

2011 Blueprint for Service Excellence

University 101 Programs

University of South Carolina Columbia

May 25, 2011

University 101 Programs 2010-11 Blueprint

Departmental Vision Statement

University 101 Programs strives to be an exemplar of innovative, collaborative, and integrative learning and recognized as the leader in first-year and transition seminars, peer education, and professional development.

Departmental Mission Statement

The mission of University 101 Programs is to foster student success and engagement by providing academic courses, leadership opportunities, and instructor development in support of students' transition into, through, and out of the University.

Unit Overview

University 101 Programs is an academic unit at the University of South Carolina that supports students' transition into, through, and out of their college experience. Created in 1972 as a means of fostering dialogue between faculty and students, the course has evolved into an extended orientation for students. Over the years, the unit has also grown and expanded to meet changing student and institutional needs and now includes a total of four courses:

- *The Student in the University, University 101*, the new student seminar with its accompanying training for instructors, peer leaders, and graduate leaders;
- *Fundamentals of Inquiry, University 201*, an introduction to the historical foundations, ethics, essential components, and methodologies of inquiry;
- *Special Topics in the Residential College, University 290*, an interdisciplinary seminar for residential college students;
- *Senior Capstone Experience, University 401*, a seminar emphasizing the transition from undergraduate studies to graduate school or the students' chosen careers.

Staffing: University 101 Programs and the National Resource Center for The First-Year Experience and Students in Transition comprise a functionally integrated department. Employees in the department totals 33: 10 professional/exempt classified and unclassified employees, 9 non-exempt/support and technical staff, 7 temporary and/or part-time employees, 5 graduate assistants, and 2 undergraduate student assistants. Of these, University 101 has 6 employees fully dedicated to the program and an additional 8 employees are shared with the National Resource Center for The First-Year Experience and Students in Transition.

Our office supports the work of more than 160 instructors and 140 peer and graduate leaders to provide course instruction, mentoring, and support for over 3800 students each year.

Funding: The department is supported primarily by institutional A funds. Although the courses in the department generated in excess of \$3.8 million, the departmental A fund budget was only \$1,907,630 for the 2010-2011 year. Of that, \$1,424,986 was in

permanent funding, and the balance was comprised mostly of carry-forward funds (\$297,476) and special allocations from the Office of the Provost (\$162,400).

Mission Fulfillment

University 101 Programs had a very successful year. While enrollment in UNIV 101 for fall 2010 increased by 18% from the previous fall (from 2914 to 3441), and the average class size increased from 17.5 in 2008 to 21.5 in 2010, the quality of the course continued to improve, as evidenced by (1) improvements on all 15 factors on the First-Year Initiative Survey; (2) the 657% increase in the number of nominations for the Award for Outstanding Teaching in University 101 (from 28 to 212); and (3) the increase in students reporting that the course was valuable (from a mean of 3.94 in 2009 to 4.09 in 2010). In addition, our faculty development program was recognized by the National Association of Student Personnel Administrators (NASPA), who awarded University 101 with the Gold Award in Excellence in 2011 for the category of "Administrative, Assessment, Information Technology, Fundraising, Professional Development and related." Our submission, "University of South Carolina's University 101 Program Instructor Development Process" was selected from among the 10 category gold honorees as Grand Silver in the 2011 NASPA Excellence Awards program. Moreover, our Peer Leader program was successful in recruiting more student leaders. We had a 135% increase in the number of peer leader applications from 2009 to 2010 and we anticipate a 48% increase in the total number of peer and graduate leaders serving in University 101 for fall 2011.

We are confronted with several challenges with the UNIV101 course, including recruiting enough qualified instructors to meet the demand for the course, managing the increased class size from an average of 17.5 in 2008 to 21.5 in 2010, finding enough suitable classroom space, managing the sign up process for campus partner presentations in UNIV101, and having enough resources to meet the emerging needs and demands placed on the program, including our commitment to USC Connect.

Contextual Statement

University 101 Programs has four primary core functions: (1) the UNIV 101 course, (2) our other academic courses (201, 290, and 401), (3) faculty development, and (4) the peer/graduate leader program. Below are the relevant demographics for each core function.

- 1) UNIV 101 accommodated record enrollment in 2010-11. 3597 students enrolled in 167 sections of UNIV 101 on the Columbia campus during the 2010-11 academic year. This is a 20% increase from 2009-10, when 2996 students enrolled in 152 sections. The average class size increased from 17.5 to 2008 to 21.5 in 2010. See Figure on page 9 for a five-year enrollment trend analysis.
- 2) Enrollment in UNIV 201, 290 and 401 has increased by 52% over the past two years, from 144 in 12 sections in 2008-09 to 205 in 19 sections in 2009-10 to 219 students in 18 sections in 2010-11. The breakdown by course for 2010-11 was as follows:

| <u>Course</u> | <u>Sections</u> | <u>Enrollment</u> |
|---------------|-----------------|-------------------|
| UNIV 201 | 2 | 17 |
| UNIV 290 | 10 | 78 |
| UNIV 401 | 6 | 124 |
| TOTAL | 18 | 219 |

3) University 101 Programs utilized 146 different instructors to teach the four courses. Of the 142 instructors that taught University 101 in 2010-11:

- 20% had a Doctorate and 80% had a Master’s degree.
- 48.5% worked in the Division of Student Affairs.
- 87% were staff/administrators; 8.5% were faculty; and 4.5% were other (eg: retired, Ph.D. student).

4) UNIV 101 incorporated 99 peer and graduate leaders to help co-instruct the course in fall 2010. This is down from 121 in 2009. Fortunately, we anticipate these numbers will rebound significantly in 2011, as we expect 147 peer and graduate leaders to serve. **Thus, we have trained and will support 48% more student leaders.**

The work of University 101 Programs has been impacted by the increase in the size of the freshman class. We have had to increase the number of sections offered, which in turn increased the number of instructors and peer leaders needed to be recruited, trained, and supported. The program has also taken on new responsibilities as part of our involvement with USC Connect. While there were no major policy changes this year that have significantly impacted our work, our unit continues to be affected by the dual compensation policies relative to faculty employment. As such, the number of full-time tenure track faculty teaching in the program remains low.

University 101 Programs continues to collaborate with other units across campus. Our most significant partnerships this year have involved our participation in the Common Courses program (where students in sections of UNIV 101 are housed together and are co-enrolled in another academic course from Arts and Sciences), a partnership with Campus Life to provide funding for out of class events, and the use of campus partners to give presentations to UNIV 101 classes. In fact, we estimate that over 17 campus partners provided close to 900 presentations in fall 2010. In addition to these collaborations, our instructor cadre consists of faculty and staff from over 70 different departments or units on campus, which speaks to breadth of our involvement across campus.

We anticipate that our work in the coming year will be significantly impacted by USC Connect and the new Carolina Core.

Goal No. 1: Optimize student engagement and success by ensuring a high quality University 101 experience.

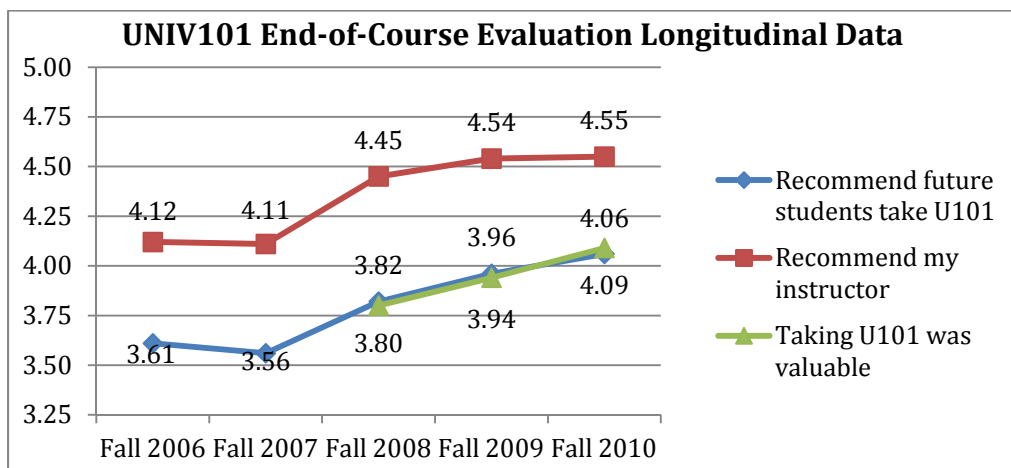
Performance Blueprint Analysis of Goal Achievement: For the second year in a row, great improvements were made in the quality of the UNIV 101 experience. Data from the end of course evaluation revealed that in comparison to previous years, more students reported that the course was valuable and that they would recommend it to others. See chart below for a breakdown of the data. The Overall Course Effectiveness factor (7-pt scale), as measured on the First-Year Initiative Survey (a national benchmarking instrument) improved significantly from a mean of 4.94 in 2009 to 5.21 in 2010. In fact, all 15 factors on this instrument increased from 2009 and 14 of the factors showed gains that were statistically significant. We are particular proud of these gains this year, given the increase in the number of students served and the increased class size.

These data help verify that the recent changes to the UNIV 101 curriculum and emphasis on faculty development have been successful. Moreover, using assessment to focus resources on the factors that lead a successful seminar experience, such as engaging pedagogies and usefulness of course readings, has resulted in a higher quality experience for our students. In addition, we are pleased to report that the out-of-class engagement factor of the FYI, which decreased in 2009, has shown a significant increase this year (from 4.76 to 4.97). It appears that the funds from Student Life to support out-of-class activities have worked to improve this important factor.

Aligned with Division Outcome: 1b (*Students are engaged in academic courses and in educationally purposeful activities beyond the classroom*). Initiatives within this goal that also meet other division outcomes are noted where applicable.

Overall Key Performance Indicator(s):

- 75.2% of students (M=4.09/5.00) in fall 2010 reported on the end of course evaluation that the course was a **valuable experience**. This is an increase from 70% (M=3.94) in 2009 and 66% (M=3.80) in 2008.
- 74.1% of students (M=4.06/5.00) in fall 2010 reported on the end of course evaluation that they would **recommend course to other students**. This is an increase from 70.5% (M=3.96) in 2009.

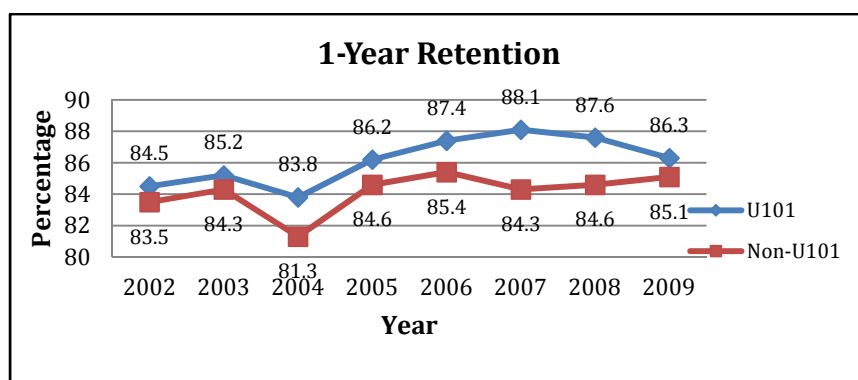


- **Overall course effectiveness**, as measured on the First-Year Initiative Survey improved from a mean of 4.86 in 2008 to 4.94 in 2009 to 5.21 in 2010. Our mean

on this factor was significantly higher ($p < .001$) than the mean of all participating institutions ($n=58$).

(This factor represents the degree to which students report that the course (a) included interesting subject matter; (b) contributed to their ability to succeed academically; (c) contributed to their ability to adjust to the college social environment; (d) covered topics important to the student; and (e) is one the student would recommend to other first-year students.)

- UNIV 101 students in fall 2009 earned **significantly higher one-year GPAs** than students who did not take the course (3.17 v. 3.11; $p=.03$).
- The **one-year persistence rate** of students who took UNIV 101 in fall 2009 was once again significantly higher than those that did not take the course (86.1% v. 85.1%; $p=.03$). The figure below depicts the comparison of rates from 2002-2009.



- Students who enrolled in University 101 in fall 2005 had a significantly higher 5-year graduation rate (68.2%) than students who did not take the course (63.2%). Lowest ability students who took University 101 in fall 2005 had a significantly higher 5-year graduation (56.9%) compared to the lowest ability students who did not take University 101 (36.9%), a difference of 42.6%!
- The National Survey of Student Engagement was not administered this year. Please see the 2009-10 Blueprint for the latest data from this survey.

KPI Methods: First-Year Initiative Survey (FYI) administered online through Educational Benchmarking Incorporated, end-of-course evaluations, National Survey of Student Engagement (NSSE), and student data from Office of Institutional Assessment and Compliance.

Initiative 1: Foster achievement of UNIV 101 course learning outcomes.

Other Division Outcome Served: 3b (*Results of systematic planning and assessment are used for innovative improvement of programs and services*).

Key Performance Indicator(s):

- University 101 made great gains on achievement of the new course learning outcomes that took effect in fall 2009. Improvements were

made on nearly every aspect from 2009 to 2010. In addition, we outperformed all other participating institutions (n=58) on every factor on the First-Year Initiative Survey. Our most successful outcomes included (1) recognizing the purpose and value of academic integrity, (2) advising and career planning, (3) developing positive relationships with faculty and peers, and (4) overall wellness. A full report of our learning outcomes assessment is available in the University 101 Programs office.

- In addition to indirectly assessing every learning outcome, our office assesses one learning outcome each year by using direct measures. In fall 2010, we assessed outcome *lb: Demonstrate how to effectively evaluate information sources and utilize University libraries and information systems for academic inquiry*. In partnership with the Thomas Cooper Library staff, we developed a pre- and post-test of students' knowledge regarding aspects of information literacy. Questions were based on standards and objectives set by the Association of College Research Librarians (ACRL). Our assessment focused on five categories of skills: 1) selecting finding tools; 2) searching; 3) retrieving; 4) evaluating; and 5) documenting. A random sample of 27 sections (out of 160 sections) was selected to participate in the assessment. After cleaning the data and merging the pre- and post-test datasets, 399 usable records remained for analysis. **University 101 students showed significant gains (scores increased by 13.4%) from the pre- to the post-test on the overall number questions that were answered correctly (from 62.5% to 70.9%, $p < .001$).**

KPI Methods: Measure achievement of learning outcomes indirectly through First-Year Initiative Survey (FYI), end-of-course evaluations, National Survey of Student Engagement (NSSE), and former student survey. Measurements utilized several lenses including standards-based, benchmarking, longitudinal, and comparison between participants and non-participants. In addition, a direct method was employed to assess the learning outcome on “information literacy.”

Initiative 2: Assess usefulness and perceptions of 2010-12 edition of *Transitions*, the common text for UNIV 101, and consider data in decision making for the 2012-14 edition. Begin work on 2012-14 edition according to production timeline.

Other Division Outcomes Served: 4a (*SA/AS develops and disseminates high quality publications, professional development events, and resources on student transition, learning, and success to both internal and external constituents*); **1c** (*SA/AS engages and collaborates with faculty on educationally purposeful activities*).

Key Performance Indicator(s):

- 3500 copies of *Transitions* were purchased through the University Bookstore.
- 57.5% of UNIV 101 students reported that *Transitions* was a valuable resource and 67% said that it was regularly incorporated into class discussion, activities, and assignments. Comparison data are not available. The Usefulness of Course Readings factor mean on the First-Year Initiative Survey increased significantly from 4.78 in 2009 to 4.93 this year. Data from the 2010 instructor survey indicated that 49.2% of instructors used *Transitions* in their classroom instruction and assignments “considerably” or “great deal.” Based on feedback from a focus group, instructors found the 2010-2012 edition to be a great improvement from 2009, but still struggle to find the best way to incorporate the text in the course. A session on how to use the textbook in class was offered at our faculty development conference on May 18.
- 91% of instructors (M=4.52) reported being satisfied with the new edition of the *Transitions* text, up from 82.5% in 2009.

KPI Methods: End of course evaluation administered in class, First-Year Initiative Survey administered online through Educational Benchmarking Incorporated, sales figures from the University Bookstore, and instructor survey administered through StudentVoice.

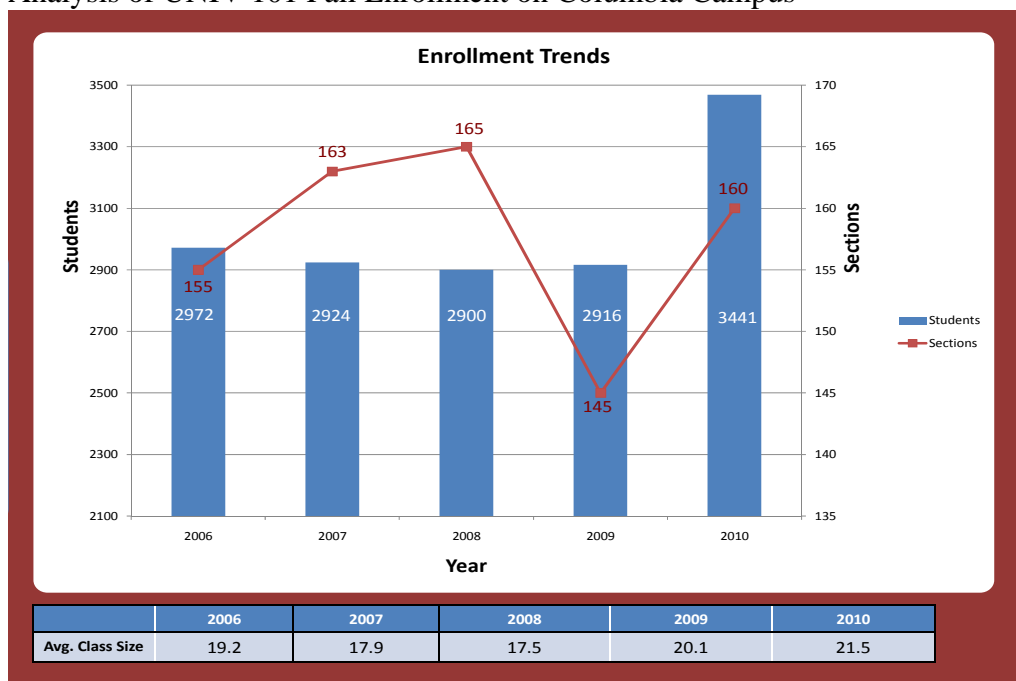
Initiative 3: Ensure a sufficient number and diverse array of UNIV 101 sections to accommodate enrollment demand.

Other Division Outcome Served: 1a (*Essential programs are effectively provided*).

Key Performance Indicator(s):

- 3447 students enrolled in 160 sections of UNIV 101 on the Columbia campus during fall 2010. This is an 18% increase from fall 2009, when 2914 students enrolled in 145 sections. In addition, 150 students enrolled in 7 sections during spring 2011.
- Average class size increased from 17.5 to 2008 to 21.5 in 2010.

Analysis of UNIV 101 Fall Enrollment on Columbia Campus



- 16 varieties of sections were offered, including general, Capstone, pre-med, journalism, education, etc. Below is an enrollment summary for fall 2010 by section type.

| Type | Sections | Enrollment |
|------------------|----------|------------|
| General | 101 | 2220 |
| Major Specific | 28 | 606 |
| Capstone/Preston | 22 | 443 |
| TRIO | 5 | 102 |
| Transfer | 4 | 76 |
| | 160 | 3447 |

- 862 students enrolled in UNIV 101 on the regional campuses during fall 2010 (611) and spring 2011 (251). This is down from 1,025 in 2009-10.

Initiative 4: Support course learning outcomes by offering presentations by relevant campus partners. Design electronic sign up system to enable more efficient scheduling process.

Other Division Outcome Served: 1c (SA/AS engages and collaborates with faculty on educationally purposeful activities).

Key Performance Indicator(s):

- University 101 incorporates numerous campus partners in the delivery of the curriculum. These presentations help students discover

important resources on campus and allow agencies to advance their agendas. During fall 2010, an estimated total of 881 presentations were scheduled by at least 17 campus offices. These data were derived from the 2010 faculty survey, as well as an audit of the sign-up sheets for the 5 presentations that our office directly scheduled.

Due to the high volume of presentations, scheduling can be a significant logistical problem for our office and for our campus partners. We have searched for a technological solution to this challenge; however, budget constraints have made this initiative unfeasible. Individual sections of University 101 were selected at random to complete one campus partner presentation evaluation as part of the end of course evaluation. 12 sections were selected for each of three separate presentations (Career Center, See the World, and Undergraduate Research). The overall number of responses was 626. **85.9% of student respondents (M=4.32) indicated that the presentation was valuable. In addition, 85% of instructors reported on the 2010 faculty survey that the presentations they scheduled were valuable, which is up from 83.2% in fall 2009 (the first year these data were collected).** Data were shared with presenters to help improve future offerings.

KPI Methods: Student evaluations of presentations gathered through addendum to end of course evaluation. Instructor perceptions were assessed through instructor survey administered through Student Voice. Impact of presentations on learning outcomes were measured through instructor survey and an analysis of FYI data comparing participants of the presentation with non-participants on relevant factors or questions.

Initiative 5: Collaborate with Office of Student Engagement and Academic Departments to implement, support, and evaluate the linking of UNIV 101 with other academic courses.

Other Division Outcome Served: 1c (*SA/AS engages and collaborates with faculty on educationally purposeful activities*).

Key Performance Indicator(s):

- Two linked courses were offered fall 2010. Student comments from final reflection essays about the linked experience were extremely positive.
- The two UNIV 101 instructors who piloted linked courses in fall 2010 reported that this approach helped better foster community within the class and provided more creative ways to deliver the content of the course. In addition, it allowed the instructors to develop a relationship with another faculty member.
- In collaboration with University Housing and the College of Arts and Sciences, twelve linked courses are planned for fall 2011.

KPI Methods: End of course evaluations, First-Year Initiative Survey, and responses from UNIV 101 instructors to an email inquiry

Initiative 6: Enhance UNIV 101 students' out-of-class engagement, peer connections, and connection with faculty by partnering with campus departments to provide funds to support class trips to cultural events, service projects, and other educational events.

Other Division Outcome Served: 1c (*SA/AS engages and collaborates with faculty on educationally purposeful activities*).

Key Performance Indicator(s):

- In 2010-11, the Office of Student Life made up to \$20,000 available to UNIV 101 sections in order to promote out of class engagement activities. 39 sections (37 in fall; 2 in spring) received funding in the amount of \$6,160. 553 students participated in community building opportunities including community service projects, cultural events, and teambuilding events at an average cost of \$11.14 per person or \$158 per class.
 - When compared with sections that did not use the engagement funds, students in classes that utilized the funds had significantly higher scores on the out-of-class engagement (5.17 v 4.89, $p = .002$) and connection with faculty (5.33 v 5.07, $p = .002$) factors, suggesting that participating in these events contributed positively to the relevant outcomes of University 101.
- 27 sections utilized Dinner Dialogue funds made available by the Parents Programs office in 2010-11 (23 in fall; 4 in spring) to host a meal in the instructor's home.
- The Out of Class Engagement factor mean on the First-Year Initiative Survey improved significantly from 4.75 in 2009 to 4.97 in 2010.
- The Connection with Faculty factor mean on the First-Year Initiative Survey improved significantly from 4.91 in 2009 to 5.14 in 2010.
- The Connection with Peers factor mean on the First-Year Initiative Survey improved significantly from 5.25 in 2009 to 5.45 in 2010.

Initiative 7: Pilot method to enable UNIV 101 instructors to learn more about the needs and motivations of their students in order to better tailor content of course and to identify students who might be at risk of facing academic difficulties or dropping out.

Other Division Outcome Served: 1c (*SA/AS engages and collaborates with faculty on educationally purposeful activities*).

Key Performance Indicator(s):

- Pilot instrument was created and used with 2 sections of UNIV 101. We were not able to sustain this initiative beyond the initial pilot due to several factors, including additional work created by our involvement in the Quality Enhancement Plan, the hiatus of the Retention Committee, and the departure of our Associate Director.

Initiative 8: Develop and implement a common intellectual and social experience for UNIV 101 students enrolled during the spring semester in order to enhance students' sense of belonging, connection with peers, and connection to campus.

Other Division Outcome Served: 1c (*SA/AS engages and collaborates with faculty on educationally purposeful activities*).

Key Performance Indicator(s):

This inaugural event for spring students took place on January 20th, 2011 when UNIV 101 students gathered in 2 VIP Entertainment suites for a women's basketball game. Student leaders mingled with new students to welcome them to Carolina and offered their perspective on student resources and involvement opportunities.

- 69% of students reported that the event made them feel welcomed to the University.
- 100% of spring instructors recommended that a common experience be continued the following year.

KPI Methods: In-class survey administered to participating spring UNIV 101 sections.

Goal No. 2: Foster student learning, transitions, and engagement beyond the first-year seminar.

Our program continues to provide high quality courses beyond the first-year seminar, as evidenced by strong student satisfaction in UNIV 201, 290 and 401. For instance, in fall 2010, 95% of UNIV 290 students and 100% of UNIV 401 students indicated on the end-of-course evaluation that the course was valuable and that they would recommend it to other students. This is up from 90% and 92% in 2009, respectively.

In addition, we continue to innovate in order to meet student demand and evolving University priorities. For instance, this fall we piloted a new UNIV 201 course related to the President's initiative on Civility. This course, taught by Chris Tollefson from the Department of Philosophy, utilized a series of 9 public lectures from local and national experts related to civility in public discourse. In spring 2011 we piloted another new section focused on experiential education.

UNIV 290 courses continue to serve the needs of our residential colleges and learning communities programs. Five sections of UNIV 290 were offered fall 2010, enrolling 44

students. These include 3 sections for Green Quad Learning Community focusing on sustainability, 1 new section on “History Matters” for Preston Residential College, and 1 new section for transfer students in the Bridge Program. Six sections of UNIV 290 were offered in the spring semester, including courses for Capstone Scholars and Magellan Scholars.

One major challenge is ensuring adequate enrollment in sections of UNIV 201 and 401 that are not affiliated with a specific program or academic advisor. The decentralized nature of the University and the absence of a uniform method to advertise courses make it challenging to effectively market these courses.

Aligned with Division Outcomes: 1b (*Students are engaged in academic courses and in educationally purposeful activities beyond the classroom*), and **1c** (*SA/AS engages and collaborates with faculty on educationally purposeful activities*).

Initiative 1: Offer high quality UNIV 201 courses and seek to expand array of course offerings.

Key Performance Indicator(s):

2 sections of UNIV 201 were offered in the 2010-11 academic year, enrolling a total of 17 students.

Initiative 2: Offer high quality UNIV 290 courses.

Key Performance Indicator(s):

- 10 sections of UNIV 290 were offered during the 2010-11 academic year, enrolling 78 students.
- 95% of UNIV 290 students reported in fall 2010 that the course was valuable (M = 4.58/5.00). 100% of respondents in spring 2011 noted that the course was valuable (M = 4.33/5.00). This is up from 2009-10, when 90% of UNIV 290 students (M=4.40) reported that the course was valuable.
- The UNIV 290 principals were very satisfied with the course offerings. Based on an email survey asking the principals to rate the extent to which the 290 course helped advance the mission of the learning community, the average rating on a 5 point scale was a 5. The general comments noted:
 - “It helped students discover their passions and what career they might want to pursue by allowing students to interact with individuals who have hit a variety of road bumps, made hard decisions, faced trials and tribulations and still found success.”
 - “The UNIV 290 course is the core structure of the learning community, the way we bring the community together and improve accountability.”

Initiative 3: Offer high quality UNIV 401 courses and seek to expand array of course offerings.

Key Performance Indicator(s):

- 6 sections of UNIV 401 were offered during the 2010-11 academic year, enrolling 124 students.
- 100% of UNIV 401 students in fall 2010 reported that the course was valuable (M = 4.88/5.00). In spring 2011, 84% reported that the course was valuable (M=4.49/5.00). These averages are consistent with 2009-10, when 92% of students reported the course to be valuable.
- UNIV 401e was offered in spring 2010 to students interested in preparing for the MCAT examination. An assessment was conducted to answer two questions: 1) how do MCAT scores for UNIV 401 students compare to USC students who did not enroll in the course; and 2) to what extent does UNIV 401 improve overall MCAT scores. We found that **the U401 class average on their real MCAT score (24.66) was significantly ($p < 0.05$) higher compared to the average MCAT score of non-U401 students (22.67). In addition, participation in UNIV 401 increased MCAT scores by 14%.**

KPI Methods for Goal 2: Data from IMS, end-of-course evaluations, and email inquiry to Learning Community Principals/Coordinators.

Goal No. 3: Foster the development of instructors to ensure high quality teaching and enhance their satisfaction, vitality, and efficacy as members of the university community.

Great progress was made again on improving the quality of instruction in University 101 Programs. Our attention to faculty development was recognized by the National Association of Student Personnel Administrators (NASPA), who awarded University 101 with the Gold Award in Excellence in 2011 for the category of “Administrative, Assessment, Information Technology, Fundraising, Professional Development and related.” Our submission, "University of South Carolina’s University101 Program Instructor Development Process" was selected from among the 10 category gold honorees as Grand Silver in the 2011 NASPA Excellence Awards program.

Scores on the “Instructor Index,” a factor consisting of 7 questions from our end-of-course evaluation, improved from 4.50 in 2008 to 4.62 in 2009 to 4.64 in 2010. In addition, the Engaging Pedagogies factor on the First-Year Initiative Survey improved from a mean of 5.03 in 2008 to 5.13 in 2009 to 5.36 in 2010. In comparison to other colleges and universities, our mean on this factor was significantly higher ($p<.001$) than the mean of all participating institutions ($n=58$).

These improvements can be attributed to the many initiatives related to faculty development, including the revised Teaching Experience Workshop, the one-day Building Connections conference, the 600+ page faculty resource manual, and greater attention to selecting appropriate instructors. It is important to understand that our focus on faculty development pays dividends far beyond the impact on UNIV 101. Our instructors indicated on the 2010 faculty survey that by teaching UNIV 101, and participating in our faculty development program, they have learned new skills that they apply to the other classes they teach and/or to their administrative role. For instance, 95% of respondents noted that by teaching they now have a better understanding of students ($M = 4.72$), 90% are more sensitive to and understanding of students' academic needs ($M=4.62$), and 91% reported that they now have a larger network of colleagues at the university ($M=4.51$). Approximately 1/3 of our instructors teach other courses at the University. Of these instructors, 98% reported that by teaching UNIV 101 they now use a wider variety of teaching strategies in their other courses ($M = 4.71$). Thus, it is reasonable to expect that the focus on faculty development in University 101 translates into the diffusion of better teaching across the University.

Institutional and Division support is crucial to recruiting new instructors. Division leadership should continue to support staff to teach UNIV 101. Moreover, dual compensation policies must be protected to allow administrative personnel to teach and support is needed to find solutions to attract more faculty members to be involved with UNIV 101. If UNIV 101 seeks to reduce class size while increasing the number of students served, finding qualified instructors will be a significant challenge.

Overall Key Performance Indicators:

- Data from end of course evaluations:
 - 88.5% (M = 4.55) would recommend their instructor for future U101 classes. This is up from 86.2% (M=4.54) in 2009.
 - 95% (M = 4.73) reported their instructor was well prepared for class. This is up slightly from 94% (M=4.68) in 2009.
 - 91.6% (M = 4.63) reported their instructor encouraged meaningful class discussions. This is comparable to the 92% (M=4.63) in 2009.
 - 93.5% (M = 4.69) reported their instructor showed enthusiasm for the course. This is comparable to 94.4% (M=4.71) in 2009.
 - 89.5% (M = 4.60) reported their instructor gave useful feedback on assignments. This is up slightly from 88.9% (M=4.51) in 2009.
 - 88.7% (M = 4.54) reported their instructor presented material in an interesting or interactive way. This is up slightly from 87.7% (M=4.50) in 2009.
 - 94.2% (M = 4.73) reported their instructor treated students with respect. This is comparable 94.3% (M=4.72) in 2009.
 - 212 nominations were received for approximately 90 individual instructors for the Award for Outstanding Teaching in University 101. This represents a 657% increase from 2009 when 28 instructors were nominated.
 - The Engaging Pedagogies factor, as measured on the First-Year Initiative Survey (a national benchmarking instrument), improved from a mean of 5.03 in 2008 to 5.13 in 2009 to 5.36 in 2010. Our mean on this factor was significantly higher ($p<.001$) than the mean of all participating institutions (n=58). This factor represents the degree to which students report that the course included (a) a variety of teaching methods, (b) meaningful class discussions, (c) challenging assignments, (d) productive use of class time, (e) encouragement to speak in class, (f) encouragement for students to work together, and (g) meaningful homework.
 - Teaching University 101 provided significant professional benefits to the instructors, including greater:
 - Satisfaction and commitment to the institution.
 - 83.6% (M = 4.42) are more satisfied with their professional position
 - 89.3% (M = 4.52) feel more committed to the university as a whole
 - Status and respect at the institution.
 - 93.4% (M = 4.67) feel more connected to this university
 - Relationships with and understanding of students.
 - 95.1% (M = 4.72) have a better understanding of students
 - Professional development and vitality.
 - 80.2% (M = 4.20) reported that teaching has rejuvenated their professional work
 - 90.9% (M = 4.51) reported that teaching has increased their network of colleagues within the institution
-

- 88.4% (M = 4.38) agreed or strongly agreed they learned things by teaching that they can apply to their other responsibilities
- Approximately 1/3 of our instructors teach other courses at the University. Of these instructors, 98% reported that by teaching UNIV 101 they now use a wider variety of teaching strategies in their other courses (M = 4.71).

KPI Methods: End of course evaluation administered in class, First-Year Initiative Survey administered online through Educational Benchmarking Incorporated, and instructor survey administered through StudentVoice.

Initiative 1: Ensure a reliable and steady pipeline of instructors by effectively recruiting, selecting, and retaining quality instructors.

Aligned with Division Outcome: 2c (*recruits, hires, and retains high quality staff*).

Key Performance Indicator(s):

- 35 new applications were received from prospective instructors in 2010-11 (34 were interviewed). This is up by three from last year.
- 31 of these new applicants attended a Teaching Experience Workshop in 2011 – 16 new applicants completed the Teaching Experience Workshop in January 2011 and 15 new applicants from the Columbia campus attended the May workshop.
- Retention of instructors from fall 2010 was high. 97.8% of instructors qualified to return submitted a request to teach for fall 2011. This is up from 89.4% in 2010. Not every instructor who applied was offered a position in 2011. In addition, several instructors were offered a section but declined due to varying circumstances including: departure from the university, personal health reasons (including pregnancy), and not enough time to devote to teaching. As of May 19, 91% of instructors who taught in fall 2010 were scheduled to teach in fall 2011 (128/141).
- As of May 17, the instructor cohort for fall 2011 consisted of:
 - 79.5 % of instructors who taught in fall 2010 (128/161)
 - 3.7% that are returning from a hiatus (6 /161)
 - 16.8% that will be teaching for the first time (27 /161)

Initiative 2: Develop and implement high quality faculty development opportunities.

Aligned with Division Outcomes: 3a (*Professional development and education opportunities for campus, state, national, and international communities promote student learning and facilitate transitions into and through educational systems*), **3c** (*Programs and services facilitate scholarship of teaching, learning, and student development*).

Key Performance Indicator(s):

- Teaching Experience Workshop (TEW): A 3-day training seminar required for all new instructors.
 - 31 potential new instructors for the Columbia campus completed the Teaching Experience Workshop in either January 2011 (16) or May 2011 (15).
 - 100% of participants from both workshops reported that the workshop was valuable (M=4.94/5.00). Comments from the evaluation included:
 - “The workshop is an absolute homerun. I can see why UNIV 101 is highly ranked and that it’s justified.”
 - “I think it should be offered to any new person – even if they do not want to teach. This was a great resource and opportunity.”
 - “I don’t see how I could have taught this course effectively without it”
 - “As I’m sure many will report, one of, if not the, best workshops I’ve ever attended.”

 - Building Connections Conference (BCC): A 1-day conference for all current instructors.
 - A total of 202 people attended the 2011 BCC. 84% of USC-Columbia UNIV 101 instructors scheduled for fall 2011 (n=135/161) attended the Building Connections Conference, down from 89% in 2010.
 - The online conference evaluation was launched on May 19, 2011 and will close on June 1; thus, data are not yet available.

 - Syllabus Preparation Workshop: A 1.5 hour workshop for all current instructors.
 - 93% of instructors scheduled for fall 2011 (n=151) participated in a syllabus preparation workshop in April 2011. This is an increase from 84% of instructors who attended (n=139) a workshop in 2010. This increase may be attributable to more instructors having a peer or graduate leader in 2011 and therefore seeing greater value in the workshop.
 - On the 2010 Faculty Survey, 69.2% of respondents reported the 2010 Syllabus Preparation/Team Building Workshop was “valuable” or “very valuable.” (M = 3.76; n=122). Due to the question being worded differently in 2009, comparison data could not be accurately reported.

 - Summer Workshops
 - 14 faculty development workshops were offered for the first time in summer 2010.
 - The total attendance at the workshops was 95.
-

- 37 instructors (25.5%) attended at least one session
- 16 instructors (11%) attended at least two sessions

- Fall Faculty Meetings
 - Two faculty meetings were held during the fall semester to provide important announcements and give instructors a chance to share ideas.
 - 69 instructors (47.5%) attended at least one fall faculty meeting. Several instructors reported being too busy at work to attend.
 - On the 2010 Faculty Survey, 69% of respondents (M=3.83/5.00) reported that attending Faculty Meetings was “valuable” or “very valuable” (n=71).

- Colleague Clusters: A new initiative consisting of a small group of UNIV 101 instructors designed to be a support/mentoring team.
 - Questions designed to assess this initiative were mistakenly omitted from the faculty survey; thus, no data are available for this year. However, anecdotal feedback was generally positive. The groups that met reported having a great experience. However, many groups were not able to meet due to scheduling conflicts. Thus, changes were made to the cluster process that allow instructors to opt in rather than opt out. We will also assign groups next year based on time availability. As of May 19, 61 instructors signed up to participate in the colleague cluster process for the 2011-12 year.

- Lessons from the Road Workshops: 1 hour workshops for enhancing teaching excellence *NEW
 - In spring 2011, University 101 Programs piloted a new workshop series entitled *Lessons from the Road*. The purpose of this series was to give instructors the opportunity to experience and participate in the effective facilitation and processing of tried and true lesson plans to add a new activity to their toolboxes and discuss facilitation techniques. Two workshops were offered in spring 2011; the first, demonstrating the activity *30 Values* (values clarification), and the other demonstrating *Attaching a Story* (diversity). 28 instructors participated in the initial offerings. 100% of respondents reported both the *30 Values* (n=8, M=5.00) workshop and *Attaching a Story* (n=11, M=4.91) workshop to be valuable experiences. 82.3% of respondents (n=17) strongly agreed that they will attend a future *Lessons from the Road* workshop.

KPI Methods: Evaluation forms immediately following experience and instructor survey using StudentVoice.

Initiative 3: Provide high quality curriculum and support materials for instructors, including the Faculty Resource Manual and SharePoint to share ideas, resources, and information.

Aligned with Division Outcomes: **3a** (*Professional development and education opportunities for campus, state, national, and international communities promote student learning and facilitate transitions into and through educational systems*), **4a** (*SA/AS develops and disseminates high quality publications, professional development events, and resources on student transition, learning, and success to both internal and external constituents*).

Key Performance Indicator(s):

- A total of 39 manuals were distributed in 2010-11 to potential new instructors, as well as those returning from a hiatus. Continuing instructors received updates to the manual through our Sharepoint intranet.
- As of May 16, 113 copies of the FRM were sold through the National Resource Center for the First-Year Experience and Students in Transition.
- 73.7% of instructors reported using SharePoint often or occasionally, up from 32% in 2009.
- 77% of instructors reported that SharePoint was a valuable support resource (M=3.97), up from 45% in 2009.

KPI Methods: Instructor survey using StudentVoice, departmental records on FRM distribution.

Goal No. 4: Optimize engagement, satisfaction, and leadership learning and practice of upper-division and graduate students through service as a peer educator in University 101.

Aligned with Division Outcomes: **1a** (*Essential programs are effectively provided*), **1b** (*Students are engaged in academic courses and in educationally purposeful activities beyond the classroom*), **1c** (*SA/AS engages and collaborates with faculty on educationally purposeful activities*), and **6d** (*Engage constituents in educationally purposeful interactions with others who are different from themselves*).

Peer Leaders continue to play a valuable role in University 101. 91.1% of UNIV101 students with a peer leader reported that their peer leader made important contributions to class. In addition, the role of the peer leader continues to be one of the most meaningful leadership and developmental experiences for upper-division students. 92.5% of peer leaders reported that the experience was valuable. In addition, peer leaders reported that as a result of this experience they developed stronger interpersonal communication skills (92.5%), helping skills (96.2%), presentation and facilitation skills (92.4%), and leadership skills (96.3%) as well as overall increased their confidence and self-esteem (84.9%).

The increased marketing efforts to recruit new peer leaders for fall 2011 was successful. We received 168 applications, which is a significant increase from the 83 we received

last year. The program continues to look for more creative ways to recruit strong students to apply for the program through such mechanisms as an increased social media presence, more intentional incorporation of current peer leaders into recruitment efforts, and stronger partnerships with departments campus-wide to solicit nominations and advertise this opportunity.

In an effort to enhance the Peer Leader Program, the Peer Leader Task Force was created and charged with studying and making recommendations regarding the improvement of the Peer Leader Program, including the role peer leaders should play in University 101, ways to increase the number of students who apply for the position, and how to best support and train those individuals. The task force met five times throughout the fall 2010 semester and generated two main recommendations. First, that the program establish a set of learning outcomes for the Peer Leader Program for University 101 students which will serve as the foundation for the recruitment, selection, and training process as well as the roles and responsibilities of the peer leader. Second, to enhance instructor and peer leader training and development through the implementation of a mid-semester evaluation and check-in process, an additional training session for peer leaders and instructors on the role of the peer leader in the classroom and how to maintain a successful teaching partnership, as well as an additional training session in August for peer leaders to provide relevant course information and start off the semester. These recommendations will be implemented as appropriate throughout the next recruitment and training cycle.

We continue to find it difficult to get Returning Peer Leaders to attend professional development opportunities and meetings hosted by our department as there are no incentives or methods of accountability in place to ensure attendance. Providing compensation for Returning Peer Leaders could not only be used to help increase the rate of return for peer leaders but also further the development of additional opportunities for returners to be involved in the support functions of the program such as recruitment and marketing. At present, funding is not available for this initiative.

Overall Key Performance Indicator(s):

- Peer/Graduate Leaders articulated at least two positive outcomes as a result of their University 101 leadership experience.
 - Students continue to attribute the University 101 Peer Leader experience to improving their leadership development and overall academic success. According to the 2011 Peer Leadership Survey administered by the Office of Student Engagement (all numbers are very consistent with last year's survey data):
 - 97.5% of UNIV 101 peer leaders reported feeling more comfortable taking a leadership role in a group setting and 87.5% reported an increase in their teamwork skills. One student noted,
 - “Being a peer leader has really affected my leadership skills in a positive manner because it has given me the opportunity to lead and put me in positions where I can learn more and better

my skills. It has also given me the opportunity, as well as the motivation, to be more involved and take on other leadership roles.”

- 95% of peer leaders reported being a peer leader has supported their overall academic success by positively improving their organizational (100%) and time management (95%) skills; 93% also reported taking academics more seriously as a result of this experience.
 - “Because I am supposed to be a role model for my U101 students, I feel like it is important for me to meet and exceed the same standards I ask of them.”
 - “The peer leader position that I held, helped me to hone my skills of organization, planning, and time management which in turn helped me perform with more consistently higher work in my academics.”
- In addition to increased leadership development and academic success, students attribute the peer leadership experience with positively impacting their sense of belonging and relationships with faculty at USC.
 - 95% reported increased sense of belonging at USC.
 - “I now feel as if I am an integral part of the University of South Carolina in that I am considered a leader, and this leadership has made me appreciate and love my college that much more.”
 - 98% reported increased faculty interactions and increased confidence in interacting with faculty.
 - “U101 allows you to interact with so many faculty members and lets you know that you’re not just a number at USC. There are faculty members that care about the well-being of their students.”
- 95% reported that the peer leadership experience contributed positively to their overall experience at the University of South Carolina
- 92.5% of peer leaders reported that being a peer leader was a valuable experience.
- 92.5% reported if given the opportunity, they would be involved in peer leadership again.

KPI Methods: StudentVoice survey conducted by the Peer Leader Advisory Network, final exam responses from EDLP 520, StudentVoice survey of Graduate Leaders, and end of experience survey administered in class to Peer Leaders.

Initiative 1: Enhance marketing, recruitment, selection, and pairing efforts to ensure a sufficient number of qualified peer and graduate leaders.

Key Performance Indicator(s):

- We received 168 applications for new peer leader positions for fall 2011. This represents a 135% increase from 2010 when we received 83 applications.

- 104 new peer leaders were selected for fall 2011; 92 new peer leaders were matched with co-instructors and will serve in fall 2011. This is up significantly from the 57 that served in fall 2010 (64% increase).
- 14 peer leaders and 1 graduate leader who served in previous years will return for a second year in fall 2011, up from 11 returners in 2010. 40 new graduate leaders were selected, matched, and will serve in fall 2011 (up from 31 in fall 2010).
- 88% of sections will be utilizing a peer or graduate leader in fall 2011 (n=147), up from 62% of sections in fall 2010 and 84% in 2009. The increase in the number of sections offered in fall 2011 obviously mitigates the gains made in the number of peer leaders recruited and selected.

Initiative 2: Enhance the support and development of new and returning Peer Leaders through training workshops and Peer Leader seminar (EDLP 520).

Key Performance Indicator(s):

- On March 26, 2011, 79 new peer leaders completed the Peer Leader Training workshop; 97.5% reported training was a valuable experience. 14 new peer leaders are scheduled to complete a make-up training workshop in August 2011.
- On April 8, 2011, 40 new graduate leaders completed the Graduate Leader Training workshop; 97.4% reported training was a valuable experience.
- 57 new peer leaders enrolled in EDLP 520 in fall 2010, down from 64 in 2009.
- 91% of students enrolled in EDLP 520 reported that they learned things in EDLP that they applied to their UNIV 101.
- 5 returning peer leaders attended at least one support function.
- 100% of returning peer leaders indicated that they felt supported in their role.

KPI Methods: Evaluations administered immediately following the experience, end-of-course evaluation in EDLP 520, and survey of returning Peer Leaders administered through StudentVoice.

Initiative 3: Utilize peer educators to enhance the UNIV 101 experience.

Key Performance Indicator(s):

- 91.1% of UNIV 101 students (M=4.59) reported that the peer leader made important contributions to class, compared to 89.8% in 2009.
- 83.9% of UNIV 101 students (M=4.45) reported that the peer leader was helpful outside of class, compared to 79.4% in 2009.
- 91.8% of UNIV 101 students (M=4.64) reported that the peer leader

- was an appropriate role model, compared to 91.4% in 2009.
- 90.3% of UNIV 101 students (M=4.58) reported that the peer leader was a valuable part of their U101 experience, compared to 88.1% in 2009.
- 98.8% of instructors reported that their teaching partner was an asset to the course.

KPI Method: Data collected through UNIV 101 end-of-course evaluation and instructor survey administered through StudentVoice

Initiative 4: Develop recommendations, through the creation of a special study group, to improve the Peer Leader program.

Key Performance Indicator(s):

- Report from study group detailing recommendations to improve the Peer Leader program. See goal analysis on page 21 for summary.

Goal No. 5: Provide service and outreach to University constituents and external audiences while increasing the recognition and visibility of University 101 Programs.

University 101 Programs continues to receive national and international attention. For the 9th consecutive year, *US News and World Report* named our seminar a “Program to Look For.” Also, as described in goal 3, our program received the NASPA Gold Award for our work in developing and supporting our instructors.

Initiative 1: Provide training, outreach, and support to UNIV 101 instructors on regional campuses and to Bridge Program partners.

Aligned with Division Outcome: 4d (*SA/AS collaborates with system campuses to advance operations and provide system leadership*).

Key Performance Indicator(s):

- Six instructors from system or regional campuses participated in the May 2011 TEW.
- Ten instructors from the regional campuses attended the Building Connections Conference.
- The Director of University 101 met once with the student services representatives from the regional campuses to discuss changes to the common course requirements stemming from our involvement with USC Connect. A total of 40 sections of UNIV 101 were offered on the regional campuses during 2010-11. Below is a breakdown of these offerings.

| Campus | Fall | Spring |
|--------------|----------|----------|
| Lancaster | 8 | 5 |
| Salkehatchie | 7 | 3 |
| Sumter | 9 | 1 |
| Union | <u>4</u> | <u>3</u> |
| | 28 | 12 |

- 25 regional campus instructors have access to our instructor intranet, SharePoint.

Initiative 2: Present, publish, consult with internal and external audiences, and serve on University or national organizations or committees.

Aligned with Division Outcome: 5c (*Faculty and staff contributions and expertise are acknowledged*).

Key Performance Indicator(s):

- University 101 staff made 2 presentations at the 2011 First-Year Experience Conference in Atlanta, GA; 2 presentations at IdeaPop, and 1 presentation on peer leadership to the faculty and staff at USC Aiken.
- University 101 staff represented the program on 16 different University-wide committees this year and 2 national advisory boards.
- As of May 19, the director handled approximately 23 inquiries and visits about the program.

Initiative 3: Promote University 101 to multiple constituents and develop our social media presence.

Aligned with Division Outcome: 2f (*Policies, procedures, and related communications are systematically reviewed and updated*).

Key Performance Indicator(s):

- University 101 staff represented the program at over 30 orientation sessions in June, and 3 admissions events throughout the year.
- Between July 1, 2010 to May 17, 2011, our website received 23,081 unique visitors, a 6.8% increase from 2009-10. Of these visits, 11,957 were from 828 different college and universities, representing a 33% increase in the number of hits.
- While emerging, our social media presence is still in its infancy. As of May 19, we had:
 - 1,342 views to the UNIV 101 promotional video
 - 213 Fans of the University 101 Facebook Page
 - 109 Fans of the University 101 Peer Leader Facebook Page
 - 106 Twitter followers (and 51 Tweets)

