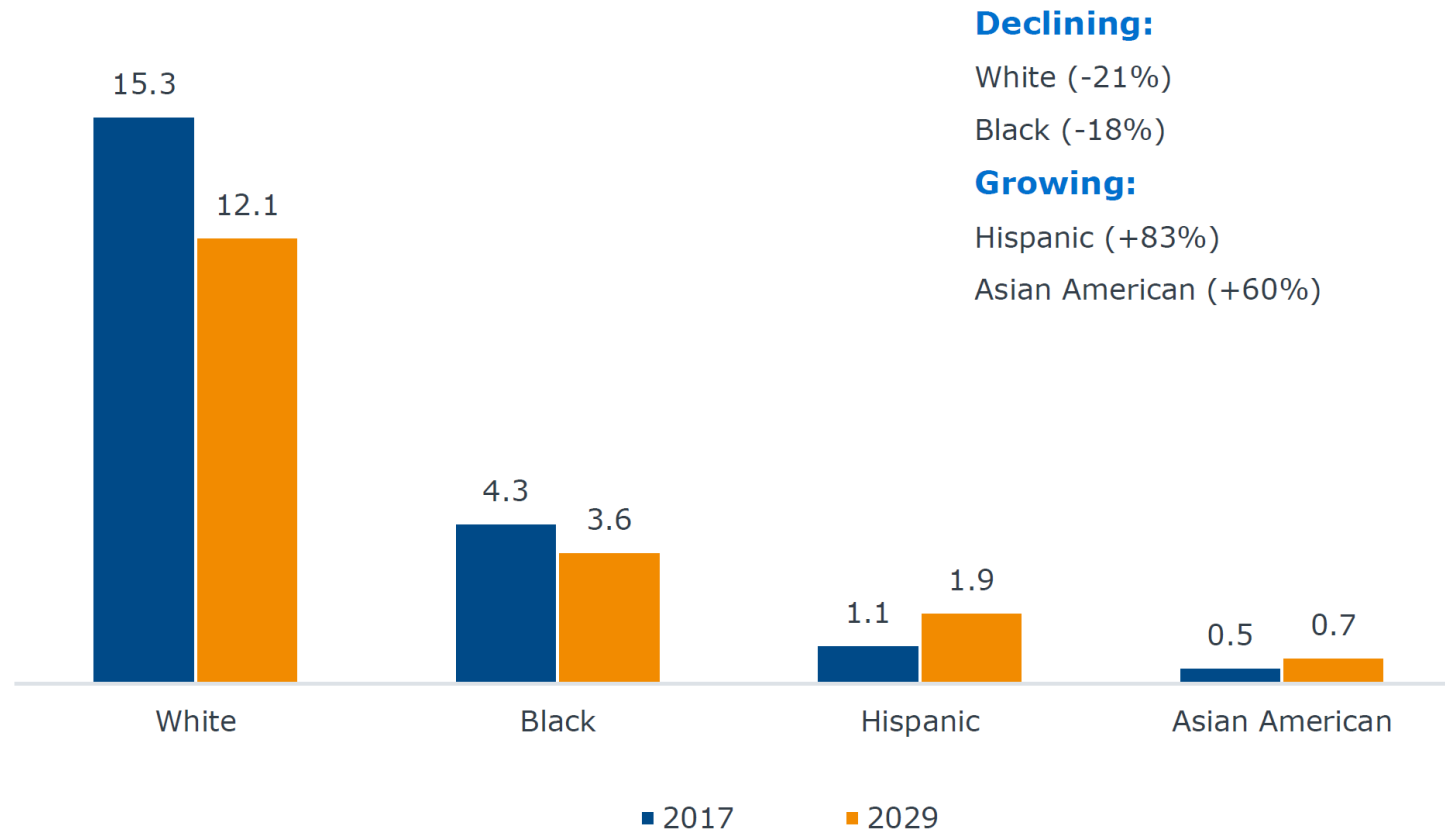by Score Band**

SAT Student Population

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

363

**Black SAT Takers
by Score Band**

SAT Student Population

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

289

Source: College Board via Royall & Company.
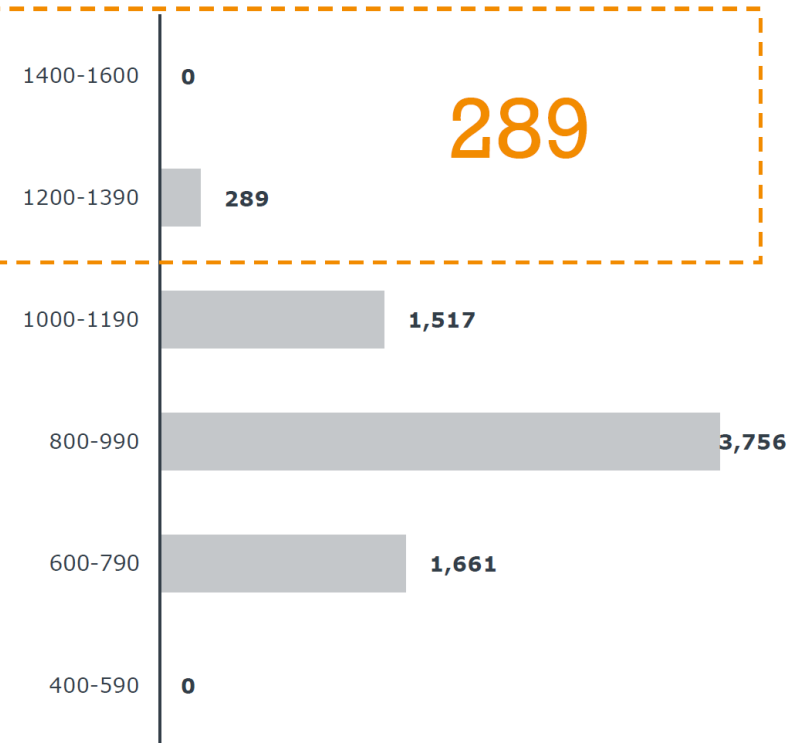
South Carolina's Shift in Race/Ethnicity

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%)

Bar chart values:
- White: 15.3 (2017), 12.1 (2029)
- Black: 4.3 (2017), 3.6 (2029)
- Hispanic: 1.1 (2017), 1.9 (2029)
- Asian American: 0.5 (2017), 0.7 (2029)

Legend: ■ 2017 ■ 2029

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.

Degree Completion—Not All Can Scale

The Hype

The Reality of "Potential Completers"

31M

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

12.4%	
31.9%	
55.7%	

4M

■ **Potential completers** (multiple term enrollees with 2 years' progress or more)

■ One-term enrollees

■ Multiple-term enrollees with less than 2 years' progress

NATIONAL STUDENT CLEARINGHOUSE

Source: Shapiro, D., Dundar, A., Yuan, X., Harrell, A., Wild, J., Ziskin, M. (2014, July). Some College, No Degree: A National View of Students with Some College Enrollment, but No Completion (Signature Report No. 7). Herndon, VA: National Student Clearinghouse Research Center; EAB interviews and analysis.
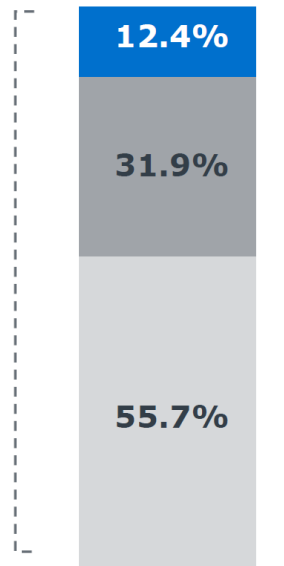
Downward Pressure on International Enrollment

Nearly a 10% Drop in Student Visas Last Fall

Student Visas Issued

FY 2015–2017

977k

811k

737k

2015   2016   2017
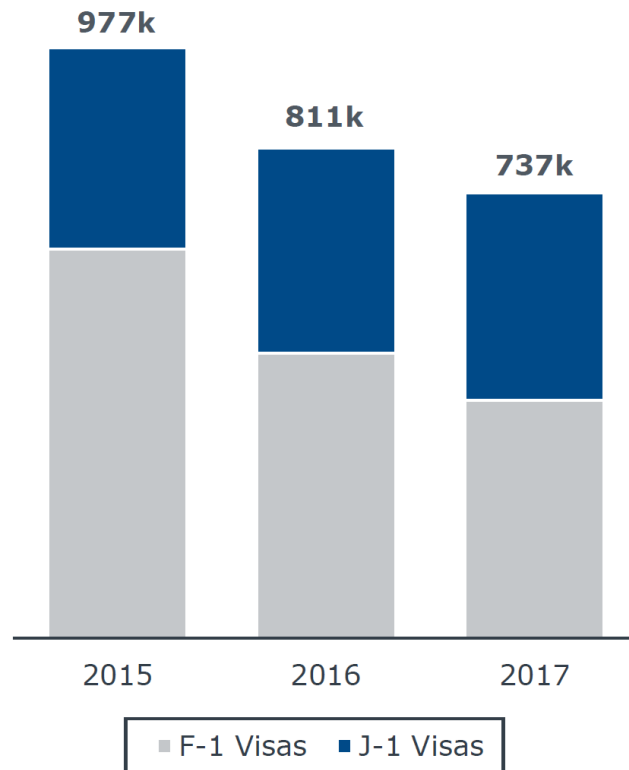
■ F-1 Visas   ■ J-1 Visas

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

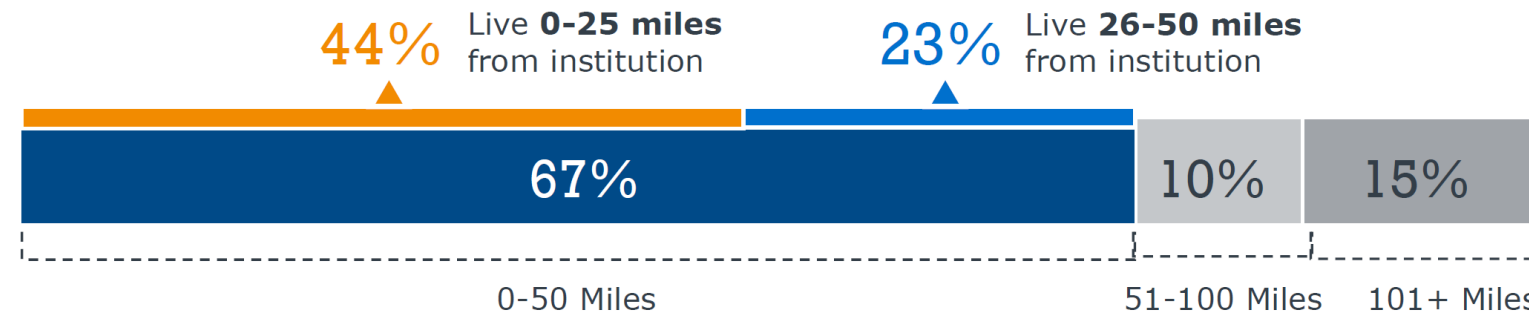**-2.5%** Decrease in new international undergraduates in 2016

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

| 67% | 10% | 15% |

0-50 Miles   51-100 Miles   101+ Miles

Proportion of Local Online Students Increasing

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

2014	2015	2016	2017	2018	2019
42%	51%	55%	54%	66%	67%
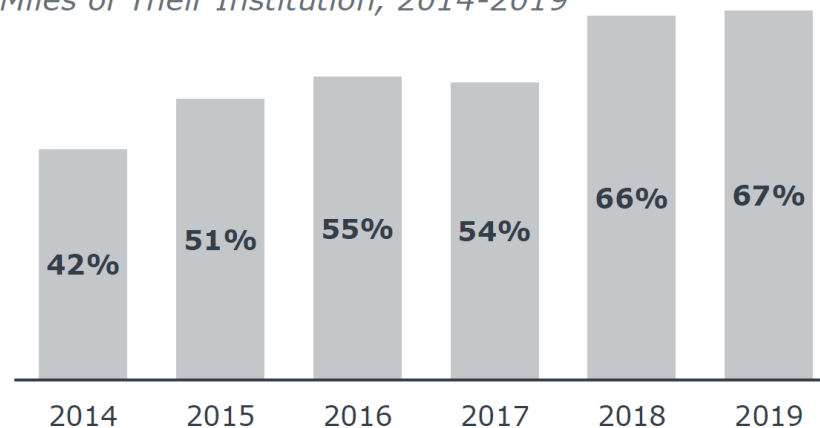
Access to In-Person Services Valued

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

Source: Andrew J. Magda and Carol B. Aslanian, *Online College Students 2018: Comprehensive Data on Demands and Preferences* (Louisville: The Learning House, Inc., 2018); Clinefelter, D. L., Aslanian, C. B., & Magda, A. J. (2019). Online college students 2019: Comprehensive data on demands and preferences. Louisville, KY: Wiley edu, LLC; Doug Lederman, "Online Is (Increasingly) Local, *Inside Higher Ed*, June 5, 2019.

WHAT COULD POSSIBLY GO WRONG?!

WE DON'T HAVE TO BE THESE PEOPLE.

A NOTE ABOUT THE REDESIGNED SAT

ACT to SAT

ACT COMP	SAT TOTAL	SAT RANGE	ACT COMP	SAT TOTAL	SAT RANGE
36	1590	1570–1600	22	1110	1100–1120
35	1540	1530–1560	21	1080	1060–1090
34	1500	1490–1520	20	1040	1030–1050
33	1460	1450–1480	19	1010	990–1020
32	1430	1420–1440	18	970	960–980
31	1400	1390–1410	17	930	920–950
30	1370	1360–1380	16	890	880–910
29	1340	1330–1350	15	850	830–870
28	1310	1300–1320	14	800	780–820
27	1280	1260–1290	13	760	730–770
26	1240	1230–1250	12	710	690–720
25	1210	1200–1220	11	670	650–680
24	1180	1160–1190	10	630	620–640
23	1140	1130–1150	9	590	590–610

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

LIFE/PALMETTO FELLOWS WILL CHANGE

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.

South Carolina

ACT NOW SUPPORTS SUPER-SCORING

The New York Times

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

South Carolina

HARVARD & UNC
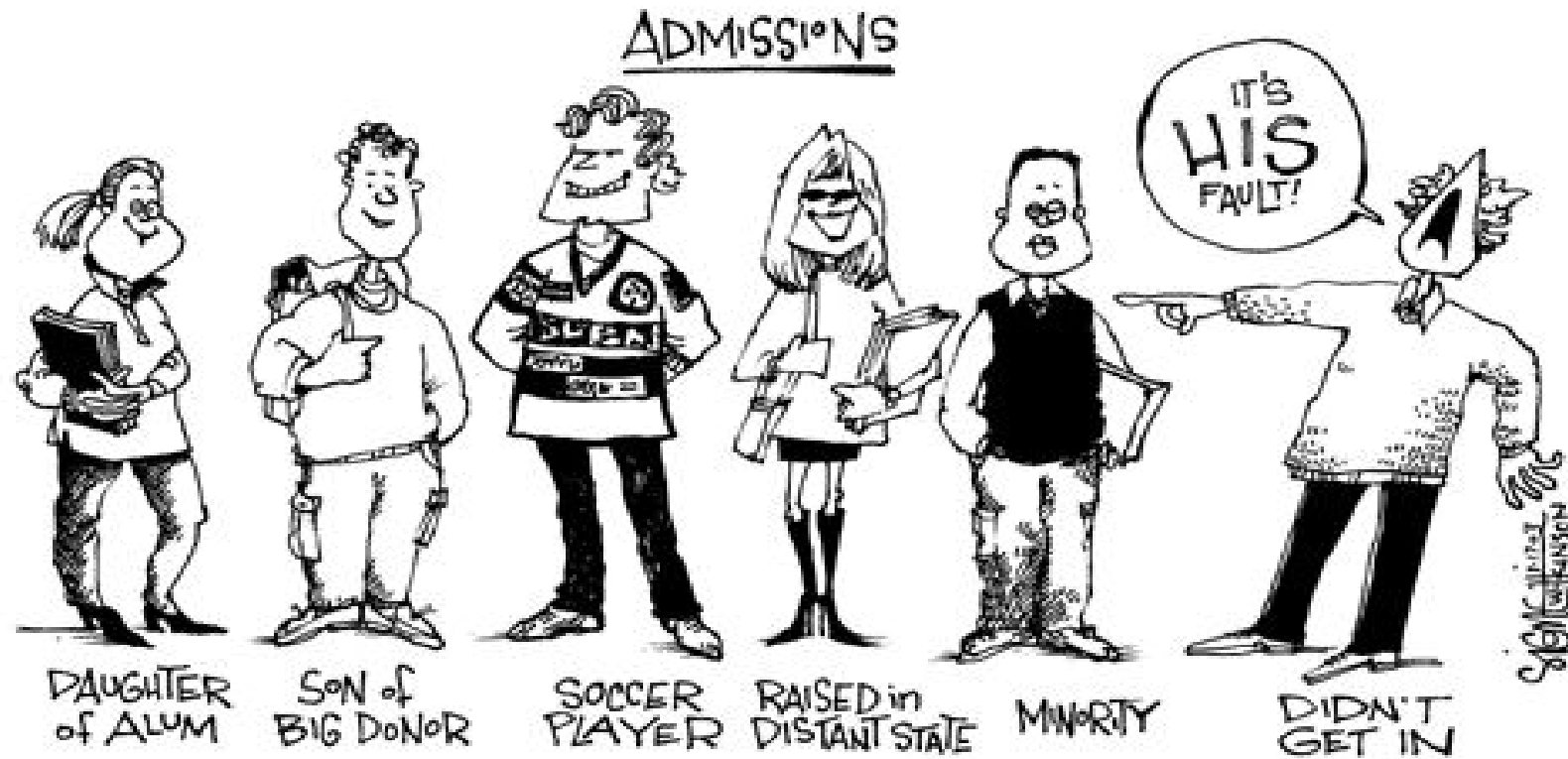
VARSITY BLUES

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.

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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.

U of SC South Carolina

THANK YOU

Contact:

Mary Wagner

mary.wagner@sc.edu

@UofSCDrMary
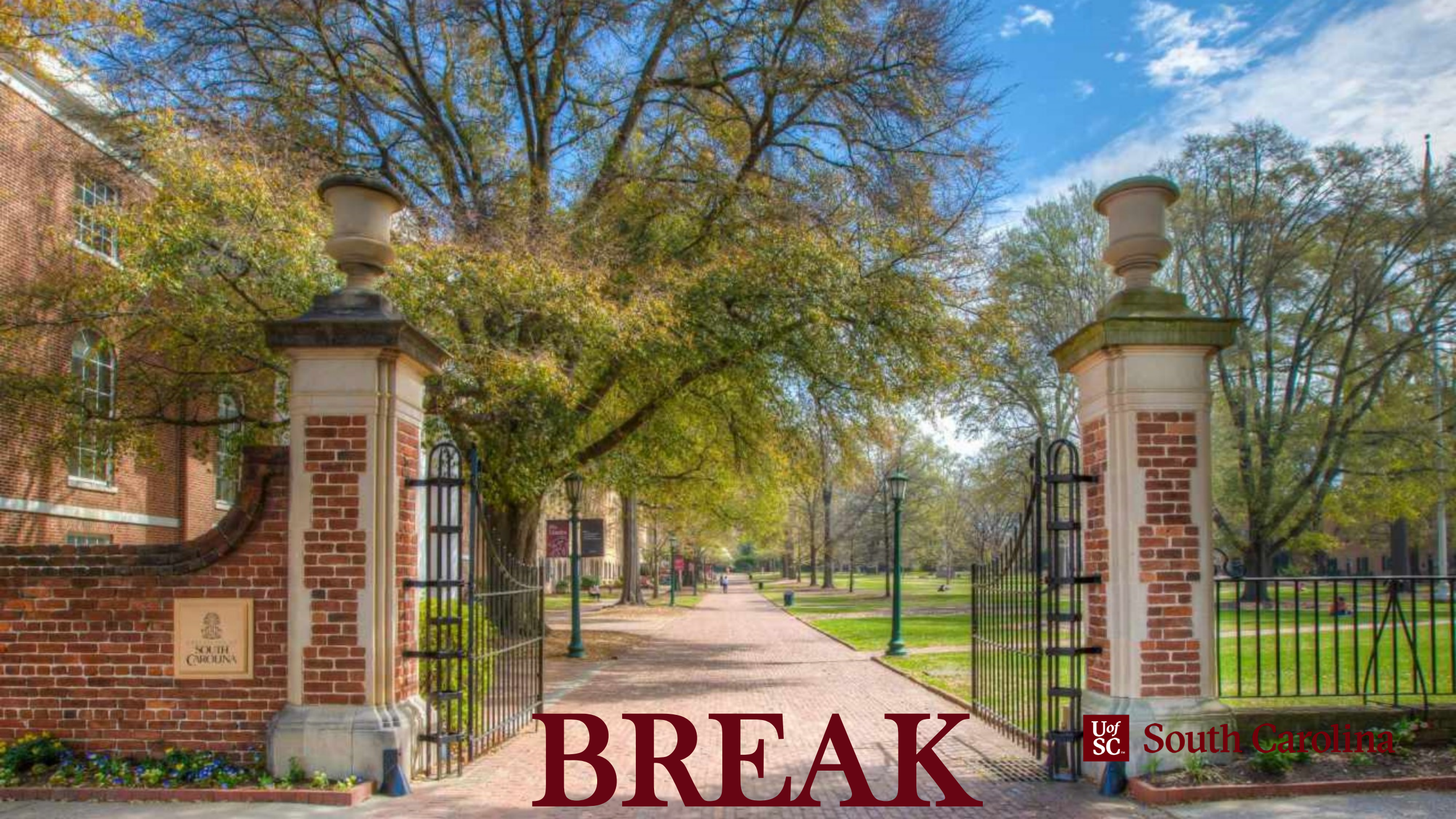
BREAK

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**

University of South Carolina Campus Planning Update

for the

Spring 2020 Provost's Retreat

January 10, 2020

U of SC **South Carolina**

Columbia Campus 2019 Building Data
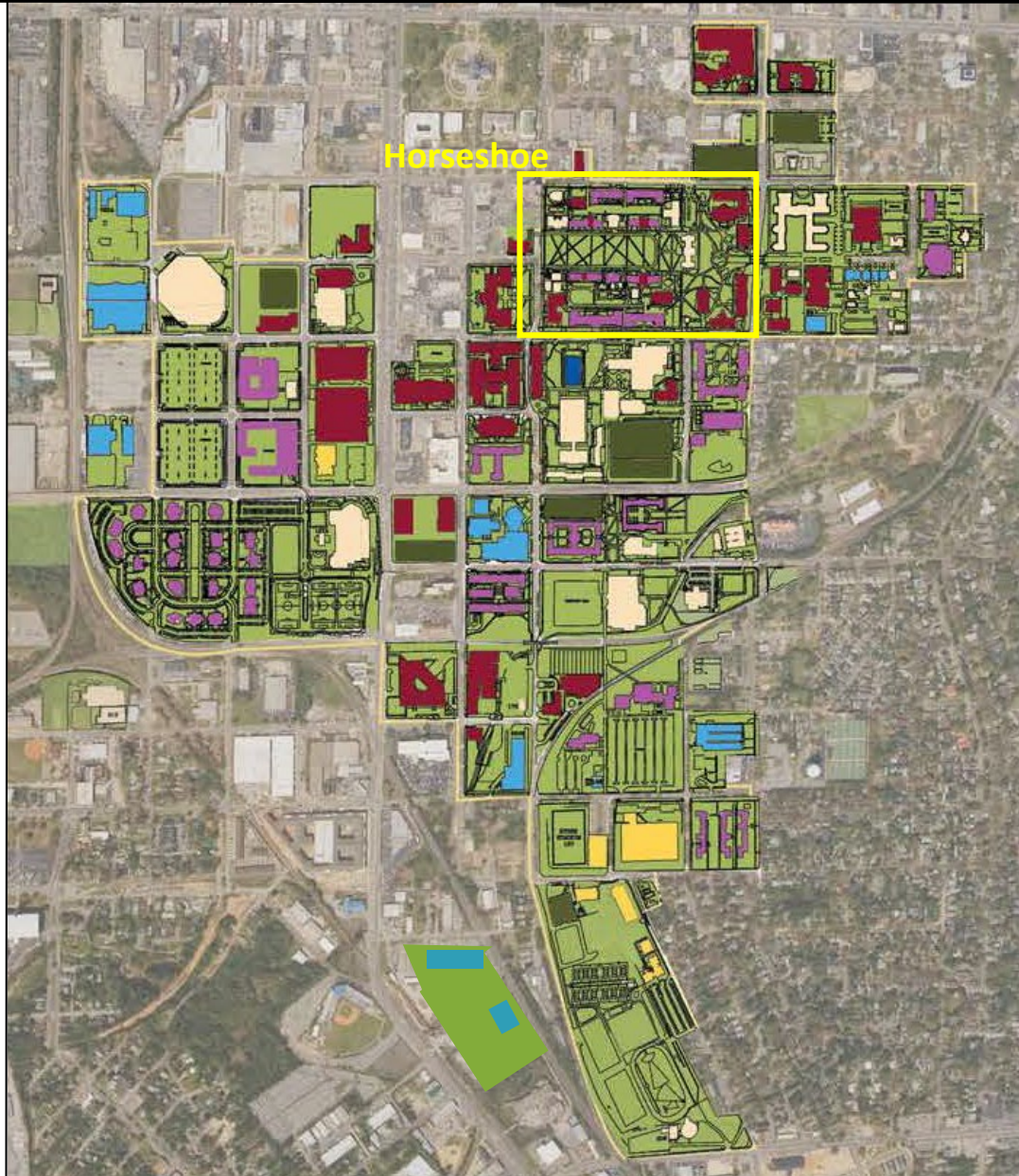
Total Columbia Campus Building Summary

211 Buildings owned

22 Buildings leased

12.87 Million GSF (Approx.)

6.72 Million GSF Education and General Space

- Academic
- Residential
- Union/Wellness/Library/Event
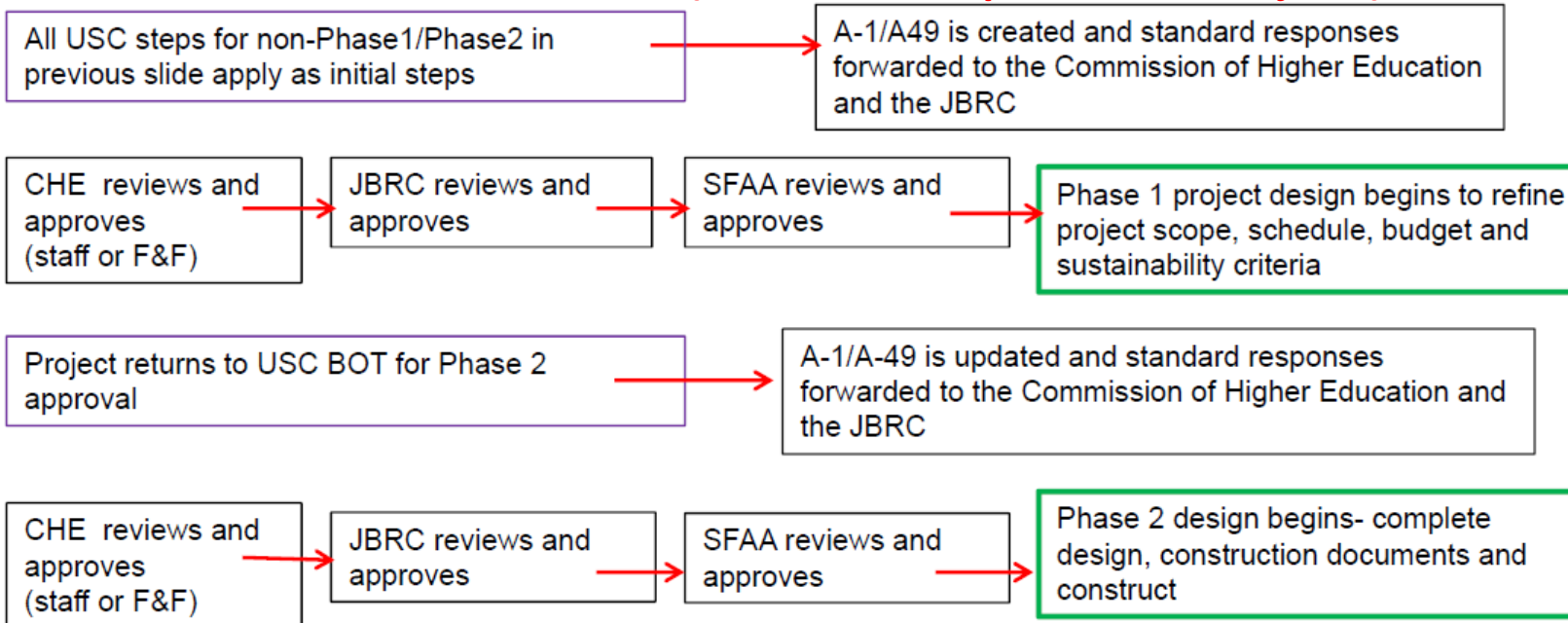- Support and Operations
- Athletic
- Parking Garages

Horseshoe

South Carolina

Capital Project Planning Process

University Board of Trustees

University President

Capital Planning Committee (CPC)

Chief Operating Officer
Provost
VP of Research
VP of Student Affairs
Dean(s)
Chief Facilities Officers

Capital Operations Planning Subcommittee (COPS)

AVPs and Directors of:
- Provost's Office
- Budget and Finance
- Planning, Design, and Construction
- Student Services
- Transportation

Space Needs Assessment Planning (SNAP)

Facilities Services (Operations and Maintenance

External Master Planning Consultant

Assessment: Facility Sufficiency and Suitability

Assessment: Facility Condition

Mission Statement

Master Plan (Approved by Trustees and President)

Capital Improvement Plan (Approved by CPC and Trustees)

O & M Plan (Approved by Facilities and CFO)

U of SC South Carolina

Capital Project Approval Process

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

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 over $1 million (Permanent Improvement Projects)

All USC steps for non-Phase1/Phase2 in previous slide apply as initial steps → A-1/A49 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

(Separate Phase 1 and Phase 2 BOT Buildings and Grounds Committee approvals and BOT Full Board approvals; and Separate Phase 1 and Phase 2 CHE approvals, JBRC approvals and SFAA approvals)

Five Year Capital Improvement Plan and CPIP

USC Columbia Five-Year Capital Improvement Plan

FY19-20 E&G	BoT	Estimated Cost	FY20-21 E&G	BoT	Estimated Cost	FY21-22 E&G
Sprinklers Installation		$750,000	Sprinklers Installation		$750,000	New School Teaching Fa
South Caroliniana Library Renovation		$8,950,000				Sprinklers Ir
Greene St United Methodist Church Property Acquisition		$0				
College of Eng & Comp - Artificial Intelligence Lab upfit		$995,000				
E&G Capital Renewal			E&G Capital Renewal			E&G Cap
- 2020 Classroom/Lab Enhancements		$1,000,000	- 2021 Classroom/Lab Enhancements		$1,000,000	- 2022 Clas
- Osborne Administration Building Roof Replacement		$700,000	- Coker Roof Replacement		$825,000	- ADA Rest
- Coker Mechanical System Renovation		$950,000	- Humanities Office Building HVAC		$975,000	
- LeConte Comprehensive Renovation		$20,000,000	- Central Steam/Condensate Repairs IV		$275,000	- Wardlaw C
- Campus EMS III		$500,000	- Energy Plant Repairs & Mods II		$250,000	Renovation - War Mem
- Close-Hipp Event Space Renovation		$400,000	- Close-Hipp Roof Replacement		$1,250,000	- 300 Main
- Swearingen Roof Replacement		$2,000,000	- Taylor House Renovation		$1,630,000	
- Jones PSC Biology Lab Renovation		$6,800,000	- Greek Village Technology Infrastructure		$975,000	
- Humanities Interior Renovation		TBD				
- Jones PSC Basement HVAC Replacement		$975,000				
- Russell House AHU Replacement		$550,000				
- Close-Hipp Third Floor Renovation for Advising		$980,000				
- Wardlaw College Roof Replacement		$800,000				
- Barnwell Maintenance Renovation		$1,650,000				
- Facilities Services Relocation		$995,000				
- Gambrell 153 Auditorium Renovation		$500,000				
- Disability Services Dept Renovation		$500,000				
Subtotal E&G		**$49,995,000**	**Subtotal E&G**		**$7,930,000**	

UNIVERSITY OF
SOUTH CAROLINA

2018 Master Plan Update
Executive Summary

South Carolina

Implementation Achievements

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 Gibbs 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.

930,000 SQ FT	675,000 SQ FT	940,000 SQ FT
of new academic, research, and student life construction	of comprehensively renovated buildings addressing maintenance and functionality	of new parking structure construction

400,000+ SQ FT	16+ ACRES	1
of new athletic facility construction	of property acquired	public-private housing and mixed-use development

SUMMARY OF THE UNIVERSITY'S IMPLEMENTATION ACHIEVEMENTS SINCE THE 2010 MASTER PLAN

Legend:
- New construction
- Renovation
- Property acquisition
- Public realm

South Carolina

Capital Projects Since 2010 Master Plan

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.

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.

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 net new beds, addressing the current housing deficiency and accommodating additional growth.

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.

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.

ANTICIPATE INSTITUTIONAL DEVELOPMENT PLAN ZONING

The university's planning initiatives should engage both the university community and the city, similar to the Innovista master plan and bicentennial plan. The 2018 Master Plan Update will provide the foundation for the development of an institutional zoning ordinance.

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.

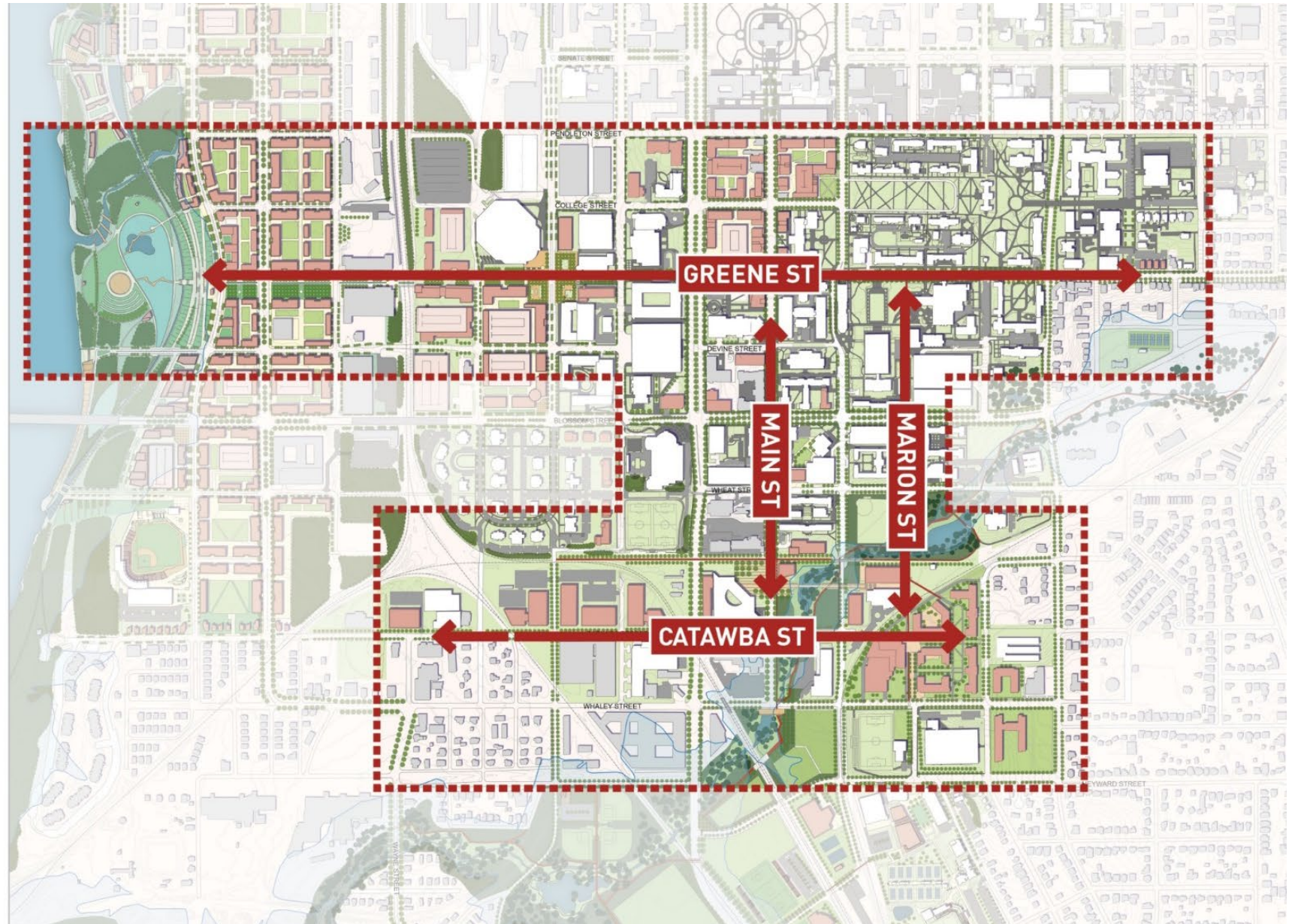### INVEST IN THE CIVIC REALM AND PUBLIC ART

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.

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.

U of SC South Carolina | **Primary pedestrian and vehicular paths that follow the original street grid and connect the campus**

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

South Carolina | **Core campus infill approach to growth as opposed to expansion of periphery**
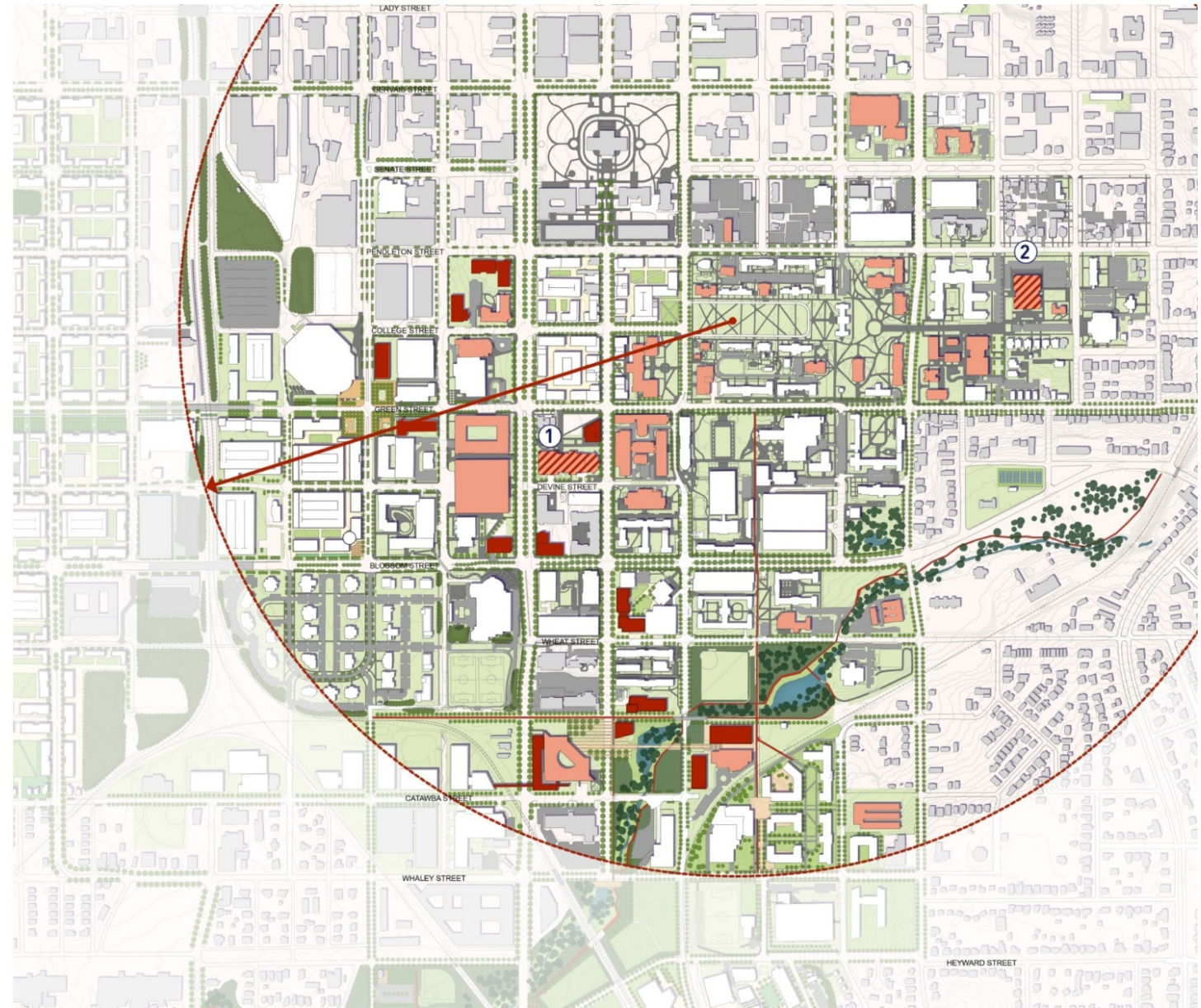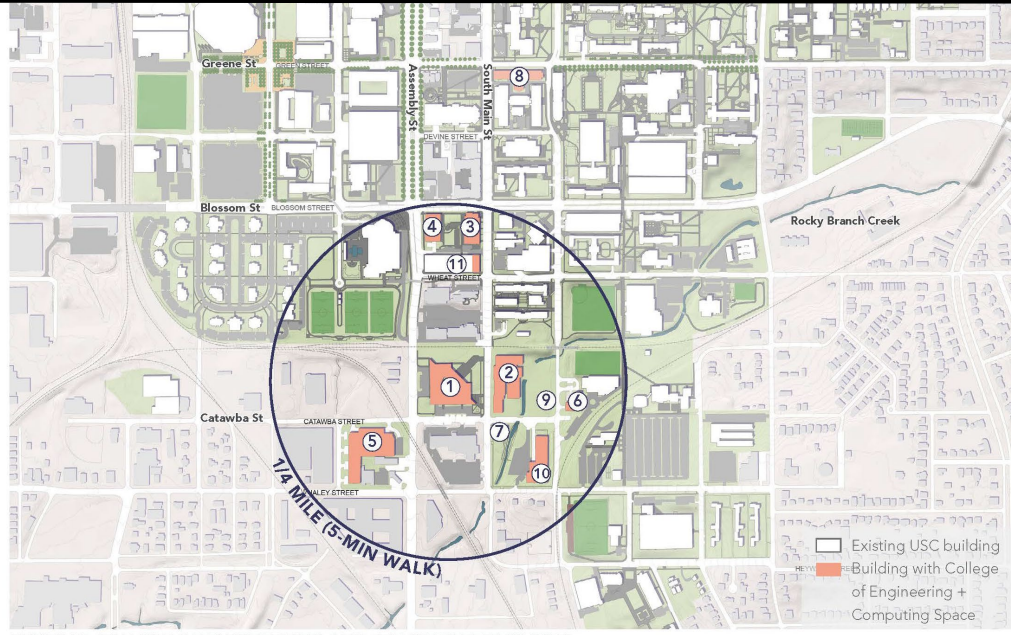
EXISTING COLLEGE OF ENGINEERING AND COMPUTING FACILITIES

Link the college and emerging Catawba tech 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 316,187 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 40 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 300 Main Street, 300 Sumter

EXISTING SPACE

MAP NUMBER	BUILDING	ENGINEERING+ COMPUTING ASF
1	Swearingen	106,668
2	300 Main Street	100,716
3	Horizon 1 Building	43,953
4	Innovation Center Building	25,803
5	1000 Catawba Street	15,395
6	300 Sumter Street	8,828
7	1200 Catawba Street	8,159
8	Sumwalt College	2,784
9	1223 Catawba Street	1,801
10	Biomass Building	1,095
11	Horizon Garage	985
	TOTAL	316,187

SOURCE: USC, October 2017

Street, 1200 Catawba Street, Sumwalt College, 1223 Catawba Street, Biomass Building, and Horizon Garage

DISTRICT CONCEPT PLAN

The engineering district concept plan outlines an overall strategy for the physical framework of the district and identities 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 DISTRICT CONCEPT PLAN

MAP NUMBER	BUILDING	ENGINEERING+ COMPUTING ASF*
1	Swearingen	106,668
2	Swearingen Addition	+40,000
3	Engineering Showcase	+20,000
4	Horizon 1 Building	43,953
5	Innovation Center	25,803
6	Biomass Building	+25,000
7	Engineering 1 (4 flrs)	+65,000
8	Engineering 2 (5 flrs)	+75,000
9	Engineering 3 (5 flrs)	+110,000
10	Band Building	+30,000
	TOTAL	+540,000
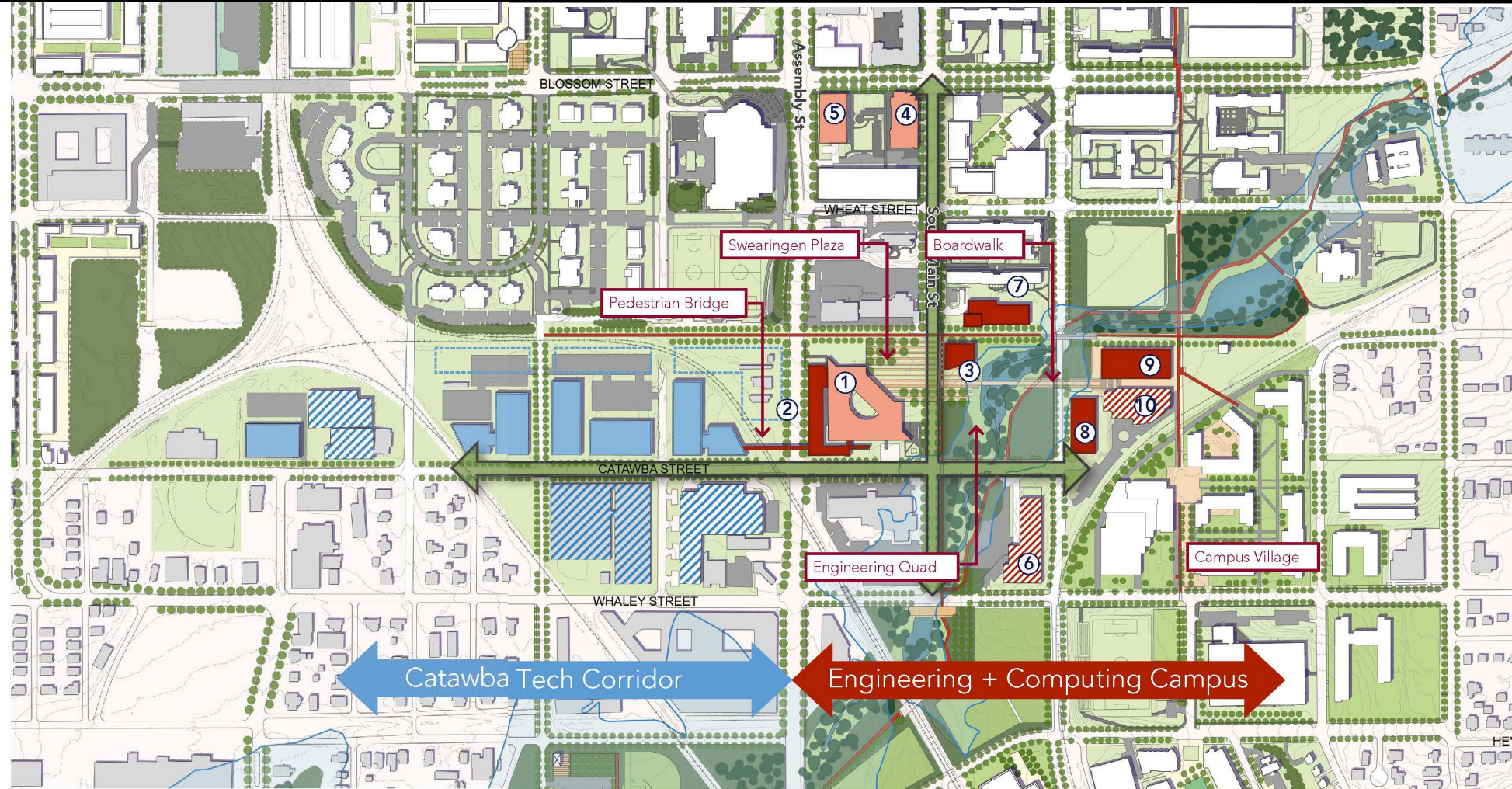
ENGINEERING DISTRICT CONCEPT PLAN
*Plan illustrates potential build-out of Catawba tech corridor including sites controlled by others

While the plan assumes the continued use of 300 Main Street in the near-term, the university should avoid any future facility

Columbia Campus 2018 Master Plan Update
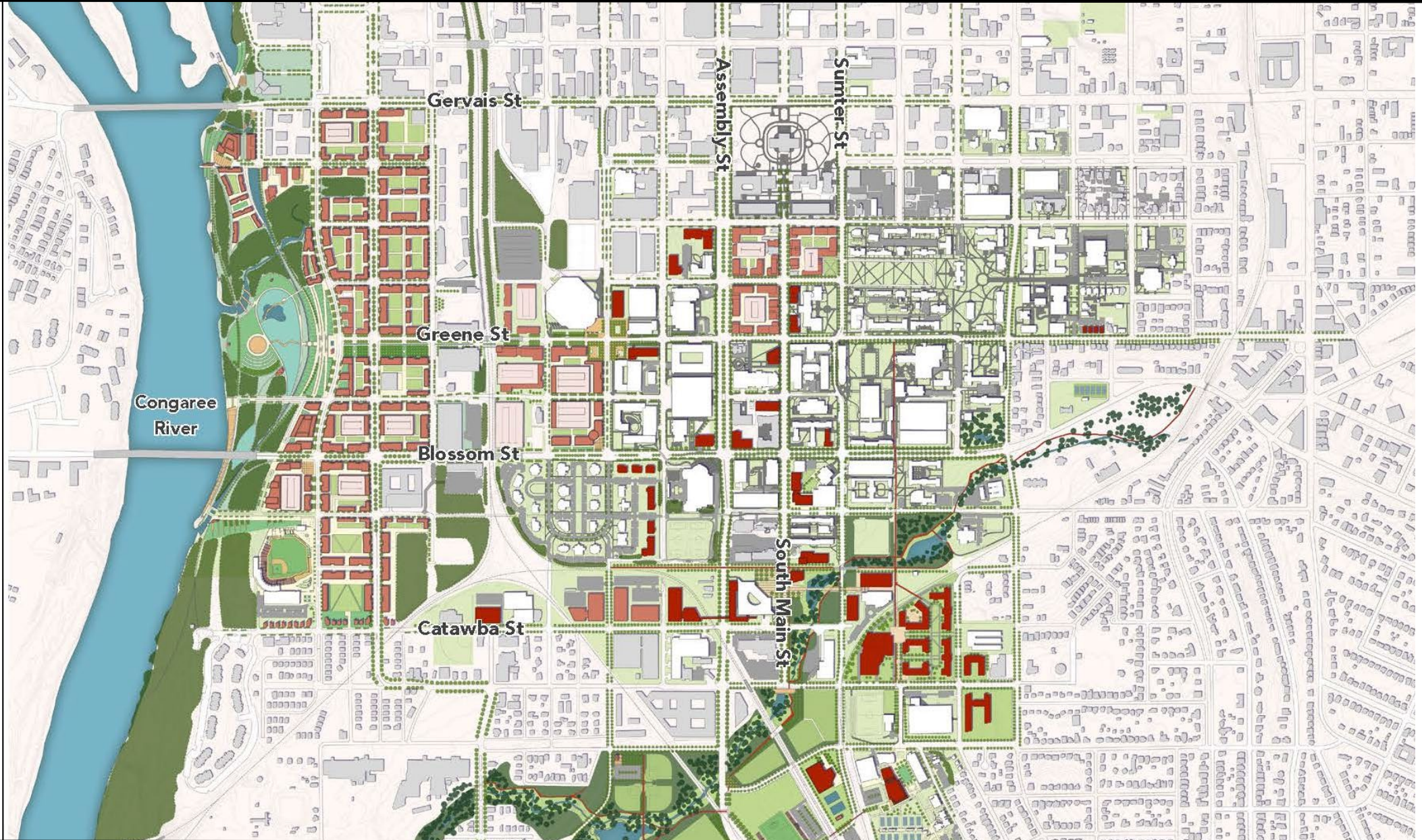
U of SC **South Carolina** | **Vision for Rocky Branch Creek and Pond**

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

Site Plans

Rendering from elevated walkway entering campus village from main campus
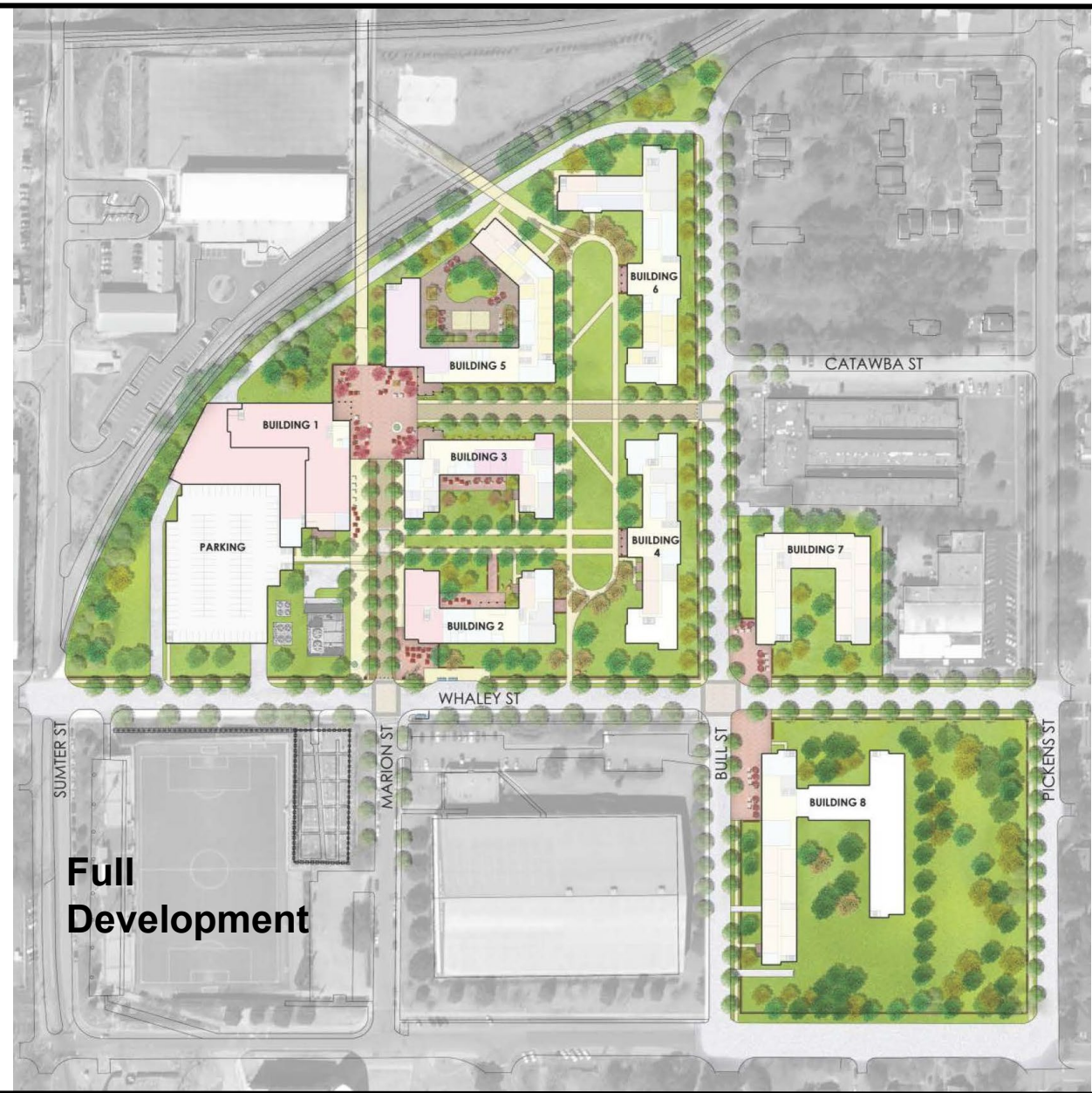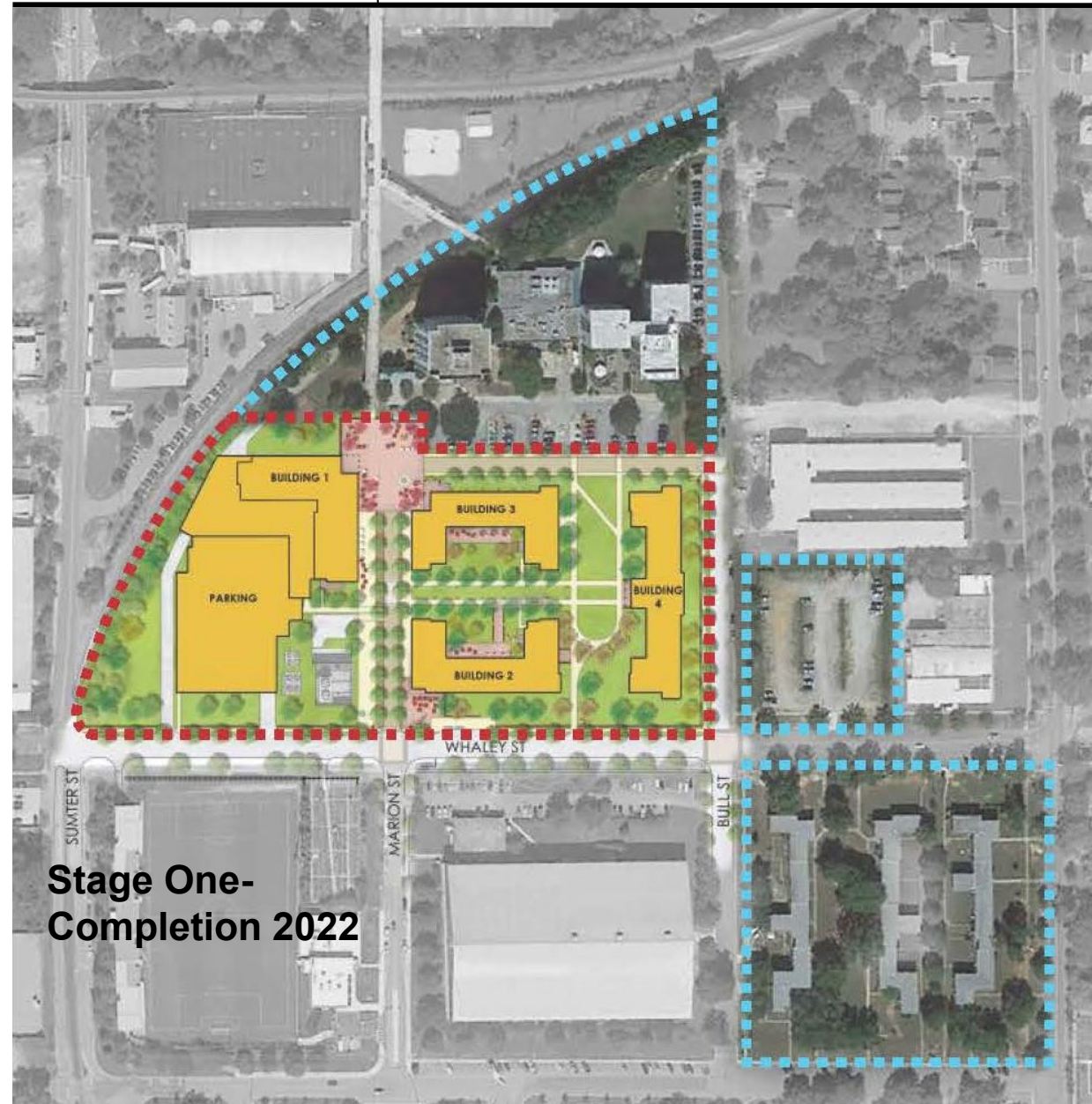
City and Campus Master Plans from 1905 and 1927
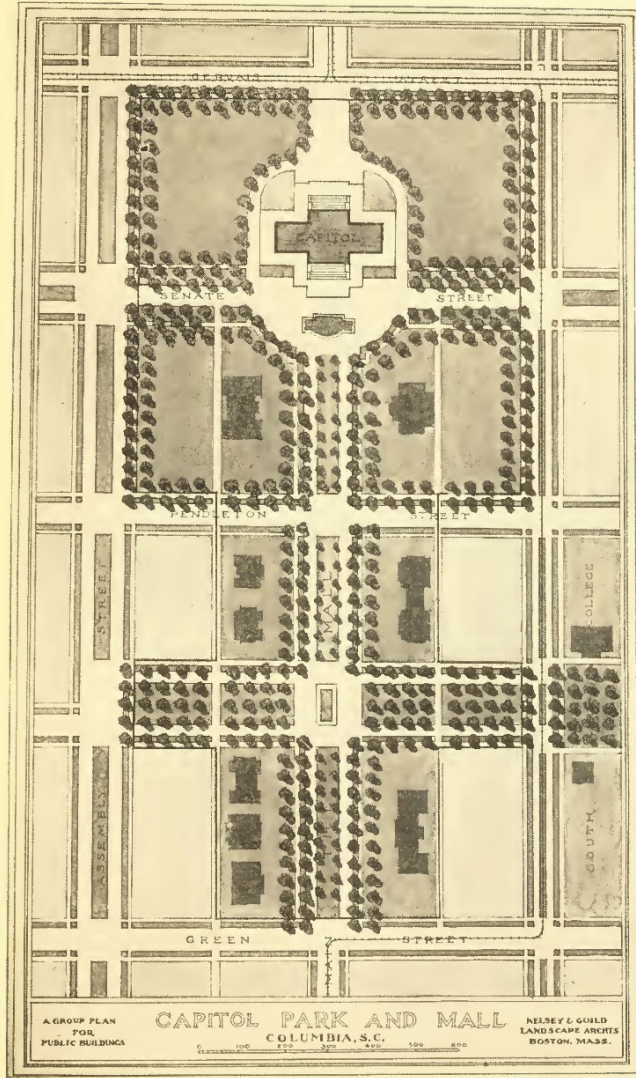
Planners from Boston and New York City create early master plans for Columbia and USC
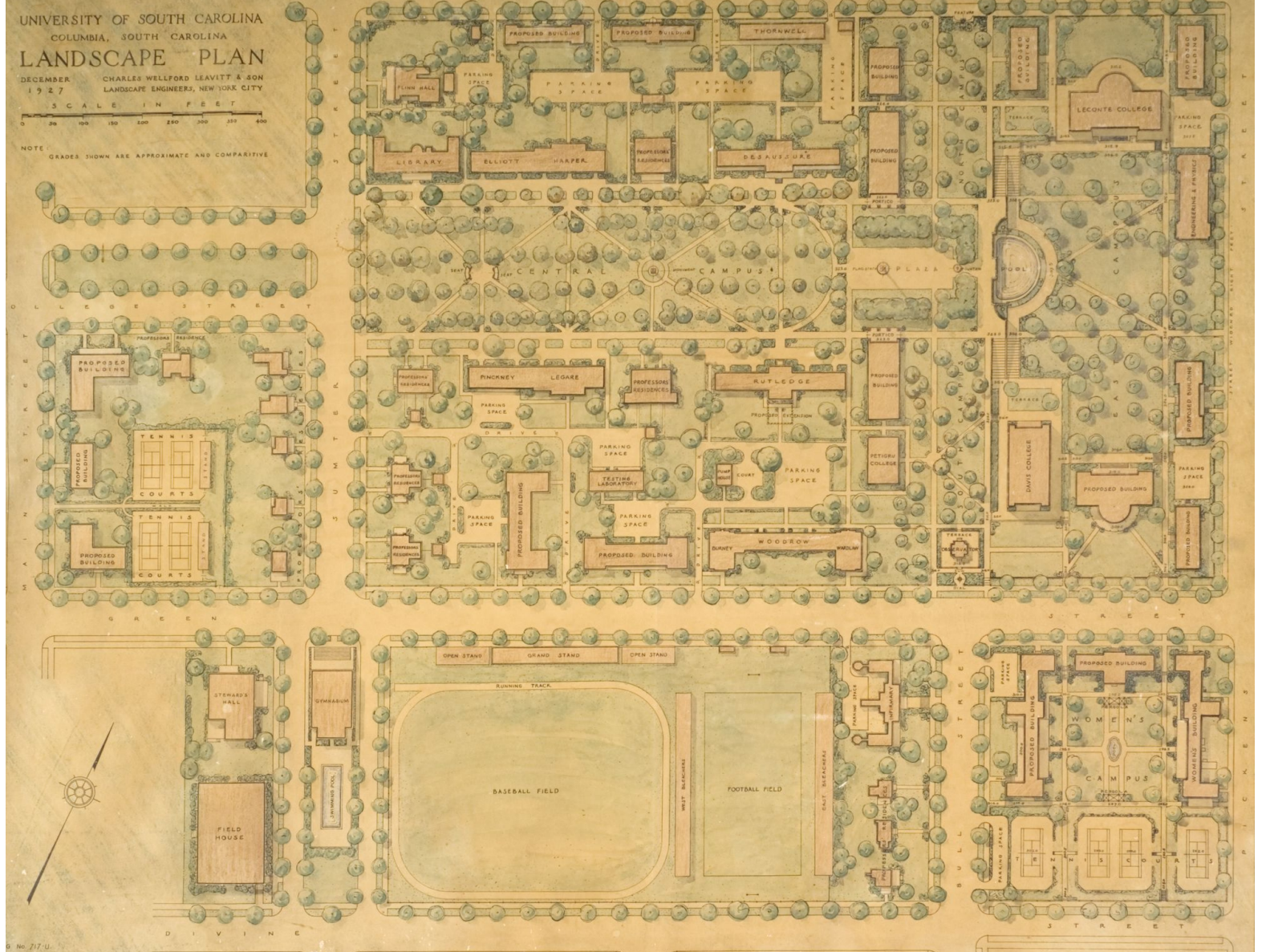
Long-range Vision

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.
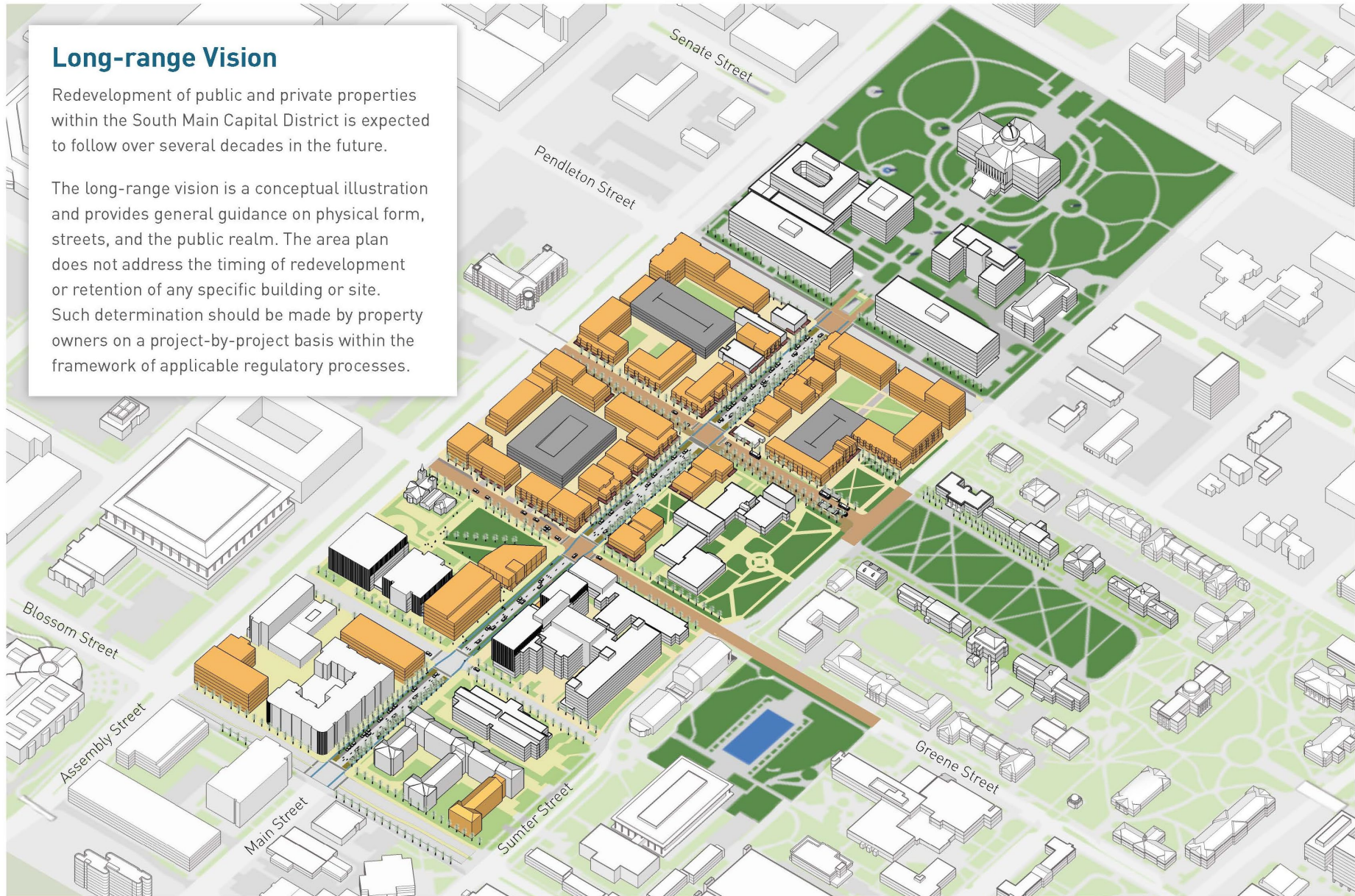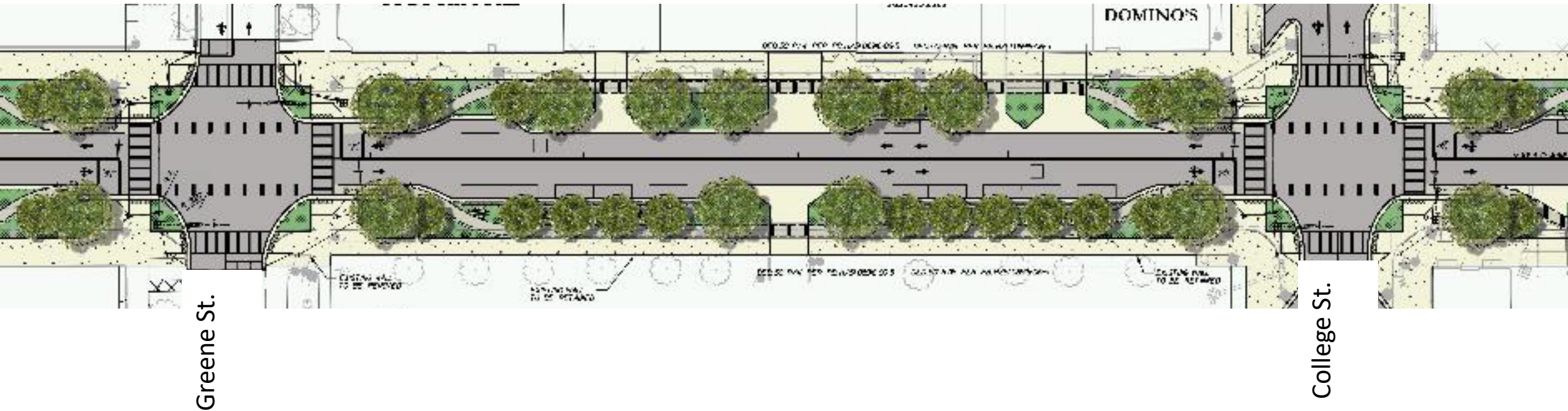
Concept site plan and site photographs
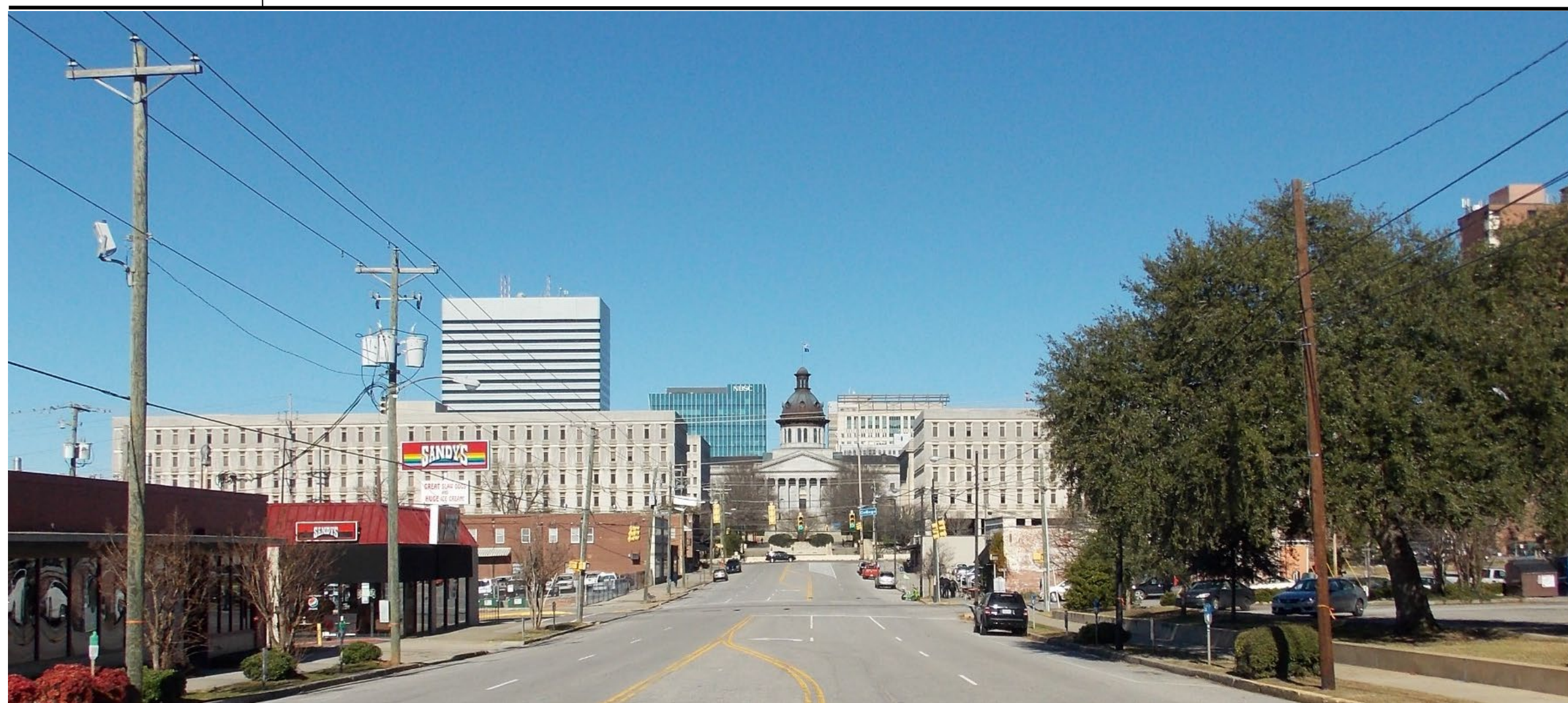
New Health Sciences Campus

The Bull Street Development district is approximately 2 miles east of the Columbia Campus accessed from either Bull or Harbison Streets.

UNIVERSITY OF SOUTH CAROLINA

New Health Sciences Campus

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.

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.

UNIVERSITY OF SOUTH CAROLINA

New Health Sciences Campus

View looking southward across the future Health Campus property. The Columbia skyline appears in the distance.

UNIVERSITY OF SOUTH CAROLINA

New Health Sciences Campus

■ Site Photograph

● Built   ● Under Development   ● Available

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

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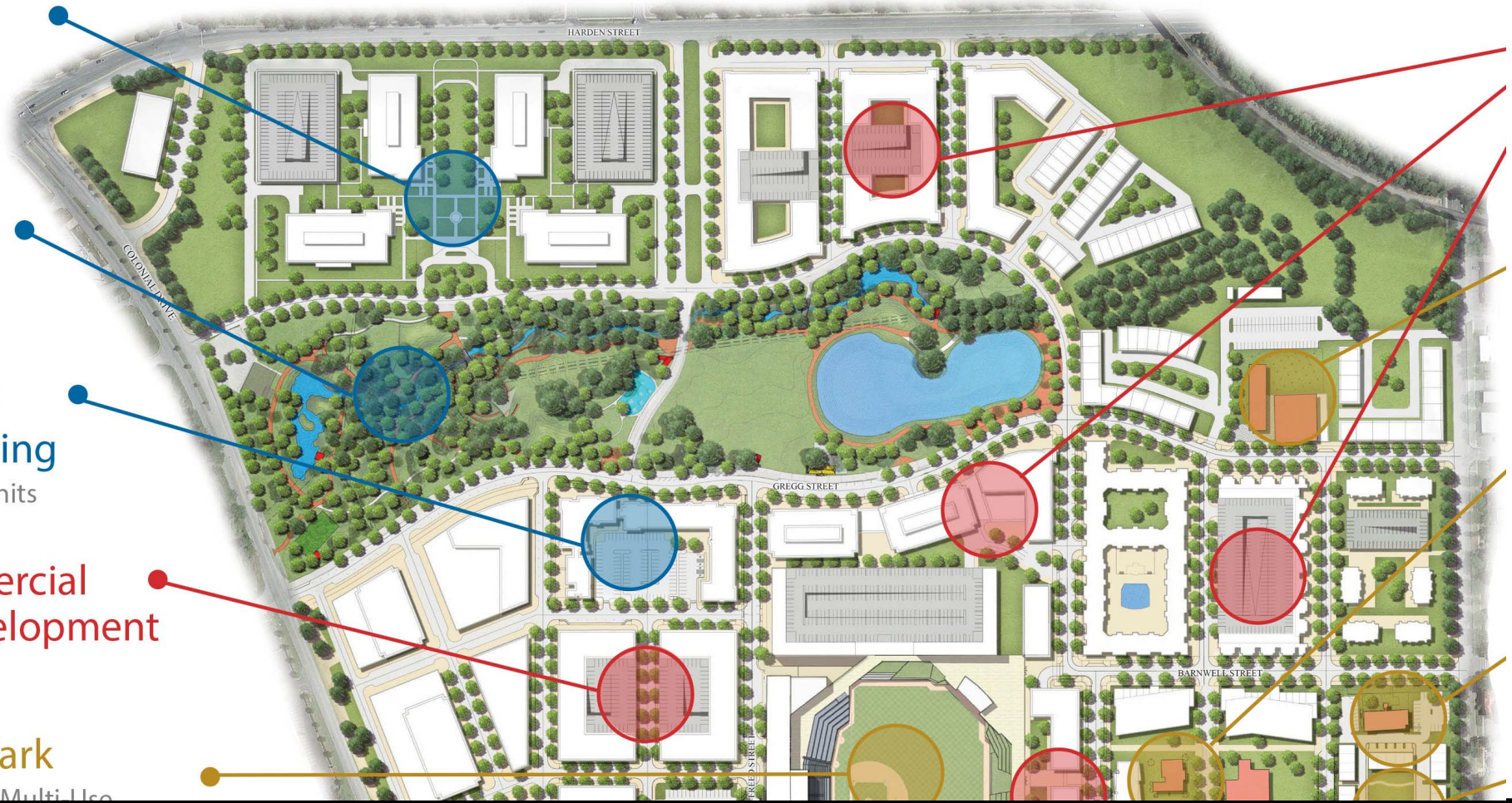Greenway Connection, Public Art, Dog Park & More

Merrill Gardens Active Senior Housing
196 Active Senior Living Units

Future Commercial & Residential Development

Segra Park
8,500 Seat MiLB Multi-Use

Concept Plan at east district of Bull Street Development

UNIVERSITY OF SOUTH CAROLINA

- 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

- 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

Culinary Lab for HRSM

Lab Space for Speech and Hearing (COMD)

After

Numerous classroom renovations and life safety improvements throughout

Before

Rendering

- 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
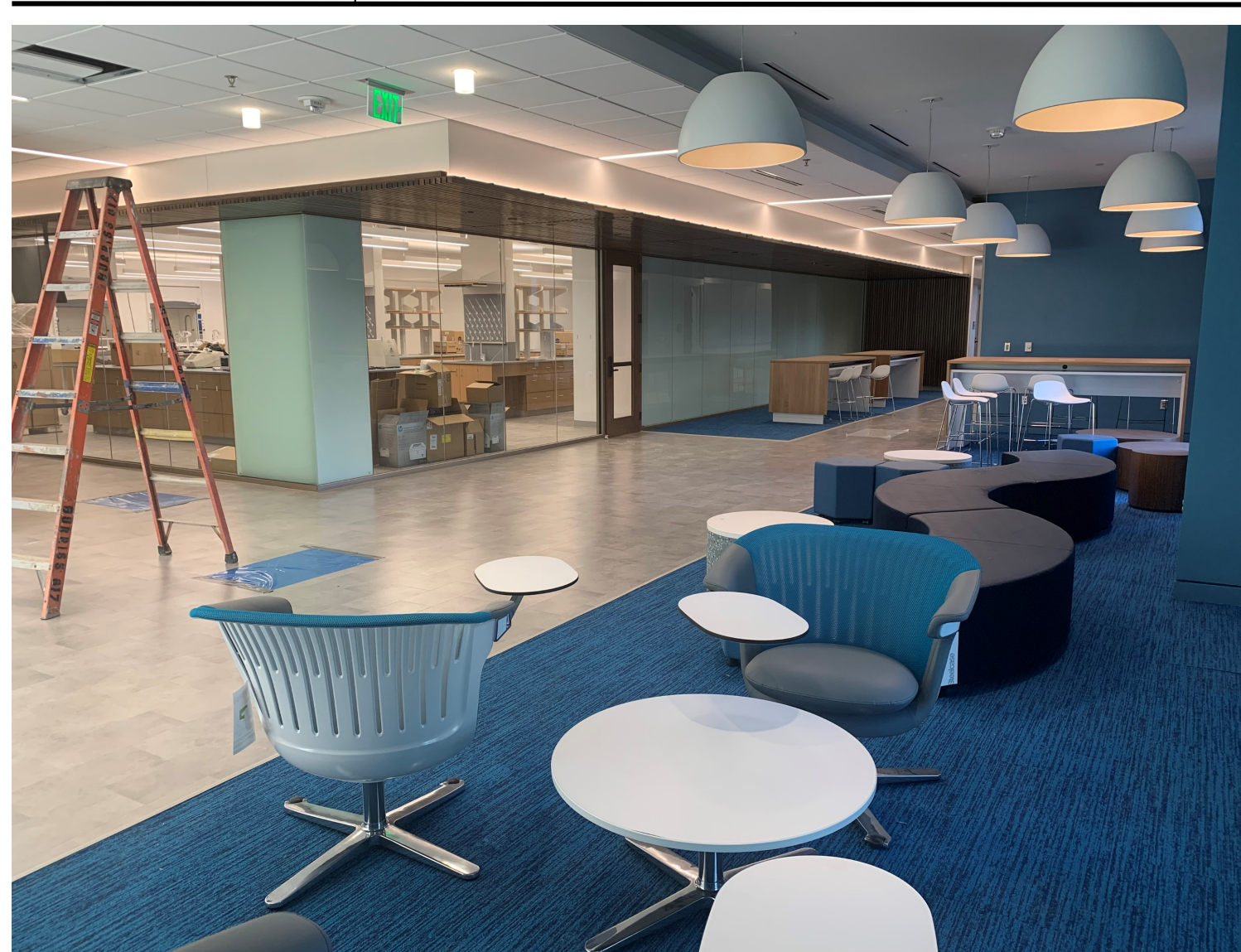
Adaptive Reuse of the old Law Center

Before

After

Original one-story lobby and renovated three-story atrium

Rendering of Level 2 Lab/Lobby area

Actual construction

Questions and Comments

South Carolina

BUDGET MODEL UPDATE

Joe Sobierlaski

Assistant Vice President For Administrative Operations

UNIVERSITY OF
South Carolina

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.*

U of SC **South Carolina**

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.*

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DEVELOPMENT & REPORTING NEXT STEPS

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

Budget Model Reporting Activity:	Month / Period
FY18 Actuals	Complete
FY19 Actuals	Complete
FY20 Actuals (As of 10/31)	Complete
FY20 Actuals (As of 2/29)	March/April
FY20 Actuals (As of 6/30)	August/September

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.

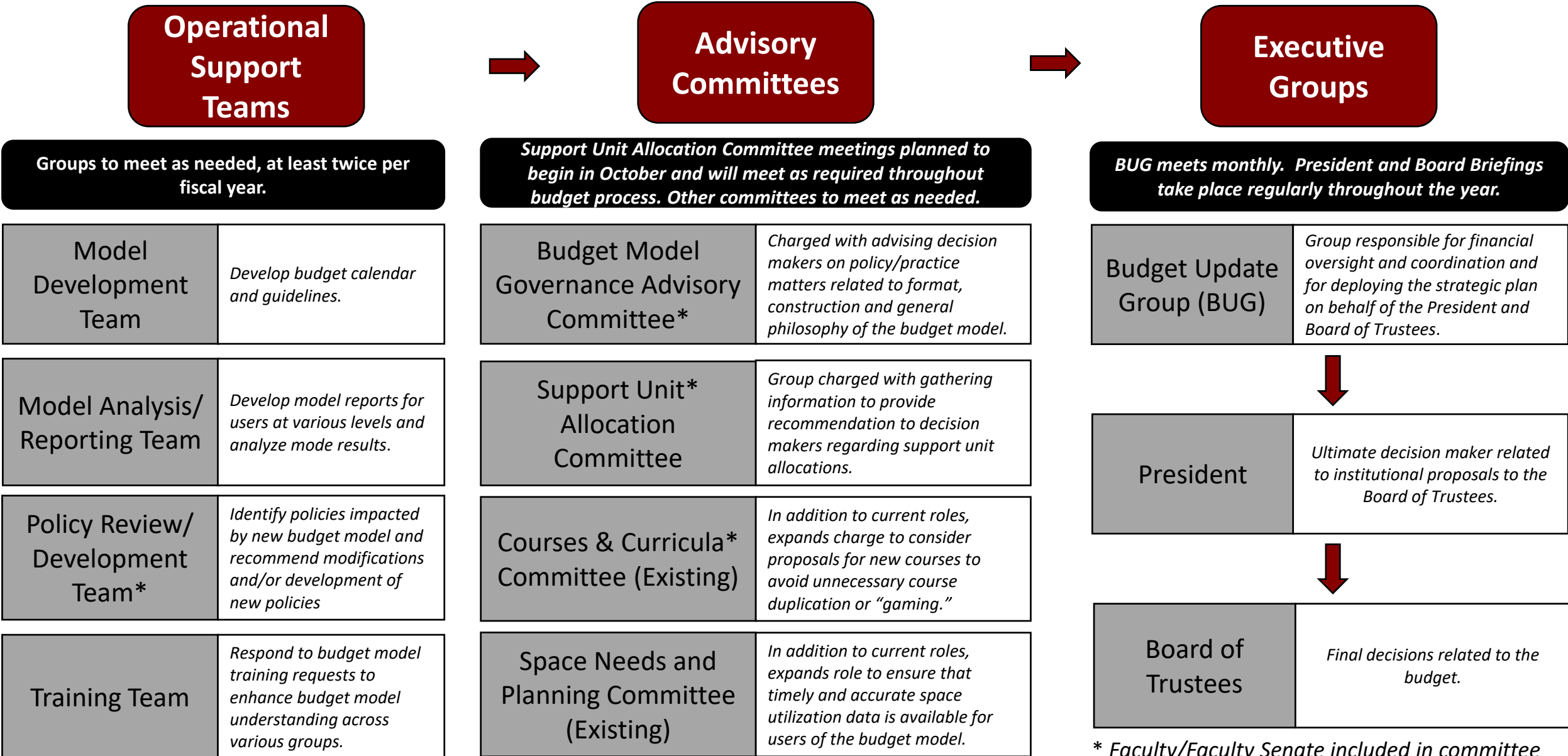- Moving forward with budget model in FY21.

THANK YOU!

Joe Sobieralski, CMA, CFM, CIA

Assistant Vice President for Administrative Operations

sobieral@mailbox.sc.edu

U of SC. South Carolina

GOVERNANCE STRUCTURE

Operational Support Teams → **Advisory Committees** → **Executive Groups**

Operational Support Teams		Advisory Committees		Executive Groups	
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.**	
Model Development Team	*Develop budget calendar and guidelines.*	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.*	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.*
Model Analysis/ Reporting Team	*Develop model reports for users at various levels and analyze mode results.*	Support Unit* Allocation Committee	*Group charged with gathering information to provide recommendation to decision makers regarding support unit allocations.*	President	*Ultimate decision maker related to institutional proposals to the Board of Trustees.*
Policy Review/ Development Team*	*Identify policies impacted by new budget model and recommend modifications and/or development of new policies*	Courses & Curricula* Committee (Existing)	*In addition to current roles, expands charge to consider proposals for new courses to avoid unnecessary course duplication or "gaming."*		
Training Team	*Respond to budget model training requests to enhance budget model understanding across various groups.*	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.*	Board of Trustees	*Final decisions related to the budget.*

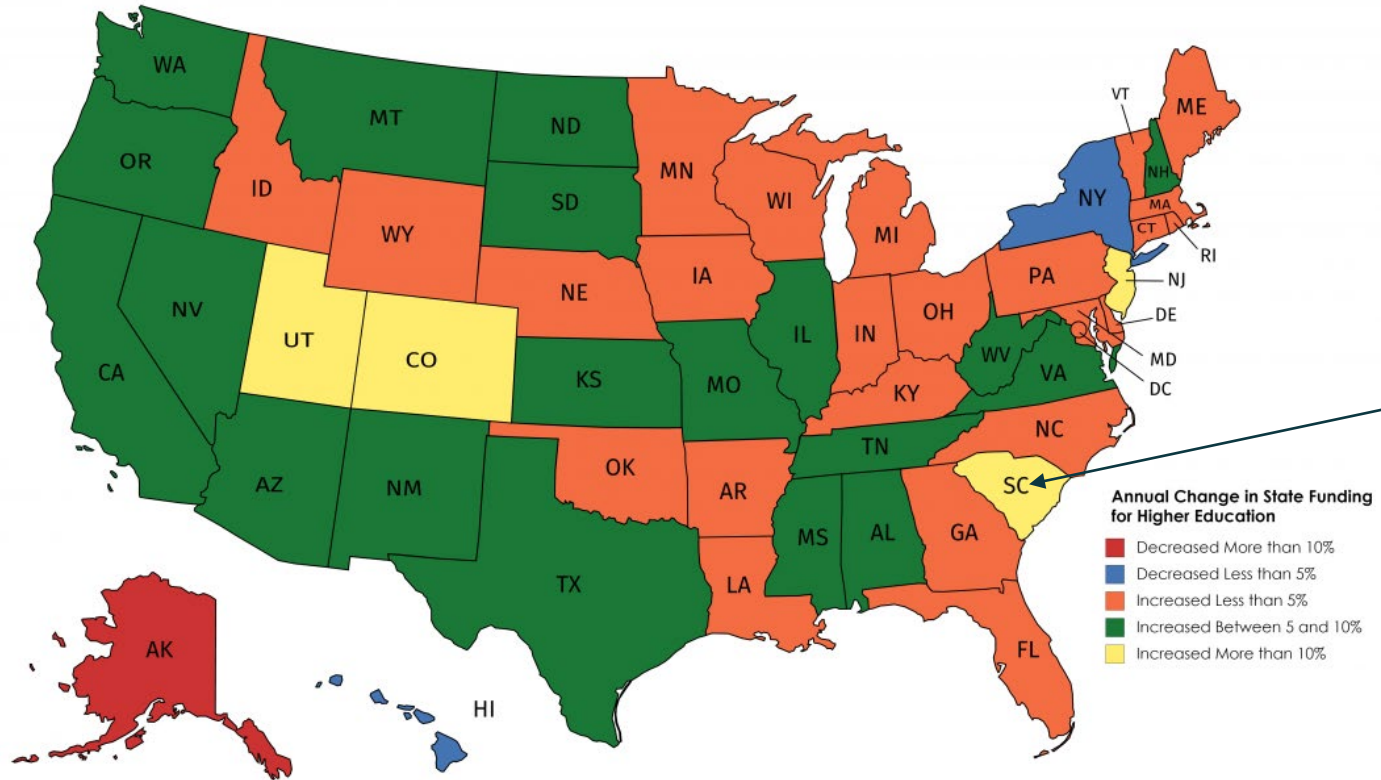** Faculty/Faculty Senate included in committee*

BREAK

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

U of SC South Carolina

"POSITIVE PICTURE FOR STATE HIGHER ED FUNDING"
INSIDE HIGHER ED – 1/6/20

Annual Change in State Funding for Higher Education
- Decreased More than 10%
- Decreased Less than 5%
- Increased Less than 5%
- Increased Between 5 and 10%
- Increased More than 10%

SC's funding for higher education increased 10.8% in FY20, 3rd highest in US.

Created with mapchart.net

"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."*
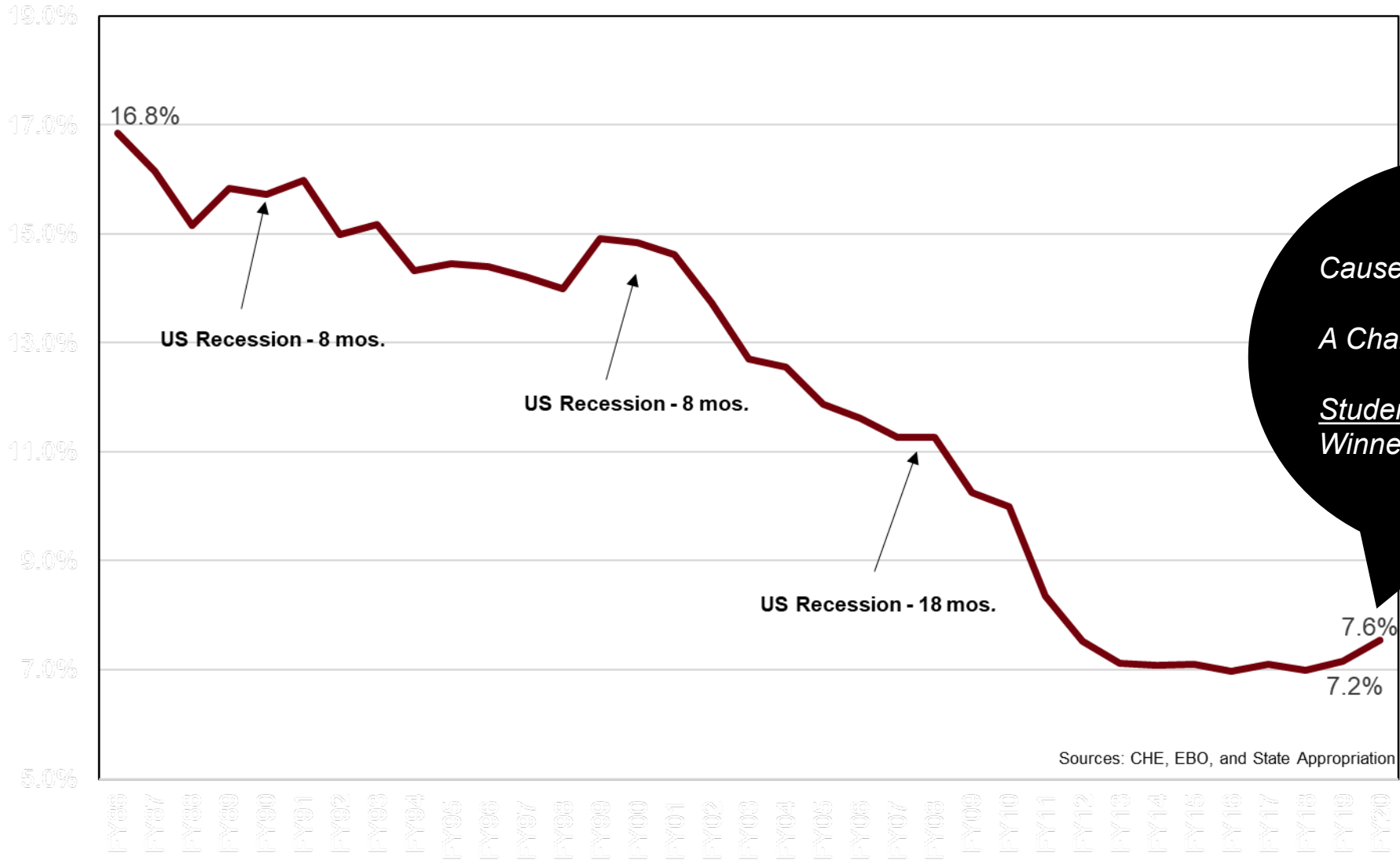
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Cause and Effect ?

2018 Comparison of In-State Tuition and State Support

STATE	TUITION
South Carolina	$11,610
North Carolina	$6,897
Georgia	$5,939

STATE	STATE FUNDING
North Carolina	$10,595
Georgia	$6,832
South Carolina	$3,542

STATE	TOTAL
North Carolina	$17,492
South Carolina	$15,152
Georgia	$12,771

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.

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"THE YEAR OF _EDUCATION_!?"*

*_Education_ – What do _YOU_ think of?

K-12?

S. 419	"The SC Career _Opportunity_ and Access for All Act"	_Senate Committee_
H. 3759	"The SC Career _Opportunity_ and Access for All Act"	_Senate Committee_

Higher Education?

S. 298	"The Higher Education _Opportunity_ Act"	_Senate Floor_
S. 283	"The Higher Education Enterprise Act"	_Senate Floor_
H. 4453	"The Higher Education Efficiency Act"	_House Committee_

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

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"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?

U of SC. South Carolina

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.***

U of SC South Carolina

FY2021 STATE BUDGET REQUEST

Request	Recurring	Capital/Non-Recurring
USC Columbia		
Access and Affordability for In-State Students	9,358,187	
Tuition Mitigation Funding		
School of Medicine: Rural Health Initiative	2,000,000	
School of Law: School of Law Library	826,000	
Palmetto College - Columbia	2,000,000	
School of Medicine Relocation		35,000,000
Deferred Maintenance: Critical Care and Repair Match (1:1)		14,000,000
TOTAL – USC Columbia	**14,184,187**	**49,000,000**

Not Shown:

Need Based Push with CHE

(Next Slide)
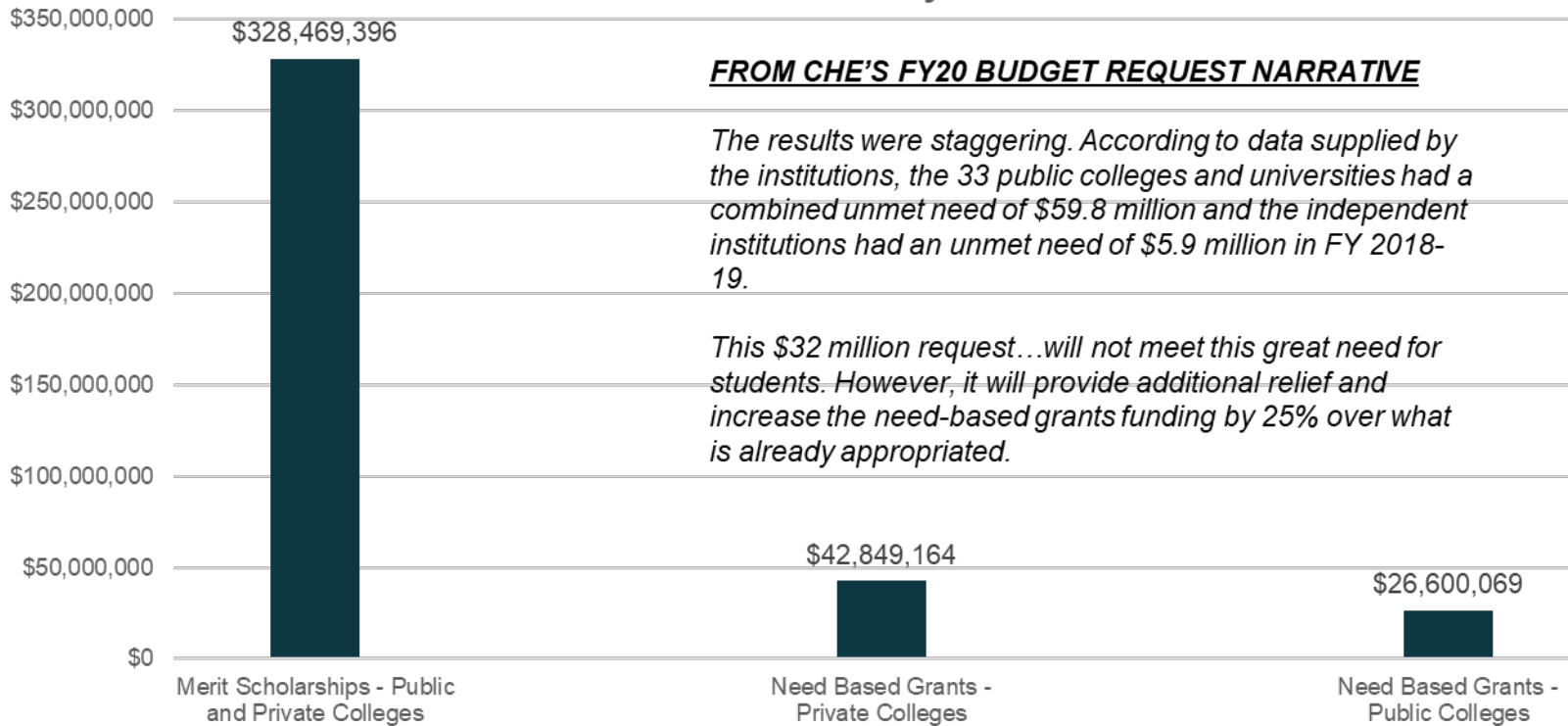
REMEMBER… "IN REALITY, ONE LEGISLATIVE YEAR CAN ACCOMMODATE AND PROCESS ONLY SEVERAL LARGER CONSEQUENTIAL BILLS EACH YEAR"…AND YET

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

South Carolina

EXAMPLES – OUR LEGISLATIVE SCOPE

Education	State Agency	Student Government
Scholarships & Financial Aid	Retirement Issues	S.G. voting BOT
Dreamer's Act (DACA)	Insurance Issues	Military Priority Registration
Tax Credits – Preceptor & Tuition	Freedom of Information Act	
Professional & Occupational Practice Acts	Human Resources	**Law Enforcement & Public Safety**
Board of Trustees	Procurement	
Student Athlete Compensation		**Research**
Freedom of Speech		Medical Marijuana
Constitutional Instruction		
Veteran to BSN		
Campus Specific Bills		
Regulatory Relief		

U of SC South Carolina

THANKS!

Craig Parks

Derrick Meggie   meggie@mailbox.sc.edu

Craig Parks

Derrick Meggie   meggie@mailbox.sc.edu

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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.

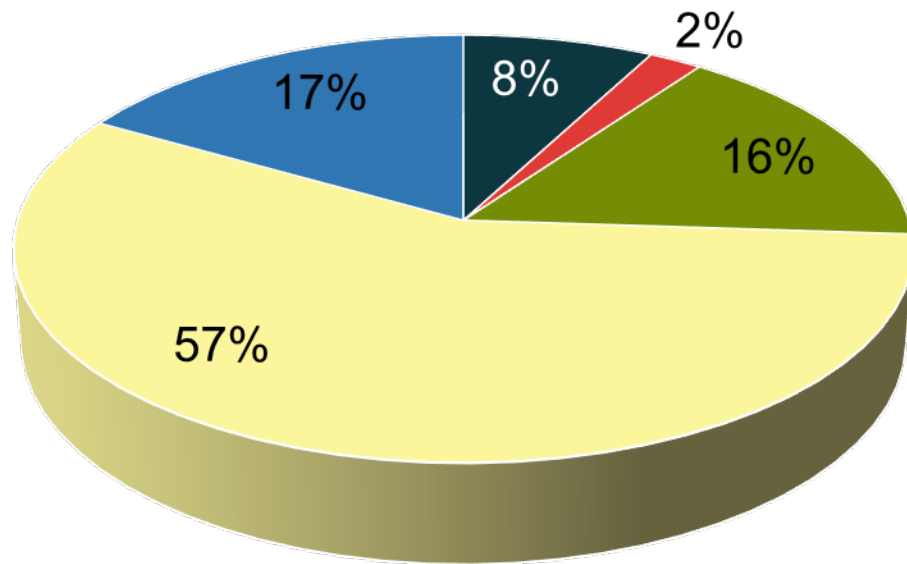E. There is a plan to assess achievement in the proposed QEP.

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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.**

USCCONNECT
Integrating learning within and beyond the classroom

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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.**
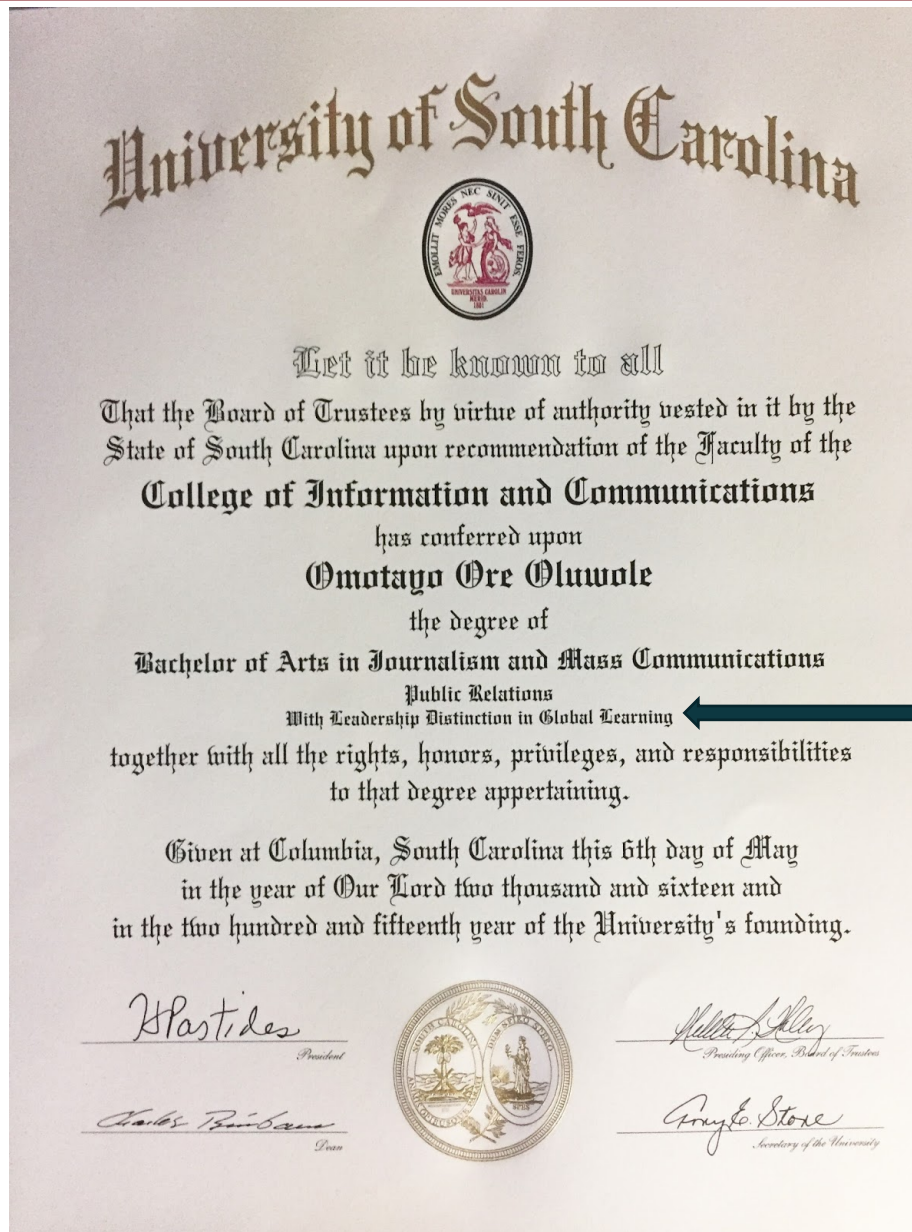
Learning Outcome	Focus	GLD ePortfolio Section	Mean Scores (4 pt. scale, 3=meets expectations)					Overall Mean unweighted
			2013-2014 N=89	2014-2015 N=216	2015-2016 N=370	2016-2017 N=430	2017-2018 N=428	
1	Articulate beyond-the-classroom learning	Key Insights	3.45	3.26	3.32	3.31	3.33	**3.33**
2	Describe how beyond-the-classroom learning relates to concepts or theories	Key Insights	3.30	3.08	3.17	3.26	3.23	**3.21**
3	Make complex connections	Analysis/ Key Insights	3.37	3.02	3.09	3.21	3.13	**3.16**
4	Make recommendations based on learning	Leadership	3.17	2.90	3.00	3.10	3.14	**3.1**

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**

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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.**

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CURRENT QEP TIMELINE

Action	Date
Outreach/Feedback across University	Spring 2019 through Fall 2020
QEP Subcommittees	2019-2020
QEP Communications Plan	2020-2021
QEP Proposal due to SACSCOC	End of 2020/Early 2021
On-Site Peer Review/QEP Focus	March 22-25, 2021

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- **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

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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)**

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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

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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

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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**

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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**

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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.**

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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.

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E. There is a plan to assess achievement in the proposed QEP.

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DISCUSSION, QUESTIONS, OR COMMENTS

THANKS!

Sandra J. Kelly

Vice Provost and Dean of Undergraduate Studies

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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.

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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!

Name: Valinda W. Littlefield

Title: Director, Coordinating Office of Community Engagement and Service Learning

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Adjournment

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