

## **Office of Student Engagement (OSE)**

### **End of Year Performance Blueprint 2010-2011 Academic Year**

#### **Office of Student Engagement Mission**

The Office of Student Engagement (OSE) encourages students to engage in learning without limits by advancing opportunities that allow for growth and development within and beyond the classroom setting. Through partnerships with a number of academic and student affairs departments on campus, we promote integrative learning and assist students with connecting to University resources and programs including linked courses, service-learning, undergraduate research, study abroad, The Sophomore Initiative, Mutual Expectations, peer leadership, and the National Student Exchange.

#### **Office of Student Engagement Vision**

The Office of Student Engagement serves as a resource for students on campus to recognize their personal strengths and goals and to connect those with high impact, beyond the classroom learning opportunities. The Office provides assessment and research data to advocate for the importance of engagement throughout the university community.

#### **Unit Overview**

The Office of Student Engagement was created in 2007 out of a re-organization within the Division of Student Affairs that brought together academic and student affairs units. The original purpose of the unit was to encourage student participation in high impact activities such as linked courses, service-learning, peer leadership, etc. that national research has demonstrated enhances student success and retention.

Currently, the Office is made up of two full-time staff members, the Director and Coordinator of Student Engagement, and four graduate assistants in the Higher Education and Student Affairs master's degree program. Additionally, an AmeriCorps VISTA volunteer is split between OSE and the Honors College for service-learning initiatives and an administrative assistant is shared with the Academic Centers for Excellence. Student Engagement assists the Office of Institutional Assessment and Compliance in implementing the National Survey of Student Engagement and conducts research of best practices within the field. The office oversees the following initiatives including: linked courses (ending in Fall 2010), service-learning, The Sophomore Initiative, National Student Exchange, the Student Engagement Plan, The Peer Leadership Advisors Network, and encourages student-faculty interaction through the Mutual Expectations program. OSE also continues to research best practices within student engagement and integrative learning to help improve student success. Research in 2010-11 has focused on cultural awareness programs, domestic study away initiatives, and civic engagement. The Office of Student Engagement has an overall annual budget of \$208,268. 5% of this budget comes from recurring, state appropriated, A funds; 54% from University Housing B funds and the remaining 41% from Housing Residential Learning Fee funds.

The Office of Student Engagement has evidence of mission achievement in a variety of ways. First student participation in Office initiatives continues to increase. In 2010-2011 the Office served over 3183 students through a variety of initiatives designed to promote students' integrative learning such as service-learning course, linked course learning communities, peer leadership, The Sophomore Initiative, and the National Student Exchange. This represents a 25% increase from the 2700 students served in all of 2009-10. Assessment data indicates that students are both satisfied with these experiences and believe they contribute to their learning. Faculty continue to participate in programs designed to support their teaching, research, and service with over 132 participating in a variety of initiatives during the academic year. In order to achieve its mission the Office of Student Engagement collaboratively partners with a number of academic and student affairs units on campus. These partnerships continue to grow and expand in order to serve students at the University. Through an internal evaluation of staff the strengths of the Office are perceived to include: our collaborative partnerships, our ability to offer unique programs that truly enhance student learning, the flexibility of the office staff, our ability to manage resources in challenging financial times. Our perceived areas of growth are: our need for increased visibility among University of South Carolina students, a complete

overhaul of our website, funding for a Coordinator of Service-Learning, and better faculty awareness of the work of the Office.

### **Contextual Statement**

#### **Office of Student Engagement Strategic Goals for 2010-2011**

**Departmental Goal 1:** Increase students' engagement in intentional and integrative learning experiences to optimize student retention and persistence.

**Departmental Goal 2:** Facilitate and encourage faculty development and involvement in initiatives to support student engagement and integrative learning at the University of South Carolina.

**Department Goal 3:** Coordinate and increase the level of intentional academic service-learning (SL) opportunities at the University of South Carolina.

Through regular interaction with students, the Office served approximately 3183 students and 132 faculty members at the University in 2010-2011. The following information provides an overview of specific program demographics and the number of students served. Please contact the Office or visit our website at [www.sc.edu/studentengagement](http://www.sc.edu/studentengagement) for more information about specific initiatives.

- The Sophomore Initiative actively served over 450 students through a variety of initiatives designed to support second-year student success and persistence.
- 8 University of South Carolina students participated in semester or yearlong exchanges at other universities in the United States, U.S. Territories, and Canada through the National Student Exchange Program. The University welcomed 8 students from other universities who exchanged here during the 2010-11 academic year.
- Over 876 students learned about or expressed interest in participating in the National Student Exchange through various outreach events and informational sessions.
- Over 330 students requested or received some form of student engagement planning through the Student Success Center, Academic Centers of Excellence, and University 101 in 2010-2011. The student engagement plan is a document that is designed to reach students early in their college career by helping them reflect about their strengths and interests and to be more intentional regarding their involvement on campus.
- 18 first-year students participated in the Discover Undergraduate Research seminar co-sponsored by the Offices of Undergraduate Research and Student Engagement.
- Over 25 students participated in two Mutual Expectations sessions that were designed to increase faculty-student interaction and discussion about commonly shared classroom expectations such as: the use of technology, educational materials, and methods of teaching and learning.
- 1239 students participated in 37 service-learning courses offered in 17 different departments across the University during the year.
- Approximately 132 faculty participated in a variety of workshops and events related to service-learning, sophomore initiatives, mutual expectations, etc. sponsored by the Office 2010-2011.

### **Contingencies Managed:**

The Office of Student Engagement managed contingencies in several areas during the fall 2010 semester.

- Events or situations that significantly affected the work of the unit.
  - In fall 2009, the Coordinator for Student Engagement left to take a position at Southern Methodist University. The position was vacant until late August 2010 leaving the office short staffed through the summer months which is a key time for planning and preparation for the new academic year.
  - In August the Office of Student Engagement moved from the McBryde Residence Hall to the Sims Residence Hall. This move was designed to provide the Office with shared administrative support and provide opportunities to partner with the Academic Centers of Excellence. As with

any office change, there was a punch list of items which had to be completed after the move along with making students and faculty aware of the change.

- Due to the impact of state budget cuts in FY10, the Office of Student Engagement has become almost entirely dependent on auxiliary funds within the Division of Student Affairs to provide for its budget.
- In order to strengthen the work of Residential Learning Communities at USC the decision was made to move the work of linked course learning communities from Student Engagement to University Housing. Fall 2010 linked courses were administered by Student Engagement, however, the groundwork was laid for Housing to take over this work starting in fall 2011 and beyond.
- The University of South Carolina participates in the South Carolina Campus Compact. Through the Compact the University received access to an AmeriCorp and United Way funded grant that provides an educational award of \$1,000 for students who complete 300 hours of volunteer service in promoting healthy lifestyles. The University was notified of its participation in this program in August after students had arrived and didn't begin recruiting students to participate until mid-October. Due to the late notice our target of enrolling 20 students to complete their service hours by July 31, 2011 will not be met.
- In February, the joint administrative assistant shared by the Office of Student Engagement and the Academic Centers of Excellence left the University therefore leaving the Office without any full-time administrative support for the remainder of the academic year.
- Significant effect of policy change on work/results of the unit
  - None to report for the 2010-2011 academic year.
- Significant collaboration with other SA/AS or university units - The Office of Student Engagement partners with a variety of academic and student affairs units across campus to achieve its mission including:
  - **Academic Centers of Excellence** – share office space, an administrative assistant, and partner to facilitate student engagement planning and the Major and Information Fair for first and second-year students
  - **Center for Teaching Excellence** – Co-sponsored 8 events in the 2010-2011, 5 service-learning and 3 Mutual Expectation sessions
  - **Community Service Programs** – Meet bi-monthly to coordinate service-learning and volunteer service opportunities on campus
  - **Media Relations** – to promote special interest stories regarding peer leadership and service-learning
  - **Office of Institutional Assessment and Compliance** in promoting and analyzing results from the National Survey of Student Engagement (NSSE)
  - **Office of Undergraduate Research** - partner together to offer the Discover University 290 Undergraduate Research Seminar and jointly administer funding for undergraduate research residential mini-grants.
  - **Peer Leadership Advisors Network** – The provides leadership to bring together 46 educators representing 30 various student affairs units that have peer leaders to assist in centralizing resources and professional development opportunities
  - **South Carolina Honors College** – Meet bi-monthly to coordinate service-learning efforts on campus and jointly share an AmeriCorp VISTA volunteer
  - **Student Success Center** – Partner to promote the fall and spring Major and Information Fair
  - **Study Abroad** – Partner to promote National Student Exchange at various on-campus events
  - **Undergraduate Admissions** – co-sponsored the spring Major and Information Fair and assists processing incoming National Student Exchange Participants from other universities
  - **University 101** – Partner to promote the National Student Exchange and Student Engagement Plan within University 101 courses.

- Change you made that reduced duplication of effort – The Office made several changes to reduce or avoid duplication of services with other units including:
  - Combined the Major and Information Fair with Pre-Advising to make it easier for advisors and academic units to participate. Combined spring Major and Information Fair with Undergraduate Admissions Bridge Day, held in February 2011.
  - Encouraged the consolidation of peer leadership resources including training materials, a common nomination form, promoting the use of JobMate.
  - Transitioned the work of linked course learning communities in order to better align the initiative with University Housing’s mission and strategic goals
  - Shared an administrative assistant with the Academic Centers of Excellence to reduce duplication and offset costs.
- Anticipated event or situation that may significantly affect the work of the unit
  - It is anticipated that the office will move to Patterson Hall in the summer of 2011.
- Affect the increased size of the first-year class had on the unit’s delivery of services
  - The increased size of the freshman class did not dramatically affect the services or functions of the Office of Student Engagement.

**Departmental Goal 1:** Increase students’ engagement in intentional and integrative learning experiences to optimize student retention and persistence.

**Analysis of Goal Achievement:**

Evidence of goal achievement from the 2010-2011 academic year can be seen in several ways including: increased participation in high impact activities, increased recruitment and promotional activity, and through initial quantitative and qualitative assessment data. The year saw increased student participation in student engagement planning, sophomore initiatives, and peer leadership activities. 330 students requested student engagement coaching appointments in the fall which represents an approximately 25% increase from the 249 requested 2009-10. We anticipate this number will increase even further in upcoming year as Engagement Planning was encouraged as a possible implementation technique for the University’s Quality Enhancement Plan: USC Connect. Establishing partnerships between the Academic Centers for Excellence (ACE) pre-advising initiative, Student Success Center Cross-Campus Advising Office, and The Office of Student Engagement’s Sophomore Initiative, led to an increased number of students who participated in the fall 2010 Major and Information Fair for first and second-year students. Students specifically commented “this fair helped me get the information I needed about my intended major, thank you,” and “super helpful.” Over 100 peer leaders attended the first ever peer leadership mixer which was designed to recognize the specific efforts of peer leaders on campus and provide opportunities for these students to network together. Survey results indicated that 86.3% would attend another peer leader event in the future and 91% felt more valued as a peer leader by the University of South Carolina as a result of attending the peer leader mixer. 15 peer leaders attended a professional development workshop hosted by the Office of Student Engagement. The Peer Leadership Advisors Network (PLAN) met monthly to continue to explore ways to enhance the peer leadership experience at Carolina. In February the Office of Student Engagement conducted the 4<sup>th</sup> annual peer leadership survey. The survey was sent to 841 students who serve as peer leaders at the University of South Carolina and 361 responded, a 43% response rate. Results indicate that students who are peer leaders perceive serving in their position contributed positively to their overall experience at USC, led to increased knowledge of University services, increased comfort with guiding others in decisions making, and increased interactions with diverse groups of students.

The Office of Student Engagement also saw increased recruitment and promotional activity of high impact practices. 29 Presentations were given regarding the National Student Exchange (NSE) representing an almost 300% increase over the fall of 2009. In spite of increased marketing efforts however, only 10 students were placed for the 2011-2012 academic year during the National Student Placement Conference, held in Portland,

ME in March. NSE presentations were given in 13 University 101 sections. Marketing and recruitment efforts for other events such as the sophomore beach bash, and Mutual Expectations remained strong.

Initial assessment data of Office of Student Engagement initiatives indicated students' growth and development in a number of key areas. Qualitative data from 2 linked course learning communities indicated that these clusters provided students the opportunity to build connections quickly and deepened their understanding of course content. For example one student shared "My experience with the linked U101 and English 101 class was honestly the best academic experience of my first semester. My other classes were boring, impersonal, and tough. Although the classes weren't exactly easy, especially managing all of the writing, at least I felt like I was getting something out of them. I made some really great friends, got to know my teachers as actual people, and got the personal attention that is hard to find at such a large university." Another student indicated "Additionally, I really liked when we did things that related to the English class in U101. I especially enjoyed the days where we watched the documentary and then made up songs pertaining to Harry Potter. I thought it was really fun that we got to incorporate the things from English into u101." Research has shown that the ability to develop social networks, get to know faculty and staff, and make connections between courses are important factors in promoting student retention. Data continues to indicate the value of promoting Undergraduate Research in the first-year experience. 18 undergraduate participated in the 8 week, not-for-credit Discover seminar that was designed to introduce students to undergraduate research. Pre-post tests indicate that students' had statistical gains in their confidence to engage in undergraduate research, awareness of their personal research goals, and ability to find a faculty mentor for their specific research projects. These types of opportunities should continue to be promoted and expanded at the University. 99% of students and faculty who participated in the Mutual Expectations program designed to promote faculty-student interaction perceived the program to be helpful. Students indicated that as a result of their participation they will respect and appreciate faculty more. National research suggests that faculty student interaction is a key indicator of student satisfaction and academic success. Therefore these initiatives continue to be a valuable way to promote student engagement and retention at the University of South Carolina.

- **Initiative 1a:** To promote students' purposeful reflection and structured planning regarding their campus engagement through use of the Student Engagement Plan (SEP).
  - Key Performance Indicators (KPI)**
    - Increase the number of Student Engagement Plan appointments in the Academic Center for Excellence (ACE) as compared to 2009-10.
      - As of May 2011, 330 students indicated on ACE intake forms that they wanted to talk about the Student Engagement Plan (SEP) during their meeting with an ACE Coach. This represented a 25% increase from the 249 appointments reported for 2009-2010.
      - The Office of Student Engagement partnered with the Opportunity Scholars Program to have ACE sessions that introduced the SEP and USC's engagement resources to 54 students.
      - 77 students completed SEPs within a specific University 101 course.
    - Describe students' perceived impact of the SEP on their involvement from qualitative focus groups and document analysis collected through a variety of sources.
      - 19 Students in one section of University 101 used a part of their final exam to help make connections between the within and beyond the classroom activities and develop a mind map to represent their learning. Specific themes that emerged from this assignment are available upon request from the Office of Student Engagement and have been utilized to assess and revise the Student Engagement Plan.
    - Increase ACE coaches perception of the value of utilizing the SEP in their coaching sessions from 2009-10 to 2010-11.
      - 57% of those ACE coaches who responded to the end of year survey utilized the Student Engagement Plan at least once in coaching students during the 2010-2011 academic year.

- Coaches' perceptions about the plan will be utilized to revise training for ACE coaches in the fall of 2011.

- **Initiative 1b:** Facilitate a high quality National Student Exchange (NSE) program for all students and increase the number of outgoing University of South Carolina students participating in the exchange program for the 2011-2012 academic year.

#### KPI

- Increase in the number of recruitment activities for the National Student Exchange from the 2009-10 academic year including University 101 presentations, residence hall presentations, information sessions, and other outreach events.
    - From August 2010 to May 2011, the following presentations were made:
      - 13 University 101 class presentations, reaching more than 260 students
      - 8 Informational sessions at various campus locations including the Russell House and residence halls, reaching 8 students
      - 3 presentations at student organization meetings, reaching over 60 students
      - Distributed fliers and magnets to 5 additional University 101 classes, reaching nearly 100 students
      - 100 fliers passed out on Greene Street and in Russell House
      - 4 Table at the Major and Information Fair, Study Abroad Fair and Student Organizational Fair in fall 2010 and spring 2011– received 99 email addresses to add to distribution list, spoke to many more students
      - 4 recruitment emails to 276 students on the NSE interest distribution list.
      - Distribution of 9 departmental-specific posters in the residence hall (total of over 100 posters)
      - Held 1 office drop in day.
      - One article on the NSE program was highlighted in *The Daily Gamecock*
  - Increase the number of USC students participating in the exchange from 8 in 2010-11 to 20 in 2011-12.
    - As of May 21, 2011 there are 10 USC students participating in the National Student Exchange during 2011-12 for a total of 13 semesters.
    - 6 Students will attend the University in 2011-2012 representing 11 semesters
  - Describe incoming and outgoing NSE students' perceptions in the change of their learning over time that occurred during their semester or year-long NSE exchange through utilizing pre-post surveys.
    - Data will available over the summer of 2011
  - Describe students' perceptions of the longitudinal impact of participating in NSE and the likelihood of their future involvement in study abroad or other high impact activities.
    - Data will available over the summer of 2011
  - Describe both incoming and outgoing students' experience in the National Student Exchange through the use of qualitative focus groups.
    - Data will available over the summer of 2011
  - Track GPA data from students' participation in the program to document their academic success and explore a mid-term grade report.
    - The fall semester average GPA for in-coming NSE students was 2.95.
    - The spring semester average GPA for in-coming NSE students was 3.16
- **Initiative 1c:** Increase the satisfaction, engagement, and connection of sophomore students to the University of South Carolina through intentionally developed initiatives designed to meet their needs as they transition into the second-year of college.

#### KPI

- Increase attendance and student satisfaction for second-year students as reported through survey instruments implemented at various sophomore events.
    - Summer sophomore newsletter was sent to 4400 students in July of 2010.
    - A sophomore survey was sent to all second-year students at the University in November 2010. Satisfaction data from the survey should be available in the summer of 2011.
    - Approximately 150 students attended the Sophomore Beach Bash welcome back event.
    - Approximately 300 students attended the fall and spring Major and Information Fairs.
      - 69 students were surveyed at the fall 2010 Major and Information Fair. Of the students who wrote in comments about the fair, some comments said:
        - This fair helped me get the information I needed about my intended major, thank you
        - Super helpful
  - Compare themes of the sophomore year experience at USC through the use of qualitative focus groups to influence program development, and students' connection to the University.
    - Sophomore focus groups were not conducted during the 2010-11 academic year
  - Increase the number of sophomores who have completed or are committed to participate in high impact activities through the Office of Student Engagement such as: service-learning, the National Student Exchange, and Mutual Expectations.
    - The Office of Student Engagement is currently working to gather and analyze this data for the 2010-11 academic. It is anticipated that it will be available in the fall of 2011.
- **Initiative 1d:** Implement linked course learning communities to support first-year student academic success and integrative learning.
    - KPI**
      - Increase student perception of content mastery and other learning outcomes such as social gains over time as reported on a pre-post survey instrument of students in linked course learning communities compared to a control group and whether their participation increased the likelihood of their participation in another high impact activity.
        - Pre-post data indicated that students felt a stronger sense of community with students in their learning community more than students in their high school courses.
        - Qualitative feedback from students about their linked course learning community indicated they felt a high degree of connection to other students in the course and perceived that the community had a positive impact on their transition to the University of South Carolina. Specific themes can be provided by contacting the Office of Student Engagement.
      - Track GPA, retention, and persistence for learning community vs. non-learning community students.
        - GPA, retention, and persistence will not be tracked for this cohort due to the transition in program administration from Student Engagement to University Housing.
      - Increase number of students participating in linked course learning communities annually.
        - Two sets of linked courses were offered in Fall 2010, involving 4 freshmen courses
        - 31 freshmen students enrolled in these linked courses
        - This is down from the 2009-10 year, where there were 3 sets of linked courses with 56 freshmen participating.

- Planning for fall 2011 linked courses is already underway with the goal of hosting 10 linked course clusters in the fall of 2011. Linked courses will now be overseen by Residential Learning Initiatives within University Housing.
- Report faculty perception of teaching in a linked course and observed gains of students.
  - This data was not collected for the students participating in fall linked courses.

- **Initiative 1e:** Centralize peer leadership recruitment, training, and assessment through the Peer Leadership Advisors Network to promote collaboration among campus stakeholders.

#### **KPI**

- Report data from the 4<sup>th</sup> annual peer leadership survey and compare with results from the National Resource Center's national survey of peer leadership.
  - Students' perceptions of their peer leadership experience remained strong based upon data from the 2011 peer leadership survey. The survey was sent to approximately 840 peer leaders who had been identified as students who were selected and trained to provide educational services for their peers. 361 students responded to the survey for a 43% response rate. This represents a 47% increase from the 2009-10 survey. A complete report is available from the Office of Student Engagement.
- Describe students learning as a result of their peer leader experience through the use of focus groups.
  - Qualitative focus groups were not conducted in the during the 2010
- Report peer leader advisor perceptions of the effectiveness of the Peer Leadership Advisors Network initiatives.
  - Over 800 undergraduate students were invited to the first Peer Leader Recognition Mixer on November 9<sup>th</sup>, 116 people attended the event.
  - A StudentVoice survey was sent out after the mixer to the 116 who attended. 100% of the respondents felt the Peer Leader Mixer focused on recognition of peer leaders. 86.3% would attend another peer leader event in the future. 90.91% feel more valued as a peer leader by the University of South Carolina community as a result of attending the peer leader mixer.
  - PLAN members reported that they felt the events planned for peer leaders were incredibly effective. The events met the concerns of the students and provided development opportunities. The advisors suggested allowing students from PLAN groups to present at PLAN meetings and for advisors to be able to lead small parts of meetings. These occurrences will provide professional development opportunities for both staff and students
  - A professional development workshop for peer leaders was held in April of 2011 with 15 undergraduate peer leaders in attendance. The focus of the workshop was helping represent their peer leader experience in their job search and the appropriate use of social media as a peer leader.
- **Initiative 1f:** Promote undergraduate research through students' participation in Discover, Residential mini-grants, Magellan Explorers, and Discovery Day.
 

#### **KPI**

  - Increase the number of students participating in Discover, Residential mini-grants, Magellan Explorers, and Discovery Day from 2009-10 to 2010-11.
    - This data will be reported by the Office of Undergraduate Research
  - Report students' perceptions of learning through the use of pre-post survey data from Discover seminar.
    - 18 undergraduate students enrolled in the Fall 2010 course, through pre/post surveys these students reported:

- In pre-tests 33% were confident-very confident about participating in UR. In post-test this increased to 100%.
    - In pre-tests 27% were aware/very aware of their personal research goals, this increased to 85% in post-tests.
    - 22% felt they were knowledgeable/ very knowledgeable about how to use the library to engage in research in pre-tests. This increased to 85% in post-tests.
    - Just 16% felt knowledgeable/ very knowledgeable about how to find a faculty member in pre-tests, this increased to 100% in post-tests.
  - Increase student satisfaction with undergraduate research opportunities.
    - Data will be collected and reported in the Office of Undergraduate Research's Performance Blueprint
  - Increase student satisfaction with Discovery Day.
    - Data will be collected and reported in the Office of Undergraduate Research's Performance Blueprint
  - Track number of students who engage in undergraduate research after participating in Discover seminar.
    - Data will be collected and reported in the Office of Undergraduate Research's Performance Blueprint
- **Initiative 1g:** Increase faculty-student interaction beyond the classroom through the Mutual Expectations program.
  - Increase the number of students and faculty participating in Mutual Expectations.
    - Three Mutual Expectations workshops were held in 2010-2011, with a total of 50 students and faculty participating.
  - Describe students and faculty members' self-perceived learning and gains from Mutual Expectations through the use of end of session surveys.
    - 99% of student and faculty attendees reported that they thought the workshop was very helpful or helpful.
      - Faculty and students learned that they must work together to have a great learning environment. Additionally, both agreed to be more considerate of the input of the other.
      - Faculty suggested that students have "changed" less than generational thinkers propose and that they do care about their learning
  - Report students' satisfaction through end of session surveys.
    - Satisfaction surveys also concluded the following:
      - Students as a group defined the meaning of academic integrity and which produced a better understanding
      - Student perceived that as a result of being able to talk and interact with faculty outside of the classroom, they will respect and appreciate faculty more.
  - Qualitative feedback from students and faculty when asked about what they gained from the Mutual Expectations Workshop experience included:
    - I learned what teachers expect from student. In order for them to reach students' expectations, students must put forth the effort and meet teachers halfway. I will continue to actively engage in my classes.
    - I will critique my behavior in classroom during the semester.
    - I received really good insights from students about their expectations of faculty.
    - I learned that we both (teachers and students) have similar concerns as far as what to expect in the classroom.
    - Importance of continuous feedback. I will seek feedback more often.

**Departmental Goal 2:** Facilitate and encourage faculty development and involvement in initiatives to support student engagement and integrative learning at the University of South Carolina.

**Analysis of Goal Achievement:**

Achievement of Departmental Goal 2 can be seen through the attendance of faculty at Office of Student Engagement events and through quantitative and qualitative assessment data. The Office of Student Engagement interacted with over 132 faculty during 2010-2011 the same number as in 2009-2010. Faculty participated in events such as 3 Mutual Expectations workshops, the Community Partner Breakfast, and 8 service-learning workshops. Faculty perception of these events was positive. 60% of those who attended the Community Partner Breakfast indicated they had made at least one connection that would lead to a potential partnership in the future.

The Office of Student Engagement's partnership with the Center for Teaching Excellence remains strong. In 2010-2011 the Office partnered with CTE on 8 events including 3 Mutual Expectations workshops and 5 service-learning events. The Offices also co-sponsored 10 service-learning course development grants for faculty which provided \$3600 for faculty to incorporate service-learning pedagogy into new or existing academic courses at Carolina. The recipients are from the following disciplinary backgrounds: Mechanical Engineering, Technology Support and Training Management, Nursing, Languages, Literatures, and Cultures, Education, Business at USC Sumter, Social Work, Psychology, Health Promotion Education and Behavior, and Political Science.

- **Initiative 2a:** Partner with the Center for Teaching Excellence (CTE) to provide instructional support for faculty related to service-learning, linked courses, creating mutual expectations with students, and integrative learning.

**KPI**

- Describe faculty satisfaction with the training and the likelihood of implementing ideas from CTE/OSE joint events into their classroom.
    - This data was not assessed on follow-up surveys sent out after these events and therefore will not be reported in this Blueprint.
  - Increase the number and disciplinary background of faculty participants.
    - In the spring of 2011 the Office of Student Engagement in partnership with the Center for Teaching Excellence to offer 10 service-learning course development grants. The 10 recipients are from the following disciplinary backgrounds: Mechanical Engineering, Technology Support and Training Management, Nursing, Languages, Literatures, and Cultures, Education, Business at USC Sumter, Social Work, Psychology, Health Promotion Education and Behavior, and Political Science.
  - Increase the number of joint events and topics covered.
    - Eight joint events were hosted with the CTE in 2010-2011. Five workshops were hosted for faculty on service-learning topics including, how to build and maintain strong community partnerships with local service agencies and an overview of service-learning. Also three Mutual Expectations workshops were hosted, one focused on general academic/classroom expectations and one relating to Academic Integrity.
- **Initiative 2b:** Increase faculty participation and satisfaction in Office of Student Engagement events such as the Community Partner Breakfast, Mutual Expectations, linked courses, and other faculty student interaction initiatives that promote their understanding about integrative learning and engagement.

**KPI**

- Report faculty satisfaction with the event and the likelihood of implementing ideas into their classroom.
  - 60% of those who responded to the Community Partnership Breakfast survey indicated they had made at least one connection at the breakfast that could lead to a potential partnership in the future.
- Report faculty perceptions of the value of these events on students learning.
  - Data available in summer of 2011
- Increase the number and disciplinary background of faculty participants.
  - In the spring of 2011 the Office of Student Engagement in partnership with the Center for Teaching Excellence to offer 10 service-learning course development grants. The 10 recipients are from the following disciplinary backgrounds: Mechanical Engineering, Technology Support and Training Management, Nursing, Languages, Literatures, and Cultures, Education, Business at USC Sumter, Social Work, Psychology, Health Promotion Education and Behavior, and Political Science.
- Increase the number of events and topics covered.
  - During the 2010-2011 academic year there were 3 Mutual Expectations Workshops held across campus in which 23 faculty members served as table facilitators or general participants.

**Department Goal 3:** Coordinate and increase the level of intentional academic service-learning (SL) opportunities at the University of South Carolina.

#### **Analysis of Goal Achievement:**

During 2010-2011, 41 sections of 37 courses were identified as service-learning classes. This is a 14% decrease from the 2009-2010 academic year. Service-learning classes were featured in 17 different academic departments. Enrollment in service-learning classes was estimated at 531 students in the fall semester and 708 students in the spring for a total of 1239 students for the academic year a 46% increase from 2009-2010. Service-learning was incorporated into several sections of large lecture courses in the spring semester which allowed for the increase in the number of students who participated while the overall number of courses decreased. Currently there is no service-learning course indicator within the USC course catalog. The Office of Student Engagement, therefore, calculates the number of courses based off of the information we receive from academic units and what has been incorporated in previous semesters.

Students' perceptions of their learning from these courses in the fall of 2010 were captured on pre-post surveys. Survey results indicate positive but not statistically significant gains in concepts such as "being involved in a program to improve my community is important", "courses in school make me think about real life in new ways", and "volunteerism/community service has been an integral part of my life up to this point." Pre-post assessment data from spring courses will be available in the summer of 2011.

The number of service-learning professional development events is increasing. This year the Office of Student Engagement hosted 8 service-learning events including a Poverty Roundtable (27 participants), Community Partner Breakfast (150 participants), CTE Building Partnerships (13 participants) and CTE Mini Grant Workshop (11 participants), Building Community Roundtable (12 participants), Service-Learning Course Development Grant Cohort Meeting #1 (12 participants), Service-Learning Course Development Grant Cohort Meeting #2 (9 participants), Community Engagement Task Force Service-Learning Workgroup (8 participants). In the 2010-2011 academic year, 8 service-learning events were hosting, representing a 25% increase from the 2009-2010 academic year in which OSE hosted 6 events. Recruitment for the third annual Community Partner Breakfast increased from 130 in 2009 to 180 in 2010, an increase of 27%. However, despite the increased number of RSVP's, attendance numbers (150) stayed identical to last year's event. At the 2010 Community Partner Breakfast, 40 faculty members from 19 departments attended the event. This is an increase of 10

departments from 2009. Both faculty and departmental participation increased by 52% from 2009 to 2010. Initial participant satisfaction with the breakfast was extremely positive, however, data regarding the impact of the breakfast will be available in the spring 2011 semester.

Through the University's membership in the South Carolina Campus Compact, The University of South Carolina was awarded approximately \$30,000 through an Ameri Corps-United Way Healthy Families grant. Eligible students who complete 300 hours of service to the community by July 31, 2011 will be eligible for an \$1,100 educational award through AmeriCorp. In addition, Drs. Karen Heid and Tasha Laman were recipients of the 2010 SC Education Oversight Literacy Award for their service-learning course taught in the spring 2010. The award will provide \$10,000 for continued program development.

As a result of our assessment data several significant changes will occur for the next academic year. First our pre-post assessment instrument will be revised. Initially based on a national service-learning instrument, our pre-post survey was adapted to focus specifically on the issues of school-connected and civic engagement. However, with the University's increased emphasis on the Carolina Core and USC Connect learning outcomes our assessment must be adapted to better reflect students' perceptions of the influence of service-learning on these outcomes. At the same time better input data must be gathered on the types of students who are participating in these courses and the nature of the courses themselves. In the past it has been difficult to obtain this data through our current legacy system, however, with the University's implementation of Banner we believe our Office is in a better position to understand and track these and other input variables to better understand what student population actually participates in service-learning courses. Qualitative assessment data stemming from interviews with community agency representatives, indicates a need for continued emphasis providing quality orientation for students prior to visiting their volunteer locations and along with providing more consistent communication between the University and the community. Faculty development workshops for the upcoming academic year will focus more on preparing and orienting students prior to their volunteer experience.

### **Goal 3 Key Performance Indicators**

- Report whether student participation in service-learning affects their overall learning and retention to the University.
  - Due to the nature of collecting this data tracking student retention will not be possible for this previous academic year.
- Describe the relationship between student participation in service-learning and the likelihood of future involvement in other related experiences.
  - Based on information gathered from a total of 222 students in the fall of 2010 students are likely to participate in Service-learning courses (and presumably similar experiences) after completing their fall course experience.
    - 54.25% of students surveyed would recommend Service-Learning courses to their peers.
    - 59.78% of students surveyed would take another Service-Learning course at USC.
- Increase the number of students and faculty participating in service-learning through the University of South Carolina.
  - During the 2010-2011 academic year, 41 sections of 37 courses were identified as service-learning classes. This is a 14% decrease from the 2009-2010 academic year. Service-learning classes were featured in 17 different academic departments. Enrollment in service-learning classes was estimated at 531 students in the fall semester and 708 students in the spring for a total of 1239 students for the academic year a 46% increase from 2009-2010.
- Report estimated community impact from University's service-learning efforts on within specific agencies and throughout the South Carolina.

- 60 agencies (40 agencies attended the Community Partner Breakfast. 20 partners were then added to this number to account for community partners working with service-learning classes)

- **Initiative 3a:** Provide appropriate faculty support through trainings, workshops, and development opportunities that respond to a wide range of faculty experience levels and approaches to service-learning.

#### **KPI**

- Increase the number of service-learning specific training workshops and professional development events hosted.
  - Poverty Roundtable (27 participants)
  - Community Partner Breakfast (150 participants)
  - CTE Building Partnerships (13 participants)
  - CTE Mini Grant Workshop (11 participants)
  - Building Community Roundtable (12 participants)
  - Service-Learning Course Development Grant Cohort Meeting #1 (12 participants)
  - Service-Learning Course Development Grant Cohort Meeting #2 (9 participants)
  - Community Engagement Task Force Service-Learning Workgroup (8 participants)
- Report faculty satisfaction with the training and the likelihood of implementing ideas from events into their classroom.
  - Throughout the 2010-2011 academic year, 8 service-learning events and workshops were held to benefit faculty as well as community partners and students. In particular, 2 Service-Learning Course Development Grant Cohort Meetings were held to help faculty enhance their service-learning courses that will take place in the 2011-2012 academic year. The OSE aims to improve service-learning courses through such workshops.
- Increase the number and disciplinary background of faculty participants.
  - At the 2009 Community Partner Breakfast, 19 faculty from 9 departments attended the event. At the 2010 Community Partner Breakfast, 40 faculty members from 19 departments attended the event. This is an increase of 11 departments. Both faculty and departmental participation increased by 52% from 2009 to 2010.
  - In the spring of 2011 the Office of Student Engagement in partnership with the Center for Teaching Excellence to offer 10 service-learning course development grants. The 10 recipients are from the following disciplinary backgrounds: Mechanical Engineering, Technology Support and Training Management, Nursing, Languages, Literatures, and Cultures, Education, Business at USC Sumter, Social Work, Psychology, Health Promotion Education and Behavior, and Political Science.

- **Initiative 3b:** Promote students' academic learning and civic engagement through service-learning courses.

- Report students' perceptions of their learning through the use of pre-post surveys.
- According to our Pre and Post Service-Learning Assessment data students perceived:
  - When given the statement, "My achievement level is often determined by chance" the mean student response increased from 1.56 (pre) to 1.68 (post).
  - "I have a realistic understanding of the daily responsibilities involved in the jobs (careers) in which I am interested" increased after service-learning experiences from a mean of 3.28 to a mean of 3.39.
  - "Being involved in a program to improve my community is important" rose by .13 in mean answers from pre to post.

- “Courses in school make me think about real life in new ways” increased from a mean of 2.91 to a mean of 3.01.
- The responses to “It is necessary to volunteer my time to people in need” had a mean increase of .11 from pre to post.
- The mean response for the statement “Volunteerism/Community service has been an integral part of my life up to this point” increased from 2.63 (pre) to 2.90 (post).

Although not statistically significant, these results indicate that students are learning from and enjoying their Service-Learning Experiences.

- Compare students’ perceptions of their learning in 2010-11 with data from 2009-10
    - Data is unavailable until summer of 2011.
  - Utilize focus group data to analyze students’ experiences in service-learning courses.
    - Focus groups were not conducted during this academic year.
- **Initiative 3c:** Provide support and development opportunities for USC administrators or departments seeking to integrate service-learning into curriculum or program design.

#### **KPI**

- Increase the total number of service-learning courses at USC.
  - During the 2009-2010 academic year, 54 sections of 43 courses were identified as service-learning classes. This is an increase of over 41% from the 2008-2009 academic year. Service-learning classes were featured in 25 different academic programs representing 10 of the university’s 13 colleges and schools. Enrollment in service-learning classes was reported at 576 students in the fall and 222 in the spring for a total of 798 students for the academic year.
  - During the 2010-2011 academic year, 41 sections of 37 courses were identified as service-learning classes. This is a 14% decrease from the 2009-2010 academic year. Service-learning classes were featured in 17 different academic departments. Enrollment in service-learning classes was estimated at 531 students in the fall semester and 708 students in the spring for a total of 1239 students for the academic year a 46% increase from 2009-2010.
- Increase the number of departments and units collaborated with during 2010-11 academic year through service-learning initiatives.
  - 17 departments through service-learning courses
  - 40 faculty members from 19 departments attended the Community Partner Breakfast
  - In Fall 2010, OSE held 4 service-learning trainings and networking events. Attendance at these events for faculty totaled about 64. At least 19 departments participated in these events
    - Poverty Roundtable (10 faculty)
    - Community Partner Breakfast (40 faculty)
    - CTE Building Partnerships (7 faculty approx.)
    - CTE Mini Grant Workshop (7 faculty approx.)
      - Departmental data is still in the process of being collected from the CTE. Current numbers for CTE events are estimates.
      - OSE partnered with at least 19 departments through these events.
  - In Spring 2011, OSE held 4 service-learning trainings and networking events. Attendance at these events for faculty totaled about 31. About 12 departments participated in these events
    - Building Community Roundtable (12 participants)

- Service-Learning Course Development Grant Cohort Meeting #1 (8 faculty members)
  - Service-Learning Course Development Grant Cohort Meeting #2 (5 faculty members)
  - Community Engagement Task Force Service-Learning Workgroup (6 faculty members)
- Increase attendance at Community Partner Breakfast (CPB).
  - Recruitment for Community Partner Breakfast participants was increased from 130 in 2009 to 180 in 2010, an increase of 27%. However, despite the increase of participant recruitment, our attendance numbers stayed identical at 150 participants in both 2009 and 2010.
- Increase the number of SL partnerships that were created after the CPB.
  - In a survey facilitated in February 2011, 39 people representing 29% of the total Breakfast population responded. In that survey, 87% of respondents said they were able to identify partners for their work. 58% of respondents said they contacted someone they met at the event. Of those who have made connections, 75% have planned an event or collaboration
- **Initiative 3e:** Increase the amount of financial support for service-learning through grants and donations.

#### **KPI**

- Increase in the number of external dollars created to support service-learning through alumni, corporations, and external grant-making organizations.
  - Through the South Carolina Campus Compact, The University of South Carolina was awarded approximately \$30,000 through an Ameri Corps-United Way Healthy Families grant. Eligible students who complete 300 hours of service to the community by July 31, 2011 will be eligible for an \$1,100 educational award through AmeriCorp.
  - Drs. Karen Heid and Tasha Laman were recipients of the 2010 SC Education Oversight Literacy Award for their service-learning course taught in the spring 2010. The award will provide \$10,000 for continued program development.