

**Office of Student Engagement (OSE)**  
**Departmental Planning Blueprint 2010-2011 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. Student Engagement assists the Office of Institutional Assessment and Compliance in implementing the National Survey of Student Engagement and conducts research of best practices within the field. The office oversees the following initiatives including: linked courses, service-learning, The Sophomore Initiative, National Student Exchange, the Student Engagement Plan, The Peer Leadership Advisors Network, and encourages student-faculty interaction through the Mutual Expectations program.

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 reach students early in their college career by helping them reflect about their strengths and interests and to be more intentional regarding their involvement on campus.
- 28 first-year students participated in the Discover Undergraduate Research seminar co-sponsored by the Offices 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 such as: the use of technology, educational materials, and methods of teaching and learning.
- 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 (OSE) encourages students to engage in learning without limits by advancing opportunities that allow for growth and development within and beyond the classroom setting. Through partnerships with a number of academic and student affairs departments on campus, we promote integrative learning and assist students with connecting to University resources and programs including linked courses, service-learning, undergraduate research, study abroad, The Sophomore Initiative, Mutual Expectations, peer leadership, and the National Student Exchange.*

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

**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.
- Student Development and University Housing Goal 2: Advance student academic success, retention, and persistence to graduation through engagement and integrative learning.

**Goal 1 Key Performance Indicators (KPI)**

- Increase the number of students participating in high impact activities from 2009-10 to 2010-11.
- Describe student perceptions of their learning, satisfaction, and connectedness to the University through their participation in integrative learning experiences.
- Track the retention and persistence rates of those who participate in these types of activities verses those who do not participate.
- Describe the relationship between student participation in an integrative learning experience and the likelihood of future involvement in other related experiences.
- **Initiative 1a:** To promote students' purposeful reflection and structured planning regarding their campus engagement through use of the Student Engagement Plan (SEP).

**Key Performance Indicators (KPI)**

- Increase the number of Student Engagement Plan appointments in the Academic Center for Excellence (ACE) as compared to 2009-10.
- Describe students perceived impact of the SEP on their involvement from qualitative focus groups and document analysis collected through a variety of sources.
- Increase ACE coaches perception of the value of utilizing the SEP in their coaching sessions from 2009-10 to 2010-11.
- **Initiative 1b:** Facilitate a high quality National Student Exchange (NSE) program for all students and increase the number of outgoing University of South Carolina students participating in the exchange program for the 2011-2012 academic year.

**KPI**

- Increase in the number of recruitment activities for the National Student Exchange from the 2009-10 academic year including University 101 presentations, residence hall presentations, information sessions, and other outreach events.
- Increase the number of USC students participating in the exchange from 13 in 2010-11 to 20 in 2011-12.
- Describe incoming and outgoing NSE students' perceptions in the change of their learning over time that occurred during their semester or year-long NSE exchange through utilizing pre-post surveys.
- Describe students' perceptions of the longitudinal impact of participating in NSE and the likelihood of their future involvement in study abroad or other high impact activities.

- Describe both incoming and outgoing students' experience in the National Student Exchange through the use of qualitative focus groups.
- Track GPA data from students' participation in the program to document their academic success and explore a mid-term grade report.
- **Initiative 1c:** Increase the satisfaction, engagement, and connection of sophomore students to the University of South Carolina through intentionally developed initiatives designed to meet their needs as they transition into the second-year of college.

**KPI**

- Increase attendance and student satisfaction for second-year students as reported through survey instruments implemented at various sophomore events.
- Compare themes of the sophomore year experience at USC through the use of qualitative focus groups to influence program development, and students' connection to the University.
- Increase the number of sophomores who have completed or are committed to participate in high impact activities through the Office of Student Engagement such as: service-learning, the National Student Exchange, and Mutual Expectations.
- **Initiative 1d:** Implement linked course learning communities to support first-year student academic success and integrative learning.

**KPI**

- Increase student perception of content mastery and other learning outcomes such as social gains over time as reported on a pre-post survey instrument of students in linked course learning communities compared to a control group and whether their participation increased the likelihood of their participation in another high impact activity.
- Track GPA, retention, and persistence for learning community vs. non-learning community students.
- Increase number of students participating in linked course learning communities annually.
- Report faculty perception of teaching in a linked course and observed gains of students.
- **Initiative 1e:** Centralize peer leadership recruitment, training, and assessment through the Peer Leadership Advisors Network to promote collaboration among campus stakeholders.

**KPI**

- Report data from the 4<sup>th</sup> annual peer leadership survey and compare with results from the National Resource Center's national survey of peer leadership.
- Describe students learning as a result of their peer leader experience through the use of focus groups.
- Report peer leader advisor perceptions of the effectiveness of the Peer Leadership Advisors Network initiatives.
- **Initiative 1f:** Promote undergraduate research through students' participation in Discover, Residential mini-grants, Magellan Explorers, and Discovery Day.

**KPI**

- Increase the number of students participating in Discover, Residential mini-grants, Magellan Explorers, and Discovery Day from 2009-10 to 2010-11.
- Report students' perceptions of learning through the use of pre-post survey data from Discover seminar.
- Increase student satisfaction with undergraduate research opportunities.
- Increase student satisfaction with Discovery Day.
- Track number of students who engage in undergraduate research after participating in Discover seminar.
- **Initiative 1g:** Increase faculty-student interaction beyond the classroom through the Mutual Expectations program.
- Increase the number of students and faculty participating in Mutual Expectations.
- Describe students and faculty members' self-perceived learning and gains from Mutual Expectations through the use of end of session surveys.
- Report students' satisfaction through end of session surveys.

**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.

**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.
- Student Development and University Housing Goal 2 – Advance student academic success, retention, and persistence to graduation through engagement and integrative learning.

**Goal 2 Key Performance Indicators**

- Increase the number of faculty participating in initiatives offered by the Office of Student Engagement.
- Describe faculty perceptions of their learning and satisfaction through their participation in integrative learning experiences.
- Describe faculty perceptions of the value of student participation in integrative learning experiences.
- **Initiative 2a:** Partner with the Center for Teaching Excellence (CTE) to provide instructional support for faculty related to service-learning, linked courses, creating mutual expectations with students, and integrative learning.

**KPI**

- Describe faculty satisfaction with the training and the likelihood of implementing ideas from CTE/OSE joint events into their classroom.
- Increase the number and disciplinary background of faculty participants.
- Increase the number of joint events and topics covered.
- **Initiative 2b:** Increase faculty participation and satisfaction in Office of Student Engagement events such as the Community Partner Breakfast, Mutual Expectations, linked courses, and other faculty student interaction initiatives that promote their understanding about integrative learning and engagement.

**KPI**

- Report faculty satisfaction with the event and the likelihood of implementing ideas into their classroom.
- Report faculty perceptions of the value of these events on students learning.
- Increase the number and disciplinary background of faculty participants.
- Increase the number of events and topics covered.

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

**Contributes 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.
- Student Development and University Housing Goal 3 – Educate students and the campus community regarding personal and collective responsibility for wellness, sustainability, and civility.

**Goal 3 Key Performance Indicators**

- Report whether student participation in service-learning affects their overall learning and retention to the University.
- Describe the relationship between student participation in service-learning and the likelihood of future involvement in other related experiences.
- Increase the number of students and faculty participating in service-learning through the University of South Carolina.
- Report estimated community impact from University's service-learning efforts on within specific agencies and throughout the South Carolina.
- **Initiative 3a:** Provide appropriate faculty support through trainings, workshops, and development opportunities that respond to a wide range of faculty experience levels and approaches to service-learning.

**KPI**

- Increase the number of service-learning specific training workshops and professional development events hosted.
- Report faculty satisfaction with the training and the likelihood of implementing ideas from events into their classroom.
- Increase the number and disciplinary background of faculty participants.
- **Initiative 3b:** Promote students' academic learning and civic engagement through service-learning courses.
  - Report students' perceptions of their learning through the use of pre-post surveys.
  - Compare students' perceptions of their learning in 2010-11 with data from 2009-10.
  - Utilize focus group data to analyze students' experiences in service-learning courses.
- **Initiative 3c:** Provide support and development opportunities for USC administrators or departments seeking to integrate service-learning into curriculum or program design.
  - KPI**
    - Increase the total number of service-learning courses at USC.
    - Increase the number of departments and units collaborated with during 2010-11 academic year through service-learning initiatives.
    - Increase attendance at Community Partner Breakfast (CPB).
    - Increase the number of SL partnerships that were created after the CPB.
  - **Initiative 3e:** Increase the amount of financial support for service-learning through grants and donations.
    - KPI**
      - Increase in the number of external dollars created to support service-learning through alumni, corporations, and external grant-making organizations.