

**Office of Student Engagement (OSE)**  
**Departmental Blueprint 2009-2010 Academic Year**

**The Office of Student Engagement: An 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. The office oversees the following initiatives including: linked courses, service-learning, The Sophomore Initiative, National Student Exchange, The Peer Leadership Advisors Network, and encourages student-faculty interaction through the Mutual Expectations program.

Through regular interaction with students the Office served approximately 2750 students and 150 faculty members at the University in the 2009-10 academic year. 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 served over 850 students through a variety of initiatives designed to support second-year student success and persistence.
- 13 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 43 students from other universities who exchanged here during the 2009-10 academic year.
- Over 300 students expressed interest in participating in the National Student Exchange through various outreach events and informational sessions.
- Over 400 students participated in some form of student engagement planning through the Student Success Center, Academic Centers of Excellence, and University 101. The student engagement plan is a document that is designed to help students reflect and be more intentional regarding their involvement on campus.
- 28 first-year students participated in the Discover Undergraduate Research seminar co-sponsored by the Office of Undergraduate Research and Student Engagement
- 17 students were funded for Undergraduate Research Mini-grants through a partnership between the Office of Student Engagement and the Office of Undergraduate Research
- Over 100 students participated in two Mutual Expectations sessions that were designed to increase faculty-student interaction and discussion about commonly shared classroom expectations.
- Over 1,000 students participated in 42 service-learning courses offered in 23 different departments across the university.
- Approximately 150 faculty participated in a variety of workshops and events related to service-learning, sophomore initiatives, mutual expectations, etc. sponsored by the Office in 2009-10.

**Office of Student Engagement Mission:** *The Office of Student Engagement 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, peer leadership and the National Student Exchange.*

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

**Contributes to:**

- Division Goal 1: Teaching and Learning – Enhance the richness of the student experience in and beyond the classroom and provide excellent educational experiences for all constituents
  - Division Outcome 1.A: Students are engaged in educationally purposeful activities

**Goal Analysis**

*The University of South Carolina continues to see strong participation in high impact practices that help optimize student retention and persistence. Approximately 650 students participated in initiatives designed to promote second-year student success. The sophomore-junior year retention rate reached an all time high in 2009 at 78.7% for the 2007 cohort (as compared to 78.3% for the 2006 cohort, and 73.7% for the 2004 cohort). This year a number of pilot programs were launched to facilitate students' integrative learning. Three linked course learning communities were offered in which a cohort of first-year students was put in two courses together that integrated common assignments and beyond the classroom activities. Initial survey revealed that students participating in the links had statistically higher gains in their enjoyment of the class and their sense of community. Both of these findings mirror national research about the value of linked course communities and their positive influence on student retention. Along with linked course learning communities, the Student Engagement Plan was piloted in several University 101 courses and the Academic Centers of Excellence. The Plan is designed to help students think intentionally about their involvement in high impact activities on campus. This type of planning document supports national studies regarding the importance of college student effort in supporting their success. Initial assessment data revealed that over 250 students requested an ACE appointment regarding the engagement on campus and over 150 students completed the student engagement inventory. As the use of the Engagement Plan increases we anticipate being able to better assess the value of the plan itself on influencing students engagement on campus.*

*KPI assessment data also revealed the power of students' early participation in undergraduate research and peer leadership. Pre-post assessments from the Discover undergraduate research seminar, designed to encourage students participation in research, indicated student gains in their confidence in participating in undergraduate research and their awareness of their own personal research goals. Students' participation in peer leadership positions also produced statistically significant results related to students' perceived connection to campus and acquisition of key skills.*

*Overall assessment results indicate the need for the institution to continue to support and expand specific practices that support students learning and engagement including: peer leadership, undergraduate research, linked course learning communities, sophomore initiatives, engagement planning, and their participation in the National Student Exchange.*

- **Initiative 1a:** To promote students' reflection and planning regarding their campus engagement through use of the Student Engagement Plan

## Key Performance Indicators (KPI)

- Report the number of conversations between first-year callers and students regarding the engagement plan
  - 143 conversations about the Student Engagement plan occurred between first-year callers and students in the fall semester.
  - The Student Success Center, through the Gamecock Connection first-year web portal, placed the Student Engagement Inventory online. The inventory is a self-reflection instrument that allows students assess their interest in certain high-impact activities on campus and reflect on their participation habits. Data from the inventory indicated that:
    - 71% of students were interested in participating in a practicum, internship, field-experience, co-op, or clinical assignment.
    - 70% of students were interested in conducting research in their field of study
    - 68% of students were interested in attending events such as comedians and concerts
    - 67% of students were interested in participating in student organizations
    - 74% agreed that they were motivated to get involved.
    - Open ended questions revealed that the number one barrier to students not getting involved is a perceived lack of time.
- Report number of first-year caller and University 101 referrals to and actual appointments with the Academic Centers for Excellence (ACE) to work with the Student Engagement Plan
  - This data was not collected for the 2009-10 academic year
- Track the number of Student Engagement Plan appointments in ACE
  - The number of Student Engagement Plan appointments requested through ACE was 249
- Student satisfaction and perceived learning based off of in house Office of Student Engagement survey data from University 101 courses that choose to implement
  - Based off of the limited number of University 101 classes that chose to implement the Student Engagement Plan it was determined that administering this survey would not be necessary in this first-year pilot.
- Qualitative assessment from student focus groups about their experience using the Student Engagement Plan
  - Focus groups were not conducted due to the small number of students participating in this pilot
- Document analysis of students plans from ACE and University 101
  - Final exams in one University 101 section were analyzed to determine the effectiveness regarding the mind-mapping exercise contained within the student engagement plan. Students indicated:
    - “After making my mind map I can clearly see that a lot of what I do outside of the class is related to what we learned in class.” First-year student at South Carolina
    - “Clearly, this semester has been a time of connecting my in-class activities with my out-of-class activities. Two of the biggest connections that were made were “values, ethics, and social responsibility,” and aesthetic and interpretive

understanding.” Delta Zeta, Fashion Board, mentoring at Hand, University 101, and even Principles of Retailing have strong foundations in values and ethics.”  
First-year student at South Carolina

- Report the number of Offices that partner to implement the Student Engagement Plan
  - The following offices agreed to partner with the Office of Student Engagement to pilot the Student Engagement Plan:
    - Academic Centers of Excellence
    - Student Success Center
    - University 101
- **Initiative 1b:** To facilitate a high quality National Student Exchange Program for all students and increase the number of outgoing University of South Carolina students participating in the exchange program for the 2010-2011 academic year.

#### **KPI**

- Demonstrate an increase in the number of recruitment activities for the National Student Exchange from the 2008-09 academic year including University 101 presentations, Residence hall presentations, and information sessions.
  - In the 2009-2010 Academic Year, the following 22 direct NSE Recruitment activities took place, and 2 indirect. Data from 2008-09 was not available for comparison and so this year will establish a baseline to demonstrate an increase in the future:
    - Direct:
      - 9 Interest meetings were held in various locations across campus including the Russell House, the Honors Residence Hall, and Capstone
      - 10 tabling events: one at the Russell House, at the Sophomore beach blast, the Students in Transition Fair, Scholars Day, and the fall and spring Student Organization, Study Abroad, and Major and Information Fairs
      - 2 University 101 Presentations
      - 1 targeted presentation to the Sophomore Capstone Scholars
    - Indirect:
      - Table tents
      - Mailing to all parents of first-year and sophomore students
- Describe student learning outcomes for both incoming and outgoing National Student Exchange students. Specific learning outcomes for the National Student Exchange are:
  - Students will be able to recognize the historical and cultural makeup of different regions of the United States and Canada.
  - Students will be able to develop an appreciation of other campus’ academic and social traditions.
  - Students will be able to adapt within new and different environments and situations.
  - Students will be able to examine their own values, beliefs, and behaviors
- Implement and report on data from pre-post surveys for USC outgoing students to measure the change over time that occurred during their semester or year-long exchange

- A pre-post survey was created for USC outgoing students during 2009-10 but will not be implemented until the 2010-11 academic year
- Establish and report base line data for student satisfaction surveys of incoming NSE students
  - Incoming NSE students reported statistically significant gains in the following areas:
    - Understanding of Southern culture
    - Resourcefulness
    - Confidence in their ability to solve problems
  - In addition students reported satisfaction in the following areas:
    - 92% agreed they achieved the goals they set for their NSE experience
    - 84% immersed themselves in USC culture
    - 84% participated in local cultural events
    - 100% agreed the NSE staff were accessible
    - 100% agreed the NSE staff were helpful
    - 100% agreed the NSE staff supported them during their exchange
    - 100% agreed the NSE staff helped them feel welcome
    - 62% would choose USC again as an exchange site
  - On the Mid-Year NSE Survey incoming students were given the opportunity to write in qualitative feedback as well as answer quantitatively. Some of the qualitative comments they gave were:
    - Loved it!
    - Definitely come here
    - This NSE experience is great
    - Great experience, best decision I made in college
    - This was such a great experience but housing is so expensive!
- Describe both incoming and outgoing students' experience in the National Student Exchange through the use of qualitative focus groups
  - Three individual interviews were conducted with University of South Carolina Students who had participated in the National Student Exchange. Several key themes emerged regarding their experience including:
    - Increased maturity and inspired personal growth
    - More open to new experiences
    - Picked up on the culture of the West Coast (yoga & meditation)
    - Best experience ever!
    - Confirmed decision in major and career
- Track GPA data from students' participation in the program to document their academic success and explore a mid-term grade report
  - GPA data from the fall semester was collected for the 33 incoming NSE students. From the data:
    - Average GPA was 3.25
    - 5 students failed to meet the minimum NSE requirement of a 2.5 GPA
    - 5 students achieved a 4.0 GPA
- Number of ACE appointments completed by NSE students
  - In fall 2009, 26 ACE appointments were attended by the 33 incoming NSE students.

- In Spring 2010, 4 ACE Appointments were attended by the 6 Spring incoming students
  - Track web hits to the NSE web site
    - The National Student Exchange website was recently moved to a new University of Housing server. Therefore web hits were not able to be tracked for the current academic year. This data will be captured for the 2010-2011 academic year.
- **Initiative 1c:** Intentionally develop initiatives that increase the satisfaction, engagement, and connection of second-year students to the University of South Carolina

**KPI**

- Increased attendance and student satisfaction for second-year students as reported through survey instruments implemented at various sophomore events
  - Approximately 150 student attended the Sophomore Beach Bash Welcome Back event
  - Approximately 200 students attend the fall Major and Information Fair
  - Approximately 150 students participated in the Stocking Stuffing event.
  - The Sophomore Initiative became a registered student organization. This fall the group met every Wednesday for an hour to plan events to raise awareness about sophomore issues and to support sophomores' holistic development. The Sophomore Stocking Stuffing community service event led to 112 stockings being filled for children in need. Students in The Sophomore Initiative student organization distributed 250 candy canes and cocoa packets to support students during exams and have distributed 350 flu kits. In distributing these items, they have recruited students interested in the organization and given handouts about the organizations and sophomore issues. The students have had meaningful conversations about the sophomore year and are planning more events to fulfill the needs of sophomores for the Spring 2010 semester, such as a resume/cover letter workshop.
  - Approximately 150 students attended the spring Major and Information Fair. Survey data from the February Major and Information Fair was overwhelmingly positive; all students surveyed (20) indicated that they would recommend the event to a friend.
  - Results from the Study Abroad Information Session were overwhelmingly positive; all students surveyed at the fair said that they would recommend the event to a friend.
  - Over 200 students attended The Sophomore Initiative End of the Year Cookout, purposed to show appreciation for sophomores, expand the TSI listserv, and discuss TSI purposes and events.
- Describe the sophomore-year experience at USC through the use of focus group data
  - A focus group on the sophomore –year experience was conducted with three students on February 16, 2010; in addition brief interviews were conducted with 20 students at the February Major and Information Fair to gain more information about the sophomore year.
  - Sophomore students indicated the University could help them with:
    - Internship search process
    - More activities for major

- In describing their sophomore year sophomores indicated that their year was:
  - Adventurous
  - Very eventful, easy, really fun with friends
- In talking to first-year students about their expectations for their sophomore year, several themes emerged:
  - Starting school off and knowing more- not being clueless
  - Studying abroad- Greece or Rome
  - Deciding on a major, hopefully
  - More involved in other student organizations, such as Beta
  - Real business school; finishing general education classes
  - Getting more into major classes
  - Being able to jump right in
  - Focusing on major/minor and devoting self to studies
  - Getting into major classes
- The sophomore-junior year retention rate reached an all-time high in 2009 at 78.7% for the 2007 cohort as compared to 78.3% for the 2006 cohort and 73.7% for the 2004 cohort.
- Report the GPA comparison for second-year students to other classes at USC
  - GPA data is still collected and will be reported in the end of the year performance blueprint
- Collect and report data for sophomore participation in the Career Center, Counseling Center, Office of Student Judicial Programs, and other related areas.
  - The Sophomore Newsletter was distributed in February detailing many of these activities and events for their promotion, including a Study Abroad Workshop put on by our office, Discovery Day in conjunction with the office of Undergraduate Research, dates and times of events during the career Center's Experiential Education Week, and information on the National Student Exchange. Marketing efforts were implemented to promote these activities by both employees of the Office of Student Engagement and members of The Sophomore Initiative student organization
- Increase the number of sophomores participating in high impact activities such as study abroad, undergraduate research, service-learning, the National Student Exchange, and Mutual Expectations
  - As of May 2010, 6 of the 10 outgoing NSE Students for 2010-11 are sophomores.
  - 4 sophomores participated in the National Student Exchange during the 2009-10 academic year.
- **Initiative 1d:** Implement linked course learning communities to support first-year student academic success and integrative learning.

**KPI**

- Utilize a rubric to assess students integration of course content vs. a control group not participating in linked courses
  - Rubrics were not developed to assess the students' integration of course content for the fall 2009 pilot. Utilization of the American Association of Colleges and Universities VALUE rubrics will explored for the fall 2010 pilot

- Increase student perception of content mastery and other learning outcomes such as social gains over time as reported on a pre-post survey instrument and compared to a control group
  - Data from pre-post surveys found statistically significant gains for student participation in learning communities verses those who did not in regards to students' enjoyment of their classes and their overall sense of community. Further assessment results will be shared in the end of semester performance blueprint
- Provide document analysis and reflection from student work in linked courses
  - Instructors did not collect student work and so document analysis was not possible for the fall 2009 pilot
- Track retention and persistence for learning community vs. non-learning community students
  - Retention and persistence data for learning community vs. non-learning community data will not be available until November 2010
- Describe students experience in linked courses through focus groups
  - Focus groups with students were not conducted
- Increase number of students participating in linked course learning communities annually
  - The 2009 fall semester marked the pilot year for linked course learning communities and established the benchmark. Approximately 56 students participated in linked courses during the fall 2009
- Report faculty perception of teaching in a linked course and observed gains from students
  - Several meetings were conducted with faculty teaching in linked course pairs during the course of the fall semester. Faculty reported their perceptions that students had developed a unique sense of community prior to the first class. Faculty expressed feeling like an outsider in their own class because repeatedly throughout the semester students had developed such a strong sense of community. National research conducted on learning communities describes this phenomenon as "hyper-bonding"
- **Initiative 1e:** Provide an overarching framework, research, and resources to support the growth of peer leadership on campus

**KPI**

- Track use of common nomination, reference forms, and online training modules
  - Electronic versions of the common nomination and common reference forms were developed. Based on feedback from Peer Leadership Advisor Network (PLAN) members the decision was made to implement a common nomination form rather than the common reference form. The electronic form of the common nomination forms have been sent to four PLAN members to pilot use of the forms and give feedback. Online training modules are now easily available in the PLAN section of the Peer Leadership website. We have been encouraging PLAN members to explore the modules and give us feedback on them. We are exploring and looking for other common training resources to share with PLAN.
- Implement a short survey of peer advisors to measure their perceptions of peer leaders on campus

- Feedback and ideas have been gathered at two collaborative meeting of PLAN this fall semester (September 11 and November 13, 2009). Ideas discussed include common recruitment of peer leaders, professional development of peer leaders, assessment of peer leadership, peer leadership recognition, and publicity and advertising of peer leadership opportunities.
- Opportunity Knocks Fair - Over 100 students visited the Peer Leadership table some filled out information applications on the spot, almost all of them took the peer leadership literature made available. Staff at the event had meaningful conversations about the value of peer leadership and informed students of various opportunities that tied into their interests and goals.
- Report data from the 3<sup>rd</sup> annual peer leadership survey and compare with results from the National Resource Center's national survey of peer leadership
  - Data from the 3<sup>rd</sup> annual peer leadership survey is reported below:

**Comparison of the 2008, 2009 and 2010 Peer Leadership Survey Results**

*Percentages of responses where students moderately or strongly agreed that their peer leadership experience contributed to the following:*

Outcome	2008 Survey Percentage	2009 Survey Percentage	2010 Survey Percentage
▶ Positive overall experience at USC	99.40	97.01	98.57
▶ Would recommend peer leadership to others	97.60	97.60	97.86
▶ Improved time management skills	91.80	86.31	88.48
▶ Motivated them to model appropriate behavior	95.90	94.32	96.62
▶ Increased knowledge of University services	97.10	96.81	97.86
▶ Increased interaction with faculty	90.69	90.53	85.45
▶ More comfortable speaking in front of groups	94.12	91.48	93.92
▶ Feel comfortable guiding others in their decision making	94.71	95.45	97.65
	90.69	96.02	98.65
▶ Feel comfortable guiding others in times of difficulty	91.28	92.62	94.59
▶ Feel more comfortable taking leadership role in group	91.81	91.82	97.18
▶ Allowed to interact with diverse group of students			
<b>Questions added in 2009</b>			
▶ Improved oral communication skills	-	95.46	97.30
▶ Hold self more accountable for own behaviors	-	91.48	94.60
▶ Have matured	-	93.57	92.25
▶ Increased confidence for facing future challenges	-	95.21	94.28
▶ Increased confidence interacting with faculty	-	91.58	89.70
▶ Better able to conduct self in professional manner	-	92.05	97.98

**Note:** In the 2008 survey, affirmative responses included agree and strongly agree, whereas in the 2009 and 2010 surveys the affirmative responses included moderately agree and strongly agree. The N's for each outcome in the 2008 survey ranged from 122 to 172, the N's for each outcome in the 2009 survey ranged from 167 to 190, and the N's for each outcome in the 2010 survey ranged from 139 to 165. Percentages are calculated from the N for each specific item.

- Describe students experience of peer leadership through the use of focus groups

- Focus groups were not conducted due to a lack of response from students. Further qualitative research will be conducted during the summer of 2010 to explore students peer leadership experiences.
  - Report the number of web hits for the peer leader page
    - The peer leader website was moved to a new server which precluded tracking the number of web hits for the 2009-2010 academic year
  - Track number of offices posting peer leader positions through Jobmate
    - This data was not tracked for the 2009-2010 academic year.
- **Initiative 1f:** To promote the skills necessary to participate in undergraduate research and increase the number of students' participating in Discover, Residential mini-grants, Magellan Explorers, and Discovery Day.

**KPI**

- Track number of students participating in Discover, Residential mini-grants, Magellan Explorers, and Discovery Day
  - 10 students participated in the Discover Undergraduate Research course in the fall of 2009.
  - 6 students received undergraduate research mini-grants in the fall of 2009
  - 10 students participated in the inaugural year of the Magellan Explorers learning community
  - In addition to an overall student participation increase in Discovery Day, 14 students presented on service-learning/community service experiences, a 700% increase from last year (2).
- Pre-post survey data from Discover seminar highlighting specific statistical gains
  - Data from the pre-post survey given to Discover students indicated statistically significant gains on the following items:
    - Confidence with participating in undergraduate research
    - Awareness of personal research goals
    - Knowledge about how to use the library in research
    - How to find a faculty mentor
    - Level of knowledge about how to initiate interactions with a faculty member
    - How to develop surveys
    - How to write research notes
    - How to write field notes
    - How to cite scholarly sources
    - How to evaluate research articles
    - How to give oral presentations
- Analyze course documents and assignments from Discover Undergraduate Research U290 course to identify specific skills developed as a part of the course
  - Data from both fall and spring Discover courses will be analyzed over the summer and will be reported in the 2010-2011 performance blueprint
- Satisfaction data from undergraduate research participant surveys
  - Due to a staffing transition the undergraduate research participant survey was not conducted in the 2009-2010
- Qualitative focus group data from student experiences related to undergraduate research
  - Focus groups were not conducted in 2009-2010
- Increase student satisfaction and visibility of Discovery Day

- The number of students presenting at Discovery Day increased from 143 in 2009 to 187 in 2010 a 30% increase.
- The total number of people (students presenting, judges, and others) attending Discovery Day increased almost 50% from 484 in 2009 to 718 in 2010.
- Students satisfaction increased from 90% in 2009 to 97% of students willing to recommend Discovery Day to a friend/classmate/colleague.
- Track number of students who engage in undergraduate research after participating in Discover
  - This data will be collected over the summer and will be reported in the 2010-2011 performance blueprint.

**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

**Connected to:**

- Division Goal 1: Teaching and Learning – Enhance the richness of the student experience in and beyond the classroom and provide excellent educational experiences for all constituents
  - Division Outcome 1C: SA/AS engages and collaborates with faculty on educationally purposeful activities

**Goal Analysis**

*The number of faculty participating in the development of high impact initiatives through the Office of Student Engagement continues to increase with approximately 130 attending or participating in specific initiatives related to service-learning, linked course learning communities and Mutual Expectations in the 2009-2010 academic year. Faculty satisfaction with these events remains strong with an average of 80% of participants finding information at these events useful. This was especially true in the case of service-learning initiatives, in which 31 partnerships were formed from faculty interaction with community agencies through the Community Partner Breakfast and 75% found the information at this event helpful.*

*Based off of the current assessment data it is recommended that these initiatives continue to be encouraged and assessment efforts be directed towards assessing faculty change of behavior as a result of their participation. However, without increased support in the form of a Coordinator for Service-learning the ability to increase faculty participation and assess change effectively will be limited.*

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

**KPI**

- Satisfaction surveys from CTE/OSE joint events
  - 31 faculty and staff participated in 3 separate service-learning workshops hosted by the Center for Teaching Excellence and the Office of Student Engagement
  - The Office of Student Engagement partnered with the Center for Teaching Excellence to host a “Carolina Service-Learning 101” workshop for faculty or staff interested in service-learning at the University. Designed for beginners, new Carolina faculty, or just those who are curious, this workshop covered some of the basic tenets and hallmarks of service-learning pedagogy while reviewing the many resources and services available to faculty at the university.

- 75% of participants felt the information presented in these events was “very helpful”
  - Number and disciplinary background of participants
    - Faculty from Political Science, Women’s and Gender Studies, Psychology, Technology Support and Training Management, Journalism, Religious Studies, and English participated in service-learning events through CTE
  - Number of joint events and topics covered
    - 31 faculty and staff participated in 3 separate service-learning workshops hosted by the Center for Teaching Excellence and the Office of Student Engagement. This is an increase of 65% over 2008-2009 participation (20), where only one joint CTE event was held.
      - The Office of Student Engagement partnered with CTE to host a “Carolina Service-Learning 101” workshop for faculty or staff interested in service-learning at the University. Designed for beginners, new Carolina faculty, or just those who are curious, this workshop covered some of the basic tenets and hallmarks of service-learning pedagogy while reviewing the many resources and services available to faculty at the university.
      - The Office of Student Engagement partnered with CTE to host “Service-Learning Assessment: Keeping the Learning in Service-Learning.” The event was facilitated by Dr. John Grady, a faculty member who received a service-learning course development grant from the OSE this past year to implement a new service-learning course around the Americans With Disabilities Act.
      - The Office of Student Engagement partnered with CTE to host “Service-Learning Success: Planning and Troubleshooting.” The event was facilitated by Dr. Bret Kloos, a faculty member who received a service-learning course development grant from the SC Honors College this past year to implement a new service-learning course around homelessness in Columbia.
- **Initiative 2b:** Engage faculty in 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.
 

*Community Partner Breakfast Event Summary- The University welcomed 68 faculty and staff members, 61 community agency representatives, and 23 students to the 2009 Community Partner Breakfast. The 152 participants this year represented a 69% increase from attendance last year, which totaled 90 participants. Faculty and staff participation grew 23%, community agency participation grew 100% (exactly double the participation from last year), and student participation grew by 92%.*

**KPI**

- Number and departmental representation of faculty at events
  - Community Partner Breakfast
    - 68 Faculty Attendees
    - 11 Colleges Represented
    - 23 Departments Represented
    - The 152 participants this year represented a **69% increase** from attendance last year, which totaled 90 participants.
  - Faculty satisfaction with CP Breakfast as reported by survey data

- 89% of respondents said that they were either “somewhat” or “absolutely” able to identify community agencies that would be great partners for their course/s.
    - 98% of respondents said that they would “somewhat” or “absolutely” recommend this event to other faculty or staff members interested in service-learning.
    - 90% of respondents said that they were either “somewhat” or “absolutely” likely to keep in contact with people they met at the breakfast.
    - 100% of respondents said that they either “somewhat” or “absolutely” had a better understanding of the needs of the agencies in attendance and that they obtained new ideas for service-learning courses or projects after the event.
  - Number of community engaged partnerships that were established at the CP Breakfast.
    - According to a mid-year follow-up survey - 65% had contacted someone they met at the breakfast
    - 52% had planned an event or collaboration
    - 83% expressed a desire to follow-up with someone from the breakfast
    - 39 partnerships were formed from the Community Partner Breakfast
- Describe faculty needs as it relates to events through the use of individual interviews with faculty
  - Faculty reported that they were interested in more time to network with community agencies and evaluate partnerships.
  - Faculty members consistently reiterate the need for a centralized information portal (online) in which community partnership opportunities could be cataloged and information shared.
  - Faculty members report the need for more course support from University staff to develop and support service-learning.
  - Staff members engaged in a faculty perspectives interview project through targeted interviews with several faculty members about their experiences with service-learning throughout the year. Clips from this project are being edited to create for the service-learning website and to be used in a promotional video.
  - The CSLI revised the formal definition of service-learning for the university, to include a distinct student version to facilitate a crisper understanding of the concept.
- Mutual Expectations
  - 15 faculty and instructors attended the Mutual Expectations session on October 20, 2009
  - 60% agreed the information they learned by attending the event was helpful
  - 10 faculty and instructors attended the Mutual Expectations session on March 29, 2010
  - 90% agreed the information they learned by attending the event was helpful

**Departmental Goal 3:** Support and provide high quality professional development, resources, and opportunities, for staff within the context of the current fiscal climate at the University.

**Connected to:**

- Division Goal No. 2: Quality of Life – Provide a rich and rewarding student-centered learning and working environment, facilitating for all Carolinians the highest levels of intellectual and personal achievement
  - Division Outcome 2C: SA/AS recruits, hires and retains high quality staff, and engages staff in professional development opportunities that meet their needs and expectations

**Goal Analysis**

*The Office of Student Engagement achieved its goal of providing high quality professional development opportunities for its staff through incorporating articles and readings into each of its staff meetings, conducting a site visit to Appalachian State, and encouraging all staff to publish and present on a variety of topics. Staff regularly attended Division of Student Affairs meetings and recently were also asked to present topics of interest at both Idea PoP and the Building Connections conferences. A continued emphasis needs to be placed on staff submitting articles for publication and creating and revisiting useful professional development documents such as the professional statement of character and professional development plan.*

- **Initiative 3a:** Create a learning organization with the Office of Student Engagement by supporting professional activity within the unit.

**KPI**

- Track types of professional contributions made by staff including by not limited to:
  - Presentations given
    - Jimmie Gahagan
      - Centralizing your Peer Leadership program – Academic Impressions webinar – December 2009
      - Designing living and learning communities for sophomore student success – Academic Impressions webinar – January 2010
      - Academic and Engagement Planning: Coaching First-Year Students to success – Annual First-Year Experience Conference – February 2010
      - Civic Engagement in the First-Year Experience – Annual First-Year Experience Conference – February 2010
      - Faculty – Institute on Sophomore Student Success – Presented 3 conference sessions - April 2010
    - Benjamin Haywood
      - Potholes, Malfunctions, and Accidents: Community Engagement Detours and Roadblocks – SC Campus Compact Day Institute – April 2010
      - Life After VISTA – SC Campus Compact Day Institute – April 2010
  - Articles published annually
    - Jimmie Gahagan
      - A faculty-staff guide to creating learning outcomes – published by the National Resource Center for The First-Year Experience

- Leadership at local, state, or national level
    - None
  - Number of IDP's completed
    - Each staff member in the office completed an IDP
  - Number of Division meetings and other in-house professional development opportunities attended annually
    - Staff regularly attended division meetings throughout the year
- **Initiative 3b:** Expanding professional networks and collaboration locally, regionally, and nationally
 

**KPI**

  - Number of site visits each year
    - In November 2009 staff from the Office visited Appalachian State University to learn about service-learning and linked course learning communities
  - Number of conferences attended
    - Jimmie Gahagan
      - 2 Academic Impressions webinars
      - Annual Conference on the First-Year Experience – Denver, CO
      - National Student Exchange Conference – Colorado Springs, CO
      - Institute on Sophomore Student Success – Savannah, GA
    - Benjamin Haywood
      - SC Campus Compact Day Institute – Columbia, SC
    - Corley Hopkins
      - SC Campus Compact Day Institute – Columbia, SC
    - April Brohawn
      - National Student Exchange Conference – Colorado Springs, CO
      - SC Campus Compact Day Institute – Columbia, SC
  - Track membership in professional organizations
    - 4 Staff are members of the American College Personnel Association (ACPA)
  - Track leadership in University groups and professional organizations
- **Initiative 3c:** Research best practices and areas for possible innovation for the Office of Student Engagement in the 2009-2010 academic year including but not limited to:
  - Commuter and non-traditional student engagement
  - Male engagement
  - Transfer student engagement
  - Outdoor recreation programs that are integrated into academic curriculum
  - Curricular leadership courses at the University of South Carolina
  - Spirituality and Engagement
  - Sustainability across the curriculum
  - Integrative learning and assignments

**KPI**

  - Report findings of research and potential areas for new initiative requests
    - Practicum students in the Office research non-traditional student engagement and male engagement. Reports and future directions are available through the Office of Student Engagement

**Departmental Goal 4:** Increase the recognition and brand awareness of the unique mission and functions of the Office of Student Engagement to faculty, staff, and students

**Connected to:**

- Division Goal No. 5: Recognition and Visibility – Promote accomplishments of students, faculty, staff, alumni and University programs that demonstrate excellence and leadership.
  - Division Outcome 5A: Excellence, leadership, and best practices among students, faculty, and staff are publicized

**Goal Analysis**

*In the three years since its creation, the Office of Student Engagement has established its strategic goals and the distinct initiatives it manages. Service-learning, the National Student Exchange, linked course learning communities, The Sophomore Initiative, The Student Engagement Plan, the Peer Leadership Advisors Network, and Mutual Expectations have been incorporated as the primary initiatives from the Office and collaborative partnerships have been formed to support several other high impact activities such as residential learning communities, undergraduate research, and study abroad specifically. In addition to collaborative partnerships the Office has increased its outreach to parents and students by participating in events such as fall open house events, Scholars Day, and Orientation.*

*Due to budget cuts over the last fiscal year, currently 87% of the Office budget for both personnel and programs comes from University Housing. With further cuts likely to occur, questions remain concerning the units ability to continue increase student and faculty participation in high impact activities without increased staffing and programmatic support. Due to the nature of the Office's funding, continued attention should also be given to how the work of the Office of Student Engagement can specifically support the mission and goals of University Housing along with other campus stakeholders.*

- **Initiative 4a:** Create and implement an integrated marketing plan for the Office of Student Engagement

**KPI**

- Track number of Web site hits
  - Due to a change in the Office's server web hits were not tracked and will not be available for the 2009-10 blueprint performance report
- Number of print materials distributed and to which people/organizations
  - Data will be available in the end of semester performance blueprint
  - A marketing flyer was disseminated to all academic advisors this semester via the Advisors Network outlining service-learning at the university and all spring 2010 service-learning course offerings. This information was also disseminated to all Assistant Deans and via the service-learning electronic listserv.
  - AmeriCorps VISTA created a **new** series of "one-pager" handouts that target specific departments on campus to include relevant service-learning examples and potential partnership opportunities. Approximately 30 were distributed at the CP Breakfast. Documents will be included in the revised SL website.
  - A **new** U-Serve weekly/bi-weekly e-newsletter is now distributed to the service-learning listserv that includes current service-learning publication and funding opportunities, accolades, and local service-learning events.
  - Revised Faculty Service-Learning Manual distributed at Second Annual Community Partner Breakfast and Service-Learning 101 workshop. Approximately 40 distributed. PDF version is available online.

- **New** Community Partner Service-Learning Handbook printed and distributed at Second Annual Community Partner Breakfast. Approximately 50 distributed. PDF version is available online.
    - **First** edition of the Service-Learning Newsletter was created last fall and published online. The second edition will be published in May.
    - AmeriCorps VISTA is developing a student Service-Learning Manual currently.
  - Showcase new watermark and brand identity
    - Due to uncertainty about the name and function of the office a new watermark and brand were not identified
  - Share results of internal audit to insure consistency of message across the medium
    - The described audit was not conducted during the 2009-10 academic year
  - Data from a survey of stakeholders about our office
    - The survey of stakeholders was not conducted during the 2009-10 academic year and will not be reported.
- **Initiative 4b:** Increase and strengthen collaboration across campus
  - KPI**
    - Increase in the number of offices collaborating with us
      - The Office of Student Engagement collaborates with the following offices across campus
        - Academic Centers of Excellence
        - Student Success Center
        - University Housing
        - University 101
        - Center for Teaching Excellence
        - Career Center
        - Office of Undergraduate Research
        - University Registrar
        - Undergraduate Admissions
        - Study Abroad
        - Preston College
        - Green Quad Learning Center
        - Capstone Scholars
        - South Carolina Honors College
        - TRIO programs
        - Community Service Programs
        - Financial Aid
    - Data from a campus partner survey about our services and partnerships
      - This survey was not administered during the 2009-10 academic year.

**Department Goal 5:** Coordinate and increase the level of intentional academic service-learning opportunities at the University of South Carolina

**Connected to:**

- Division Goal 4: Improve quality of life beyond the University by engaging in educational and research expertise of faculty, staff, and students and by promoting community service
  - Division Outcome 4F: SA/AS facilitates opportunities for community service and service-learning among students, faculty, and staff

### **Goal Analysis:**

*Service-learning continues to expand as a teaching pedagogy at the University of South Carolina. Overall the number of service-learning courses has increased from 25 in 2008-2009 to 42 in 2009-2010. Recent assessment data from USC service-learning courses in the spring and fall 2009 confirm the impact of service-learning on students as it reveals numerous key educational outcomes of the pedagogical process. Course pre- and post-survey results (n = 328) suggest that students who engaged in service-learning courses during both of these semesters increased perceptions of course relevancy, academic engagement, and community connection and involvement. Additionally, increases were demonstrated in student career direction, confidence in academic ability, and feelings of post-graduation preparedness, outcomes which directly support student persistence and learning. These findings are consistent with national studies which indicate that service-learning experiences enhance students' learning of course material (Astin & Sax, 1998; Ward, 2000) and positively affect their critical thinking and problem solving abilities (Batchelder & Root, 1994; Eyler & Giles, 1999). These studies also demonstrate that students engaged in service-learning projects report higher levels of satisfaction with college (Gray, et al., 1998) and more confidence about their career choices (Astin & Sax, 1998). Finally, service-learning consistently is linked with social integration (Braxton, 2000) and retention of first-year students (Vogelgesang, et. al., 2002), minority students (Swail, et. al., 2003), women (Axsom & Piland, 1999), and the general student population (Eyler, 2001).*

*Despite the success demonstrated in these findings and the growth in resources developed by the Office of Student Engagement, there is currently no full-time staff support for service-learning or community engagement across the entire Columbia campus. Although budget constraints preclude the ideal establishment of a Center for Community Engagement, it is our belief that, at minimum, a full-time staff member is required to advance community engagement practices with organization and vigor. The Office of Student Engagement has submitted a new initiative request for FY2011 in order to address these concerns. Although current activity can be maintained by the Office of Student Engagement, expansion of the practice is not feasible given current resources. In spite of the economic challenges faced by our institution, service-learning provides an opportunity to further advance the first-class nature of our university. Service-learning will not only move us forward, but will position us as an institution of character, fostering innovative and revolutionary ways to teach, research, and serve.*

- **Initiative 5a:** 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**

- Number of service-learning specific training workshops and professional development events hosted.
  - In total, 9 special service-learning events were sponsored in 2009-2010, **up three times** from the year before (3 events). 121 faculty members participated, representing 25 departments and 11 colleges. In addition, 61 community agency representatives, and 23 students attended the second annual Community Partner Breakfast. 8 community partner organizations attended course development and evaluation events in the spring.
    - U101 Service-Learning Faculty Workshop – August 2009
    - Community Partner Breakfast – September 2009 (see initiative 2b above)
    - 3 CTE Co-Sponsored Workshops (see initiative 2a above)
    - As a result of the CP Breakfast, a community partner focus groups was held in the spring (6 participants) and a follow-up Faculty/CP Discussion

Forum was coordinated to allow structured feedback and evaluation of service-learning projects (12 participants).

- Additionally, the SC Campus Compact Day Institute was hosted at USC Columbia in April with eight faculty/staff members attending and a Tenure and Promotion Service-Learning Lunch was facilitated by Dr. Christy Friend in March for faculty interested in connecting service-learning with the T&P process.
- Summary and satisfaction data from training events
  - Community Partner Breakfast (see initiative 2b above)
  - CTE Workshops (see initiative 2a above)
  - Although qualitative assessment surveys were not distributed at the smaller professional development opportunities, participants reported the value and productivity of each event.
- **Initiative 5b:** Recruit and train faculty, students, and community partners for the newly established SL advisory committees once committees have been established and responsibilities assigned.

**KPI**

- Number of faculty, students, and community partners participating in service-learning advisory committees
  - This initiative has been suspended as our goal is to incorporate a new faculty advisory group into the service-learning subcommittee of the Community Engagement Task Force (CET). The CET was reorganized in the fall and the OSE has worked with the Provost's office to jump-start a faculty advisory group. We intend to find opportunities to incorporate student and community partner feedback into this advisory group as well.
- **Initiative 5c:** Provide support and development opportunities for USC administrators or departments seeking to integrate SL into curriculum or program design.

**KPI**

- Total number of service-learning courses at USC
  - 42 Courses were identified for the 2009-2010 year
  - Courses are listed on the service-learning website at [www.sc.edu/servicelearning](http://www.sc.edu/servicelearning)
  - Office is promoting international service-learning experiences in Jamaica, Ecuador, and the Dominican Republic
  - The total number of service-learning courses has increased from 25 in 2008-09 to 42 in 2009-10 (**68% increase**).
- Number of departments and units collaborated with during 2009-10 academic year
  - 2009-2010 courses were offered in 23 departments.
- Pre-post service data for specific unit courses
  - Data for the 2009-2010 full year will be available in the summer of 2010.
  - Data for pre-post surveys in the fall 2009 indicated the following statistically significant results and suggest that students in these service-learning courses developed **strong connections to academic engagement** over the course of the semester, stating with statistical significance that:
    - I find the content in school courses intellectually stimulating.
    - Courses in school make me think about real-life in new ways.
    - I find courses in school relevant to my life outside of school.

- Implications for **career direction and goals** are noted with statistical significance as well. Students in these service-learning courses demonstrated connections between issues of social significance and individual career aspirations.
  - It is important that I work toward equal opportunity (e.g., social, political, vocational) for all people.
  - It is important for me to find a career that directly benefits others.
- Finally, several results indicate that students in these service-learning courses emerged with a sense of greater **connection to the local community, confidence in personal ability to make a difference, and the value of community engagement** as respondents stated with statistical significance that:
  - I feel that I can have a positive impact on local social problems.
  - I plan to improve my neighborhood in the near future.
  - Volunteerism/community service has been an integral part of my life up to this point.
- These findings demonstrate much more statistically significant findings from the 2008-2009 year, where only two statistically significant results were revealed. **This represents three times the amount of statistically significant findings.**
- Report on themes from students' course reflection exercises
  - This data was not collected for the 2009-2010 performance blueprint
  - Utilize focus group data to analyze students' experiences in service-learning courses
  - Promote and track attendance at Community Partner Breakfast. Collect data on SL partnerships that were created after the CPB.
- **Initiative 5d:** Increase the amount of financial support for service-learning through grants and donations

**KPI**

- Increase in the number external dollars created to support service-learning
  - The University of South Carolina's VISTA member has served full-time this semester via the South Carolina Campus Compact. She has successfully secured a \$10,000 grant for one a university service-learning program. **This is up from \$0 secured in 2008-2009.**