AGENCY NAME:	University of South Carolina Columbia		
AGENCY CODE:	H27	SECTION:	20A

Fiscal Year 2014-15
Accountability Report

SUBMISSION FORM

AGENCY MISSION

The primary mission of the University of South Carolina Columbia is the education of the state's citizens through teaching, research, creative activity, and community engagement.

Among America's oldest and most comprehensive public universities, USC Columbia is the major research institution of the University of South Carolina system and its largest campus, enrolling approximately 25,000 undergraduate students and approximately 8,000 students in graduate and professional programs. At the heart of its mission lies the University's responsibility to state and society to promote the dissemination of knowledge, cultural enrichment, and an enhanced quality of life.

The University serves a diverse population of students with widely varying backgrounds, career goals, and levels of aspiration. USC Columbia offers over 320 degrees at the bachelor's, master's, doctoral, and professional program levels, affording students the most comprehensive array of educational programs in the state. Additional opportunities for personal and career development, including an associate degree program at Fort Jackson, are provided to the citizens of South Carolina through outreach and continuing education activities.

Through the primary method of classroom and laboratory instruction, and through a secondary method of distance learning delivered via the Internet, teleconference, and electronic media, degree programs are offered in the following areas: arts and sciences; education; engineering and computing; hospitality, retail, and sport management; mass communications and information studies; music; public health; and social work; and in professional programs such as business, law, medicine, nursing, and pharmacy. The depth and breadth of its graduate programs in the arts and sciences, international business, public health, social work, and library and information science distinguishes USC Columbia from all other institutions of higher learning in South Carolina.

Recognized by the Carnegie Foundation as a top research and service institution, nationally ranked in start-up businesses, and conferring over 30% of all bachelor's and graduate degrees awarded at public institutions in South Carolina, the University has a profound relevance, reach, and impact on the people of the state. As the flagship

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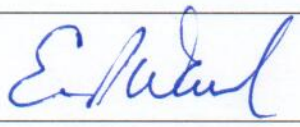
	institution of the state system, USC Columbia leads the way in providing all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, community outreach, and artistic creation.

Please identify your agency's preferred contacts for this year's accountability report.

	Name	*Phone*	*Email*
PRIMARY CONTACT:	Donald Miles	803-777-2814	dmiles@mailbox.sc.edu
SECONDARY CONTACT:	Nicole Spensley	803-777-2814	spensley@mailbox.sc.edu

I have reviewed and approved the enclosed FY 2014-15 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR *(SIGN/DATE)*:	
(TYPE/PRINT NAME):	Harris Pastides, Ph.D., USC President
BOARD/CMSN CHAIR *(SIGN/DATE)*:	
(TYPE/PRINT NAME):	Eugene P. Warr, Jr., J.D., Chairman USC Board of Trustees

AGENCY'S DISCUSSION AND ANALYSIS

The University of South Carolina Columbia maintains goals in five areas: Teaching and learning; research, scholarship and creative achievement; service excellence; quality of life on the University campus; and recognition and visibility. These goals support the mission of the University, which is "the education of the state's citizens through teaching, research, creative activity, and community engagement." The University consistently supports the goals and mission and is making great strides towards achieving them.

Teaching and Learning

The strategies and objectives in the area of teaching and learning focus on improving the quality of academic programs, developing faculty, and enhancing the student experience in and beyond the classroom. With just under 5,000 first-time, full-time freshmen enrolling in Fall 2014, a quality teaching and learning environment is key. USC Columbia has maintained a low student: faculty ratio to ensure that students receive quality, personalized attention and support. In addition, USC Columbia has many initiatives aimed at achieving this goal, some of which will be discussed below.

Leaders at USC Columbia recognize the challenges facing students when their college path takes longer than expected. Therefore, USC Columbia is dedicated to expanding the "On Your Time" initiative to help students complete their education in a timely manner. Expanding the schedule of general education courses and distributed learning courses will help facilitate flexible course scheduling for students, to help them complete their required courses on time.

Recognizing when students are struggling academically is a critical first step in providing intervention services to ensure students are meeting educational goals. Success Connect, an early invention program, seeks to assist students experiencing academic difficulties by connecting students with resources that support successful outcomes. The program encourages faculty and staff to refer students who are missing class, struggling with coursework, or experiencing general academic challenges. Four types of referrals are offered: class absence referrals to identify students not attending class; academic assistance referrals to identify students who may be experiencing academic or transitional difficulties; mid-semester academic reports to identify students experiencing academic distress midway through the semester; and withdrawal referrals to identify students who have expressed interest in withdrawing from the university. This initiative began in Fall 2013 and its success has only grown, with referrals increasing by over 50% in the second year.

Supplemental instruction is another resource for students who may need academic support. Supplemental Instruction sessions are small-group, weekly discussion and review sessions led by qualified and trained undergraduates who attend classes with participating students. Sessions are focused on the course's most recent lecture material. Each student in the study group is involved in the discussion and collaborates with classmates to improve his or her understanding of course content. Over 6,300 students were served by Supplemental Instruction in the 2014-2015 academic year, an increase of over 1,500 students from the previous year.

An even more individualized academic support service is Peer Tutoring. Peer tutoring sessions are conducted one-on-one with an undergraduate tutor that has been trained to facilitate individual discussions on specific course content, as well as study skills and academic habits. Peer tutors have already excelled in the course they

tutor. Tutoring sessions are designed to meet students' individual questions and needs and to foster independent learning. Peer tutoring visits increased by 500 students this year.

Not only is USC Columbia focused on helping students; the University is committed to helping faculty develop their teaching skills as well. Faculty workshops and trainings are held on a variety of topics through the Center for Teaching Excellence. Some topics covered during 2014-2015 were: Responding to Student Writing, Strategies for Getting Students to Read, Service-Learning 101, Verbal Judo for the Classroom, Integrative Learning Through Reflection, Evaluating Team Projects Effectively, Teaching Disciplinary Writing, Crafting Dynamic Classroom Lectures, Tools for Communicating with Students Online, Inspire your Students with Engaging Technologies, Maximizing Student Motivation, and many types of sessions on Flipped Classroom design and techniques. Several of these topics support use of more interactive methods of teaching. Usage data for these initiatives is included in the Performance Measurement worksheet.

The effectiveness of the above-mentioned initiatives is indicated by a variety of measures, which are included in the Performance Measurement worksheet. Some additional highlights include the fact that 88% of freshmen are retained to their second year here at USC Columbia. Over 73% of students graduate within six years and in 2013-2014, over 4,900 Baccalaureate degrees and over 2,300 advanced degrees were awarded.

USC Columbia realizes that financial accessibility is important to a student's success in higher education. In Fall 2014, USC Columbia awarded McNair and/or Carolina Scholarships to 160 students. Additionally, over 6,800 students received LIFE scholarship, over 1,600 students received Palmetto Fellowship, and 180 students received the Hope Scholarship. Due, in part, to the above initiatives, most students are able to maintain their scholarships the following year.

Research, Scholarship and Creative Achievement

USC Columbia strives to be a leader "dedicated to discovery, application, innovation, and dissemination of knowledge" (Focus Carolina, 2011). One strategy to reach this goal is to ensure that faculty research is supported and encouraged. For the 2013 fiscal year, research expenditures per tenure-track faculty member exceeded $175,000. Faculty research is further supported by decreasing the student-to-tenure track faculty ratio, allowing faculty more time to dedicate to contributing to their field in scholarly research activities.

In addition to faculty research, it is important to develop scholarly students who are engaged in research. USC Columbia is dedicated to supporting undergraduate research opportunities. The Office of Undergraduate Research serves as a central facilitator to help students find research opportunities, assist students with research funding, and assist and support student in presenting research.

Additional strategies towards this goal include enhancing the quality of graduate programs and further developing the professional schools. The professional schools demonstrate their quality by the consistently high pass rates for national professional certification exams. In 2014-2015, pass rates ranged from 79.2% to 100% for the 13 exams reported by our institution. Detailed pass rates for each exam are included in the attached Performance Measurements.

Service Excellence

USC Columbia is a dual Carnegie Service University that strives to engage the University with the greater community through service. As such, the University offers a variety of service learning courses. During the 2014-15 academic year, over 100 service learning courses were offered, with over 2,000 students enrolled. As stated

above, the University strives not only to offer such programs for students, but offer development opportunities for faculty to grow professionally as well. Seventy-seven faculty and staff members participated in service learning professional development activities in 2014-15.

Service learning opportunities for students and faculty are complemented with a variety of community service events organized by USC Columbia. In 2014-15, the University organized 180 community service events. Over 2,000 students, faculty, and staff participated in these events, providing over 11,000 collective hours of service. These events provide an immeasurable benefit to the greater Columbia community.

Quality of Life on the University Campus

USC Columbia strives to be a destination for high-quality faculty, students, and staff in order to create a rich and rewarding learning and working environment. In order to recruit and retain the high-achieving, high-quality faculty, staff, and students, the University recognizes that the quality of life on the University campus must be ideal. A high rate of diversity offers a rich working and learning environment. The University currently (2014-2015) employs over 21% minority faculty and staff. Based on a recent survey, compensation was cited as one of the leading quality of life issues to be addressed. The University strives to offer competitive salaries compared to peer institutions. Average faculty salaries by rank are included in the attached Performance Measurements. In addition, intangible benefits, such as a variety of professional development opportunities, are also offered to faculty and staff.

As mentioned above, the University has consistently maintained a low faculty to student ratio; the current ratio is 18:1, further indicating that faculty are being retained and/or attracted to the institution. Over 70% of faculty members have terminal degrees in their field, indicating a dedication to hiring highly qualified candidates. In addition, USC Columbia faculty are provided with development opportunities through the Center for Teaching Excellence and by encouraging scholarly research. In 2014-2015, 43 workshops were offered to faculty and graduate teaching assistants, with over 700 attendees. Additionally, multiple orientations, symposia, and faculty learning communities were available, as well as several workshops designed specifically for graduate teaching assistants.

Recognition and Visibility

The University values the contributions made by those who work, teach, study, graduate, and learn at the institution and strives to recognize and show appreciation for those contributions and talents. The University is nationally and internationally recognized for numerous reasons, such as the number one Undergraduate International Business Major, number one International MBA program, the Nation's best Public University Honors College, and one of the nation's best first-year experience programs. A summary of additional favorable ratings and honors can be viewed on our website at http://www.sc.edu/about/south_carolina_at_a_glance/index.php

USC Columbia is the only university awarding a designation for graduating with Leadership Distinction. This long-term initiative for the University is USC Connect, a comprehensive learning initiative focused on students meeting educational goals through integrative learning. USC Connect also serves as the University's Quality Enhancement Plan for the Southern Association of Colleges and Schools Commission on Colleges. The primary purpose of USC Connect is to connect academics and beyond the classroom experiences. USC Connect offers five pathways, one of which is community service. Through USC Connect, students also have an opportunity to earn a special honor: Graduation with Leadership Distinction. In 2014-2015, there were 224 students who qualified

for this honor, greater than a two-fold increase from the pilot year. This number is expected to grow exponentially in the coming years.

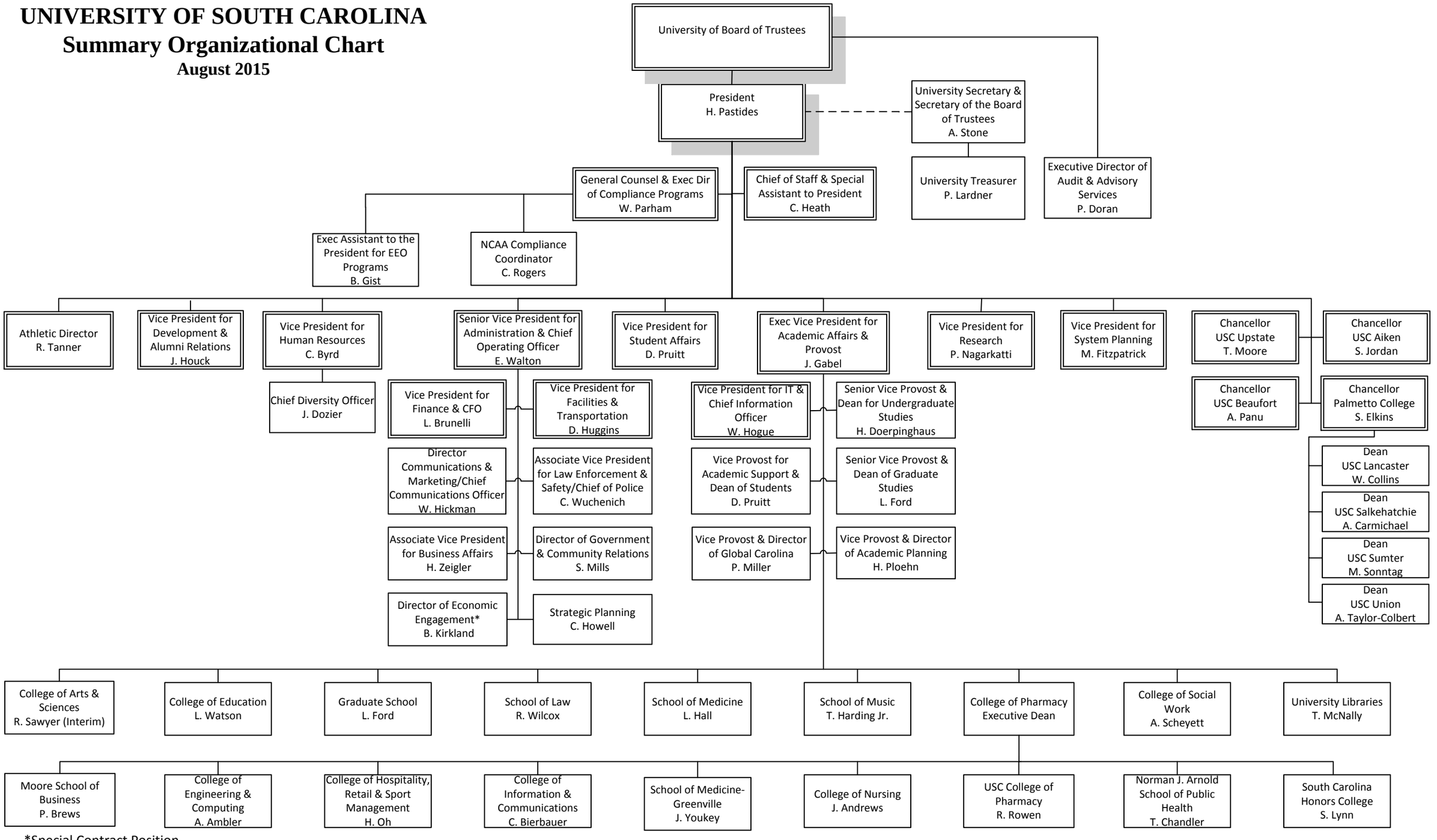
In addition to this unique honor, USC Columbia students are encouraged to showcase their great work through publications and conference presentations at the campus, regional, national, and international levels. These efforts are supported in many ways through the Office of Undergraduate Research, which connects students with opportunities and provides funding through a variety of Magellan programs.

In recent years, dozens of faculty members have received awards from a variety of national sources, such as the American Association for the Advancement of Science, the American Council of Learned Societies, Fulbright American Scholars, and the National Science Foundation. In addition to national recognition, the University also recognizes outstanding faculty with a variety of internal awards as well. The showcase of both internal and national award recipients is available on the University website here: http://www.sc.edu/about/offices_and_divisions/provost/honorsandawards/index.php

Discussion

USC Columbia's reach and impact on South Carolina is immeasurable and the University is proud of its accomplishments, alumni, scholars, and all who live and work here. In the past year, the University has attempted to more clearly identify a variety of valuable and measurable objectives that will help the University continue to improve and maintain itself as a rich source of education, research, and service to the state and nation. The University is making great strides toward reaching the objectives outlined in the attached plan and is truly fulfilling the mission that it "has a profound relevance, reach, and impact on the people of the state."

UNIVERSITY OF SOUTH CAROLINA
Summary Organizational Chart
August 2015



*Special Contract Position

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Program Template

Program/Title	Purpose	FY 2013-14 Expenditures				FY 2014-15 Expenditures				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
I.A. USC-Non-Medicine: Unrestricted E&G	Activities that directly support the primary mission of the University to educate the state's diverse citizens through teaching, research and creative activity and service. Current fund resources received by an institution that have no limitations or stipulations placed on them by external agencies or donors, and that have not been set aside for loans, endowments, or plant. These resources are normally derived from state appropriations, student fees, and institutional revenues.	$ 77,893,168	$ 480,355,838	$ -	**$ 558,249,006**	$ 80,780,435	$ 503,690,273	$ -	**$ 584,470,708**	1.1.1-1.1.5, 1.2.1-1.2.4, 5.1.1-5.1.3
I.B. USC-Non-Medicine: Restricted E&G	Activities that directly support the primary mission of the University to educate the state's diverse citizens through teaching, research and creative activity and service. Current fund resources received by an institution that have limitations or stipulations placed on their use by external agencies or donors. These resources are normally derived from gifts, grants, and contracts and used predominantly for research and student scholarship activities.	$ -	$ 88,279,147	$ 116,770,855	**$ 205,050,002**	$ -	$ 91,128,176	$ 121,837,412	**$ 212,965,588**	2.2.1,2.2.2, 4.2.1-4.2.3
I.C. USC-Non-Medicine: Auxiliary Services	Self-supporting activities that exist to furnish goods and services to students, faculty, or staff, and charge a fee directly related to the cost of the goods or services. These activities include student health, student housing, food service, bookstore, vending and concessions, athletics, parking, and other services.	$ -	$ 120,849,616	$ -	**$ 120,849,616**	$ -	$ 130,350,235	$ -	**$ 130,350,235**	1.1.3, 1.2.3, 1.2.4, 3.2.1, 4.2.1-4.2.3
II. A. USC-Medicine: Unrestricted	Activities that directly support the primary mission of the Columbia Medical School to educate the state's future physicians. Current fund resources received by an institution that have no limitations or stipulations placed on them by external agencies or donors, and that have not been set aside for loans, endowments, or plant. These resources are normally derived from state appropriations, student fees, and institutional revenues.	$ 10,800,806	$ 17,585,551	$ -	**$ 28,386,357**	$ 11,062,175	$ 16,879,164	$ -	**$ 27,941,339**	4.3.1-4.3.3

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Program Template

Program/Title	Purpose	FY 2013-14 Expenditures				FY 2014-15 Expenditures				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
II. B. USC-Medicine: Restricted	Activities that directly support the primary mission of the Columbia Medical School to educate the state's future physicians. Current fund resources received by an institution that have limitations or stipulations placed on their use by external agencies or donors. These resources are normally derived from gifts, grants, and contracts and used predominantly for research and student scholarship activities.	$ -	$ 7,777,736	$ 18,270,913	**$ 26,048,649**	$ -	$ 8,403,555	$ 18,259,120	**$ 26,662,675**	4.3.3
II. C. USC-Medicine: Benefits	Fringe Benefits associated with Salaries for Columbia Medicine reflected in the figures and categories above. Includes State Retirement, FICA, State Health Plan Premiums, Unemployment Compensation and Workers Compensation.	$ 2,846,289	$ 5,004,904	$ 2,512,483	**$ 10,363,676**	$ 2,956,703	$ 5,308,578	$ 2,660,004	**$ 10,925,285**	1.2.1, 2.1.1, 2.1.2, 4.1.1-4.1.3, 5.1.3
III. A. USC Greenville School of Medicine: Unrestricted	Activities that directly support the primary mission of the Greenville Medical School to educate the state's future physicians. Current fund resources received by an institution that have no limitations or stipulations placed on them by external agencies or donors, and that have not been set aside for loans, endowments, or plant. These resources are normally derived from state appropriations, student fees, and institutional revenues.	$ -	$ 16,663,659	$ -	**$ 16,663,659**	$ -	$ 18,919,023	$ -	**$ 18,919,023**	4.3.1-4.3.3
III. B. USC Greenville School of Medicine: Restricted	Activities that directly support the primary mission of the Greenville Medical School to educate the state's future physicians. Current fund resources received by an institution that have limitations or stipulations placed on their use by external agencies or donors. These resources are normally derived from gifts, grants, and contracts and used predominantly for research and student scholarship activities.	$ -	$ 232,082	$ 694,110	**$ 926,192**	$ -	$ 41,586	$ 1,286,223	**$ 1,327,809**	4.3.3
III. C. USC Greenville School of Medicine: Employee Benefits	Fringe Benefits associated with Salaries for Greenville Medicine reflected in the figures and categories above. Includes State Retirement, FICA, State Health Plan Premiums, Unemployment Compensation and Workers Compensation.	$ -	$ 918,501	$ -	**$ 918,501**	$ -	$ 1,013,028	$ -	**$ 1,013,028**	1.2.1, 2.1.1, 2.1.2, 4.1.1-4.1.3, 5.1.3

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Program Template

Program/Title	Purpose	FY 2013-14 Expenditures General	FY 2013-14 Expenditures Other	FY 2013-14 Expenditures Federal	FY 2013-14 Expenditures TOTAL	FY 2014-15 Expenditures General	FY 2014-15 Expenditures Other	FY 2014-15 Expenditures Federal	FY 2014-15 Expenditures TOTAL	Associated Objective(s)
IV. C. Employee Benefits: State Employer Contributions	Fringe Benefits associated with Salaries for Columbia Non-Medicine (Unrestricted, Restricted and Auxiliaries) reflected in the figures and categories above. Includes State Retirement, FICA, State Health Plan Premiums, Unemployment Compensation and Workers Compensation.	$ 19,436,532	$ 77,976,621	$ 8,965,938	**$ 106,379,091**	$ 20,700,812	$ 82,355,292	$ 9,672,573	**$ 112,728,677**	1.2.1, 2.1.1, 2.1.2, 4.1.1-4.1.3, 5.1.3
					$ -				**$ -**	
	Total	$ 110,976,795	$ 815,643,655	$ 147,214,299	**$ 1,073,834,749**	$ 115,500,125	$ 858,088,910	$ 153,715,332	**$ 1,127,304,367**	

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Strategic Planning Template

Type	*Item #* Goal	Strat	Object	Description
G	1			Teaching and Learning: To improve quality of academic programs at all levels, develop and nurture a faculty devoted to teaching excellence, and enhance the richness of the student experience in and beyond the classroom so that the teaching and learning environment of the University of South Carolina equals or surpasses that of comprehensive state university systems that are deemed peer aspirants.
S		1.1		Expand "On Your Time" Initiative.
O			1.1.1	Offer an expanded schedule of general education courses.
O			1.1.2	Increase number of distributed learning courses offered.
O			1.1.3	Increase freshman to sophomore retention rates.
O			1.1.4	Improve 150% graduation rates.
O			1.1.5	Reduce student debt by maintaining levels of student financial aid and scholarships.
S		1.2		Improve the overall academic experience for Honors College students.
O			1.2.1	Decrease the student-faculty ratio.
O			1.2.2	Introduce more interactive methods of teaching.
O			1.2.3	Increase number of academic advisors.
O			1.2.4	Expand Career Services and counseling.
G	2			Research, Scholarship, and Creative Achievement: The University of South Carolina will be recognized as a top public university system dedicated to discovery, application, and dissemination of knowledge; excellence in creative achievement; and world-renowned scholarship. Leadership among comprehensive research institutions will be signified by continuation of the highest Carnegie classification for the Columbia campus and rising status within that peer group, and recognition of all campuses for excellence relative to their peer and peer aspirant institutions.
S		2.1		Support faculty research.
O			2.1.1	Decrease student-to-tenure track faculty ratio
O			2.1.2	Increase research expenditures per tenure track faculty member.
S		2.2		Increase undergraduate student participation in faculty-mentored research.
O			2.2.1	Provide funding for undergraduate student participation in research.
O			2.2.2	Increase visibility and accesibility of the undergraduate research opportunities.
S		2.3		Prepare professional students for impactful careers.
O			2.3.1	Increase the percentage of students passing professional exams.

G	3			Service Excellence: The University of South Carolina will be committed to effective engagement of the expertise and capabilities of faculty, staff and students in state, national and global settings, to advance service learning, applied research, and community service which promote economic development and enhance quality of life. Achievement of this goal will be signified by continued formal recognition of service excellence by the Carnegie Foundation for eligible campuses within the system, as well as by recognition of all campuses for excellence relative to their respective peer and peer aspirant institutions.
S		3.1		Encourage students to engage in learning both within and beyond the classroom in order to shape responsible citizens.
O			3.1.1	Increase number of service learning courses offered.
O			3.1.2	Increase enrollment in service learning courses.
O			3.1.3	Increase number of opportunities for service learning professional development for faculty.
S		3.2		Engage students in solving community problems and place them on a lifelong path of civic engagement.
O			3.2.1	Increase opportunities for community service events.
O			3.2.2	Increase hours served in community service.
O			3.2.3	Increase Community Service Program participation.

G	4			Quality of Life in the University Community: The multi-campus system will be a destination of choice for high-achieving faculty, students and staff who value, benefit from, and contribute to a rich and rewarding learning and working environment where civility, ethics, and collaboration create an inclusive culture of fairness and respect, facilitating for all Carolinians the highest levels of intellectual and personal achievement. Achievement of this goal will be evidenced by the recruitment and retention of the highest quality faculty, students, and staff; their advancement of the University's mission; and by enrichment of the communities where Carolinians live and work.
S		4.1		Hire, promote, and retain high-quality and diverse faculty.
O			4.1.1	Increase percentage of faculty with terminal degrees.
O			4.1.2	Increase opportunities for faculty development.
O			4.1.3	Maintain competitive faculty salaries.
S		4.2		Recruit and retain high-quality students.
O			4.2.1	Increase undergraduate enrollment.
O			4.2.2	Increase academic support services for students.
O			4.2.3	Increase recruitment of highly-prepared students, indicated by increasing average SAT score of incoming students.
S		4.3		Improve health care in rural South Carolina by enhancing the Improved Care and provision of Rural Access to Eliminate health Disparities (ICARED) initiative.
O			4.3.1	Increase number of medical students completing rotations in rural sites.
O			4.3.2	Increase number of residency graduates entering rural practice in South Carolina.
O			4.3.3	Increase number of rotation sites in rural areas.
G	5			Recognition and Visibility: Accomplishments of students, faculty, staff and alumni will be showcased and publicized such that the campuses are recognized for excellence and leadership in education, research, scholarship, creative endeavors, athletics, and public service, consistent with their respective missions.
S		5.1		Offer opportunities for comprehensive learning and recognition of such endeavors.
O			5.1.1	Increase number of students graduating with Leadership Distinction honor.
O			5.1.2	Increase student participation in publications and conference presentations at the campus, regional, national, and international levels.
O			5.1.3	Continue to recognize outstanding achievement of faculty via internal awards and honor those receiving national awards.

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Performance Measurement Template

Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
1	Number of Carolina Core (general education) courses offered.	179	188	n/a	Fall 2015	Office of the Provost	Rolling approval	Number of approved Carolina Core courses	1.1.1
2	Distributed Learning Courses Offered	530	562	n/a	2014-15	Distributed Learning Support Services	Annually	Distributed (online) courses offered	1.1.2
3	Freshman-Sophomore Retention Rates	88.1%	88%	89.1%	Fall 2014	Provost Dashboard (Banner)	Annually	Students enrolled as freshman in Fall 2012 that also enrolled in Fall 2013	1.1.3
4	Six-Year Graduation Rates	73.00%	73.04%	73.40%	2014	Provost Dashboard (Banner)	Annually	Students enrolled as freshman in 2007 that graduated by 2013	1.1.4
5	Degrees Awarded: Baccalaureate	4,622	4,928	5,027	2013-14	IPEDS	Annually	Number of degrees awarded by type during academic year	1.1.4
6	Degrees Awarded: Masters, Specialists	1,735	1,660	1,693	2013-14	IPEDS	Annually	Number of degrees awarded by type during academic year	2.3
7	Degrees Awarded: First Professional	414	394	402	2013-14	IPEDS	Annually	Number of degrees awarded by type during academic year	2.3
8	Degrees Awarded: Doctorate	334	325	292	2013-14	Provost Dashboard (IPEDS)	Annually	Number of degrees awarded by type during academic year	2.3
9	Number of McNair and/or Carolina Scholars	243	160	n/a	2014-15	Financial Aid Factbook	Annually	Number of unduplicated students accepting scholarship	1.1.5
10	Capstone Scholars (freshman & sophomores)	1,278	1,357	1,384	2014-15 academic year	Capstone Scholars Usage Data (Student Affairs Intranet site)	Annually	Number of students receiving Capstone scholarship	1.1.5
11	Students receiving LIFE scholarship	6,953	6,842	7,092	Fall 2014	Financial Aid Factbook	Annually	Unduplicated students accepting award	1.1.5
12	Palmetto Fellows	1,674	1,645	1,707	Fall 2014	Financial Aid Factbook	Annually	Unduplicated students accepting award	1.1.5
13	Students receiving Hope Scholarships	220	180	224	Fall 2014	Financial Aid Factbook	Annually	Unduplicated students accepting award	1.1.5
14	Palmetto Fellows Recipients Retaining Palmetto Fellowships following Fall semester	92.1%	92.47%	94.3%	Fall 2013 Recipients retaining scholarship Fall 2014	Financial Aid Factbook	Annually	Number of students receiving scholarship in Fall 2012 who also received the scholarship in Fall 2013	1.1.5
15	LIFE Scholarship Recipients Retaining LIFE Scholarship following Fall semester	78.40%	78.20%	79.76%	Fall 2013 Recipients retaining scholarship Fall 2014	Financial Aid Factbook	Annually	Number of students receiving scholarship in Fall 2012 who also received the scholarship in Fall 2013	1.1.5
16	Student-to-faculty ratio	18:1	18:1	18:1	2014-15 academic year	Provost Dashboard (Banner)	Annually	Number of students: number of faculty	1.2.1
17	Number of workshops offered to faculty & Graduate Teaching Asssistants on teaching and learning	27	43	n/a	2014-15 academic year	Center for Teaching Excellence	As needed	Workshops offered by the Center for Teaching & Learning that are open to faculty and graduate teaching assistants	1.2.2
18	Attendance at teaching and learning workshops	453	715	n/a	2014-15 academic year	Center for Teaching Excellence	As needed	Number of faculty and graduate teaching assistants attending workshops offered by the Center for Teaching & Learning	1.2.2

19	Number of advisors	data unavailable	217	n/a	September 2015	Office of Undergraduate Advising	As needed	Number of advisors completing advising survey	1.2.3
20	Career Center Coaching and Advising Total visits	6,144	6,252	n/a	2014-15	Career Center Usage Data (Student Affairs Intranet site)	Annually	Number of visits each semester	1.2.4
21	Career Center Coaching and Advising - students served	4,095	4,118	n/a	2014-15	Career Center Usage Data (Student Affairs Intranet site)	Annually	Number of unique students utilizing services each semester	1.2.4
22	Career Center Pre-Professional Advising Student Office Visits	1,595	1,495	n/a	2014-15	Career Center Usage Data (Student Affairs Intranet site)	Annually	Number of student visits for pre-professional advising services	1.2.4
23	Full Time Enrollment to Tenure/Tenure Track Ratio	25.27:1	27.25:1	24.00:1	2014-15 academic year	Provost Dashboard (Banner)	Annually	Total enrollment:Tenure or Tenure Track faculty	2.1.1
24	Research Expenditures per Tenure Track Faculty Member	$ 184,622.85	$ 178,078.00	$ 197,000.00	FY2013	Provost Dashboard (NSF Research & Expenditures for Science & Engineering)	Annually	NSF Research & Expenditures for Science & Engineering / Tenure Track Faculty	2.1.2
25	Number of Magellan Scholars	61	52	n/a	Summer-Fall 2015	Office of Undergraduate Research Blueprint	Annually	Number of recipients (from Columbia campus only) during Summer-Fall semester	2.2.1, 2.2.2
26	Number of recipients of Magellan Mini-Grants	11	7	n/a	Fall 2015	Office of Undergraduate Research Blueprint	Annually	Number of recipients (from Columbia campus only) during Fall semester	2.2.1, 2.2.2
27	Students presenting at Discovery Day	405	556	n/a	4/1/2015	Office of Undergraduate Research Blueprint	Annually	Number of students presenting at Discovery Day	2.2.2
28	Magellan Voyager recipients	data unavailable	23	n/a	2013-14	Office of Undergraduate Research Blueprint	Annually	Number of recipients (from all campuses)	2.2.1, 2.2.2
29	Multi-State Pharmacy Jurisprudence Exam (MPJE) 1st time examinees passing	94.12%	93.20%	100%	April 1, 2014-March 31, 2015	Provided by Department for annual IE Report	Annually	1st time examinees passing exam/1st time examinees attempting exam	2.3.1
30	National Council Licensure Exam. - Registered Nurse (BSN) 1st time examinees passing	87.50%	93.90%	100%	April 1, 2014-March 31, 2015	Provided by Department for annual IE Report	Annually	1st time examinees passing exam/1st time examinees attempting exam	2.3.1
31	National Physical Therapist Licensing Exam (PT) 1st time examinees passing	100%	100%	100%	April 1, 2014-March 31, 2015	Provided by Department for annual IE Report	Annually	1st time examinees passing exam/1st time examinees attempting exam	2.3.1
32	North American Pharmacist Licensure Exam (NAPLEX) 1st time examinees passing	97%	95.00%	100%	April 1, 2014-March 31, 2015	Provided by Department for annual IE Report	Annually	1st time examinees passing exam/1st time examinees attempting exam	2.3.1
33	South Carolina Board of Law Examination 1st time examinees passing	85.96%	79.20%	100%	April 1, 2014-March 31, 2015	Provided by Department for annual IE Report	Annually	1st time examinees passing exam/1st time examinees attempting exam	2.3.1
34	US Medical Licensing Exam (Columbia) - Step 1 1st time examinees passing	95%	86.80%	100%	April 1, 2014-March 31, 2015	Provided by Department for annual IE Report	Annually	1st time examinees passing exam/1st time examinees attempting exam	2.3.1
35	US Medical Licensing Exam (Greenville) - Step 1 1st time examinees passing	n/a	100.00%	100%	April 1, 2014-March 31, 2015	Provided by Department for annual IE Report	Annually	1st time examinees passing exam/1st time examinees attempting exam	2.3.1
36	US Medical Licensing Exam - Step 2 1st time examinees passing	100%	97%	100%	April 1, 2014-March 31, 2015	Provided by Department for annual IE Report	Annually	1st time examinees passing exam/1st time examinees attempting exam	2.3.1
37	PRAXIS Series II: Principles of Learning & Teaching (K-6) - examinees passing	97%	96.50%	100%	April 1, 2014-March 31, 2015	Provided by Department for annual IE Report	Annually	examinees passing exam/examinees attempting exam	2.3.1
38	PRAXIS Series II: Principles of Learning & Teaching (5-9) - examinees passing	89%	93.20%	100%	April 1, 2014-March 31, 2015	Provided by Department for annual IE Report	Annually	examinees passing exam/examinees attempting exam	2.3.1
39	PRAXIS Series II: Principles of Learning & Teaching (7-12) - examinees passing	90%	96.20%	100%	April 1, 2014-March 31, 2015	Provided by Department for annual IE Report	Annually	examinees passing exam/examinees attempting exam	2.3.1
40	PRAXIS Series II: Specialty Area Tests - examinees passing	91%	88.40%	100%	April 1, 2014-March 31, 2015	Provided by Department for annual IE Report	Annually	examinees passing exam/examinees attempting exam	2.3.1

41	Service-learning courses available	87	112	114	2014-2015 Academic Year	Student_Engagement_2014-15_Usage_Data (SA Intranet site)	Annually	Service-learning courses offered	3.1.1
42	Service learning - students enrolled	1,982	2,133	2,176	2014-2015 Academic Year	Student_Engagement_2014-15_Usage_Data (SA Intranet site)	Annually	Enrollment in service-learning courses	3.1.2
43	Faculty/staff participation in service learning professional development	101	77	79	2014-2015 Academic Year	Student_Engagement_2014-15_Usage_Data (SA Intranet site)	Annually	Number of faculty and staff attending service-learning professional development	3.1.3, 4.1.2
44	Community Service Events	182	180	n/a	Fall 2014-Spring 2015	Student Life Usage Data	Each semester	Number of Community Service events held	3.2.1
45	Community Service Programs Participants	2,883	2,018	n/a	Fall 2014-Spring 2015	Student Life Usage Data	Each semester	Number of participants participating in community service programs	3.2.3
46	Community Service Hours of Service	10,311	11,333	n/a	Fall 2014-Spring 2015	Student Life Usage Data	Each semester	Sum of hours served by all participants	3.2.2
47	Percent of minority faculty/staff (excluding teaching assistants)	13.70%	21.95%	n/a	Fall 2014	CHE Performance Indicator 8C4	Annually	Minority faculty and staff/all faculty and staff EXCLUDING Unknown Race/Ethnicity	4.1
48	Percent of Faculty with Termnial Degrees	67.13%	71.16%	n/a	Fall 2014	CHE Performance data	Annually	Full time faculty with Terminal Degrees as defined by SACS in their primary teaching area/All faculty-Nursing as Primary Teaching area	4.1.1
49	Average Faculty Salaries by Rank: Professor	$ 128,456	$ 126,885	$ 129,423	Fall 2014	CHE Summary Salary Report	Annually	Average of salaries for all faculty in rank	4.1.3
50	Average Faculty Salaries by Rank: Associate Professor	$ 88,013	$ 86,433	$ 88,162	Fall 2014	CHE Summary Salary Report	Annually	Average of salaries for all faculty in rank	4.1.3
51	Average Faculty Salaries by Rank: Assistant Professor	$ 78,345	$ 76,347	$ 77,874	Fall 2014	CHE Summary Salary Report	Annually	Average of salaries for all faculty in rank	4.1.3
52	Undergraduate Enrollment	24,180	24,863	25,156	Fall 2014	Provost Dashboard (Banner)	Annually	Total Undergraduate headcount	4.2.1
53	First-Time, Full-Time Freshman Enrollment	5,003	4,943	4,469	Fall 2014	Provost Dashboard (Banner)	Annually	Total first-time college students enrolled full-time	4.2.1
54	Supplemental instruction Visits	31,740	37,570	45,950	Fall 2014-Spring 2015	Student Success Center Blueprint and Usage Data	Annually	Supplemental instruction visits held	4.2.2
55	Supplemental Instruction Students Served	4,857	6,370	9,190	Fall 2014-Spring 2015	Student Success Center Blueprint and Usage Data	Annually	Supplemental instruction students served (unique within semester)	4.2.2
56	Supplemental Instruction Average Visits per student	5.26 (Summer-Fall 2013) 5.17 (Spring 2014)	6.14 (Fall 2014) 5.58 (Spring 2015)	5-7	Fall 2014-Spring 2015	Student Success Center Blueprint and Usage Data	Annually	Supplemental instruction students/supplemental instruction visits per semester	4.2.2
57	Peer Tutoring Visits	4,800	5,379	6,000	Fall 2014-Spring 2015	Student Success Center Blueprint and Usage Data	Annually	Peer tutoring visits attended	4.2.2
58	Tutoring Students Served	1,417	1,732	n/a	Fall 2014-Spring 2015	Student Success Center Blueprint and Usage Data	Annually for Fall data	Number of students receiving tutoring services (unique within semester)	4.2.2
59	Success Connect Referrals	469	1,185	2,000	Fall 2014-Spring 2015	Student Success Center Blueprint and Usage Data	Fall only	Includes Class Absence Referral (CAR) and Academic Asssitance Referral and Mid-Semester Academic Report and Withdrawal Referral	1.1.3, 4.2.2
60	Freshman Class SAT Average	1207	1210	1227	Fall 2014	Provost Dashboard (Banner)	Annually	Average SAT score for all freshman	4.2.3
61	School of Medicine - Columbia students in rotations in rural sites	n/a	18	n/a	2014-15	Department of Family Medicine	Annually	M3 students rotating to rural sites/total student class size	4.3.1
62	Number of School of Medicine/Palmetto Health residency program graduates entering rural practice in SC	n/a	9 in 2 years	n/a	2012-13 and 2013-14 academic years	Palmetto Health Richland Graduate Medical Education Office	Annually	Number of residency program graduates entering rural practice in South Carolina	4.3.2
63	Number of School of Medicine rural rotation sites	n/a	1	n/a	2014-15	Department of Family Medicine	Annually	number of rural rotation sites	4.3.3

64	Graduation with Leadership Distinction	90	224	320	December 2014-August 2015	USC Connect	May, August, December annually	Number of students completing requirements for Graduate with Leadership Distinction honor	5.1.1
65	Number of faculty and staff receiving internal faculty awards	19	20	n/a	2015	http://www.sc.edu/about/offices_and_divisions/provost/honorsandawards/internal/awardwinners.php	Annually	Recipients of internal awards annually	5.1.2
66	Number of National Award winners within past 5 years	n/a	85	n/a	2010-2015	http://www.sc.edu/about/offices_and_divisions/provost/honorsandawards/national/winners.php	Annually	Recipients of National Awards within last five years	5.1.3