

Postsecondary Resource Guide: Programs Supporting Student Success

Postsecondary Education Consortium
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The nine largest institutions of higher education, including two HBCUs in the region offer program’s designed to support different groups of students to achieve success at their institutions. Programs are listed by program type for The Citadel, Charleston Southern University, Claflin University, the College of Charleston, Clemson University, Medical University of South Carolina, Trident Technical College and the University of South Carolina. (South Carolina State University chose not to participate.)

Support for low-income students and students of color is such an integral part of the education provided by HBCUs that discrete programs at Claflin University are relatively few and are listed separately.

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1. Lower Income and 1st Generation Students

Institution	Who...?	Is doing what...?	For whom...?	And why are they doing it?	How is success measured?
The Citadel	Citadel Success Institute	The Citadel Success Institute (CSI) is a summer program where students take academic coursework and engage in a preparatory program designed to ease the transition from high school to college.	The program was designed for low income and first-generation students and has been expanded to all students	Increase retention and student success	Retention rates Graduation rates
Clemson	Undergraduate Studies- FIRST Program (Sherry Dorris, Coordinator)	<ul style="list-style-type: none"> • Proactive mentoring provided by qualified student mentors matched primarily by major • Living Learning Community with first-generation staff and mentors living in the community, study halls and regular academic counseling • Summer Preview program for 40 first-generation students, who complete a 3-credit academic course and experience living on campus • Workshops specific to first-generation student issues • Academic counseling provided to all students by staff and graduate students • Collaboration with other programs for professional mentor training and services for special populations (such as Connections, and Transfer Student Services) • Academic review sessions offered for large freshman courses 	First-generation students in all majors (comprise approximately 15% of the new freshman and transfer student population)	<ul style="list-style-type: none"> • Positively impact student success indicators (persistence, scholarship retention, and graduation rates) • Increased first-generation student feeling of connection and belonging on Clemson's campus • Increased knowledge of learning strategies and self-management behaviors 	<ul style="list-style-type: none"> • Enrollment persistence rates • Graduation rates • Student engagement/ participation rates • Survey data regarding students' behaviors, attitudes, beliefs, and satisfaction as students • Post-graduation

<p>Clemson</p>	<p>Academic Affairs and Student Affairs- Programs for the Betterment of Students (PBS) (Ad hoc task force)</p> <p>(Sue Whorton)</p>	<p>SOAR Institute (Pilot program)- Deliver weekly seminars related to academic and career success as well as campus resources.</p>	<p>Low-income first-generation students from South Carolina</p>	<ul style="list-style-type: none"> • Develop a program to positively impact the retention and graduation rates of low-income first-generation students 	<ul style="list-style-type: none"> • Retention rates • Academic performance • Level of academic self-efficacy • Level of sense of belongingness
<p>Clemson</p>	<p>Office of Access and Equity- Emerging Scholars</p> <p>(Amber Lange, Director)</p>	<ul style="list-style-type: none"> • Provide high school students from under resourced schools the information and motivation to go to college through programming during the academic year and summer months 	<ul style="list-style-type: none"> • High school students from Allendale, Bamberg and Hampton counties. • Majority of participants are low- income, first generation students of color 	<ul style="list-style-type: none"> • Provide motivation and information not offered to students currently • Increase the high school graduation and college-going rate of students from the Corridor of Shame counties • Create a college going culture in their communities and families 	<ul style="list-style-type: none"> • High school graduation rate (100%) • College going or military entrance rate (90%)
<p>Clemson</p>	<p>Eugene T. Moore School of Education - Call Me Mister Program</p> <p>(Website)</p>	<ul style="list-style-type: none"> • An academic support system • A cohort system for social and cultural support • Assistance with job placement • Tuition assistance through Loan Forgiveness programs for admitted students pursuing approved programs of study in teacher education at participating colleges 	<ul style="list-style-type: none"> • Students from among underserved, socioeconomically disadvantaged and educationally at-risk communities. 	<ul style="list-style-type: none"> • Increase the pool of diverse teachers, particularly among South Carolina's lowest-performing elementary schools. 	<ul style="list-style-type: none"> • Retention rates • Graduation rates • Number of teachers placed in SC schools

College of Charleston	ROAR Scholars Program	Providing academic and social support for first -generation students, students from low-income backgrounds, and/or students with disabilities through advising, career, financial and personal counseling as well as workshops and programming to provide them with tools to succeed in college. In addition, limited aid to fill in the margins is available to those in need to make it possible for low-income students to buy books and pay for campus housing.	Low income/first generation students and a few with disabilities.	To provide first generation/low income students and students with disabilities specialized support to help them graduate from college.	The persistence rate and academic standing of these students is tracked from year to year. Surveys of ROAR participants regarding programming are conducted. Student contact hours are tracked and participation in programming is tracked.
Trident Technical College	Director of Education Talent Search (TRIO) Program	ETS program identifies and assists individuals from disadvantaged backgrounds that have the potential to complete post-secondary education	Low income and first-generation youths and adults between 11 and 27 years of age	Target the underserved students in Berkeley, Charleston and Dorchester counties (low income and first generation students or Free or reduced lunch)	College acceptance and enrollment
Trident Technical College	Mentoring	Call Me Mister	Male students from underserved, disadvantaged communities who are committed to a teaching career in SC K-12	To increase the pool of teachers from a broader, more diverse background.	Completion of courses and testing necessary to transfer to a 4-year college's teacher education program

<p>Trident Technical College</p>	<p>Scholars Network (TRIO Student Support Services Program)</p>	<p>Provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. The goal of Scholars Network is to increase the college retention and graduation rates of its participants.</p>	<p>Accepted and/or enrolled low-income, first-generation students with an academic need (those taking developmental courses or pre-requisite courses), students who have been out of college for five or more years or students who have a documented disability.</p>	<p>Per information provided by Institutional Research on college's academic need for a major group of students enrolled at TTC. The grant proposal objectives are designed to retain and graduate students within a four-year period of time</p>	<p>Anticipated outcomes include four objectives.</p> <p>Objective A: Persistence Rate: 68% of all participants served in the reporting year will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.</p> <p>Objective B: Good Academic Standing Rate: 67% of all enrolled participants served will meet the performance level required to stay in good academic standing.</p> <p>Objective C. 1: Graduation Rate: 10% of new participants served each year will graduate from the grantee institution with an associate's degree or certificate within four (4) years.</p> <p>Objective C. 2: Transfer Rate: 6% of new participants served each year will receive an associate's degree or certificate from the grantee institution and transfer to a four-year institution within four (4) years.</p>
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USC	Trio Programs	Trio often serves as sort of a funnel for 1 ST generation and underrepresented populations to our services. For example we provide SI support for special sections of Math for some of their programs, and our Financial Literacy program is engaged with their students via some required consultations with our staff. Additionally the SSC develops comprehensive academic support for the general population, and will at time target certain sub-populations in partnership with others on campus. For example this semester we have partnered with Financial Aid to reach out and provide support to Pell students. We will be working to help them manage finances for college and develop academic/study skills.	1st generation and underrepresented populations	We will be working to help manage finances for college and develop academic/study skills.	
USC	Undergraduate Admissions - Mini Camp College (with support from Southern Association of College Admissions Counselors [SACAC]) Mary Wagner, Director	Introduce students to components of the college application process through case studies, panels, and interactive exercises.	Area students participating in TRIO and Upward Bound Programs	<ul style="list-style-type: none"> •Encourage low income and first-generation students to explore a nearby college campus. •Expose students to area resources that support their educational attainment goals. 	<ul style="list-style-type: none"> •Attendance counts by school and headcount. •Number of student attendees who apply to USC later.

<p>USC</p>	<p>Undergraduate Admissions - Intensive Admissions Advising</p> <p>Mary Wagner, Director</p>	<ul style="list-style-type: none"> • Provide ongoing counseling support for students who are less familiar with the college search and application process. • Service provided via several channels including electronic, print, telecounseling, and in person support. 	<p>Low income, 1st generation.</p>	<ul style="list-style-type: none"> • Broaden awareness of college application process and major selection • Assist families with steps associated with applying to college. 	<p>Annual report identifying number of students targeted, number applied, accepted, and enrolled.</p>
<p>USC</p>	<p>Undergraduate Admissions - Coalition Application participant (Inaugural member)</p> <p>Mary Wagner, Director</p>	<ul style="list-style-type: none"> • Inaugural participant in the Coalition for Access, Affordability and Success (AKA "Coalition Application). • USC is one of 90+ institutions, with a commitment to serving 1st generation students with generous aid and a history of strong graduation rates, participating in this new college application tool which makes college planning tools easier to understand and more accessible to students from underserved backgrounds. 	<p>Low income, 1st generation applicants</p>	<ul style="list-style-type: none"> • Streamline college search and application process. • Introduce students to institutions with a proven track record of student success as measured by graduation rates and a strong institutional commitment to providing financial aid for low income students. 	<ul style="list-style-type: none"> • Fall 2017 application cycle will USC's first on this new platform. • Will track number of applications submitted via Coalition, acceptance and enrolled rates.

<p>USC</p>	<p>Undergraduate Admissions - College Application Days</p> <p>Mary Wagner, Director</p>	<p>Participate in state-wide College Application Days (organized by SC Commission on Higher Education)</p>	<p>Low income students from high schools with high proportion of students on free/reduced lunch.</p>	<ul style="list-style-type: none"> • Assist students with completing applications to SC IHEs • Encourage underserved students to submit at least one application to the college of their choosing. 	<p>Annual report from CHE estimating numbers of students served by these events.</p>
<p>USC</p>	<p>Undergraduate Admissions - Low Income application fee waiver program</p>	<p>Undergraduate admissions grants application fee waivers to students who qualify for SAT, ACT, or NACAC fee waiver. Eligibility is dependent on family income.</p>	<p>Low income students who qualify for waiver programs.</p>	<p>To encourage students of all income levels to apply to USC</p>	<p>Annual report of number of fee waivers granted.</p>
<p>USC</p>	<p>Undergraduate Admissions - Gates Millennium Scholars Program Workshops</p> <p>Mary Wagner, Director</p>	<ul style="list-style-type: none"> • Invite eligible area students to workshops describing the application process for the Gates Millennium Scholars Program. • Co-lead workshops with representatives from Gates Foundation 	<p>Low income, 1st generation students of color</p>	<ul style="list-style-type: none"> • Encourage students to apply for aid programs for which they may qualify. • Introduce students to a college campus in their community 	<p>Annual report of number of GMS students enrolled</p>

<p>USC</p>	<p>Office of Student Financial Aid and Scholarships and Opportunity Scholarship Program - Gamecock Guarantee</p> <p>Joey Derrick, Director</p>	<p>Providing academic and financial support to first generation South Carolina students demonstrating family income of less than 150% of the published poverty guidelines. This is a joint effort between the Office of Student Financial Aid and Scholarships and the Opportunity Scholars Program. Tuition and fees are covered by the program, with the goal of reducing student loan debt while providing intensive academic support for success.</p>	<p>Low income, first generation college students.</p>	<p>This program provides a pathway for the neediest students to earn a college degree from USC without incurring heavy debt.</p>	<p>Enrollment, Retention, Graduation Rates, Average Debt and Graduation, Percentage of Award as Gift Aid</p>
<p>USC</p>	<p>Office of Student Financial Aid and Scholarships - USC Access Grant</p> <p>Joey Derrick, Director</p>	<p>Providing institutional need-based funds to lower-middle income South Carolina students who do not qualify for a Federal Pell Grant but demonstrate significant financial need.</p>	<p>Lower-middle income South Carolina students who do not qualify for a Federal Pell Grant.</p>	<p>Students from lower-middle income students are often heavily reliant on student loan assistance to achieve a college degree and are therefore dissuaded by the prospect of disproportional debt.</p>	<p>Degree attainment by this population.</p>
<p>USC</p>	<p>Office of Student Financial Aid and Scholarships - Managing Educational Debt Successfully</p> <p>Joey Derrick</p>	<p>Providing targeted guidance to low income student loan borrowers, to help them understand the terms of their student loans and successfully repay them.</p>	<p>Federal Pell Grant recipients who are receiving student loan assistance</p>	<p>To ensure that this population can be successful at managing student loan debt.</p>	<p>Number of students reached, default rate</p>

<p>USC</p>	<p>The Opportunity Scholars Program (OSP)</p> <p>Paul Beasley, Director</p>	<p>The OSP is structured around a set of high-impact practices designed to support student engagement in campus activities associated with success. It includes a combination of guidance and advocacy services that mitigate adjustment concerns. Primary components include OSP-specific general education courses in the first year, a residential learning community, partnerships with key campus offices to provide support and beyond-the-classroom opportunities, and mentoring by OSP upperclassmen.</p>	<p>Participants in the Opportunity Scholars Program are entering freshmen (regular admits) who are South Carolina residents, Pell Grant recipients, and potential first-generation college graduates.</p>	<p>Improve student success and graduation rates for first - generation Pell grant recipients.</p>	<ul style="list-style-type: none"> • Freshmen to sophomore year retention rates (at least 90%). • Percent of participants completing at least 15 hours each semester. • Cohort retention rates, • Four-year graduation rates. • Overall graduation rates.
<p>USC</p>	<p>Opportunity Scholars Program</p>	<p>Low income, first generation students take freshman year courses as a cohort.</p>	<p>Low income, first generation students.</p>	<p>The program encourages student success by creating a “small college” atmosphere that includes tutoring assistance, academic advising, guidance on undergraduate research and study abroad opportunities, mentoring, workshops and cultural enrichment opportunities.</p>	<p>50% minority students (30% Black)</p> <p>72% five-year graduation rate (2008 cohort)</p> <p>95% freshman to sophomore retention rate for the past five years</p>

2. Disabled Attendees

Institution	Who...?	Is doing what...?	For whom...?	And why are they doing it?	How is success measured?
The Citadel	Academic Support Center	Providing services and support to respond to the academic needs of students with disabilities	Students with documented disabilities	To support students with documented disabilities Increase retention	Student satisfaction surveys Retention rates
Clemson	Student Disability Services	SDS coordinates the provision of reasonable accommodations for students with disabilities. All reasonable accommodations are individualized, flexible and confidential based on the nature of the disability and the academic environment	Students with identified disabilities	In compliance with <u>Section 504 of the Rehabilitation Act of 1973</u> and the <u>Americans with Disabilities Act of 1990</u> , Clemson recognizes a student with a disability as anyone who has a physical or mental impairment that substantially limits one or more major life activity.	To ensure that students use what they learn about themselves and their advocacy skills in all aspects of their lives.
Clemson	Clemson LIFE Program	The ClemsonLIFE Program offers a 2-year Basic Program that incorporates functional academics, independent living, employment, social/leisure skills, and health/wellness skills in a public university setting with the goal of producing self-sufficient young adults. Additionally, the ClemsonLIFE Program offers a 2-year Advanced Program for students that have demonstrated the ability to safely live independently, sustain	The ClemsonLIFE program at Clemson University is designed for students with intellectual disabilities who desire a postsecondary experience on a college campus.	The mission of the ClemsonLIFE Program at Clemson University is to provide a coordinated course of study that includes career exploration and preparation along with self-awareness,	Students who successfully complete the Basic or Advanced program will receive a corresponding certificate of postsecondary education.

		employment, and socially integrate during the Basic Program. The Advanced Program progresses with an emphasis on workplace experience, community integration, and independent living with transitionally reduced supports.		discovery, and personal improvement through a framework of courses, job internships, and community participation.	
College of Charleston	REACH Program	A 4-year, fully-inclusive certificate program for students with mild intellectual and/or developmental disabilities	Students enrolled in REACH program	To enable students with intellectual and/or developmental disabilities the opportunity to have a college experience so they can live independent, self-determined lives.	Certificate of completion for students; program evaluation annually
College of Charleston	Center for Student Learning	Creating barrier free support for all students: The CSL continues to partner with the Office of Disability Services to provide academic support to students who have documented disabilities through a case management model. Additionally, an audit was done of the CSL space to ensure that we are creating welcoming environments to support barrier-free access.	Students with documented disabilities	To support diverse student populations in their academic endeavors and connect them with a vital resource at the College early in their college career.	CSL and ODS are in constant contact with one another in order to facilitate a barrier-free learning environment.
MUSC	Disabled Student Services and College-Specific ADA Coordinators	Providing services and support to respond to the academic needs of students with disabilities	All students who self-report a disability defined by the ADA	To provide support for students in need of accommodations	Student satisfaction regarding accommodations Graduation and retention rates

USC	CarolinaLIFE	4 year, inclusive program for students with intellectual disabilities	Students who are 18-22 years old who meet program criteria	Provides an opportunity for students with intellectual disabilities to interact with age appropriate peers and to have a college experience that provides opportunities for career and personal development	Program establishes exit goals with students and their parents that include goals for employment and independent living. Students who complete the program receive a certificate.
USC	Student Disability Services Karen Pettus, Director	Provides accommodations for students with disabilities in accordance with state and federal guidelines	Students who are enrolled in the university or intend to enroll	Provide accommodations for students and remain in compliance with federal law	Student graduation rates, reach out to students who have below 2.0 semester GPA, Student satisfaction

3. Veterans

Institution	Who...?	Is doing what...?	For whom...?	And why are they doing it?	How is success measured?
The Citadel	The Citadel Graduate College	Office of Military and Veterans Affairs	Veteran Students and Active Duty Military Students	Provide support for the integration into college life Increased retention	Retention rates Survey data
Clemson	New Student and Family Programs - Veterans Programs (Jeff Brown, Director)	<ul style="list-style-type: none"> • Student Veteran Resource Center • Green Zone Training • Veteran Orientation • Veteran Graduation Reception and Recognition 	Veteran Students	<ul style="list-style-type: none"> • Smooth integration into civilian/college life • Increased Retention • Increased graduation rate • Increased awareness of veteran students' needs on campus 	<ul style="list-style-type: none"> • Retention rates • Graduation rates • Survey data
MUSC	Office of Enrollment Management - Veteran Education Services	Provide support for veterans applying to MUSC and assist in financial aid opportunities while attending	Prospective and current veteran students	Provide support and monitor each US Department of Veterans Affairs (VA) student's enrollment and academic progress	Veteran acceptance rates Retention and graduation rates

Trident Technical College	Veterans Upward Bound	Providing a free educational program that prepares eligible U. S. military veterans to improve their academic skills so they can transition to the college of their choice.	U.S. veterans whose discharge status is anything but dishonorable and have served 180 days or more	To get assistance with their academic skills, in preparation for their enrollment into a post - secondary institution. To further their interest in personal and career choices to help them succeed	Success is measured by completion of classroom assignments/exams, taking the COMPASS exam as a post-test and entry to a post-secondary institution.
Trident Technical College	FA/VA	Palmetto Warrior Connection (PWC) provides education services, housing services, employments services and mental health support.	Veterans	PWC mission is to empower the warrior and their family by utilizing collaboration, advocacy and education by promoting relentless quality care.	125 TTC veterans are served.
USC	Student Success Center Eric Moschella, Director	<ul style="list-style-type: none"> • Providing specific support and outreach to population • Outreach and breakout session during transfer orientations • Advising the Student Veterans Association (SVA) • Programs/events targeting the population • Green Zone training • Veteran Student Services Advisory Committee 	Student Veterans	<ul style="list-style-type: none"> • Support student veterans during their transition into and during time at USC • Connect student veterans with campus resources and the Student Veteran Association • Positively impact retention and graduation 	<ul style="list-style-type: none"> • Persistence rates • Graduation rates • Number of student veterans that utilize SSC and other campus resources • Number of students, staff, and faculty who are Green Zone trained.

4. Students of Color

Institution	Who...?	Is doing what...?	For whom...?	And why are they doing it?	How is success measured?
The Citadel	Multi-cultural Student Services	<p>Providing a variety of student support services for minority students</p> <p>Variety of student clubs, including the African American Society and Hispanic Honor Society.</p>	Minority students	Improve retention	Retention and graduation rates
Clemson	<p>Office of Chief Diversity Officer</p> <p>-</p> <p>Minority Student Success Initiative</p> <p>(Website)</p>	<ul style="list-style-type: none"> • Providing online resources to connect students to on-campus support services • Delivering on-campus programs related to student success 	Students of color	<ul style="list-style-type: none"> • Improved academic and social experiences • Graduation rates 	• Graduation rates
MUSC	<p>College of Nursing Teen Health Leadership Program</p> <p>(Please also see the Library section of this report)</p>	Engaging students in community health issues through online research and the development and implementation of a health information outreach project	60 rural high school students each year: 76% are African American and 13% are Hispanic. 84% of students are on free or reduced lunch	To promote health careers among minority students	Since the program's inception, all but one of the participants has gone on to college. Fifty-seven percent of these students were the first in their families to attend college. Thirty percent of the students chose a major in a health-related field. Half of the respondents planned to go on to graduate school.

MUSC	Office of Chief Diversity Officer	<p>Providing events, activities and educational opportunities that foster an inclusive environment and embrace diversity</p> <p>Programs include Training and Intercultural education through NCBI and Safe Zone Training, Black History Month Speaker Series, Earl B. Higgins Achievement Award in Diversity, MLK Consortium, Pipeline and Recruitment Activities</p> <p>Strategic planning for entire university in all diversity related matters</p>	All students	Create an academic healthcare community where every member is respected and valued by leveraging differences in ways that allow people to understand and be understood, and work together productively to change what's possible	<p>Student Satisfaction Scores</p> <p>Changes in Student Demographics</p> <p>Retention and graduation rates</p>
MUSC	Office of Chief Diversity Officer	National Coalition Building Institute Training Program	All students receive NCBI training.	<p>To enhance understanding of diversity in all its forms and to appreciate the value-added of having diverse populations</p> <p>Fostering an inclusive environment supports students of color and other underrepresented groups</p>	Student satisfaction ratings of the program; student ratings of MUSC culture valuing diversity

MUSC	Student Programs and Student Diversity Affinity Groups	<p>Advise and facilitate all student Affinity Organizations: Multicultural Student Advisory Board (MSAB), Alliance for Hispanic Health (AHH), Alliance for Equality (AE), International Student Association (ISA)</p> <p>Provide support for over 60 university wide and college specific student organizations</p> <p>Collaborate with Office of Chief Diversity Officer in Providing Events, Activities and educational opportunities that foster an inclusive environment and embrace diversity in the MUSC community such as American Indian Expo, Black History Month Speaker Series, and Women's History Month Speaker Series</p>	Primarily URM students, Hispanic students, LGBTQ students (NOTE: All affinity groups and services are open to all MUSC students)	Promote an inclusive environment that fosters intellectual excellence and the true integration of a diverse student body into all aspects of academic life	<p>Student Satisfaction Scores</p> <p>Changes in student demographics</p> <p>Retention and graduation rates</p>
MUSC	Office of Diversity for the College of Dental Medicine	<p>Support programs for URM Dental Students.</p> <p>Additional outreach programs are implemented to encourage URM college students to pursue a career in the field of dentistry. Examples include EE Just Symposium, Annual Dental Day, Campus Visits and Pre-Dental Academy</p>	<p>Current Dental students</p> <p>Undergraduate college students</p>	<p>Retention and academic success of URM students in the College of Dental Medicine</p> <p>Increase the number of underrepresented minority applicants and enrolled students</p>	<p>-Retention, graduation rates, and licensing boards pass rate</p> <p>-Changes in Student Demographics</p>

<p>MUSC</p>	<p>College of Health Professions College Diversity Committee</p>	<p>Sponsoring student essay writing contest on the Value of Diversity in the Healthcare Workforce</p> <p>Hosting Health Advisors Day</p> <p>Increasing scholarship opportunities for Students</p> <p>Expanding recruitment activities among college students</p> <p>Assessing cultural competency content in curricula</p> <p>Administering cultural empathy survey to new students</p> <p>Supporting the Summer Careers Academy for Minority Students interested in Health Professions</p> <p>Partnering with MUSC student organizations to host student events promoting diversity and inclusion</p>	<p>Current Health Professions Students</p> <p>Prospective Health Professions Students</p>	<p>Increase student diversity and ensure that all graduates are culturally competent</p>	<p>Retention and graduation rates</p> <p>Changes in student demographics</p>
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<p>MUSC</p>	<p>College of Medicine Diversity Programs and Initiatives</p>	<p>Training opportunities in cultural understanding and cultural competency</p> <p>URM Visitor Externship Program for medical students</p> <p>Faculty mentoring for board exam review and residency applications</p> <p>Mentoring Ensures Medical School Success (MEMS) Program</p> <p>Student Ambassadors (for 1st yr. COM URM Students)</p> <p>Peer Mentoring Programs (for 2nd year COM URM Students)</p> <p>Student National Medical Association (SNMA) [an affinity group for URM medical students] sponsored programs in health care education of the minority populations in Charleston, SC. Examples included student designed local health fairs, bone marrow drives, sickle cell testing, and a large number of other community service activities that build a sense of community and peer support among URM College of Medicine students</p>	<p>Current College of Medicine URM Students (with a primary focus on African American as they are the largest recognized minority in the state)</p>	<p>Promote retention and academic success of URM students</p> <p>Increase racial and ethnic diversity reflecting the general population of South Carolina</p> <p>Promote racial/ethnic and gender diversity in student leadership positions within the College of Medicine</p> <p>Promote cultural understanding and cultural competency</p> <p>Expand and enhance opportunities within the College of Medicine at all levels for individuals from all backgrounds</p>	<p>Changes in student demographics to reflect current state demographics</p> <p>Retention and graduation rates of URM students</p>
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<p>MUSC</p>	<p>College of Nursing</p>	<p>Providing Student organizations and leadership opportunities such as Multi-Cultural Student Nursing Association (MSNA), Men in Nursing, Student Nursing Association (SNA), and Student Government Association (SGA)</p>	<p>Several student organizations focus on URM students, but are open to all students.</p>	<p>Ensure high retention and graduation rates</p> <p>Promote an environment of respect, teamwork and mutual understanding among students, faculty and staff</p> <p>Assist in recruiting and retaining students from underrepresented groups</p> <p>Support the leadership development of underrepresented groups within the College, University and profession of nursing</p> <p>Provide a forum for the creation, promotion, and maintenance of activities, programs, and policies that further our understanding of individual and group diversity in all areas of the College of Nursing</p>	<p>Changes in student demographics,</p> <p>Retention and graduation rates</p>
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MUSC	Multicultural Student Advisory Board (MSAB) - Student Programs and Student Diversity	<p>MSAB provides opportunities for social activities and community outreach with an emphasis on serving underserved populations.</p> <p>Holds monthly meetings to address campus environment topics and serves as support for URM students</p>	Any student self-identifying as URM	Strives to improve the recruitment and retention of minority students	<p>Participation in student meeting and events</p> <p>Retention and graduation rates</p>
MUSC	Alliance for Hispanic Health (AHH) - Student Programs and Student Diversity	<p>Promotes and sponsors opportunities for cultural competency for health professionals, including lectures, films, and Spanish classes</p> <p>Participates in community health events that serve the Hispanic community</p> <p>Promotes opportunities for volunteering with the Spanish-speaking community</p> <p>Provides regular email communication about opportunities in the community and organization initiatives</p>	<p>Students self-identifying as being of Latino decent</p> <p>All students faculty/staff interested in promoting health and wellness of Hispanic populations</p>	Serves as a support group for Latino students and facilitates the exchange of information and ideas among MUSC students, faculty, and staff and community health care organizations to promote the health and well-being of the Hispanic community of Charleston	<p>Participation in student meeting and events</p> <p>Retention and graduation rates</p>
MUSC	College of Graduate Studies	Multiple presentations/programs/website annually to create affiliations with Historically Black Colleges and Universities and other Organizations	Students from historically black colleges and universities and other organizations	To present research, recruit students, and provide career development in the biomedical sciences	Address more than 20 HBCUs Applicants are asked How Heard of Program on MUSC application.

Trident Technical College	Mentoring	African-American Male Leadership	African-American male students at TTC	To develop leadership potential and to promote academic success and personal achievement among TTC's African American male students	Witnessing retention and growth in academic and personal areas of student's life
Trident Technical College	Mentoring	Male Leadership Conference	Any TTC male students	To promote leadership and academic success and personal achievement among TTC's African-American male students	Exposure to leaders and acquisition of skills and information necessary to be an effective leader
USC	Undergraduate Admissions - Showcase Mary Wagner, Director	<ul style="list-style-type: none"> • Building social connections among admitted African American Students. • Highlighting student support services and engagement opportunities on campus. 	Admitted African American Applicants	<ul style="list-style-type: none"> • Demonstrate supportive multicultural community on campus. • Connect students to resources prior to enrollment. • Familiarize students with campus through tours. • Recruitment 	Annual report of number invites, attendees, and enrollees.

USC	Office of Multicultural Student Affairs- Multicultural Assistance Peer Program (MAPP) Shay Malone, Director	<ul style="list-style-type: none"> • Incoming students (first year and transfer) are matched with upper-class mentor who can help them navigate their way through their first year at USC • Mentors will provide assistance finding campus resources, offices and departments; Campus partners facilitate workshops. • Mentors increase awareness of interaction with other social and cultural groups within the University campuses. • Mentors will help develop personal, social, cultural, leadership, and professional skills. 	For all first year and transfer students. This program is marketed to African-American, Asian, Hispanic/Latino, and Native American student population. (Approximately 20% of the campus population)	<ul style="list-style-type: none"> • Positively affect student success, retention, and graduation rates • Establish positive mentoring relationships and connection to the campus community. <ul style="list-style-type: none"> ▪ Increase knowledge of learning strategies and self-management behaviors ▪ Students learn how to be positive role models and leaders 	<ul style="list-style-type: none"> • Enrollment persistence rates • Graduation rates • Student engagement/ participation rates • Survey data regarding students' behaviors, attitudes, beliefs, and satisfaction as students • Post-graduation rates
USC	Office of Multicultural Student Affairs-Men of Color Initiative Shay Malone, Director	<ul style="list-style-type: none"> • The Men of Color Initiative is a program that provides support and encouragement to students that identify as men of color. Participants in the program connect with each other, as well as faculty, staff, and community mentors with the goal of positively influencing these students' college experiences. • • Develop self-awareness, a sense of belonging, create academic confidence and engage in direct service to the community. 	All male students first year through senior year. This program predominately targets African-American, Asian, Hispanic/Latino, and Native American males. (Approximately 20% percent of the campus population).	<ul style="list-style-type: none"> • Positively affect student success, retention, and graduation rates • Establish positive connection to the campus community. • Develop personal, social, cultural, leadership, and professional skills 	<ul style="list-style-type: none"> • Enrollment persistence rates • Graduation rates • Student engagement/ participation rates

USC	Undergraduate Admissions - Multicultural Outreach Student Team (MOST) Mary Wagner, Director	<ul style="list-style-type: none"> Engage current students in USC's minority recruitment efforts. Share experiences of campus life as a student of color on campus Assist with recruitment activities including presentations, note writing campaigns, and tele-counseling. Expand student leadership opportunities through peer training and mentoring. 	Prospective students and applicants who identify with under-represented races/ethnicities.	Recruitment	Report on number of students attending events at which MOST presents, number of calls/letters sent, number of students applying/enrolling if they had contact with a MOST student.
USC	Undergraduate Admissions - High School Visits with MOST team Mary Wagner, Director	<ul style="list-style-type: none"> Visit SC high schools with large minority student populations. Engage MOST members in recruitment process by having them take their experience "home" to their high schools. 	<ul style="list-style-type: none"> High schools with large minority populations. High schools from which MOST students matriculated. 	Recruitment	Annual report of number of high schools visited, number of students contacted.
USC	Undergraduate Admissions-Summer Seniors Mary Wagner, Director	<ul style="list-style-type: none"> Extended Summer recruitment program, residential in nature. Provide college application process overview, career planning, and financial aid basics. 	South Carolina's top African American rising high school seniors.	Build awareness of academic offerings at the state's flagship university to recruit the state's most outstanding African American students.	<ul style="list-style-type: none"> Annual report on number of students submitting applications for the program. Track number of Summer Senior students who apply, are accepted, and enroll at USC.
USC	Undergraduate Admissions - Minority Preview Mary Wagner, Director	<ul style="list-style-type: none"> Pre-Open House program Engaging prospective students with current minority students, faculty, and administrators. Provide overview of programming and services for minority students 	Any minority student considering USC.	Expand awareness of diversity programming and support on campus. Recruitment	Annual report of number attending, applying, accepted, and enrolled.

5. Diversity Awareness and Education

Institution	Who...?	Is doing what...?	For whom...?	And why are they doing it?	How is success measured?
The Citadel	Office of Multicultural Student Services	Diversity Programming	All students	Increase retention of diverse populations	Retention
Clemson	Multicultural Center (Altheia Richardson, Director)	<ul style="list-style-type: none"> • Advising/support of multicultural student organizations • International Festival • Ally Training • Community Dialogues (party of CU-1000) • GOODTalk • MLK Celebration Multicultural programming (i.e. #IAMCLEMSON, National Coming Out Week) <ul style="list-style-type: none"> • Campus Climate Research 	<ul style="list-style-type: none"> • International Students/Graduate Students • All faculty/staff/students • All first-year and transfer students 	<ul style="list-style-type: none"> • Intercultural capacity building • Exploration of identities and advocacy for self • Gain heightened awareness of others that impacts overall campus climate • Assessment of overall campus climate for diversity and inclusion 	<ul style="list-style-type: none"> • Survey data regarding learning and experiences • Campus climate survey data in comparison to previous years
Clemson	Office of Chief Diversity Officer -Gantt	<ul style="list-style-type: none"> • Advising/support of multicultural student organizations • International festival 	<ul style="list-style-type: none"> • Students of color • LGBTQ Students 	• Student Engagement	• Engagement/participation
College of Charleston	Academic Advising and Planning Center	Educating advising staff to diversity related issues to foster advisor sensitivity to understanding students as a whole person	Advisors	Contribute to the Campus climate for inclusion	Student feedback on advisory experience

College of Charleston	Center for Excellence in Peer Education	Diversity Training in TEDU 205 - Four sections of TEDU 205 is taught each year to students selected to serve in various peer education roles on the CofC campus. OID is invited to each class to speak about campus diversity initiatives and model activities for the peer educators to use with the students they will be serving.	Future peer educators enrolled in TEDU 205	To engage peer educators in critical dialogues and activities on diversity and social identities. This enables them to more effectively serve the students with whom they will work in their positions as peer educators.	Classroom discussions and activities in TEDU 205. This course is offered 4 times per academic year.
College of Charleston	Orientation	Your Voice and Your Views: Respecting Individual Differences: An interactive session with the orientation leaders about diversity and social identities in the college environment that includes time for questions and discussions	Orientation Leaders	The students will be able to describe the important of living and learning within a diverse campus	The program is evaluated through the online orientation survey completed by students at the end of the two day session
College of Charleston	Center for Student Learning	Student employees receive diversity training as part of their CRLA tutor certification requirements and are encouraged to attend OID trainings to receive additional certification credit.	Students employed in Center for Student Learning	To equip our student employees to work with diverse student populations helping all to achieve academic success.	Per semester we compare the training our student employees have received with the list of CRLA Certification requirements

College of Charleston	Center for Excellence in Peer Education	Diversity Component in FYSS 101: FYE Peer Facilitators are required to include a diversity component in their FYSS 101 Synthesis Seminars. All first-year non-Honors students are required to enroll in and successfully complete FYSS 101.	FYE Peer Facilitators	To engage first year students in critical dialogues and activities on diversity and social identities. Lesson plans are designed and implemented by Peer Facilitators with the help of CEPE and OID leadership.	Classroom discussions and activities in FYSS 101. We offer enough sections to accommodate all first- year non-Honors students, approximately 100 sections each academic year.
College of Charleston	Center for Student Learning	Professional photos of students in the CSL are utilized in CSL marketing materials, showing the wide variety of students who use the CSL; an online video was created of CSL services to showcase the Center; and the CSL has a significant presence at all Admissions Office efforts including AALANA, Summer Project, etc.	Students	To promote the Center's work with diverse populations.	Each year as the marketing plan is assessed, how to reach more diverse student populations is considered
College of Charleston	First Year Experience (FYE)	A 2-hour workshop offered in conjunction with OID.	FYE students	To bring diversity awareness to first-year students and to encourage first year minority students to take on leadership positions on campus	Post Workshop Surveys

College of Charleston	Center for Student Learning	Integral participation in SPECTRA, Gear Up, Upward Bound, REACH, ROAR and with community partners such as Beckham Scholars and Burke High School guidance counselors. : We provide several workshops for SPECTRA, ROAR, Gear Up, and Upward Bound students (by professional staff and peer tutors) and provide one-on-one tutoring sessions for SPECTRA students during their summer semester on campus. We have provided workshops and outreach to several community groups including young African American males from the Beckham Scholars Program at Wando High School and Burke High School guidance counselors.	Diverse student populations	To support diverse student populations in their academic endeavors and connect them with a vital resource at the College early in their college career.	After each summer we review the SPECTRA survey results and debrief internally with the peer tutors to assess what is working and what isn't. We do a similar debrief for all our outreach workshop activities.
MUSC	Office of Training and Intercultural Education	Planning, developing, coordinating, implementing, managing and assessing intercultural education and training initiatives; Serving as a University resource for students, faculty and staff; collaborating with student organizations and advisors in the planning and implementation of programs that enhance intercultural and interprofessional awareness, dialogue, and experiences.	All students	To create an inclusive and supportive environment for URM students and other underrepresented groups To expose students, faculty, and staff at MUSC to opportunities for interprofessional and intercultural education skills development and training	Participation numbers Student Satisfaction scores Retention and graduation of URM students

				Ensure an institutional culture of inclusion and create an atmosphere of commitment to interprofessional (IPE) practice, and value of intercultural education (IE)	
MUSC	James B. Edwards College of Dental Medicine	JBECDM Office of Diversity focuses on the recruitment, retention, and matriculation of a diverse student population.	Candidates, current students, and alumni	The Office of Diversity provides recruitment and retention services for the college and provides ongoing services and resources to students within the College	Retention and graduation rates of URM students Program evaluations/ratings
MUSC	SHPURD Organization (Student Health Professions United Recognizing Diversity)	Current College of Health Professions (CHP) student organization with a focus on diversity issues within our students, community, CHP, and MUSC.	Open to any enrolled student in CHP	To promote diversity and inter-professionalism within our student body	To support our students with a knowledge that diversity is welcome and appreciated within CHP
USC	Office of Multicultural Student Affairs- Cultural, Diversity, and Social Justice Programming Shay Malone, Director	<ul style="list-style-type: none"> • Workshop opportunities in cultural understanding, cultural competency, and social justice education • Programs and events that will increase cultural awareness and understanding around different identities • Celebrate five cultural heritage months to increase awareness of various cultural identities • Advise student organizations 	All Students, faculty, and staff. Some programs are open to the community.	<ul style="list-style-type: none"> • Establish positive connection to the campus community • Increase knowledge, cultural awareness and understanding of other identities 	Survey data regarding students' behaviors, attitudes, beliefs, and satisfaction.

<p>USC</p>	<p>Office of Multicultural Student Affairs-Social Justice Activist Programs Shay Malone, Director</p>	<ul style="list-style-type: none"> • The Social Justice Activist Program (SJP) is a program designed to create a network of students who acknowledge and know how to combat bias and who want to become activist within their community. • To provide evidence of the support of all people who have experienced bias and their allies within the community. • Empowering students as leaders to become civically engaged in global community issues • To engage in a learning environment with social justice and complete the full aspect of this new certificate program. 	<p>All Students</p>	<ul style="list-style-type: none"> •Promote the differences in racial/ethnic and gender identities •Promote cultural understanding and cultural competency • Increase understanding of various aspects of diversity. 	<p>Survey data regarding students' behaviors, attitudes, beliefs, and satisfaction.</p>
<p>USC</p>	<p>Office of Multicultural Student Affairs-Civil Rights Tour Shay Malone, Director</p>	<ul style="list-style-type: none"> • Civil Rights Alternative Spring Break Experience includes service-learning experiences at sites in Tennessee, Mississippi, Alabama and Georgia. •Offers a service component focusing on a wide variety of current civil and human rights issues that were important during the Civil Rights Movement. The participants will work within the various communities at different sites through direct and indirect service as well as advocacy work. 	<p>Open to all students</p>	<ul style="list-style-type: none"> • Students will understand the concepts of segregation and other inequities during the civil rights movement. • To expose students to the cultural history of the south through interactive experiences outside of the classroom. 	<p>Survey data regarding attitudes and satisfaction.</p>

USC	International Student Services - Carolina Intercultural Training Program Jody Pritt, Director	Provides guidance to USC students, faculty, and staff on intercultural communication strategies for working with students of other cultures.	USC Campus Community	To promote and support an international student friendly campus beyond the International Student Services office.	Survey data and assessments of participants in the program and through the annual international student satisfaction survey.
USC	International Student Services - International Education Week Jody Pritt, Director	A week to promote and celebrate international exchange and activity on campus.	USC Campus Community	To promote the goals of Global Carolina and offer activities and experiences that promote and highlight internationalization on campus	Participant surveys and committee feedback
USC	International Student Services - Thinking Globally Program Jody Pritt, Director	Cultural presentations and round table discussions in University classrooms and in the K-12 community	USC Campus Community	To promote intercultural enlightenment	Classroom student and instructor feedback after each presentation as well as international student participants' feedback.
USC	International Student Services - Buddies Beyond Borders Program Jody Pritt, Dir.	Assists with the social transition of international students but also gives American students the opportunity to befriend someone of another country/culture/language.	USC Campus Community	To promote the building of international relationships	Participant surveys and anecdotal feedback.

USC	Office of Diversity and Inclusion John Dozier, Chief Diversity Officer	SC Collaborative on Racial Reconciliation; Campus climate studies (beginning March 2016); Faculty workshops to facilitate effective conversations about social identities	USC Campus Community	To promote and support diversity and inclusion	Climate study gains over time; participation in dialogues and workshops; student and faculty diversity
USC	Maxcy Residential College - University Housing Kirsten Kennedy, Director of University Housing	The International House at Maxcy College serves international and domestic students. In collaboration with the Maxcy faculty principal team, University housing implements a community education plan tailored to international exploration.	Students that reside in Maxcy College	To promote exposure to new cultures and internationalization	An end of the year survey and learning community assessment

6. Providing Scholarships to Diverse and Underrepresented Attendees

Institution	Who...?	Is doing what...?	For whom...?	And why are they doing it?	How is success measured?
The Citadel	Office of Admissions/ School of Engineering	NSF Scholarship Program	Minority and female students	Increase diversity within the Corps Cadet	Enrollment demographics
Clemson	Enrollment Management- Financial Aid Programs (Jennifer Williams, Interim Director)	<ul style="list-style-type: none"> Awarding scholarships that promote the diversity of the entering class, including first-generation students. Some of the scholarships include: <ul style="list-style-type: none"> - Gateway 2 Clemson scholarship - Charles Mickel Scholarship - Buck Mickel Scholarship - Harvey Gantt Scholarship - Susan and Harry Frampton Scholarship - Gantt Engineering Scholarship Awarding Clemson University Hardship and Completion grants to students with extenuating circumstances each year on a case-by-case basis. Maintaining and updating a financial literacy page with information about budgeting, saving, credit, etc. to educate our students Awarding one-time STEM scholarships to incoming freshmen in STEM majors who meet the requirements of the Palmetto Fellows Scholarship. 	All qualifying undergraduate and graduate students	<ul style="list-style-type: none"> To assist in recruiting, attracting, and enrolling the best possible group of new students at the University To help students secure the funds necessary to pursue their educational goals at Clemson University 	<ul style="list-style-type: none"> Number of scholarships awarded to diverse students % of FAFSAs completed by diverse students by the deadline

MUSC	College of Nursing Scholarship Programs	Providing Scholarships	URM college graduates without nursing degrees who are enrolled in accelerated baccalaureate and master's nursing programs	To increase diversity and to recruit and enroll minority students in MUSC College of Nursing	1) Successful completion of the program 2) Successful completion of licensure and/or certification 3) Employment
MUSC	The College of Health Professions (CHP) Scholarship Programs	Kim Martino Scholarship: Provided two \$2,500 scholarships annually. Kitty Lou Tilghman Scholarship - Providing Physician Assistant Studies diversity scholarship of \$2,000 annually. Graduate Incentive Scholarship- (Monies awarded through the MUSC Office of Student Diversity)	Martino: Incoming URM students in the College of Health Professions Tilghman- Current URM PA Student For any URM enrolled in any program within CHP	To promote URM involvement and access to health-related professional education	Retention and graduation rates of URM nursing students Recruitment of URM college students
MUSC	Student Programs and Student Diversity - MUSC Education and Student Life	Graduate Incentive Scholarship (GIS) Awards Emergency Student Loan and Scholarship Program Student Leadership Development Stipend Program Prep for Boards	URM students seeking graduate level degrees are eligible for GIS Awards All students are eligible for other aid awards	Provide additional financial assistance to students based on need and/or merit	Participation numbers Retention and graduation rates of recipients
MUSC	Education and Student Life Forgivable loans	Providing \$500K in aid funds since 2006	Underrepresented minority students attending MUSC	To promote retention and academic success	Retention and graduation rates

USC	Gamecock Guarantee	Since 2008, the Gamecock Guarantee has offered an affordable, high quality education to academically talented first-generation students from low-income South Carolina families. The scholarship covers tuition and technology fees for four years (as long as the student continues to meet the program criteria).	Low income, first generation students	To provide low income, first generation students with high quality education	
USC	Enrollment Management Division - Carolina Community Award Mary Wagner, Director of Undergraduate Admissions	Collaborating with 100 Black Men of Columbia to award scholarship to African American students from greater Columbia area	Admitted African American students demonstration evidence of leadership and service to the community.	Recognize achievement beyond the classroom. Recruitment	Annual report of number of offers and number attending.

7. Educational Support/ Mentoring/ Training

Institution	Who...?	Is doing what...?	For whom...?	And why are they doing it?	How is success measured?
The Citadel	National Coalition Building Institute (NCBI)	Educational training programs	Faculty, staff, students	Increase retention of diverse populations	Retention
Charleston Southern University	Bridge Program	Provides remedial instruction on English and Math.	For underprepared students. Many are first-generation and students from low income families.	To help students succeed that would likely drop out of higher education.	Primarily by cohorts, but data for particular groups can be isolated and analyzed
Charleston Southern University	Writing Lab	Provides one-on-one help to improve student writing, including E-tutoring.	Any student who requires help and/or feedback to improve their writing skill.	To support improvements to writing across campus.	Primarily by review of student portfolios.
Charleston Southern University	Finish Line	This software product allows CSU to provide needed intervention for students across functional areas.	Primarily used to provide early intervention for students who enter CSU with descriptive factors that identify them as at risk for retention and degree completion.	To involve the combined resources of faculty and staff to ensure at risk students are provided every opportunity to succeed at CSU.	Retention of at risk students.

Charleston Southern University	Math Lab	Provides one-on-one tutoring for students.	Students enrolled in Math 099, 105, 111, 130.	To improve persistence through follow-on math courses.	Persistence rates.
Charleston Southern University	Learning Center	Provides academic and writing support services across the curriculum.	This free tutoring service is available to all students.	To support academic success for any students seeking help.	Grade improvements for those who frequent the center.
Clemson	Undergraduate Studies-Academic Success Center (Sue Whorton, Director)	<ul style="list-style-type: none"> • Tutoring (Offered for 100+ courses and 50%+ are STEM courses.) • Supplemental Instruction (Offered for courses with DFW rates higher than the average. 90%+ courses supported are STEM courses.) • Academic Coaching • Academic Strategy Workshops • Academic Counseling • Cross-College Advising • CU 1000 (Clemson Connect - 0 credits) • Academic Recovery Program • CU 1010 (University Success Skills course - 2 credits) 	<ul style="list-style-type: none"> • All undergraduate students • The Academic Recovery Program and CU 1000 are targeted to students with a cumulative GPA below 2.0 	<ul style="list-style-type: none"> • Positively impact student success indicators (persistence, scholarship retention, DFW and graduation rates) • Increased academic self-efficacy • Increased commitment to academic achievement • Increased knowledge of learning strategies • Increased adoption of self-management behaviors • Acquisition of transferrable skills 	<ul style="list-style-type: none"> • Enrollment persistence rates • Scholarship retention rates • Graduation rates • DFW rates • Student engagement/ utilization rates • Student self-reports (survey data) of increase in academic self-efficacy, knowledge of learning strategies, adoption of self-management behaviors, and commitment to academic achievement • Student satisfaction levels

Clemson	Office of New Student and Family Programs - Underrepresented Student Programs (Jeff Brown, Director)	<ul style="list-style-type: none"> • CONNECTIONS • CONNECTIONS LLC • Brother-to-Brother • Dignity Fellows* (development) • EDGE 	Underrepresented students	<ul style="list-style-type: none"> • Assist with college transition • Build/establish mentor/mentee relationships • Role-modeling • Provide academic support • Increase retention and graduation rate • Increase participation in high-impact student engagement activities- internships, study abroad, etc. • Promote inclusion and equity 	<ul style="list-style-type: none"> • Retention rates • Graduation rates • GPA data • Survey data • Participation rate in high-impact student engagement activities- internships, study abroad, etc.
College of Charleston	Center for Student Learning	Assessment of minority student usage of the CSL: Student usage of the CSL is compared demographically to the student body as a whole in order to determine whether we are serving all populations well. Additionally, minority student success is tracked according to whether they used CSL services or not.	Students who use Center for Student Learning	To assess whether we adequately serve minority student populations.	Annually OIR produces a report for the CSL on the demographic breakdown of our student users and the GPA and retention rates of users and non-users of the CSL

MUSC	Center for Academic Excellence	All students: We assess whether URM students are accessing the services at proportional rates.	Seminars and one-on-one instruction in test-taking skills, study skills, board exam preparation, time management, etc Diagnostic exams for board preparation	To ensure retention and academic success	Retention and graduation rates Board exam pass rates
MUSC	College of Medicine Mentoring Ensures Medical School Success	Providing COM URM students with mentors who will assist students to excel academically, emotionally, socially and professionally	All URM COM students	To ensure retention, academic, social, and professional success	Success measures: # of students who participate # of students who graduated Approximately 110 students participate each year.
MUSC	College of Medicine (COM) Summer Medicine Academy	To increase the retention and graduation rates of underrepresented minority and disadvantaged students by increasing the participants' knowledge in health careers	URM Undergraduate students	The Academy is a one-week summer program designed to help underrepresented minority and disadvantaged students prepare for entry into nursing, dental medicine, pharmacy, physician assistant, and occupational therapy training.	15 students participate each year. Success measures: # of undergraduate students that went into health professions/medical school 7 students total were enrolled in COM. 5 students currently enrolled in COM. 1 student graduated from COM.

MUSC	Supplemental Instruction Program	Course-specific small group peer tutoring	All students	Ensure retention and academic success	Retention and graduation rates Board exam pass rates
MUSC	Writing Center	Seminars and one-on-one instruction in writing skills	All students; we monitor whether URM students are accessing the service at a proportionate rate	Ensure retention and academic success	Retention and graduation rates
MUSC	College of Graduate Studies	Initiative for Maximizing Student Development	Underrepresented PhD students during their first and second years	Retain and ensure the success of underrepresented groups in the biomedical sciences	Successful completion of dissertation research and awarding a PhD rose to 80%.
MUSC	College of Health Professions (CHP) Research Lab	Providing a 10-week summer research program	Minority graduate and undergraduate students enrolled in HBCUs	To expose 1-3 students annually to rehabilitation research through didactic courses and participation in team activities	Completion of an individual research project
MUSC	College of Medicine Department of Ophthalmology	Providing the opportunity for URM medical students to attend the Student National Medical Association conference	URM medical students who are members of the Student National Medical Association	Retain and enhance recruitment of URM students into programs in Ophthalmology	# of URM medical students entering ophthalmology residency programs

MUSC	College of Medicine Cardiology Research Education Program	Providing a Cardiology Research Education Program	Minority medical school students	To provide short-term 10-12 week research training experiences and to acquaint them with biomedical research in cardiovascular pulmonary, and hematological diseases to increase pipeline of URM into the field	10 fellowships per year are funded. Success measures: # of co-authored presentations # of medical students pursuing a field in cardiology
MUSC	College of Medicine (COM) and Education and Student Life (Center for Academic Excellence)	Providing a six-week MCAT preparation course; take courses at MUSC through the Center for Academic Excellence	URM undergraduate students and students from underserved areas of SC	To help increase MCAT scores and provide professional development for aspiring medical school applicants and thereby increase the number of URM and disadvantaged students at MUSC	<ul style="list-style-type: none"> • Approximately 10-15 undergraduate students participate each year • Increase in pre- and post-practice MCAT scores • Increase of MCAT scores from pre- to post-program • # students who complete the program • # of students who matriculate into medical school • 76 students total were enrolled in SI program • 48 students matriculated to COM. • 9 students currently enrolled in SI.

<p>MUSC</p>	<p>College of Medicine Resident Ambassadors Program</p>	<p>URM medical residents serve as mentors for URM medical students</p>	<p>URM in medicine residents and URM medical students</p>	<p>To answer questions of potential resident applicants and to share their experiences at MUSC to recruit URM residents to MUSC</p>	<ul style="list-style-type: none"> • Approximately 75 individuals participate annually • # of URM residents who serve as resident ambassadors • # of URM residents accepted per year • The percentage of URM residents increased from 9% to 13% in 2015 • 10 fellowships per year are funded. • Success measure: # of co-authored presentations
<p>Trident Technical College</p>	<p>DOL Grant, Networking and CAD faculty</p>	<p>Providing trained student coaches in computer labs as well as assisting instructors in the classroom with specific networking courses</p>	<p>Veterans, displaced workers, and students over the age of 25</p>	<p>As a part of the DOL grant proposal TTC was one of 2 schools within the consortium to impart student coaches, money was budgeted to assist students in the Network Systems Management program with their courses and/or labs as they become more challenging through their course progression (specifically Linux and Cisco).</p>	<p>Primarily, through direct feedback from the coaches with regard to the students grades and performance as well as surveys that are administered by the coaches at the end of the term. The SC ACCELERATE staff meets regularly with the coaches to troubleshoot and discuss student success and/or areas of need. Additionally, participants of the grant are tracked throughout their curriculum/career path for progress and completion.</p>

Trident Technical College	Mentoring	Male Mentoring Program	Any male TTC students	To help males transition to college life and maintain a successful attitude in the college environment	Progression in chosen field of study by student semester by semester
Trident Technical College	FA/VA	Workforce Investment Act (WIA) provides individuals with access to training that helps them prepare for work.	Unemployed/underemployed workers	WIA helps businesses meet their need for skilled workers and provides individuals with access to training that helps them prepare for work.	Individuals successfully complete training and are employed.
USC	Gamecock Gateway - Admissions/Student Success Center - in collaboration Midlands Technical College Mary Wagner, Director of Undergraduate Admissions Eric Moschella, Director of the Student Success Center	One-year residential bridge program to enhance access to the university.	Eligible students in need of additional academic and social support prior to enrolling at USC	Expand opportunities for underprepared students to attend USC.	Annual report of cohort performance which includes number of invitees, acceptances, and ultimate USC matriculation the following year. Average transfer hours, average GPA, retention/graduation rates after transfer to USC.

<p>USC</p>	<p>Statewide Bridge Program - Admissions/Enrollment management in collaboration with all 16 SC Technical Colleges</p> <p>Mary Wagner, Director of Undergraduate Admissions</p>	<p>Engaging prospective students in enhanced advising support prior to transitioning from a state technical college to USC.</p>	<p>Eligible students in need of additional admissions and academic support prior to enrolling at USC.</p> <p>Population includes high percentage of historically underprepared and/or minority students.</p>	<p>Provide expanded advisement on transfer admission requirements</p> <p>Communicate transfer admission requirements for each major to provide more upfront assurances of what's needed to join the USC community.</p>	<p>Annual report of number of students invited to Bridge, number accepting, number transferring.</p> <p>Average transfer GPA and retention/graduation rates after transfer.</p>
<p>USC</p>	<p>Outreach to freshmen LIFE recipients in danger of losing the award</p> <p>Joey Derrick, Director of Financial Aid and Scholarships</p>	<p>Reaching out to entering freshmen LIFE scholarship recipients who, based upon fall academic performance, appear to be in danger of losing the award.</p>	<p>Freshman LIFE Recipients</p>	<p>Once lost, the LIFE scholarship is difficult to re-attain. This results in an increased need for borrowing and possibly failure to earn a degree.</p>	<p>Number of students reached, freshman to sophomore LIFE retention rates.</p>
<p>USC</p>	<p>Office of Pre-Professional Advising</p> <p>Eileen Korpita, Director</p>	<p>Association of Minority Pre-health Students</p>	<p>USC Students</p>	<p>To prepare and support minority students for healthcare careers as well as their collegiate academics by means of a family environment</p>	<p>Number of students attending the meetings and events</p>

USC	Career Center - IAP Tom Halasz, Director	Career Accelerator Program	International Students enrolled in Shorelight/IAP	Help IAP students obtain internship opportunities	Percent of students who obtain Internships; learning outcomes
USC	Career Center - EXPLORE Tom Halasz, Director	Exploring majors and careers with First Year Students	First Year Students	To help students make informed decisions about majors and careers	Learning outcomes related to making major/career decisions
USC	Student Success Center - Academic Skill and Decision Making Workshops Eric Moschella, Director	During small group workshops, students discuss differences between high school and college, study strategies and effective academic habits for success in college. Students evaluate their own learning and decision making habits, explore effective strategies, and create an academic action plan.	Low income and first generation students. Educational support/mentoring/training STEM Programs First-Year Students	Students will develop effective study habits and learning strategies	Number of workshops provided by type and location Number of students attending workshops Workshop survey results and check for understanding
USC	Student Success Center Peer Writing Program Eric Moschella, Director	Seeks to strengthen college-level writing in a variety of academic disciplines	Undergraduate students in all majors	Improve student success in specific courses through proactive student behavior leading to improved retention and graduation.	
USC	Student Success Center Out to Lunch Program Eric Moschella, Director	Promotes faculty and undergraduate student interaction outside the classroom	Undergraduate students in all majors	Improve student success in specific courses through proactive student behavior leading to improved retention and graduation.	

<p>USC</p>	<p>Gamecock Gateway - Admissions/Student Success Center - in collaboration Midlands Technical College</p> <p>Mary Wagner, Director of Undergraduate Admissions</p> <p>Eric Moschella, Director of the Student Success Center</p>	<p>One-year residential bridge program to enhance access to the university.</p>	<p>Eligible students in need of additional academic and social support prior to enrolling at USC</p>	<p>Expand opportunities for underprepared students to attend USC.</p>	<p>Annual report of cohort performance which includes number of invitees, acceptances, and ultimate USC matriculation the following year.</p> <p>Average transfer hours, average GPA, retention/graduation rates after transfer to USC.</p>
<p>USC</p>	<p>Statewide Bridge Program - Admissions/Enrollment management in collaboration with all 16 SC Technical Colleges</p> <p>Mary Wagner, Director of Undergraduate Admissions</p>	<p>Engaging prospective students in enhanced advising support prior to transitioning from a state technical college to USC.</p>	<p>Eligible students in need of additional admissions and academic support prior to enrolling at USC.</p> <p>Population includes high percentage of historically underprepared and/or minority students.</p>	<p>Provide expanded advisement on transfer admission requirements</p> <p>Communicate transfer admission requirements for each major to provide more upfront assurances of what's needed to join the USC community.</p>	<p>Annual report of number of students invited to Bridge, number accepting, number transferring.</p> <p>Average transfer GPA and retention/graduation rates after transfer.</p>

8. STEM Programs

Institution	Who...?	Is doing what...?	For whom...?	And why are they doing it?	How is success measured?
The Citadel	STEM Center of Excellence	The STEM Center delivers outreach initiatives to increase P-20 student interest, participation and opportunities in the STEM disciplines and develops innovative programming related to teacher preparation.	P-20 students, faculty, staff, and community educators	Promote an interest and understanding of STEM fields to ensure students are prepared to succeed	Annual assessment report including surveys, learning outcome assessment, and focus groups.
The Citadel	School of Engineering	STEM Supplemental Instruction	STEM Majors	Increase retention and graduation rates	Retention rates Graduation rates
The Citadel	Women in Engineering Program	Student Support Club and programming	Female Engineering students	Increase retention of diverse populations	Retention
Clemson	College of Engineering and Science-PEER Program (Serita Acker, Director)	<ul style="list-style-type: none"> • Tutoring • Academic and Personal Counseling • Proactive Mentoring • Professional Development • Social and Transitional Programs • Recruitment • Outreach • Summer bridge • Alumni Services 	Underrepresented students in CES majors	<ul style="list-style-type: none"> • Increased academic self-efficacy • Increased commitment to academic achievement • Increased knowledge of opportunities in STEM • Increased adoption of self-management behaviors • Acquisition of transferrable 	<ul style="list-style-type: none"> • Enrollment persistence rates • Scholarship retention rates • Graduation rates • DFW rates • Student engagement/participation rates • Scholarship retention rates • Survey data regarding students' behaviors, attitudes, beliefs, and satisfaction

				skills <ul style="list-style-type: none"> • Positively impact student success and graduation rates 	
Clemson	College of Agriculture, Forestry and Life Sciences - WAVS Program (Kathy Still, Coordinator)	<ul style="list-style-type: none"> • Requires each WAVS student to attend tutoring once per week in any of the following courses: AVS 1500, BIO 1030, CH 1010, MATH 1010 or MATH 1020; 100% are STEM courses @ the academic success center • Each student is assigned a mentor who was a previous WAVS, to help foster and orient them to college life at Clemson. • WAVS are provided an etiquette dinner and professional dress seminar to promote career success. • AVS curriculum includes the course, AVS 4000, which further enhances professional development. Instructor is an AVS advisor. 	<ul style="list-style-type: none"> • Freshman-year women in Animal and Veterinary Sciences (Freshman-year LLC only) • Upper-class women students volunteer as "lifeguard" mentors to new WAVS members. 	<ul style="list-style-type: none"> • Provide an opportunity to have a sense of "belonging" and an easy transition into their first year of college Cultivate self-exploration, gaining personal awareness and development of the individual in academic and social areas. • Increase intellectual engagement skills and finding value in becoming a lifelong learner • Positively impact global citizenship; Increase in student's awareness of issues impacting the 	<ul style="list-style-type: none"> • Housing conducts a GPA /LLC assessment • AVS has a formal assessment committee that tracks AVS students from freshman to senior year through a beginning and ending survey • Enrollment persistence rates tracked by freshman advisor

				<p>community and the world, as well as the capacity and desire to take action to make positive, sustainable change.</p> <ul style="list-style-type: none"> • Community living stimulates individuals working together, creating standards and holding each other accountable. Students in WAVS encourage each other to study, attend class, etc. due to them taking similar classes 	
College of Charleston	FYE HHMI SEA Phase Program	A unique research-based BIOL 111 lab course for SCAMP students that is funded by HHMI. In the spring it runs as a FYE Research Course	Students	To increase minority/first generation student performance and retention in STEM fields and encourage them to pursue research.	2014 CURE Assessment Tool; Longitudinal Tracking of Students entering Research Labs

College of Charleston	FYE-SCAMP	A learning community that initially combined MATH 120 and CHEM 111 for SCAMP students. It now combines MATH 120 and BIOL 111.	FYE students	To increase minority/first generation student performance and retention in STEM	HHMI Assessment since 2009 - CURE Assessment Tool, GPA and Retention through 4th Semester of Chemistry
MUSC	MUSC Library-Pipeline Development Program	Affording students exposure to STEM careers	High Schools and middle schools in rural areas	To encourage students to focus on the areas of math, science, engineering, technology, and medicine	Over 1,000 students have participated since 2012-2013
MUSC	Education and Student Life and the College of Graduate Programs- MUSC Gives Back	Presentations to increase awareness and excitement surrounding scientific research	MUSC graduate students and CCSD middle school students	To introduce students to various applied sciences studied at MUSC and to provide MUSC graduate students opportunities to share their knowledge of science and passion for research with the community	Number of local students applying to the MUSC Summer Undergraduate Research Program (SURP) and to colleges and universities majoring in biomedical sciences

<p>MUSC</p>	<p>SC Area Health and Education Consortium (AHEC) Health Careers Academy</p>	<p>Providing communication, math, and science skills to be a health care professional through monthly meetings, field trips, health fairs, and speaker events. Also providing academic advisement related to health care careers.</p>	<p>State-wide high school students</p>	<p>To promote interest in STEM careers including those related to health care</p>	<p>381 high school students attend annually.</p> <p>Among high school students who have participated in the SC AHEC health career programs for 110 or more hours since 2005 (Achievers), we have collected data to allow us to more effectively track their academic progress using the National Student Clearinghouse (NSC) Student Tracker. We have begun evaluating outcomes for 346 trackable students who have had sufficient time to 1) graduate from high school, 2) enter college and/or 3) graduate from college with a health major. An average of 86% of Achievers with anticipated high school graduation dates between 2005 and 2014 were successful in entering post-high school education (2 or 4 year college). Thus far, 73% of those (74 of 99) who entered college between 2005 and 2009 have graduated, approximately half with a health major.</p>
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Trident Technical College	Upward Bound Math & Science (TRIO program)	UBMS encourages its participants to complete secondary school and enroll in postsecondary educational programs in STEM related fields. Our program helps students acquire skills and knowledge that increase the likelihood that they will enter a college or university and successfully complete an undergraduate program of study.	Low-income, potential first generation college attendees who are rising 9 th - 12 th graders in three upper Berkeley county high schools: (1) Berkeley, (2) Cross, and (3) Timberland.	To increase the number of 4-year college graduates from the served demographic, as well as provide comprehensive college/career access information and opportunities.	Success is measured by a set of objectives mandated by the U.S. Department of Education and the Annual Performance Report (APR) submitted to the Department of Education at the end of each grant year.
USC	Women in Science Living and Learning Community Kirsten Kennedy, Director of University Housing	Women in Science is a living and learning community designed to serve women who are interested in the field of science. In collaboration with faculty members from the College of Arts and Sciences, University Housing implements a community education plan to foster post-graduation participation in a science-related profession.	Students who elect to participate in the Women in Science learning community	Provide students with increased exposure to new ideas of the sciences and to offer a variety of out of classroom experiences	End of the year survey and learning community assessment
USC	Career Center Tom Halasz, Director	STEM Power conference to promote diversity in STEM fields	Undergraduate women, underrepresented minorities, international students	Increase the number of women and minorities in STEM fields	Learning outcomes

<p>USC</p>	<p>Student Success Center Pre-calculus Review Program Student Success Center Supplemental Instruction Program</p> <p>Eric Moschella, Director</p>	<p>Reviews fundamental concepts and introduces strategies critical to academic success in calculus and other first-year courses Provides peer-facilitated appointments and study sessions for gateway first-year courses led by qualified and trained undergraduate student Peer Leaders</p>	<p>Undergraduate students enrolled in courses from the STEM disciplines</p>	<ul style="list-style-type: none"> • Increased demonstration of key concepts by students through problem-solving and examples, and increased application of study skills gained from appointments /sessions • Increased ability to integrate key concepts from most recent lectures with concepts learning in previous lectures 	<ul style="list-style-type: none"> • Placement test scores • Enrollment persistence rates • Enrollment grade comparisons between participants and non-participants • Graduation rates • Participant survey data regarding students' behaviors, attitudes, beliefs, and satisfaction
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9.LGBTQ Attendees

Institution	Who...?	Is doing what...?	For whom...?	And why are they doing it?	How is success measured?
The Citadel	Assistant Provost for Diversity Initiatives	Safe Zone Training to create and maintain a safe and inclusive campus environment for all students	Students, Faculty, and Staff	Increase campus awareness and understanding of issues faced by the LGBTQ community.	Social Climate surveys
The Citadel	Multicultural Student Services	Gay Straight Alliance	Members of the Corps of Cadets	Foster a welcoming and supportive campus environment for all students	Surveys
College of Charleston	Orientation	Orientation Intern Training - Safe Zone Training for all interns to become Safe Zone Allies SafeZone Allies committed to creating and maintaining a safe and inclusive campus environment for all students regardless of their gender identity, expression or sexual orientation. SafeZone Allies help increase the campus community's understanding and awareness of issues faced by LGBTQ persons through education and advocacy.	Orientation Leaders	SafeZone Allies help increase the campus community's understanding and awareness of issues faced by LGBTQ persons through education and advocacy.	The yearly end of internship training survey

MUSC	Alliance for Equality - Student Programs and Diversity	<p>Affinity support group for students identifying as LGBTQQAI and their allies</p> <p>Holds monthly member meetings and events to promote awareness (Coffee Talk) and annual member events (2nd Chance Prom)</p>	LGBTQQAI students and their allies	<p>Support LGBTQQAI students</p> <p>Help increase the campus community's understanding and awareness of issues faced by LGBTQQAI persons and provide a venue for support</p>	<p>Participation in meetings and sponsored events</p> <p>Student satisfaction ratings/feedback</p>
MUSC	MUSC Safe Zone Program - Office of Training and Intercultural Programs	<p><i>Provide training opportunities for MUSC community about issues related to the LGBTQQAI community</i></p> <ul style="list-style-type: none"> • <i>Promoting</i> a campus environment which cultivates a sense of belonging for LGBTQ students and other • <i>Respecting</i> individual differences of all constituents • <i>Challenging</i> campus community members to enhance decision-making skills, be independent learners and take responsibility for choices and actions • <i>Empowering</i> students as leaders to become civically engaged in global community issues • <i>Creating</i> opportunities for academic success through co-curricular experiences and community outreach • <i>Collaborating</i> strategically with the campus community and beyond, so that students benefit from a seamless experience • <i>Advocating</i> for the equal treatment of <i>everyone</i> 	All students, faculty/staff	To increase sensitivity toward, knowledge of, and support for marginalized populations and issues that affect them	<p>Participation in trainings and sponsored events</p> <p>Students' ratings of whether the MUSC culture values diversity</p>

<p>USC</p>	<p>Office of Multicultural Student Affairs-Safe Zone</p> <p>Shay Malone, Director</p>	<p>Provides a foundation of knowledge needed to be an effective ally to LGBTQ students and an advocate for equal treatment of everyone.</p>	<p>All Students, faculty, and staff</p>	<p>Cultivate an understanding of differences in sexual and gender identities Cultivate a community of allies for the LGBTQ community</p>	<p>Survey data regarding attitudes and satisfaction.</p>
<p>USC</p>	<p>Office of Multicultural Student Affairs- LGBT Discussion Groups</p> <p>Shay Malone, Director</p>	<p>LGBTQ Discussion Groups are small caucus-type groups that meet every other week through the semester. Facilitated by LGBT Peer Advocates to provide a safe, semi-structured space for folks to discuss different aspects of identity and issues that relate to their identities and communities.</p>	<p>For all students. Lesbian, Gay, Bisexual, Trans, or Queer students utilize discussion groups as for supportive spaces and a sense of community</p>	<p>Provide a safe space and sense of community for all LGBTQ students.</p> <p>Identify challenges and concerns or LGBTQ community within the USC community.</p>	<p>Survey data regarding students' behaviors, attitudes, beliefs, and satisfaction.</p>

10. International Students

Institution	Who...?	Is doing what...?	For whom...?	And why are they doing it?	How is success measured?
The Citadel	International Student Services	Providing student services to international students and hosting an International Student Club	All international Students	Increase retention and aid in the transition process	Usage and retention rates
College of Charleston	Center for Student Learning	ELI "Speaking Lab" tutoring: ELI students wanted a place for conversation practice, with many of them trying to pass the speaking part of the TOEFL. Our Speaking Lab and other tutors have stepped forward to participate in this new initiative.	International Students	To equip international students in the ELI program with better conversational English skills and a professional and caring atmosphere to practice their conversational English.	Assess usage during semester and circle back to ELI program participants
College of Charleston	Center for Student Learning	Foreign Language Lab Hiring Practices & Marketing of Study Abroad: The CSL Foreign Language Lab hires many international students to serve as language tutors for the 13 foreign languages covered by the lab and is a huge marketer of the College's study abroad programs.	International students in ELI program	To equip international students in the ELI program with better conversational English skills and a professional and caring atmosphere to practice their conversational English.	Anecdotally students enjoy being tutored by someone whose native tongue is the language they are learning and we are known on campus as a resource for study abroad literature.

MUSC	Center for Global Health	<ul style="list-style-type: none"> • Cultural programming such as International Bazaar and World Cultural Fair • Immigration services, orientations and tax seminars • Ispeak and ESL networking opportunities (internal and community-based) • Issuing of Travel grants to developing countries and travel insurance • Health and Safety Education and Compliance for international travel 	All students, faculty and staff with an emphasis on International students	<ul style="list-style-type: none"> • To ensure International students have a supporting, rewarding and productive educational experience at MUSC. • To further understand cultural and societal differences, and improve the health of those not only in the United States, but also around the world 	<p>Participation in programming and activities</p> <p>Student satisfaction</p>
MUSC	International Student Association	<ul style="list-style-type: none"> • Plan and promote opportunities for cultural exchanges between International and American students through programs that enhance campus-wide understanding of people's differences and similarities • Expose Internationals to American culture and enable them to make a smooth transition into the educational and work environment at MUSC • Expose Americans to international cultures from around the world through cultural programming 	International students and the general study body	<ul style="list-style-type: none"> • To welcome and assist new International students as they arrive on campus • To assure International students have a rewarding, supportive and productive educational experience at MUSC 	Participation in student events and activities

USC	International Student Services Jody Pritt, Director	Cultural and adjustment support services for new international students	International students	To ensure a welcoming atmosphere on campus and a smooth transition to the USC student experience	Assessment of new international student experience employed annually
USC	International Student Services Jody Pritt, Director	Orientation programming for new international students	International students	To ensure students have the resources and information needed to begin studies successfully	Assessment of new international student experience employed annually
USC	International Student Services Jody Pritt, Director	Cultural support services for current/graduating international students	International students	To support the cultural development of international students attending USC	Assessment of new international student experience employed annually
USC	International Student Services Jody Pritt, Director	Immigration advising and support for new/current/graduating international students	International students	Ensure compliance of international regulations for international students as well as compliance for the University	Assessment of new international student experience employed annually
USC	International Student Services Jody Pritt, Director	Community engagement services for new/current/graduating international students	International students	To offer opportunities to engage with the Columbia and surrounding communities for international students	Assessment of new international student experience employed annually

<p>USC</p>	<p>International Student Services Jody Pritt, Director</p>	<p>Campus programming for international students</p>	<p>International students</p>	<p>To provide opportunities for international students to engage with their American counterparts as well as other international students to highlight international activity and experience on campus</p>	<p>Assessment of new international student experience employed annually</p>
<p>USC</p>	<p>International Student Services Jody Pritt, Director</p>	<p>Tax reporting assistance for current international students</p>	<p>International students</p>	<p>To ensure tax compliance for international students at the University</p>	<p>A review of software used to assist students is employed after each tax reporting season.</p>

11. Recruiting Diverse populations and Underrepresented Minorities

Institution	Who...?	Is doing what...?	For whom...?	And why are they doing it?	How is success measured?
The Citadel	Office of Admissions	<ul style="list-style-type: none"> PAWS (Preparing and Assisting the Whole Student) Program Discover The Citadel 	<ul style="list-style-type: none"> Minority and female applicants 	Increase diversity within the Corps Cadet	Enrollment demographics
Clemson	Enrollment Management - Undergraduate Admission Programs (Robert Barkley, Director)	<ul style="list-style-type: none"> Representing the University at college fairs and various outreach programs. Counseling and advising prospective students who visit the campus and contact the University through electronic/traditional means Processing and reviewing applications for admission Offering admission to the desired number of qualified applicants Providing various recruitment/outreach efforts to help encourage the accepted students to attend Clemson University Providing post-acceptance services and advisement (especially regarding academic major) for students prior to enrollment. 	All prospective students interested in undergraduate education at Clemson University	To help recruit, attract, and enroll the best possible group of new students at the University, taking into consideration a number of factors and variables (which at times may be in conflict with each other).	<ul style="list-style-type: none"> The total number of new undergraduate students The in-state/out-of-state residency mix of these students The standardized test scores of these students (SAT and ACT) The high school performance of these students, most notably the percentage in the top ten percent of the high school class The racial/ethnic diversity of these students

MUSC	MUSC Diversity and Inclusion Strategic Plan- URM Recruitment and Pipeline Development	Providing recruitment tools and support resources including scholarships, mentoring programs, internships, etc.	Build relationships with feeder high school/universities to educate students about health care careers	To recruit URM students to MUSC	
MUSC	CHP Anesthesia for Nurses Program	Supporting a national Diversity in Nurse Anesthesia program through AFN faculty and student participation in potential applicant panels. Dr. Angela Mund, CRNA was invited to serve on the March 2015 faculty panel at UT-Chattanooga, and Ms. Teletha Ruth, SRNA served on the student panel during the same workshop. The potential exists to host the Diversity Workshop at MUSC in the future.	URM nurses who have not had exposure to the possibilities of a career in nurse anesthesia or who need mentorship in submitting a successful application and in preparing for the academic rigor when admitted to a program. The Diversity in Nurse Anesthesia Mentorship Program brings nurse anesthesia programs and potential students together in one gathering.	There is an overall lack of diversity in the Nurse Anesthesia Profession and low numbers of URM nurses apply to nurse anesthesia programs. The Diversity in Nurse Anesthesia Mentorship has been successful in assisting URM nurses learn about nurse anesthesia and assist in preparing for the admissions process.	# of URM nurses who enter Nurse Anesthesia Program. The program has admitted at least two URM students who attended the Diversity Workshop. The AFN program has begun tracking which applicants have attended the Mentorship program prior to matriculation.

<p>MUSC</p>	<p>College of Health Professions Student Life & Recruitment Office and CHP Student Ambassador Program</p>	<p>Campus tours, presentations on all CHP programs, and Student Ambassador Question & Answer panels (This includes Adobe Connect live presentations to Minority Pre-Health Association.) (As well, CHP participated occasionally with College of Medicine on their A Glimpse into Medicine days.)</p>	<p>Colleges and high schools with a diverse population: Colleges include: Claflin University, South Carolina State University, Central Carolina Technical School, Georgia State University High schools include: Lower Richland HS, Greenwood County high schools, College of Charleston Senior Project, Orangeburg Charter School of Health Professions, Columbia HS, Trident Tech Upward Bound, Orangeburg Consolidated School District, Garrett Academy of Technology, Orangeburg County Upward Bound, James Island Charter HS, Academy MagnetHS</p>	<p>To expose URM students to healthcare professions and inform them about the criteria that prepare them to enter and succeed in a CHP program</p>	<p>In the 2014-2015 academic year, more than 325 URM college and high school students visited CHP</p>
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MUSC	College of Medicine-McClennan-Banks Residents and Fellows Group	Providing the McClennan-Banks Resident Society to retain and promote residents'/fellows' success Activities include: educational seminars/workshops; networking/social activities	URM in medicine residents and fellows	To enhance diversity in the College of Medicine and connect with the Greater Charleston community through service; provide networking with community physicians; mentor URM undergraduate College of Medicine students	Approximately 62 residents participate per year. Success measures: <ul style="list-style-type: none"> • # of resident participants • # of networking, educational and outreach opportunities per year • # of URM residents completing residency • 100% participation rate
MUSC	James B. Edwards College of Dental Medicine	MUSC Dean's Diversity Council Annual Meeting includes the request for assistance and strategies from alumni to enhance recruitment, retention, and admission of a diverse student population. This event also includes fundraising for the McTeer Scholarship that is exclusively focused on the recruitment of highly qualified URM candidates.	Alumni and URM candidates for dental school	Allows dental school leadership the opportunity to discuss and explore recruitment strategies and needs with alumni currently serving throughout the state of SC	Event surveys indicate a significant change in perceptions pertaining to diversity at the JBECDM. Referrals of perspective candidates have also increased and the McTeer Scholarship fund is now endowed. Funding from this endowment is used to support URM recruitment.
MUSC	James B. Edwards College of Dental Medicine	Participation in the Earnest E. Just Scientific Symposium allows the JBECDM Office of Diversity to identify potential candidates from diverse backgrounds for pre-doctoral and DMSTP admissions.	URM and other candidates	Promote dentistry as a career option and answer questions regarding the admission process	Success is measured through increased numbers of URM admissions and applicants as well as increases in program inquiries from URM candidates.

MUSC	College of Medicine - Student Mentors for Minorities in Medicine (SM3)	Preparing students for a future career in medicine; monthly large-group sessions and one-on-one sessions with current medical students	URM high school and college students	To provide a mentoring process (academic and professional) for high school URM students, thereby building comradery and support for URM students at MUSC	Approximately 40 students participate each year Retention and completion
MUSC	Education and Student Life Summer Youth Employee Program	Funding 10-12 full-time, temporary positions for six weeks	High school and college underrepresented minority students	To increase pipeline for underrepresented minority students at MUSC	Program has been in existence over 20 years.
MUSC	College of Graduate Studies Summer Undergraduate Research Program (SURP)	Students participate in a 15-hour course that appears on an MUSC transcript	Undergraduate students (50% are underrepresented minority students) participate in a course to learn about research and future careers in health sciences	To address the pipeline for underrepresented students in sciences	Approximately 75-80 students participate each year. Students must complete research plan, 5-10 page final paper, abstract and presentation.
MUSC	College of Graduate Studies Recruitment Effort Conferences and Societies	Offering, participating in, and leading several conferences and workshops for the purpose of MUSC minority recruitment	URM undergraduate, graduate, and professionals	To recruit minority students to attain advanced degrees, careers, and positions of leadership in science	Over 4,400 undergraduate and graduate students attend these conferences annually. Applicants are asked how heard of program on MUSC application.

<p>MUSC</p>	<p>Teen Health Leadership Program (THLP) Collaboration between MUSC Library, MUSC College of Nursing, and Communities in Schools. The program is funded by the National Library of Medicine and Center for Public Service Communications.</p>	<p>The aims of the program are to increase health information among students, develop leadership skills in students, facilitate their engagement in their community, and to promote health careers among minority students. The program is currently in its eighth year.</p>	<p>St. John's High School students in tenth, eleventh, and twelfth grades</p>	<p>To increase health information among rural high school students, develop leadership skills in students, facilitate their engagement in their community, and to promote health careers among minority students</p>	<p>94% of our students attend college after graduation. 47% of our students were the first in their families to attend college. 30% of our students choose a major in a health related field. Our program is currently completing a four-year review to look at college success, plans for graduate school, and entry into a health career.</p>
<p>MUSC</p>	<p>College of Health Professions and AHEC (Area Health Education Consortium)</p>	<ul style="list-style-type: none"> • Summer Careers Academy-- support 6-7 students per year • Polycom Presentations • Bench2Bedside Summit <p>AHEC High school group visits to CHP.</p>	<p>URM high school and college students from across the state of SC and NC Southern Region</p>	<p>AHEC is designed to increase the number of young people who aspire to become healthcare professionals, emphasizing underrepresented ethnic minority groups and the economically disadvantaged.</p>	<p>Through AHEC, the College of Health Professions reaches approximately 150 URM high school and college students each year.</p>

MUSC	SC AHEC Bench to Bedside	Providing networking opportunities, curricular guidance, and skill development to enhance the participants' abilities to compete academically	Undergraduate students from several colleges in the state who have an interest in becoming a health care professional	To increase the number of applications submitted by underrepresented, rural, and minority (URM) students to health care professions training programs in SC and to increase the acceptance of these students into these training programs by helping them to create strong applications	An average of 148 students participate annually. Of 71 trackable undergraduate students in the Bench to Bedside program, we were able to match 66 students using NSC Student Tracker. Of these 66, 20 have graduated: 13 majored in biology or biological sciences, 4 in health sciences, 1 received an undergraduate degree as a physical therapy assistant, and 1 with an unknown major.
MUSC	James B. Edwards College of Dental Medicine (JBECDM)	The Post baccalaureate Reapplication Education Program (PREP) supports students who need additional coursework and related preparations to matriculate into JBECDM	Candidates with admissions potential who presently lack one (or more) component of academic credentials	The program was designed to increase the number of underrepresented minority (URM) applicants who could successfully matriculate into the JBECDM.	Ten students have successfully completed the PREP program and entered the JBECDM with a 100% retention and graduation rate to date. Of these PREP participants, four have earned their DMD and are licensed and practicing dentists. The remaining six students are presently enrolled.

MUSC	SC AHEC Summer Careers Academy	Providing a one-week program annually on the MUSC campus including didactic sessions that focus on several health disparities prevalent to SC	High school graduates and college students	To increase the acceptance, retention, and graduation rates of URM and disadvantaged students to health care training programs in SC	An average of 27 students participates annually. The students selected for the Summer Careers Academy (SCA) were required to have gained acceptance to a college prior to entering the one-week residential program. Available data from NSC Student Tracker indicate that thus far, 75% of the SCA students (71 of 95) who entered college between 2005 and 2009 have graduated, 86% with a health major.
MUSC	College of Medicine (COM) Underrepresented in Medicine (URM) Visiting Student Program	Provides support for URM students' participation in a variety of rotations throughout MUSC	To recruit talented 4th year URM medical students from other schools to MUSC who have met all of the requirements for visiting student electives listed in VASA		<u>Success measures:</u> # of participating departments # of students accepted as a resident 11 COM Departments at MUSC participate each year.
MUSC	James B. Edwards College of Dental Medicine	Presentations and career fairs made via an agreement and commitment with the Charleston County School District exposes elementary, middle, and high school students at inner city schools to dental careers. Sessions are also presented annually at all HBCUs in South Carolina.	URM Candidates	Introduce dentistry as a career option and answer questions regarding the admission process.	Success is measured through increased numbers of URM admissions and applicants as well as increases in program inquiries from URM candidates.

MUSC	James B. Edwards College of Dental Medicine	Our annual Dental Day event brings pre-health professional advisors and interested students from various colleges and universities, including Historically Black Colleges and Universities (HBCU) to the MUSC campus and JEBCDM. We introduce them to dentistry and the dental curriculum, the recruitment and admission processes and procedures. CDM's commitment to admission and matriculation of diverse student population is also emphasized.	Candidates and Pre-health Advisors	Introduce potential candidates from underrepresented populations and pre-health academic advisors to dental careers while sharing information on the admissions application process including, the required academic credentials and interview process	In 2014, 200 participants including pre-health advisors, candidates, and parents participated in Dental Day. Program surveys indicate that the event improved communication and supported the goal of increased program and admissions knowledge.
MUSC	James B. Edwards College of Dental Medicine	The SC Area Health Education Consortium (AHEC) Pre-Dental Academy, with the College of Nursing and the College of Medicine, introduces under-represented populations of college students to the CDM and the profession of dental medicine. Presentations include organizational strategies, science, math, and introduction to dentistry, as well as the admissions process/procedures. This academy also allows the student to experience inter-professional interactions with other disciplines (nursing and medicine).	Undergraduate college students from underrepresented groups	Introduce potential candidates from underrepresented populations to dental careers while sharing information on the application and entrance process.	Success is measured through increased numbers of URM admissions and applicants as well as increases in program inquiries from URM candidates.
MUSC	College of Graduate Studies Ernest Just Symposium	Providing campus tours and meeting in breakout sessions with representatives of their colleges of interest	URM undergraduate students and their advisors from throughout SC and region	Symposium to hear nationally known researchers speak and expose students to science	Over 400 undergraduate and high school students participate each year. Review number of attendees that apply to MUSC.

MUSC	CHP Participation in Ernest E. Just Symposium	The Ernest E. Just Symposium is hosted each February by the College of Graduate Studies. It is geared towards URM students interested in pursuing a program in health professions. The afternoon session divides the visiting students up into which College or program they would like to learn more about.	Over 250 visiting high school and college students from the southeast. Schools include: Spelman College, Morehouse University, Claflin University, Clark Atlanta University, Fayetteville State University, USC-Aiken, Benedict College, Anderson University, Airport High School, and Westwood High School	To expose hundreds of students from across the southeast to what MUSC has to offer in each college	CHP had more than 35 students visit the College in the afternoon session to listen to current students discuss admissions and curriculum and answer the visiting students' questions.
MUSC	College of Medicine - Glimpse in Medicine	Providing a campus visit and participation on forums with medical students	Local high school students and undergraduate students	To provide information concerning medical school as well as careers in medicine	<p>Approximately 350 students are served annually.</p> <p>Success measures:</p> <ul style="list-style-type: none"> • # of middle school, high school and undergraduate students that attended on-site visit • # of high school students who matriculated into college • # of undergraduates who matriculated into medical school or health professional program

MUSC	College of Medicine - A Day in the Life of a Medical Student	Pairing with current medical students	Undergraduate students	To pair undergraduate students with medical students for a day in order to engage in all activities with their hosting medical students	<p>Approximately five students participate annually.</p> <p>Success measures:</p> <ul style="list-style-type: none"> • # of undergraduate students who attended classes with medical students • # of undergraduate students who went into health professions/medical schools
MUSC	<p>SC AHEC Careers Academy and College of Nursing</p> <p>See SC AHEC section of the report</p>	Increase students' knowledge of nursing, exposure to nursing culture, admission requirements, and academic success skills	8 rising freshmen-junior underrepresented minority and disadvantaged college students	To help underrepresented minority and disadvantaged students prepare for entry into nursing, dental medicine, medicine, pharmacy, physicians assistant, and occupational therapy training programs	<p>Successful completion of the program</p> <p>Successful application and entry into program of nursing in SC</p>

MUSC	College of Medicine Post-Baccalaureate Reapplication Education Program (PREP)	Providing admission into the College of Medicine	Promising URM, rural, and disadvantaged students in post-baccalaureate courses	To prepare the students for medical school	<p>2-3 students annually</p> <p>Success measures:</p> <ul style="list-style-type: none"> • # completed the PREP program • # matriculated into MUSC • # graduated from MUSC • 54 students have completed PREP and matriculated into the College of Medicine. • 11 students currently enrolled in the College of Medicine. • 39 students graduated from the College of Medicine.
MUSC	College of Medicine (COM) Second Look Program as a Medical Student	Pair URM applicants who received acceptance with current URM medical students	Potential URM medical students	To pair potential URM medical students who were offered a slot at MUSC for a second look and engage in all activities with their hosting medical students	<p>To be implemented in 2015-2016</p> <p>Success measures:</p> <ul style="list-style-type: none"> • # of students who attend Second Look • # of students who matriculate to COM

Trident Technical College	Educational Opportunity Center (TRIO program)	The Educational Opportunity Centers program provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program also provides services to improve the financial and economic literacy of participants. An important objective of the program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the application process.	The Educational Opportunity Center (EOC) program provides counseling and information on college admissions to qualified adults 19 years old and older who want to enter, re-enter or transfer to postsecondary education programs.	The goal of EOC is to increase the number of adult participants who enroll in postsecondary education institutions	Success is measured by a set of objectives mandated by the U.S. Department of Education and the Annual Performance Report (APR) submitted to the Department of Education at the end of each grant year.
USC	Undergraduate Admissions/Student Success Center - Gamecock Gateway Mary Wagner, Director of Undergraduate Admissions Eric Moschella, Director of the Student Success Center	Collaborative Residential Bridge Program between the University of South Carolina and Midlands Technical College. Students live on USC's campus and are able to participate in campus life while completing 30 transferable credit hours and achieving a 2.25 GPA in their coursework at Midlands Technical College.	Students enrolled in Gamecock Gateway program Applies to predominantly South Carolina residents	Serves as an access point to a USC degree	Completion of the program (1 year) Matriculation to USC after program completion Completion of USC degree within 4 and 6 years from time the student entered the program

12. First Year Attendees

Institution	Who...?	Is doing what...?	For whom...?	And why are they doing it?	How is success measured?
The Citadel	LDRS 101	The Citadel requires that all incoming freshmen take a one-credit-hour college orientation course designed to help them make the transition from high school to college. Known officially as LDRS 101, but more informally as "Leaders 101," this course teaches freshmen proven techniques for successful studying and learning.	All new freshmen and transfer students	<ul style="list-style-type: none"> To increase student preparation for the transition from high school to college Increase retention 	Assignments embedded within The Citadel's E-Leadership Portfolio in the Taskstream Accountability Management System
Clemson	CU 1000 (Sue Whorton, Instructor of Record)	Community Dialogues	All new freshman and transfer students	<ul style="list-style-type: none"> Promote understanding of Clemson's core value Increase awareness of the significance and salience of social identity 	<ul style="list-style-type: none"> Performance on Community Dialogue quiz Change in awareness of the significance and salience of social identity
College of Charleston	First Year Experience (FYE)- Center for Student Learning- SPECTRA	Summer Workshops: A collaboration between the CSL, FYE, and MSPA to provide academic skills workshops during the SPECTRA Summer Program	SPECTRA students	To increase student preparation prior to their first year at the College and to discuss the transition from SPECTRA into the first semester	Post Workshop Surveys; 2015 Spring Joint Assessment

USC	<p>Student Success Center - Success Connect</p> <p>Eric Moschella, Director</p>	<p>First year students are provided with a designated Success Consultant who provides regular updates and check-ins.</p> <p>Faculty provide early alert to the SSC Success Consultants</p>	First-Year Students	<ul style="list-style-type: none"> To increase retention and persistence To identify, and when possible intervene with at-risk students 	<ul style="list-style-type: none"> # or % of targeted outreach emails opened # of referrals # of interventions with referred/identified students % yield to Student Success Center services after referral/identification % of students who passed the course from which they were referred % of students who withdrew from the course from which they were referred % of students in good academic standing after referral/identification (consultation vs. no consultation) % of referred/identified students who were retained to the following fall semester
USC	<p>University 101</p> <p>Dan Friedman, Director</p>	<ul style="list-style-type: none"> A 3-credit course designed to help new students make a successful transition to the University of South Carolina, both academically and personally. Course has 3 goals: (1) foster academic success; (2) discover and connect with the University; and (3) promote personal development, wellbeing, and social responsibility Taught by staff/faculty member and peer leader. 	First-year students or transfer students in their first semester at USC.	<p>Increase persistence and graduation rates</p> <p>Increase academic performance and engagement</p> <p>Help students maximize college experience</p>	<ul style="list-style-type: none"> Persistence rates Graduation rates Academic performance Self-perceived gains in learning Direct measures of learning (eg. Information literacy; financial literacy)

Clafin University

Clafin University is a comprehensive institution of higher education affiliated with the United Methodist Church. A historically black university founded in 1869, Clafin is committed to providing students with access to exemplary educational opportunities in its undergraduate, graduate and continuing education programs. Clafin seeks to foster a rich community comprised of students, faculty, staff and administrators who work to nurture and develop the skills and character needed for engaged citizenship and visionary and effective leadership.

Clafin University opened its doors for the first time in 1869, which makes it the oldest HBCU in South Carolina. It is a “national” liberal arts institution of 19,255 students with incoming freshmen coming from 19 states and 7 foreign nations with an average GPA of 3.18 (w). Approximately 1,100 live in 11 residence halls that are attractive “living-learning” spaces with all amenities including wireless access to the internet and internet2. The total cost to attend Clafin is \$24,314 to \$26,434 depending on dorm choice, one of the best values among colleges in the South. To ease the financial burden, 89% of students are awarded financial aid. 77% of incoming freshmen return for the sophomore year, 49%, and 100% of education majors pass the PRAXIS licensure exam. These rates compare very favorably with the rates of the independent college and universities in the South Carolina.

At Clafin, there is 1 professor for every 13 students with about 80% of the 122 fulltime instructors holding the terminal degree. Over the last two decades, they have won numerous awards with 4 being recognized as the Governor’s Professor of the Year. It is thus no wonder that the institution has been recognized as one of the top 25 colleges by Washington Monthly, listed in the top 15% of the nation’s institutions of higher education by Forbes.com** and ranked in the top 10 among HBCUs by U.S. News and World Report.

At Clafin, a student can choose from around 700 courses in 36 majors and 3 graduate programs 3 of which are on-line. They can peruse 171,813 books or access 301,483 eBooks in the H.V. Manning Library a day or from one of the 26 academic labs and receive instruction in one of the classrooms which are all SMART spaces. There is 1 computer available for every 3 students. As a result, Clafin students are more satisfied with their overall experience than their peers at National 4-year private colleges in 11 out of 12 categories, according to the latest SSI data (Student Satisfaction Inventory).

12. First Year Attendees

Who...?	Is doing what...?	For whom...?	And why are they doing it?	How is success measured?
Annual Black Male Symposium– Student Services	Provide practical strategies and techniques to improve the quality of life for black males.	Black Males enrolled at Claflin University have the opportunity to participate	To Empower and motivate black males to see the importance of the role they play in all sequential levels of education and society.	<ul style="list-style-type: none"> • Engagement • Retention • Student Satisfaction
Student Success Initiative <ul style="list-style-type: none"> • Quality Enhancement Plan • Financial Challenges Team • Service Excellence Initiative • Early Alert Team • Advising Team • Learning Communities for all Freshmen 	Six initiatives/ teams redesigned Claflin's approach to managing student support services and success.	Entire Student Body, but primary groups who need assistance towards persistence and graduation.	<ul style="list-style-type: none"> • To improve retention and graduation rates • To improve student-learning outcomes • To improve stakeholder satisfaction/engagement (internal and external) 	<ul style="list-style-type: none"> • Graduation/ Retention Rates • General education achievement • Student Satisfaction rates
Panther STEPS Office	A Freshmen intervention and supplemental instruction program for “at risk” students: Students in Transition Engaged and Preparing for Success.	Benefits all Freshmen, but targeted for the underprepared in English and Math gatekeeper courses.	<ul style="list-style-type: none"> • Improve student higher level thinking skills via enhancement of gatekeeper courses. • Increase Student Engagement in service and community learning activities via the Freshman Year experience • Fully orient and prepare Freshmen for college level work via 6 total credit hours of University 101 and 102 	<ul style="list-style-type: none"> • Final grades in gatekeeper courses. • Pre and Post Assessments • Retention Rates • Student Satisfaction

<p>The Alice Carson Tisdale Honors College</p>	<p>Provides a prestigious college within Claflin University that offers a stimulating, academically rigorous learning environment for high-achieving continuing students and for first-year students who arrive at Claflin clearly prepared for success in their college-level work</p>	<p>The Honors College provides a program that includes rigorous and coherent learning experiences, academic and personal advising, cultural enrichment activities, community-service experiences, and other activities designed to enhance and develop students' academic and leadership potential.</p>	<p>The Honors College enables Claflin to confer special recognition upon this group of exceptional students who consistently stand out among their peers because of their academic excellence, demonstrated leadership and service to the community.</p>	<ul style="list-style-type: none"> • Success Rates of Participants • Graduation Rates • Job Placement Rates • Retention Rates
<p>Leadership Development Office</p>	<p>Claflin's Leadership Development Office was created to coordinate the University's various leadership programs. Claflin is an Institutional member of the International Leadership Association (ILA). The Office operates in three major domains: academic, community service and research.</p>	<ul style="list-style-type: none"> • Academics—18 credit minor in leadership studies • Community Service—student and community programs to enhance leadership and service awareness • Emerging Leaders—annual emerging leaders workshop—3 day engagement of student and faculty from HBCUS • Research—students have opportunities to pursue research topics that contribute to a better understanding of contemporary leadership. 	<p>Through its academic mission, community programs and leadership-related research, the Leadership Development Office is dedicated to implementing the Claflin imperative: preparing students for leadership and service in a multicultural, global and technological society.</p>	

<p>Panther Academy by Student Services Divisions in coordination with English and Math departments</p>	<p>A summer bridge program allowing underprepared students to take entry level Math and English in order to meet admissions requirements and matriculate in the fall semester.</p>	<p>For Applicants who fall short of meeting admissions entry requirements to Claflin University.</p>	<ul style="list-style-type: none"> • Aid in the preparation of underprepared freshmen. • Allow students more access to college. 	<ul style="list-style-type: none"> • Course success rates • Admissions requirements met/matriculation
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