



*2009 Blueprint for Service Excellence*

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## Office of Student Engagement

*Division of Student Affairs and Department of Academic Support  
University of South Carolina*

# *Mission and Goals*

**Mission:** The Office of Student Engagement works collaboratively within student and academic affairs to develop, implement, coordinate, and assess initiatives to encourage University of South Carolina undergraduate students' engagement in curricular and co-curricular activities that facilitate their learning, academic success, and involvement on campus.

## **Goal No. 1**

Increase the recognition and brand awareness of the unique mission and functions of the Office of Student Engagement to faculty, staff, and students.

## **Goal No. 2**

Optimize student retention and persistence to degree completion by increasing engagement in campus life and by providing essential programs, services, and educational activities that lead to student success and satisfaction.

## **Goal No. 3**

Work collaboratively within the Division of Student Affairs and Department of Academic Support to promote students academic success and engagement on campus.

## **Goal No. 4**

Develop and practice methods of research and assessment that guide improvements enhancing student engagement.

## **Goal No. 5**

Sustain a workplace environment where highly qualified staff are hired, provided professional development resources and opportunities, retained, and earn recognition as campus and national experts in programs and services for students.

## **Goal No. 6**

Research, assess, and pursue opportunities for external funding through grants, development, and advancement activities to support the Office of Student Engagement.

## **Goal No. 7**

Encourage and support faculty development and involvement in the initiatives to support student engagement at the University of South Carolina.

# Goals, Initiatives, and Action Plans

**Goal No. 1:** Increase the recognition and brand awareness of the unique mission and functions of the Office of Student Engagement to faculty, staff, and students.

## Supports Division Goal #1 & 2

**Initiative #1a:** Update, maintain, and increase the profile of the Student Engagement related web sites to increase the usefulness for faculty, staff, and students.

### Action Items/Key Performance Indicators

- Update, maintain, and increase the profile of the Office of Student Engagement web site for faculty, staff, and students.  
*Track number of hits for each web site and explore possible use of Google analytics to find out who's visiting the site. Conduct a series of focus groups with stakeholders about the usefulness of information on the site.*

#### Performance Update:

Web page	August 2008	Sept. 2008	October 2008	Nov. 2008	Dec. 2008
/studentengagement	127	295	266	134	97
/studentengagement – linked course rfp	109	69			
/studentengagement – peer leadership		58	120	62	76
Web page	January 2009	Feb. 2009	March 2009	April 2009	
/studentengagement	107	182	244	263	
/studentengagement -peerleadership	95	107	125	101	
/studentengagement- linked courses	38	61	121	45	

- Fall practicum student reviewed and provided updates to the faculty-student interaction web page.
  - A complete revision of the Student Engagement web site will be completed by the July 31, 2009.
- Update, maintain, and increase the profile of the Service-Learning web site for faculty, staff, and students.  
*Track number of hits for each web site and explore possible use of Google analytics to find out who's visiting the site. Conduct a series of focus groups with stakeholders about the usefulness of information on the site.*

#### Performance Update:

Web page	August 2008	Sept. 2008	October 2008	Nov. 2008	Dec. 2009
/servicelearning	135	186	205	187	138
/servicelearning – Brad Smith video	103	120	131	92	104
/servicelearning – community breakfast	55	150			

Web page	January 2009	Feb. 2009	March 2009	April 2009	
/servicelearning	196	170	250	269	
/servicelearning – Brad Smith video	137	119	158	160	
/servicelearning – how to	58	50	77	99	

- SL website was redesigned and the content was edited to reflect updated information revealed in the new Faculty SL Manual (September).
- SL website was expanded to include a section for community partners, faculty professional development, training and development dates, and service-learning documents (September).
- New Faculty Manual was uploaded to SL website, and was formatted for ease of use for faculty (September).
- The Service-Learning website has now been redesigned, updated, and reconfigured to correspond with material and recommendations in the new Service-Learning Faculty manual. The website updates have incorporated user friendly information for community partners and faculty members and now includes a downloadable version of the Service-Learning Faculty Manual. Site can be accessed at [www.sc.edu/servicelearning](http://www.sc.edu/servicelearning).
- Working with the university UTTS department, the OSE has acquired video clips of interviews with students, faculty members, and community partner agencies regarding the impacts of service-learning to use for promotional activities on the service-learning website as well as to create brief, promotional “webisodes” for service-learning promotion. Videos are now up on the service-learning website and the number of hits has increased at the site this semester.
- Update, maintain, and increase the profile of the Sophomore Initiative web site for faculty, staff, and students.

*Track number of hits for each web site and explore possible use of Google analytics to find out who’s visiting the site. Conduct a series of focus groups with stakeholders about the usefulness of information on the site.*

**Performance Update:**

- Web hits for the sophomore initiative page have not been able to be tracked through the university system. We will work with the Division’s Technology Office to acquire this data for the spring.
- Sophomore initiatives such as the Beach Bash and Major and Information Fair were publicized using the website.
- A series of sophomore specific facts were added to the web page along with short interviews about students’ sophomore-year experience.
- The sophomore initiative video was uploaded during the spring 2009.
- A comprehensive redesign of the sophomore web site will be completed by July 31, 2009.
- Redesign the Peer Leadership section of the Student Engagement web site to be the primary place for students to find out about peer leadership opportunities on campus.

*Track number of hits for each web site and explore possible use of Google analytics to find out who’s visiting the site. Conduct a series of focus groups with stakeholders about the usefulness of information on the site.*

**Performance Update:**

Web page	August 2008	Sept. 2008	October 2008	Nov. 2008	Dec. 2009
/studentengagement – peer leadership		58	120	62	76

Web page	January 2009	Feb. 2009	March 2009	April 2009	
	38	107	125	45	

- Through a series of meetings with campus stakeholders the peer leadership web site has been revised to include up to date information regarding the various peer leadership opportunities on campus. Detailed descriptions of each position can now be found at the site.
- A meeting was held on January 12 to meet with leaders of Student Government to explore opportunities to promote the peer leadership among students.
- The Office of Student Engagement has partnered with the Career Center to host peer leader positions on the Jobmate web site. This will provide these positions with more visibility for students looking to become a peer leader.

**Initiative #1b:** Create brochures and other print materials that describe and clarify the work of the Office of Student Engagement.

**Action Items/Key Performance Indicators**

- Create brochure to describe the mission and work of the Office of Student Engagement to distribute to faculty, staff, and students  
*Was the brochure published? Conduct a brief readership survey to evaluate the effectiveness of the publication.*

**Performance Update:**

- Created an office brochure for the Office of Student Engagement (OSE) that will be distributed and used on campus as a marketing tool to generate more campus buzz on the office; students, faculty and staff will receive a brief synopsis of the office as a whole while receiving a brief overview of the office's programs and services/University partners. The content for the OSE brochure has been compiled and edited and will be distributed in the summer of 2009.
- Collaborated with the Office of Undergraduate Research (OUR) and Student Engagement to create a flyer and a postcard that discussed the mini-grant program and its benefits; all University of South Carolina-Columbia undergraduate students were encouraged to apply
- Worked with my colleagues to increase their brand awareness as well as the awareness of OUR by connecting with a myriad of people and organizations interested in applying for and promoting the grant; faculty, staff and University deans were helpful in aligning themselves with the OSE /OUR brand by encouraging their students to apply for one of the OUR mini-grants
- Worked with my colleagues to design a flyer and a website addressing a course taught in the fall targeting students interested in Roadtrip Nation and its mission
- The creation of the website and the flyer will help increase the awareness of the OSE brand by encouraging faculty, students and staff to become more engaged and involved with the office
- The materials used to promote these different campaigns/initiatives will help the University campus become more attuned to the message and mission of the OSE.
- December issue of *Causerie* highlights student engagement and the University's National Survey for Student Engagement data. It was distributed to faculty across the University.
- A comprehensive and aesthetically pleasing service-learning brochure has been completed that highlights the unique role of service-learning at the university, hallmarks of the practice at Carolina, and ways for individuals to get involved. The brochure has been published and distribution will continue through the fall semester.
- Promotional packets for college Deans have been developed to promote service-learning and the resources the OSE has to offer individuals colleges and department to develop this practice. Packets will be distributed to Deans this summer.
- The publication *A Faculty and Staff Guide to Creating Learning Outcomes* was redesigned and extra content related to assessing learning outcomes was added. The Planning, Assessment, and

Innovation Committee in the Division of Student Affairs is editing the brochure and it is anticipated the brochure will be printed by July 31, 2009.

- Create a Beyond the Classroom brochure in partnership with the Office of Study Abroad Programs, Service-Learning Task Force, and Office of Undergraduate Research to better recruit faculty into the work of these offices.

*Was the brochure published? Conduct a brief readership survey to evaluate the effectiveness of the publication.*

**Performance Update:**

- The Beyond the Classroom brochure put on hold in light of budget reductions. The document will be redesigned and produced as an electronic document in the spring of 2009.

**Initiative #1c:** Collaborate with other units across campus to promote the Office of Student Engagement at various campus-wide events.

**Action Items/Key Performance Indicators**

- Distribute information at new faculty and new student orientation

*Was information distributed and to how many staff?*

**Performance Update:**

- The Office of Student Engagement partnered with the Student Success Center and Office of Undergraduate Research to sponsor an information table at summer new student orientation. Literature was distributed about the Office of Student Engagement, Undergraduate Research, and Service-learning. Approximately 1000 service-learning pieces and 2000 undergraduate research pieces of information were distributed to parents and students.
- The Office of Student Engagement co-sponsored a table with the Student Success Center at new faculty orientation. Information was distributed to faculty about the Office of Student Engagement, linked courses, service-learning, assessment, undergraduate research, and study abroad.
- The faculty and staff guide to creating learning outcomes was distributed to all of the approximately 125 new faculty.
- Approximately 400 copies of the faculty staff guide to creating learning outcomes were distributed by The Graduate School orientation for new teaching assistants.
- Explore possible partnerships with Undergraduate Admissions to host a table at various recruiting and open-house events.

*List specific events attended and estimated number of people reached through distributing information.*

**Performance Update:**

- Meetings are being established for the spring semester to work with admissions in recruiting students to participate in linked course learning communities at the University of South Carolina.
- Present an overview of the Office to key stakeholder groups, including but not limited to: Assistant and Associate Deans Council, Academic Advisors Network, University Retention Committee, Residence Hall Association, Student Government, and the Faculty Senate.

*List specific groups presented to and the estimated number of people attending.*

**Performance Update:**

- Provided announcements and updates at two Asst/Assoc. Deans Council meetings during the fall semester.
- Provided regular updates about the Office at University Retention Committee meetings
- Conducted two meetings with student with both the 2008/09 and 2009/10 student government officers to discuss student engagement initiatives. New student body president Meredith Ross has supported both Mutual Expectations and Sophomore Initiatives.

- Provided an update during the March Asst/Assoc. Deans Council meeting regarding linked courses, service-learning, and the National Student Exchange
- Met with Davis Baird, Dean of the South Carolina Honors College to promote National Student Exchange.

**Goal No. 2:** *Optimize student retention and persistence to degree completion by increasing engagement in campus life and by providing essential programs, services, and educational activities that lead to student success and satisfaction.*

### Supports Division Goal #2

**Initiative #2(a):** Establish, coordinate, and enhance programmatic initiatives, research & assessment, and policy development to promote students engagement in educationally purposeful activities.

#### **Action Plans/Key Performance Indicators**

- Utilize existing institutional data and establish focus groups of faculty, staff, and students to create an institutional definition and framework for student engagement.  
*The development of an institutional definition of student engagement and a framework to guide future strategic planning and development. Expand assessment to include assessing the content, effectiveness and outcomes of peer education programs.*

#### **Performance Update:**

- Focus groups were conducted in spring of 2009 to establish institutional definition and framework for student engagement. *Data will be transcribed and analyzed during June 2009 and a report will be developed by the end of July 2009.*
- Implement a coordinated system of collecting student data to assess levels of students' engagement, and pilot tracking software to create a profile of an engaged student at the University of South Carolina.  
*Current data will provide a summary of the number of students engaged in educationally purposeful activities, and will establish an initial profile of an engaged student at the University of South Carolina.*

#### **Performance Update:**

- A data file was created by UTS and successfully uploaded to the StudentVoice server
- Due to the delay in the upload of the data file, the pilot of the StudentVoice tracking system will be conducted in the spring 2009 with results to be shared accordingly.
- Two meetings were conducted with staff from Offices participating in the StudentVoice tracking pilot. Sample data was collected and uploaded into the StudentVoice system.
- *Data from the tracking pilot will be available from the Office of Student Engagement by July 31, 2009.*
- Develop a Student Engagement Plan to be piloted in the fall of 2009 in order to assist students with intentionally and reflectively mapping out their engagement/involvement opportunities.  
*Create Student Engagement Plan document. Implement through a pilot in the fall of 2009. Assess effectiveness and student satisfaction with the Student Engagement Plan.*

#### **Performance Update:**

- The Student Engagement Plan has been developed and is currently being pilot tested in three University 101 courses and through ACE. An assessment instrument has been developed and was administered before the end of the fall 2008 semester. Focus groups were conducted to get feedback about the Student Engagement Plan and its effectiveness.
- *Based on feedback from surveys and focus groups the Student Engagement Plan was revised in March 2009. The instrument will be uploaded into Gamecock Connection in the summer of 2009 and will be utilized by the First-Year Call Center, Academic Centers of Excellence, and several University 101 sections in the fall of 2009. A more comprehensive assessment will be conducted at the end of the fall 2009 semester.*

- Pilot Linked Courses with Opportunity Scholars Programs in fall of 2008 and continue progress toward fall 2009 pilot through RFP process for faculty in all disciplines.

*Assess effectiveness of TRIO pilot through pre and post-test survey and GPA. Collaborate with Center for Teaching Excellence to provide workshop for faculty interested in teaching linked courses, implement RFP process to select faculty for fall 2009 pilot, develop training materials for faculty, offer planning sessions for faculty grantees, develop assessment instrument for fall 2009 pilot.*

**Performance Update:**

- A linked course workshop and lunch was implemented on September 11, 2008 in partnership with the Center for Teaching Excellence and TRIO programs. National expert Vincent Tinto provided the keynote address and over 25 faculty attended the event.
- Pre- and post- data from TRIO link yielded a statistically significant gain in attitude toward studying for college classes compared to high school. Though not statistically significant, data did yield student gains in the following areas: interacting with people from background different than their own, agreement that a college education is supposed to help them examine and develop ideas more carefully, preference for working in groups, enjoyment of diverse viewpoints on the same topic, drawing upon the contributions of two or more disciplines to reach a conclusion, receiving supportive individual attention from faculty, motivation to interact with faculty outside the classroom, and number of hours spent doing homework.
- Three links have been established for the fall 2009 pilot: Engineering 101 with Math 141, U101 Exercise Science with HPEB 321 (connected to the Wellness Learning Community), and U101 Capstone Scholars Business with SPCH 230. Faculty planning meetings are in the process of being scheduled for early April and the summer. The assessment instrument is being modified.
- Initiate division-wide discussion of e-portfolios and their broader applications within the Division of Student Affairs and Department of Academic Support.

*Host meetings with department representatives to discuss current and future use of e-portfolios. Provide recommendation to VPSA regarding future applications.*

**Performance Update:**

- A committee has been established and is meeting monthly to discuss possible applications of e-portfolios.
- Updates were provided to the VPSA in December 2008. The working group continues to meet monthly and has identified the learning outcomes for the fall 09 pilot of eportfolios within the Division. The sample, portfolio review process, and assessment are under development will be available by the end of May of 2009.
- Implement a comprehensive peer education network to enhance student engagement and professional development.

*Peer program incorporates certification and structured curriculum content. Satisfaction and success of program are evaluated.*

**Performance Update:**

- Two PEER education network meetings were conducted to discuss peer leadership learning outcomes, training and education techniques, the implementation of programming, recruitment, benefits, commonalities and differences, website development, peer leadership survey results, revision, and re-administration.
- The 2009 peer leadership survey has been administered and data from 190 respondents is being analyzed. A full report will be available by the end of June 2009.
- The 2009 Peer Leadership Survey and a follow-up e-mail survey to participants who indicated interest in further assessment about Peer Leadership were distributed. The quantitative and qualitative results of these surveys were analyzed and an executive summary of the results and their implications was completed. The individual results for each peer leadership group were e-

mailed to their individual advisors for their own use. Additionally, the data is being analyzed through SPSS and the final report will be available in early June.

- Future collective recruitment and informal interactive events are being considered for the Fall of 2009.
- Common learning outcomes for peer leadership experiences on campus are under development and will be available by May 2009.
- Common forms for recommendations and nominations are under development and review.
- Common training opportunities are being explored, including potential development of a common peer leadership course.
- The Peer Leadership website ([www.sc.edu/studentengagement/peerleadership.html](http://www.sc.edu/studentengagement/peerleadership.html)) has been updated to contain more information and have more appeal to students. The peer advisor network is increasing in size, efficacy, and buy-in as stakeholders contribute to our effort and more offices are made aware of our efforts.

**Initiative #2(b):** Expand study abroad participation through program design, marketing efforts, scholarship opportunities and collaborations with academic units.

**Action Plans/Key Performance Indicators**

- Assist in the development, marketing, and implementation of specific study abroad programs for Capstone Scholars, Green Quad, and Preston Residential Learning Communities.  
*Were the study abroad programs created? Provide a description of the programs. Utilize the BEVI instrument to assess the value of these experience through pre-post assessment in conjunction with the Office of Study Abroad Programs.*

**Performance Update:**

- Two new study abroad programs were developed for the spring and summer of 2009:
  - POLI 391: Creating Sustainable Communities: A program to Findhorn Ecovillage in Scotland. This course was created however did not have enough students sign up to participate and therefore the program was cancelled
  - JOUR 463A - Communication, Community, & Culture: A program to Jamaica over spring break. 10 students from Preston College, the School of Journalism, and the Opportunity Scholars Program participated in the course.
- Participated in the program review for the 2010 Capstone Abroad experience.
- Assess and develop opportunities for students to participate in internationally based service-learning. Continue to expand the list of quality service-learning abroad programs. Collaborate with key constituencies on and off campus to develop a USC service-learning abroad program.  
*Was the program developed? Provide a description of the program. Utilize the BEVI instrument to assess the value of study abroad programs through pre-post assessment in conjunction with the Office of Study Abroad Programs.*

**Performance Update:**

- Met with Dr. Pete Cardin on multiple occasions to support his development of an international service-learning course to the Dominican Republic. Connecting with the Study Abroad Office, Dr. Cardin was able to persuade the College of Hospitality, Retail, and Sport Management to approve a course for the experience for the Maymester 2009 (July/August).
- Collaborating with Dr. Pete Cardin (TSTM) and the Study Abroad Office, the OSE supported the creation of a new international service-learning experience to the Dominican Republic to be offered in May of 2009.
- The CSLI pre- and post-course service-learning assessment tool has been administered to the J463A (Community, Communication, and Culture) course, an international service-learning courses to Jamaica. Survey results will be compiled in May. Discussions are ongoing regarding how the OSE might further support the continuation of the Jamaica service-learning study abroad experience next year.

- An OSE practicum student has assembled an additional section, in conjunction with the Study Abroad Office, for the Faculty Service-Learning Manual regarding international service-learning. The section includes information regarding program planning and implementation, trip preparation, financial considerations, and reflection tools to utilize in international settings. The section has been incorporated into the revised version of the manual which is now available online.
- The J463A (Community, Communication, and Culture) Jamaica course will engage in a documentary process to record their international service experiences, challenges, and reflections during the service-learning portion of the experience. The documentary will result in the third iteration of the “Beyond the Classroom” series sponsored by International Programs.

**Initiative #2(c):** In collaboration with the Office of Undergraduate Research, support the development, marketing, and assessment of undergraduate research opportunities for students.

***Action Plans/Key Performance Indicators***

- Implement two sections of the Discover Undergraduate Research Seminar for first-year students in the fall of 2008 and one section in the spring 2009.

*Pre-post measures will be utilized to assess whether students grew in several defined learning outcomes.*

**Performance Update:**

- In partnership with OUR and SSC, two sections of Discover were implemented in the Fall of 2008 and pre and post surveys were conducted. Data indicates that students who participated in the not for credit seminar demonstrated statistically significant gains in:
  - Confidence in participating in undergraduate research
  - Awareness of their personal research goals
  - Knowledge about how to find a faculty mentor
  - Knowledge about how to initiate interactions with faculty
  - Their connection to the community of scholars at the University
- In partnership with the Office of Undergraduate Research the spring 2009 Discover section was cancelled and emphasis was placed on recruiting for the 2009/2010 Magellan Explorers community.
- Administrate and assess Resident Student Learning Mini-Grant program in partnership with the Office of Undergraduate research.

*A mini-grant post evaluation will be administered to evaluate students' experience and learning.*

**Performance Update:**

- Six mini-grants were awarded in the fall semester including:
  - Benjamin Fine, senior, “Computer vision with low cost robots” faculty mentor – Jason O’Kane, Engineering and Computing
  - Sidney Jarido, sophomore, “Y-Chromosome distribution among West African ethnic group analysis,” faculty mentor – Bert Ely, Biological Sciences
  - Kathleen Marston, senior, “Identification of subcuticular bacteria in the Brittle star Amphipholis Gracilla, faculty mentor – Richard Long, Biological Sciences
  - Emily Matherly, sophomore, “NF-kB activation and nuclear translocation in human brain microvascular endothelial cells,” faculty mentor – Melissa Moss, Chemical Engineering
  - Maliek McKnight, first-year, “A study on data management for open source mobile applications,” faculty mentor – Sirhari Nelakuditi, Engineering and Computing
  - Daniel Wienberg, junior, “Phosphoregulation of nuclear factor kappa B in lean control and Zucker diabetic fatty rat adult cardiac fibroblasts,” faculty mentor – Chandra Patel, Biological Sciences
- Nine mini-grants were awarded in the spring semester

- Matthew Fisher, sophomore, “The role of Pentobarbital as an agonist on the K289M Mutant Forms of Alpha 1 and Alpha 6 subunits” faculty mentor – Janet Fisher
  - James Gambrell, junior, “Investigation demonstration into particle wave duality of nature” faculty mentor – Tamir Datta
  - Brantly Hancock, junior, “Women in Florentine Renaissance Art” faculty mentor- Melissa Pia
  - Lesley Joseph, sophomore, “Letting the Garden Speak: Creating and Educational Organic Garden for USC,” faculty mentor – David Whiteman
  - Marla Koch, freshman, “Cultural Anthropology Field Study in Campeche Mexico” faculty mentor – Erica Gibson
  - Austin McNeilly, sophomore, “Turning a lawn into an edible forest: Designing and implementing a permaculture plan for the Green Quad” faculty mentor – David Whiteman
  - Samir Panvelker, junior, “Comparing the Practitioner-Patient Relationship in Biomedicine and Acupuncture” faculty mentor – David Simmons
  - Tiffany Smeilus, freshman, “Developing an Artificial Heart Valve” faculty mentor – Arash Dheradvar
  - Brandon Truett, Turning a Lawn into an Edible Forest: Designing and Implementing Permaculture Plan for the Green Quad” faculty mentor – David Whiteman
- Assist in the implementation of the Magellan Explorers residential learning community to open in the fall of 2009.

*Share marketing materials and description of Magellan Explorers program.*

**Performance Update:**

- Marketing and development of the Magellan Explorers community has been ongoing. Three upper-class students were selected to participate in February 2009
  - Through conversations with University 101, participants in the community will be required to take a 1 credit University 290 course in the fall and spring semester focused on undergraduate research.
  - 14 first-year and 3 upper-class students have indicated an interest to participate by May 1, 2009. Applications were reviewed and course development will continue through the summer.
- Survey and conduct focus groups with existing Magellan Scholars to assess the learning occurring through the program.

**Performance Update:**

- A Magellan Scholars survey was created in March 2009 and will be distributed in May. Data from this survey will be collected in StudentVoice and will be available for the Office of Student Engagement by June 30, 2009.

**Goal No. 3:** Work collaboratively within the Division of Student Affairs and Department of Academic Support to promote students academic success and engagement on campus.

**Supports Division Goal #3**

**Initiative #3(a):** Foster student engagement through enriching educational experiences.

**Action Plan/Key Performance Indicators**

- The Office of Student Engagement will develop, promote, and assess opportunities that encourage students to participate in programs and services that enhance student success and engagement outside of the classroom.

*What are the results of the assessment of opportunities for student engagement?*

**Performance Update:**

- Supported the OSE and Dr. Brad Smith in the development of the University 101 Mentoring Manual and appropriate paperwork for the Fall University 101 service-learning pilot with the Challenging Horizons Program. The OSE was able to publish the manual for students in the experience (August). *Mentoring Manual Attached.*
  - Supported the training efforts of University 101 service-learning pilot instructors prior to the course implementation, including meeting scheduling and preparation (July/August).
  - Organized a transportation schedule as well as ride-board procedures in Gamecock Connection for the University 101 pilot program (August).
  - Assisted in trouble shooting procedures and instructor support (September – November).
  - The OSE was a primary support office and leader for the University 101 service-learning pilot program with training organization, program logistical planning, and program support. The pilot program includes nine sections of University 101 who have worked with the Challenging Horizons Program to engage first year students in mentoring activities. Evaluation data from participants will be available in early spring.
  - Results of fall pre and post service-learning course evaluations show a strong positive correlation between student service training and orientation and the students' overall perception of the service-learning experience. These results underline the importance of developing more resources, trainings, and tools for faculty to utilize to train and orient students prior to service-learning experiences. The CSLI strategic plan addresses these key elements for service-learning.
  - The OSE has worked with the University 101 program as well as the Challenging Horizons Mentor Program (Department of Psychology) to prepare for a second service-learning cohort of University 101 instructors for the fall 2009 semester. Program revisions are taking place, instructors are being recruited, and training and orientation for instructors will be held this summer.
- Explore possible opportunities to incorporate outdoor education experiences into coursework to support student success and retention.

*What are the results of the research and best practices?*

**Performance Update:**

- Practicum students developed a list of outdoor education experiences for the Office to review about possible implementation

**Initiative #3(b):** Oversee the development, implementation, and assessment of the Carolina Service-Learning initiative in partnership with the Honors College, Provost's Task Force on Service-Learning, Office of Community Service Programs, and Center for Teaching Excellence.

### ***Action Plans/Key Performance Indicators***

- Establish the first annual community partner breakfast to encourage the development of service-learning programs between faculty and community agencies.

*Conduct community partner and faculty needs assessment and share results.*

#### **Performance Update:**

- Collaborated with the CSLI to develop event structure, target audience, and event agenda. Additional consultations with technology support allowed for the development of a Breakfast webpage and registration process to include an online faculty and community partner needs assessment tool. (August).
  - Worked with the USC Times, Housing department webmaster, and USC listserv contacts to disseminate event information and invitations (September).
  - Collaborated with the CSLI to secure event speakers, catering, logistical preparation, and to publish event materials and communications (August/September).
  - Data about faculty and community partner needs was collected as well as event evaluation data (September/October).
  - On October 1st, 2008 the University of South Carolina welcomed 35 faculty members, 30 community agencies, and 25 University administrators and students for the first ever Community Partner Breakfast in the University Union Ballroom on the Columbia campus. Special speakers included President Pastides and Lizette Mujica Laughlin. Individual students, faculty members, and community partner representatives participated in an interview session at the breakfast to create footage to be used for service-learning publication and promotion of service-learning at the University. Additionally faculty and community partner needs have been collected and have provided the foundation for a University service-learning database. *Event Summary Report Attached.*
  - The OSE has worked with Community Service Programs to create a University of South Carolina Community Partner Service Manual to inform university community partners of the variety of opportunities to engage with university groups, classes, and programs. The manual is currently being edited and will be published on the service-learning website by the fall semester. The goal of the manual is to better inform community groups of engagement opportunities with our students and university organizations to facilitate richer campus-community interactions and outcomes. A copy of the manual will be distributed to all community partners at the 2<sup>nd</sup> Annual Community Partner Breakfast in fall 2009.
  - The OSE has developed an external donor prospectus for a Center for Service-Learning and Civic Innovation. The proposal has been shared with the University development office. If funded, a center would greatly expand the capacity of the university to offer educationally engaging opportunities for all USC students.
  - Two OSE team members have joined the university Environmental Action Committee to further integrate the mutual goals of service-learning and environmental sustainability.
  - The OSE collaborated with the Office of Undergraduate Research and other USC offices to expand Discovery Day to include service-learning research and engagement opportunities in the annual student showcase. The event, held in April, was the largest ever Discovery Day event and included the work of a variety of comprehensive service-learning programs and research projects in the Columbia community.
- Create faculty/instructor service-learning manual and distribute to all faculty and University 101 instructors teaching service-learning sections.

*Attach copy of manual and solicit feedback from faculty as to it's usefulness.*

#### **Performance Update:**

- Edited CSLI draft of manual, reorganized, and added sections and information. Created forms to correspond to manual instructions and assembled an appendix for the manual (July).
  - Requested feedback from administrators, CTE, and the CSLI and incorporated feedback into final version of the document (August).
  - Worked with Quick Copy as well as the Housing webmaster to publish the complete manual in print form and on the service-learning website (September).
  - Entire manual was published on the service-learning website, as well as manual sections and 150 print copies. Print copies were distributed to all faculty members in attendance at the Community Partner breakfast as well as U101 service-learning pilot instructors (October).  
*Manual attached.*
  - A comprehensive Service-Learning Manual has been published and is in circulation among university faculty and instructors. The manual is also updated online and can be downloaded with ease. The first copies were released this fall to faculty participants in the CP Breakfast and to U101 instructors.
  - The Faculty Service-Learning Handbook was revised in April to include additional sections on service-learning abroad and undergraduate research. The new manual has been published online and new print copies will be disseminated this fall.
- Develop an archive of documents to support the development of service-learning at the University of South Carolina.  
*Share list of documents archived.*

#### **Performance Update:**

- Created a resource reference list in the Service-Learning Manual for faculty that includes relevant service-learning reading and print material, opportunities for professional research, presentation, and grant funding, as well as other organizations to consult for service-learning support (July).
- Resources cited in the manual were uploaded on the Service-Learning website, as well as current and upcoming conference or professional development opportunities for faculty members (September).
- A section was developed on the service-learning website that contains relevant support documents for faculty to incorporate the practice into courses, including planning and development design documents, community site selection documents, and project or course evaluation methods (October).
- Content for a service-learning quick brochure has been developed and is currently being edited and revised for publication in the spring. Brochure will likely be an online document initially.
- A comprehensive list of relevant service-learning research and support, professional development opportunities, as well as external organizational resources has been created and included in both the Service-Learning Manual as well as the university service-learning website. Efforts have been made to market this material to faculty through special events and targeting meetings and a specific service-learning brochure will be completed next spring.
- The Carolina Service-Learning Initiative (CSLI) has finalized a strategic plan to advance the practice of service-learning forward at the university. Action plans have been developed for the 2009-2010 school year and a progress report was completed for the 2008-2009 year. The plan focuses on building institutional capacity and support for service-learning to engage more students in the educationally effective practice.
- In collaboration with the SC Honors College the Executive Director of the SC Campus Compact was hosted on campus in April and a full-time VISTA volunteer through the

Compact has been secured for the 2009-2010 school year to advance student service-learning and community initiatives forward.

- The OSE consulted with the International Programs office to review opportunities to create a “Beyond the Classroom” documentary experience for a service-learning course in the 2009-2010 academic year. OSE team members will pursue specific courses and contacts to assess the feasibility of a video to promote service-learning.
  - The service-learning efforts of the university have been featured in the 2008-2009 edition of the *Beyond the Books Guide to Service-Learning Colleges and Universities*. This comprehensive guide is a unique college publication that provides a one-stop resource for the college-bound community to research schools who excel in offering experiential learning opportunities.
  - The University of South Carolina has been selected from the highest level of the federal government for its commitment to service and civic engagement and was recognized on the President’s Higher Education Community Service Honor Roll. The designation highlights the hard work of faculty, staff, and students during the 2007-2008 school year.
  - The University of South Carolina has been recognized by the Carnegie Foundation for the Advancement of Teaching as one of the nation’s leaders in providing programs that benefit and engage communities. The university is one of 68 public and 51 private institutions selected for the Carnegie Foundation’s 2008 “Curricular Engagement and Outreach & Partnerships” classification.
- Offer faculty development grants in partnership with the Center for Teaching Excellence to support the development of service-learning courses.

*Conduct follow-up assessment with faculty to evaluate effectiveness of the grant process in promoting service-learning.*

#### **Performance Update:**

- Fall 2008 Action Step One – Funding was secured in the OSE for four faculty development grants for faculty interested in developing service-learning course. An RFP process was established as well as an application procedure (September). *RFP attached.*
- Fall 2008 Action Step Two – The RFP opportunity was marketed to all faculty members via efforts at the CP Breakfast, USC Times, and a variety of listserv groups (October).
- Fall 2008 Action Step Three – After receiving eight proposals, OSE staff has evaluated each and determined four selected recipients of the grant (November).
- Fall 2008 Action Summary – Funding was secured to offer four service-learning course development grants for faculty interested in developing courses for the 2009-2010 academic year. A RFP process was established and four grant recipients have been selected to receive the grants to develop service-learning courses.
- In collaboration with the Center for Teaching Excellence, the OSE has supported a service-learning community of practice of approximately twenty faculty members this spring. The group met once a month throughout the semester to gather around a central topic relating to service-learning course design and implementation. The goal of the group was to provide the necessary resources for faculty to incorporate service-learning into more courses, thus enhancing the overall Carolina student experience, particularly within underrepresented disciplines.
- The Office of Student Engagement awarded service-learning course development grants to four full-time faculty members for the development of courses utilizing service-learning pedagogy. Grant recipients include Dr. John Grady, Assistant Professor in the Department of Sport and Entertainment Management, Dr. Mila Parish, Associate Professor in the Department of Theatre and Dance, Dr. Nathan Carnes, Associate Professor in the Department of Instruction and Teacher Education, and Dr. Karen Heid, Assistant Professor in the Department of Art. Each recipient will utilize the grant to offer a new service-learning course during the 2009-2010 academic school year.

- Purchase and oversee the operation of the Gamecock Service Shuttle to transport students to and from various service-learning and community service sites throughout the Columbia area. *Number of miles driven, sites established, and number of students riding the shuttle.*

**Performance Update:**

- Met with the Director of the Russell House University Union in October 2008 to discuss the purchase of service shuttle. Purchase will be made in the Spring 2009 semester and supervised through Student Life.
- Contracted with Visitors Center and Vehicle Management to utilize one Rooster Roadster Shuttle for the fall 2008 semester to facilitate transitional mentoring experiences for nine University 101 sections. Miles driven and students served will be reported in the summer of 2009.
- Assess service-learning initiatives using a variety of techniques. *Share results of focus groups and survey instruments in an annual report on service-learning at the University of South Carolina*

**Performance Update:**

- An online assessment tool was created and current faculty service-learning needs were assessed prior to the CP Breakfast to determine the scope of faculty needs and to begin to create an aggregate of information regarding service-learning interests at the University. Thirteen faculty members provided specific data for this survey and results have been incorporated into a service-learning course database (August).
- An online assessment tool was created and community partner agencies were asked to assess their ability to host service-learning students and potential projects during the annual Community Service Programs assessment process. Twenty three organizations provided data for this survey and results are published online via the CSP service database (August).
- The CSLI developed a pre and post-course service-learning assessment tool and has administered the pre-course survey to a total of 165 students in ten courses (primarily U101 service-learning sections). Data has been assembled and entered in the Student Voice Program. Post-course surveys were distributed to the same courses in November (July - November).
- A faculty service-learning course summary and feedback tool has been created and was distributed to faculty who are teaching courses that have been identified as service-learning. Data will be collected through the end of the semester (October).
- The OSE has collaborated with the Carnegie Community Engagement Committee as well as Community Service Programs to collect data for the Carnegie Community classification distinction and the Presidential Honor Roll for Service (September).
- A variety of assessment tools have been created and utilized this semester, including a service-learning needs assessment for faculty and community partners, a service-learning pre and post-course survey, and a faculty assessment piece. Data has been collected for each and some has already been utilized (needs assessment data and pre-course data).
- *Additional pre and post-course were distributed in 15 identified service-learning courses in the spring 2009 semester. Data has been collected and uploaded in StudentVoice and analysis is currently underway. A final report will be available from the Office of Student Engagement by July 31, 2009.*
- Track number of students and faculty participating in service-learning activities throughout the FY 2009 academic year.

**Performance Update:**

- Assembled data from the SC Honors College service-learning program, CTE service-learning grant process, and the Provost's Service-Learning Task Force survey to create a nucleus of service-learning course information (September).
  - Created Course Registration form to begin to track all SL courses and information about each. Form was included in the Service-Learning Manual and is on the service-learning website (September).
  - Created a draft service-learning course database to begin to track service-learning course offerings, faculty data, service-learning project data, and the frequency of the course (November).
  - Data has been collected from the SC Honors College, CTE, and Provost's Service-Learning Task Force as well as information from the Carnegie Community Engagement Classification Application and the Presidents Honor Roll for Service to form a nucleus of service-learning course data at the university. Procedures have been created to collect more service-learning data and store, sort, and disseminate future information.
  - The CSLI will continue to solicit information about current or newly developed service-learning courses at the university in the spring. Additional exploration of the potential for service-learning course identification on the master course list of the university will increase the ability to collect and organize data.
  - This spring, all university advisors were informed via the advisors listserv of service-learning practices and course for the fall of 2009 prior to student enrollment to increase awareness and enrollment in service-learning courses for the fall semester.
- Design a service-learning newsletter for faculty and staff distribution once a semester.  
*Was the newsletter created? Conduct readership survey to evaluate effectiveness.*

**Performance Update:**

- An OSE HESA Practicum student has researched and collected information regarding a variety of service-learning newsletter publications at peer institutions (October).
- An OSE HESA Practicum student in collaboration with OSE staff has created an outline for a potential newsletter. Student has begun interviews with faculty members for featured articles and is working on newsletter design (November).
- Service-Learning Newsletter research has been conducted and a draft design and outline have been created. An OSE practicum student is currently collecting stories and relevant information to include in the first version to be published next spring.
- First service-learning newsletter will be published in the fall 2009 via an electronic platform.

**Initiative #3(c):** Develop, promote, and assess specific initiatives for second-year students that will improve sophomore to junior year retention and support students' academic and career exploration. *Summary of programs and initiatives targeted to this population. Report sophomore to junior retention rates, student satisfaction survey results, and focus group data. Report results of specific program and learning outcome assessments.*

- Implement Sophomore Beach Bash to welcome second-year students to campus  
*How many students attended? What were the results of the exit survey?*

**Performance Update:**

- Over 400 students attended the event which was moved inside due to inclement weather
  - 87% agree this event is a good way to welcome sophomores back to campus
  - 93% would recommend the event to a friend
- Implement a series of Major and Information Fairs for sophomore students to support their major selection and career development.  
*Report number of attendees and results of exit surveys.*

#### Fall 2008 Major and Information Fair

- Over 200 students attended the event held in the Russell House Ballroom.
- 12 colleges, schools, and departments sent representatives to the event.
- 15 Division of Student Affairs and Academic Support units were represented.
- 80% of students found the information at the event useful
- 88% would recommend the event to a friend

#### Spring 2009 Major and Information Fair

- Over 150 students attended
- As a result of participating in the Major and Information Fair
  - 98% agreed they were made more aware of campus resources
  - 97% agreed the information they received was useful
  - 93% agreed their questions regarding academic information we addressed
  - 91% agreed the event encouraged them to reflect more about their major and career decisions
- Explore opportunities to distribute information about drinking and high risk behaviors to second-year students.

*What events were developed?*

#### **Performance Update:**

- A subcommittee of the sophomore initiative received data from Larrell Wilkinson from Alcohol and Drug programs, however, upon Larrell departure from the University the committee did not continue meeting during the spring. This issue will be readdressed in the fall of 2009.
- Solidify and expand student participation on the TSI committee

*Compare number of students involved last year to this year.*

#### **Performance Update:**

- Sophomore Year Committee staff (graduate students and student affairs personnel) meet every other week to plan sophomore year initiatives and issues to address and questions to ask the Sophomore Year Working Group, students of all years who help advise about and carry out sophomore year initiatives. These students volunteer for our events, discuss our questions and come up with great ideas. Their committees are brand awareness, major and career aspirations, leadership, and responsible alcohol use. These committees make their own goals and meet during meetings to brainstorm and plan future actions.
- The Sophomore Initiative Committee has met throughout the academic year and is making progress towards changing and planning the Sophomore Welcome Back Event and the Major and Information Fairs
- The Sophomore Initiative Working Group (undergraduate students who help implement our events and give the committee ideas and feedback) are working towards becoming a student organization with a Blackboard community and planning new events to incorporate into the sophomore-year experience.
- In partnership with University Housing redesign and distribute the sophomore initiative planner

*Was the planner redesigned?*

#### **Performance Update:**

- The Sophomore Initiative Planner survey asked students to share their opinions about the planner. Approximately 40% of students utilize the planner on a weekly basis. Specific feedback was shared with University Housing staff to incorporate into the revision process.
  - A collaborative decision was made to not reprint the sophomore calendar for the 2009-10 academic year due to the lack of return on investment.
  - Conduct assessment of sophomore students experience using a variety of assessment techniques
- Share results of focus groups and quantitative assessments.*

**Performance Update:**

- Sophomore to junior year retention is at its highest level ever at 78.3% a 2% increase from the previous year.
- The difference between first-second year retention and second-third year retention decreased to its lowest gap in 10 years
- 86% of sophomore students on the Sophomore Initiative survey said that compared to their first-year, my sophomore year has been more academically challenging.
- Focus groups were conducted in the fall with second-year students. Results from this assessment will be distributed in early spring 2009.

## Goal No. 4: Develop and practice methods of research and assessment that guide improvements enhancing student engagement.

### Supports Division Goal #4

**Initiative #4(a):** Educate, encourage, and promote the use of learning outcomes throughout the Division of Student Affairs and Department of Academic Support

- Publish faculty-staff guide to developing learning outcomes and assess its effectiveness  
*Conduct informal readership survey and bring stakeholders together to discuss effectiveness and possible redesign.*

**Performance Update:**

- 2200 copies of faculty-staff guide were distributed to faculty and staff across the University of South Carolina and the system campuses.
- A comprehensive redesign of the brochure was completed in April 2009. The Planning, Assessment, and Innovation Committee in the Division is revising and the Office of Student Engagement anticipates reprinting the brochure in the summer of 2009.
- Create page on the Student Engagement web site to share best practices regarding learning outcomes.

*Was the page developed? Use analytics to track who uses the site.*

**Performance Update:**

- A learning outcomes website was developed through the Center for Teaching Excellence. The Learning Outcomes brochure was added as a link to this site, therefore a separate website is not needed.
- Work with Maegan Gudridge and other campus partners such as the Center for Teaching Excellence to promote the use of learning outcomes.

*How were learning outcomes used in the Division?*

- The learning outcomes brochure was distributed to all Division of student affairs graduate and professional staff in the fall of 2008.
- A redesign of the learning outcomes brochure was completed in April 2009. The brochure has been submitted to the VPSA and AVP's within the Division for further review.
- A distribution and assessment plan will be developed during the summer 2009 to facilitate the brochures use within the University.

**Initiative #4(b):** Assist in the administration and reporting of the 2009 National Survey for Student Engagement in partnership with the Office of Institutional Planning and Assessment

- Establish timelines and review all materials from NSSE

*What is the timeline?*

**Performance Update:**

- Coordinated with Suzanne Hicklin in Institutional Planning and Assessment Office to review timeline for a spring 2009 NSSE administration
- The NSSE was distributed via email in Feb. 2009 and closed in early April 2009
- Review sample size and survey methodology

*Describe sample size and methodology.*

**Performance Update:**

- A random sample of 2000 students (half first-year and half seniors) was selected by the Office of Institutional Assessment and Compliance.

- Create an incentive to promote student participation

*List incentives offered*

**Performance Update:**

- 2, \$100 Barnes and Noble gift cards
- Names were selected randomly and awards were distributed in early May 2009.
- Review results and produce specific reports broken down by different demographic categories.  
*Distribute results of demographic breakdown of the NSSE data with key constituents.*
  - NSSE data was shared with the new AVP for planning, assessment, and innovation. We plan to meet and strategically disseminate 2009 NSSE results for the 2009-2010 academic year.

**Initiatives #4(c):** Explore the use of other assessment tools and methodologies to assess student learning and engagement.

- Explore possibility for administering the Student Satisfaction Inventory from Noel-Levitz  
*Was the SSI implemented? If so what were the results.*

**Performance Update:**

- SSI not pursued due to budget considerations
- Conduct focus groups with students to explore their experience of student engagement.  
*Report the findings of these focus groups.*

**Performance Update:**

- Focus groups were conducted by two practicum students, with students as a follow-up to a supplemental instruction session in Feb. 2009. The interviews were recorded and will be transcribed during the summer 2009 so that they can be analyzed.
- Explore other assessment tools and methods for understanding student engagement.  
*Describe the results of this research.*

**Performance Update:**

- An E-portfolio working group met throughout the year to develop a pilot project through the Division in the Fall 2009 semester.
- Research will be conducted during the summer of 2009 into other methods of assessment
- Explore possibilities to benchmark with other institutions about student engagement through StudentVoice and the Advisory Board Company.  
*What benchmarking opportunities are available?*

**Performance Update:**

- This assessment was not conducted during the 2008-09 academic year
- Create 2007-2008 Student Engagement Report to evaluate students' involvement over the previous academic year.  
*Distribute student engagement report.*

**Performance Update:**

- The 2007-08 Student Engagement Report was not created because of the inability to secure annual report information from other units in the Division until December of 2008. The 2008-09 report will be developed during the summer of 2009 and will be ready by August 2009.
- StudentVoice has been utilized to analyze pre- and post-course service-learning data for the spring semester and will be used for benchmark and cross-tab comparisons this summer. Data will not only provide an overall baseline for service-learning outcomes at the university but will be distributed to individual faculty members teaching service-learning courses this spring as a supplemental tool to encourage evaluation and improvement of service-learning structures and practices.

- StudentVoice has been utilized to analyze data received from the pre- and post-course surveys from the J463A (Community, Communication, and Culture) course following the spring break service-learning experience to Jamaica.
- StudentVoice is being utilized to collect assessment information from faculty members engaged in service-learning instruction during the spring semester to further collect information about course structure, format, details, and faculty needs.

**Goal No. 5:** Sustain a workplace environment where highly qualified staff are hired, provided professional development resources and opportunities, retained, and earn recognition as campus and national experts in programs and services for students.

### Supports Division Goal #5

**Initiative #5(a):** Create and maintain professional development expectations for the Office of Student Engagement.

- All staff will complete Division professional development tools including the core competencies assessment and professional development plan

#### Performance Update

- All staff have finalized character statements and individual professional development plans. Staff are currently working on resumes. A folder on our shared drive has been created for all staff to save these documents and provide feedback in peer review fashion.
- All staff will present at least one professional conference during the academic year.

#### Performance update:

- Jimmie Gahagan
  - Presented pre-conference workshop on the sophomore year experience at the Students in Transition Conference in Columbia, South Carolina
  - Presented a concurrent session about University of South Carolina initiatives at the Students in Transition Conference in Columbia, South Carolina
- Kim Lewis
  - As Chair for the Commission for Wellness, Kim will be presenting a Professional Development Snapshot on the balance between professional and personal at ACPA's Placement and Career Services venue during Convention 2009.
- Ben Haywood
  - OSE Graduate Assistant Benjamin Haywood co-presented presentations at two regional conferences in February – the NC Campus Compact Pathways to Achieving Civic Engagement Conference (tri-state region) and the Lilly Conference on College and University Teaching (southeast region). His presentation title was *The Student Focus: A Developmental Lens to Maximize Service-Learning*.
- Corley Hopkins
  - Office of Student Engagement Graduate Assistant Corley Hopkins co-presented with Alex Fippinger at the American College Personnel Association Regional Drive-in conference and Student Leadership and Diversity Conference about Appreciative Advising and Student Engagement.
  - Office of Student Engagement Graduate Assistant Corley Hopkins co-consulted with Alex Fippinger at a Division of Student Affairs meeting for Davidson College in North Carolina.
- All staff will submit at least one article for publication in a professional journal

#### Performance Update:

- Jimmie Gahagan
  - Submitted article with Megan Larkin for the ACPA residence life commission newsletter
  - Co-authored chapter for Jossey-Bass sophomore book with Stuart Hunter
- Kim Lewis

- As Chair for the ACPA Commission for Wellness, Kim has provided editorial guidance for their newly established newsletter and contributes a “Notes from the Chair” section in each edition. Two editions have been distributed to over 300 members of the Commission this fall and remain available on the Commission for Wellness webpage, which is open to all visitors. At least one more edition will be distributed in the spring 2009 semester during Kim’s tenure as Chair.
- All staff will attend Division meetings on a regular basis

**Performance Update:**

- All Office of Student Engagement staff attended Division of Student Affairs and Academic Support meetings when possible during the 2008-09 academic year.
- All staff will attend at least one additional professional development opportunity per semester offered on campus in an area of interest.

*Include a comprehensive list of staff’s professional development activities for 2008-09, and provide a list of presentations, and articles submitted.*

**Performance Update:**

- Kim attended a BEST institute training on how to use the e-portfolio function of Blackboard. Kim is coordinating a training session for OSE staff to learn more about Outlook functions. Kim also attends the U101 Instructor Development sessions.

**Initiative #5(b):** Research and evaluate best practices for student engagement across the country

- The Office will conduct at least one site visit to a university within driving distance of the University of South Carolina to evaluate best practices and explore possible partnerships.

*Describe visit and provide a list of key takeaways.*

**Performance Update:**

- Due to travel and budget uncertainties, a site visit to Appalachian State Univ. was postponed until the fall 2010.
- Staff will regularly conduct web-based research and assessment of best practices regarding student engagement.

*What are the results of this assessment.*

**Performance Update:**

- Fall and spring practicum students conducted web-based research on topics such as:
  - Offices of student engagement
  - Community-based research
  - Outdoor recreation links to academic courses

**Goal No. 6:** Research, assess, and pursue opportunities for external funding through grants, development, and advancement activities to support the Office of Student Engagement.

**Supports Division Goal #6**

**Initiative #6(a):** Explore possibly opportunities for external funding of Office of Student Engagement initiatives.

- Work with Division development officer to include Student Engagement initiatives in the Division's case statement.

*Describe how student engagement is listed in Division's case statement.*

**Performance Update:**

- A prospectus for a Center for Service-Learning and Civic Engagement was developed and distributed to the Dean of the College of Arts and Sciences along with the Division's development coordinator
- A meeting was conducted with the Division's development coordinator in April 2009 to discuss the work of the Office of Student Engagement and possible funding opportunities for certain projects.
- Develop a list of possible grant making organizations and timelines for submitting proposals  
*Provide list of opportunities and next steps for development activities.*

**Performance Update:**

- Service-learning provides the greatest possibility for external funding. This item has been incorporated into the Carolina Service-learning Initiative strategic plan and will be given more emphasis in 2009-2010.

**Goal No. 7:** Encourage and support faculty development and involvement in the initiatives to support student engagement at the University of South Carolina.

**Supports Division Goal #7**

**Initiative #7(a):** Create opportunities for faculty participation in Office of Student Engagement Initiatives

- Work with the Center for Teaching Excellence to establish several workshop luncheons to target faculty participation in initiatives such as linked courses, service-learning, the sophomore-year experience, etc.

*Describe events hosted and provide a list of attendees.*

- Along with the SC Honors College the OSE collaborated with CTE to identify a facilitator for a spring 2009 Community of Practice around service-learning (October).
- All recipients of both SC Honors College service-learning course development grants and OSE grants will be required to participate in the spring COP (November).

- The OSE office has collaborated with CTE to organize a community of practice group around service-learning in the spring semester to support each faculty member who has received a service-learning course development grant. The COP will be open to any faculty member interested in service-learning at the University of South Carolina.
- OSE staff members will support CTE in the administration and guidance of the spring COP around service-learning to provide continued support and receive feedback from faculty members engaged in service-learning.
- Partner with the VPSA's Office to incorporate student engagement data into various Division publications designed for faculty.  
*Describe how student engagement data was utilized into Division documents.*
- Explore the establishment of a faculty advisory board to support the development and expansion of the Office of Student Engagement.  
*List members of advisory board and specific goals to be accomplished.*