**Office of Student Engagement Mission:** The Office of Student Engagement’s mission is to encourage students to engage in learning without limits both within and beyond the classroom. Through partnerships with academic and student affairs units, we foster integrative learning and assist students in connecting to University resources and programs. The Office directly manages the work of several high-impact areas including Service-Learning, Domestic Study Away, and Engagement Research and Initiatives.

**Office of Student Engagement Vision:** The Office of Student Engagement is a nexus of engaged learning and intentional beyond the classroom experiences which foster self-reflection and personal development for the Carolina community.

**Unit Overview**

The Office of Student Engagement (OSE) 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 three full-time staff members, the Director, Assistant Director, and Coordinator of Student Engagement, along with four graduate assistants in the Higher Education and Student Affairs master’s degree program, and one undergraduate student assistant who works with the Office’s marketing and design efforts. Additionally, an AmeriCorps VISTA volunteer is split between OSE and the Honors College for service-learning initiatives.

The office oversees the following initiatives including: Academic Service-Learning, Domestic Study Away, The Sophomore Initiative, the Student Engagement Plan, The Peer Leadership Advisors Network, and encourages student-faculty interaction through the Mutual Expectations program. The Office of Student Engagement assists the Office of Institutional Assessment and Compliance in annually implementing the National Survey of Student Engagement. OSE also continues to research best practices within student engagement and integrative learning to help improve student success and retention in order to share this information with a variety of campus and community stakeholders. The Office of Student Engagement has an overall annual budget of $282,293. 22% of this budget comes from recurring, state appropriated, A funds; 48% from University Housing B funds and the remaining 30% from Housing Residential Learning Fee D funds.

The Office of Student Engagement has evidence of mission achievement in a variety of ways. First student participation and outreach in Office remains strong. In 2011-2012, the Office served 3629 students through a variety of initiatives designed to promote students’ integrative learning such as service-learning, domestic study away, peer leadership, The Sophomore Initiative, and the Student Engagement Plan. Assessment data indicates that students are both satisfied with these experiences and believe they contribute to their learning. Faculty continue to participate in programs designed to support their teaching, research, and service with over 150 participating in a variety of initiatives during the academic year. Evidence of mission achievement can also be seen through the number of service-learning courses increasing by 16% with students reporting statistically significant gains in their learning through the experience. The number of students who participated in Domestic Study Away increased by 39% from 82 in 2010-11 to 114 in 2011-12 and the Office of Student Engagement now assists faculty in the development and implementation of these experiences for students. The sophomore to junior year persistence rates remain strong for the fall 2009 cohort with 79.6% of those first-time full-time students persisting into their third academic year. Over 1500 students participated in the inaugural Sophomore September initiative, a month series of events designed to help students succeed in their second-year of college. In order to achieve its mission the Office of Student Engagement collaboratively partners with a number of academic and student affairs units on campus. These partnerships continue to grow and expand in order to serve students at the University. Through an internal evaluation of staff the strengths of the Office are perceived to include: our collaborative partnerships, our ability to offer unique programs that truly enhance student learning, the
flexibility of the office staff, our ability to manage resources in challenging financial times. Our perceived areas of growth are: our need for increased visibility among University of South Carolina students and faculty, continued role clarification with other university offices, and strengthening of our overall assessment efforts.

**Contextual Statement and Core Functions**

**Departmental Goal 1:** Coordinate and increase the level of academic service-learning opportunities at the University of South Carolina in order to promote integrative learning and shape responsible citizens.
- Service-learning courses available – 43, a 16% increase from 2010-2011
- Service-learning sections available – 65, a 35% increase from 2010-2011
- Service-learning students enrolled – 1858, a 50% increase from 2010-2011
- Service-learning professional development faculty/staff participants – 108
- Service-learning community partner participants – 66
- Service-learning course presentations – 25
- Service-learning course presentation number of students reached – 1028

**Departmental Goal 2:** Implement a comprehensive domestic study away program that promotes integrative learning and advances students’ understanding of diversity broadly defined.
- Domestic study away USC faculty-led courses – 10
- Domestic study away student participants – 114, a 39% increase from 2010-2011
- National Student Exchange outgoing students – 11
- National Student Exchange incoming students – 7
- National Student Exchange University 101 presentations – 20, a 54% increase from 2010-2011
- Total number of NSE contacts who expressed interest in the program - 177

**Department Goal 3:** Conduct research and assessment regarding students’ engagement at the University of South Carolina that leads to the implementation of specific initiatives that advance learning and improve student retention and success.
- Mutual Expectations Workshops – 3
- Mutual expectations – faculty/staff participants – 37
- Mutual Expectations – student participants – 48
- Peer Leader Advisor Network # of groups participating – 31, a 7% increase from 2010-2011
- Number of identified peer leaders on campus – 776
- Number of Sophomore September participants – 1526
- Sophomore to junior year persistence rate – 79.2%
- Student Engagement Plan Presentations – 32
- Number of students reach through Student Engagement Plan Presentations – 576
- Total number of student contacts through the Office of Student Engagement outreach efforts – 3629

**Contingencies Managed**
- Events or situations that affected the work of the unit
  - The Office added a professional staff member to work directly with service-learning
  - The Office added 3 graduate students, 1 undergraduate student, and 1 AmeriCorps VISTA staff
  - The Coordinating Office of Community Engagement and Service was created in the fall of 2011. A significant investment was made to establish strong collaborative partnerships with this unit and the Director of Student Engagement chaired a committee to outline the core functions for the Coordinating Office.
  - A new director of the South Carolina Campus Compact and new relationships were established to ensure strong support of the work of community engagement at the University of South Carolina.
Grant funding for the Healthy Families Program administered through the South Carolina Campus Compact was eliminated statewide for 2012-2013 academic year.

The Office offered a service-learning presentation to faculty for the first time for the purpose of orienting students prior to them going to their service site and train them on important principles of community engagement.

OSE expanded efforts to share the Student Engagement Plan through the Academic Centers of Excellence and University 101.

We have a strategic partnership with Community Service Programs to promote service and service-learning on campus. Our office managed a change in the Program Coordinator of that Office.

The Director of Student Engagement co-led with the Director of Undergraduate Research a USC Connect subcommittee to better centralize and coordinate efforts related to USC Connect.

The Office of Student Engagement moved locations in September of 2011 from Sims Residence Hall to the newly renovated Patterson Residence Hall.

A comprehensive proposal to explore and expand Domestic Study Away was reviewed and approved by Gene Luna, Helen Doerpinghaus, and Stacey Bradley in June 2011.

In the spring of 2012, the Office of Student Engagement piloted its first domestic study away course, POLI 391. Dr. Kirk Randazzo, University Housing, and the Office of Pre-Professional Advising partnered with the OSE to take students to Washington, DC during spring break.

Sophomore September was launched as a series of 5 events designed to intentionally support sophomores in their transition.

In April 2012, the University of South Carolina was approved for 4 AmeriCorps Summer VISTA positions. Students were selected through an application process led by the Office of Student Engagement and Community Service Programs and were placed at 4 non-profits in the Midlands.

Significant effect of policy change on work/results of the unit

In consultation with the General Counsel and Office of Risk Management in the spring of 2012, it agreed upon that students who are required to participate in service-learning as a part of an academic course or experience are considered un-paid student interns. Therefore students must be covered under the University’s workman’s comprehensive policy and memorandum’s of understanding must be established with volunteer sites. The Coordinating Office of Community Engagement and Service has taken the lead on both establishing the MOU’s and paying for the workman’s comp costs for service-learning courses, rather than redistributing this cost to the academic units.

Significant collaboration with other SA/AS or university units

- Academic Centers of Excellence (ACE) – partner to facilitate student engagement planning, Sophomore September and the Major and Information Fair.
- Bursar’s Office - provides support in processing incoming and outgoing National Student Exchange students.
- Center for Teaching Excellence – Co-sponsored 6 events in the 2011-2012, 3 service-learning and 3 Mutual Expectation sessions.
- Community Service Programs – Met regularly to coordinate service-learning and volunteer service opportunities on campus.
- Coordinating Office of Community Engagement and Service – the Director of Student Engagement chaired a sub-committee to delineate the scope and functions of the Coordinating Office. The final report was presented to the Provost in June of 2012.
- Financial Aid - provides support in processing incoming and outgoing National Student Exchange students.
- Office of Institutional Assessment and Compliance in promoting and analyzing results from the National Survey of Student Engagement (NSSE). The Office also assisted in analyzing data regarding the sophomore-year experience.
- Office of Pre-Professional Advising – partnered with the Office of Student Engagement and Political Science to plan and administer POLI 391 a domestic study away faculty-led course.

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- Office of Pre-Professional Advising – partnered with the Office of Student Engagement and Political Science to plan and administer POLI 391 a domestic study away faculty-led course.
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- **Office of Undergraduate Research** - partner together to promote community-based research, high impact practices, Discovery Day, and Sophomore September.
- **Peer Leadership Advisors Network** – the network provides leadership to bring together 46 educators representing 30 various student affairs units that have peer leaders to assist in centralizing resources and professional development opportunities.
- **Political Science** - partnered with the Office of Student Engagement and the Office of Pre-Professional Advising to plan and administer POLI 391 a domestic study away faculty-led course.
- **Registrar’s Office** - provides support in processing incoming and outgoing National Student Exchange students.
- **South Carolina Honors College** – Met regularly to coordinate service-learning efforts on campus and jointly share an AmeriCorps VISTA volunteer.
- **Student Success Center** – Partner to promote the fall and spring Major and Information Fair and support for second-year students.
- **Study Abroad** – Partner to promote National Student Exchange and international service-learning at various on-campus events.
- **University 101** – Partner to promote the Student Engagement Plan and the National Student Exchange.
- **University Housing** – partnered with us to incorporate the Student Engagement Plan into the Patterson Hall community education team. University Housing also directly supports the work of our unit through providing office space and financial support our unit. Housing also provides space for the AmeriCorps VISTA members and students participating in the National Student Exchange to live on campus. In addition this year University Housing also provided funding to assist in the POLI 391 domestic study away course.
- **USC Connect** – provides support in coordinating the Pathways subcommittee for the USC Connect and by promoting the concept of integrative learning through our high impact practices.

- **Change you made to reduce duplication of efforts**
  - The Peer Leadership Advisors Network brings supervisors of different peer leadership groups together on a monthly basis to avoid duplication of efforts and centralize resources.

- **Anticipated event that may significantly affect the work of the unit.**
  - The University’s website rebranding will affect our web presence by providing new guidelines to which the Office must adhere.
  - The University’s new marketing guidelines will affect our marketing and publications through implementing common standards to which the Office must adhere.
  - If the Coordinating Office of Community Engagement and Service is funded fully by the Provost Office then it will mean that the Office of Student Engagement assessment and professional development efforts will need to be aligned with the vision of the COCES.
  - The approval of the USC Connect graduation with distinction concept will mean that the Office of Student Engagement and Community Service Programs will be asked to track students’ participation in service. This will require additional resources to manage community partnerships, increase service-learning opportunities, and provide additional documentation.
  - The implementation of One Carolina/Banner will influence the admissions registration processes for incoming National Student Exchange students.
  - The implementation of formal Domestic Study Away guidelines will require academic units to route documentation through the Office of Student Engagement in order to better manage institutional liability and risk.

**Blueprint Performance Outline**

**Departmental Goal 1**: Coordinate and increase the level of academic service-learning opportunities at the University of South Carolina in order to promote integrative learning and shape responsible citizens.
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Analysis of Goal Achievement: During the 2011-2012 academic year, 47 sections of 33 unique courses were identified as service-learning classes. This is a 16% increase in the number of sections offered from the 2010-2011 academic year. Service-learning classes were featured in 22 different academic departments representing 9 of the University’s 13 colleges and schools. Enrollment in service-learning classes included approximately 873 students in the 2011 fall semester and 985 students in the 2012 spring semester. This is a total of 1,858 students for the academic year, a 35% increase from 2010-2011. Of the 1,858 students enrolled in service-learning courses, 60% were female and 40% male, and in looking at a class representation from this same population, 8% were first-year students, 18% sophomores, 28% juniors, 45% seniors, and 1% were graduate students. Quantitative and qualitative assessment data continues to indicate that students perceive that these courses have a significant impact on their learning and career development.

Tracking students’ service-learning hours with local non-profit agencies has been difficult because the method currently in use is student self-reporting. Due to an increased demand for the accurate reporting of volunteer service to the community, the Office of Student Engagement, in partnership with Community Service Programs, will be implementing a new service-learning tracking system called Service-Learning Pro during the 2012-2013 academic year. Initial funding was made available through a Parents Association grant and recurring funding to support the program will be provided through the Office of Student Engagement. Focus group data with representatives from local community organizations indicate their support for the implementation of the new service tracking software system. The lack of a service-learning course indicator in the registration system precludes the Office of Student Engagement from accurately tracking all of the service-learning courses at the University of South Carolina. Student Engagement is working with USC Connect and the Registrar to acquire approval for such an indicator in the 2012-2013 academic year in preparation for the implementation of the Banner system.

Community Engagement is emphasized in both USC Connect and Focus Carolina. As the University continues to move forward in these areas, there is a need to better define what is meant by Community Engagement in order to better communicate with both internal and external stakeholders.

Based on our assessment data, next steps include:

- Increasing our outreach to service-learning classes by preparing a presentation for students that outlines how to establish a relationship with a non-profit organization and provides tips on how to approach volunteer service.
- To address needs to track students’ service hours, the Office of Student Engagement and Community Service Programs is purchasing and piloting Service-Learning Pro, a service tracking software system designed to support service-learning classes.
- The Office of Student Engagement will begin targeted outreach to underrepresented academic units such as Business, Engineering, and faculty in the hard sciences who express an interest in service-learning.
- We will increase the partnership with the Coordinating Office for Community Engagement and Service, the Office of Community Service Programs, and the Office of Student Engagement
- The Office will propose the creation of a service-learning scholars program for implementation in 2013-2014 academic year.
- The Office will continue to work towards having a service-learning course indicator approved by faculty senate.

- **Initiative 1A:** Increase the number and quality of service-learning courses offered at the University of South Carolina and work with faculty to enhance students integrative learning and civic engagement.

  **Key Performance Indicators (KPI)**

  - Describe the number of service-learning courses offered along with the colleges represented
  - Describe the demographic characteristics of students who participate in service-learning courses
  - Report pre-post survey data that indicates students’ perceptions of integrative learning and civic engagement
  - Describe students’ perceived impact in the community
  - Report measures of students’ integrative learning identified through course-based reflection exercises.
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**Pre-post Survey** – An instrument was adapted from Diaz, Furco, & Yamada, 1999 by the Office of Student Engagement to measure students learning before and after a service-learning course

- In the Spring of 2012 the post survey was administered to 324 students in 10 courses
- The survey has three scales scales
  - Personal Growth - .95 Cronbach’s alpha
  - Attitudes and Values - .942 Cronbach’s alpha
  - Course Feedback - .935 Cronbach’s alpha

### Quantitative Findings

<table>
<thead>
<tr>
<th>Question: Please indicate the amount of growth you experienced as a result of taking THIS class:</th>
<th>Above Average/Great Deal of Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to articulate the contribution of your service experience in this course to your <strong>overall learning</strong> as a student at USC</td>
<td>64%</td>
</tr>
<tr>
<td>Ability to <strong>connect</strong> your service-learning experience to specific theories, concepts, or <strong>ideas</strong> from the course</td>
<td>71%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question: Please indicate the amount of growth you experienced as a result of taking THIS class:</th>
<th>Above Average/Great Deal of Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to <strong>connect</strong>, examples, facts, and/or theories from your service-learning course and <strong>apply them to another experience, field or study, and/or perspective</strong></td>
<td>70%</td>
</tr>
<tr>
<td>Ability to apply knowledge you’ve learned through your service-learning experience to <strong>solve real world problems</strong></td>
<td>70%</td>
</tr>
<tr>
<td>Ability to <strong>identify local community needs</strong> and resources</td>
<td>70%</td>
</tr>
<tr>
<td>Ability to recognize diverse cultural identities through working with a local non-profit or community-based organization</td>
<td>65%</td>
</tr>
<tr>
<td>Ability to <strong>identify different social and personal values</strong> and the ways in which they are manifested in the local community and individuals</td>
<td>67%</td>
</tr>
<tr>
<td>Ability to apply <strong>career related skills</strong> to make choices and/or address identified local community needs</td>
<td>68%</td>
</tr>
<tr>
<td>Ability to <strong>describe and demonstrate principles of responsible citizenship</strong></td>
<td>69%</td>
</tr>
</tbody>
</table>

Additionally, students reported statistically significant gains in pre-post measures including the following responses:

- I feel I can have an impact on local social problems
- I feel well-prepared for my future career
- I find courses in school relevant to my life outside of school.
- I am aware of volunteer opportunities within the city of Columbia and surrounding communities

### Qualitative Findings

**Describe how participating in the service component of this course has impacted your learning?**

- **Active/hands on learning**
  - “Hands on work through service-learning is far more meaningful and educational.”
  - “I was able to use real-world experience and apply theories and learned materials from this class.”

- **Connection to the community**
  - “Reinforced the value of service to your community as being a vital part of your work experience and service is vital to your personal, business, and spiritual growth”

- **Personal awareness**
  - “The service component opened my eyes to see the problems that so many face every day. I have realized how fortunate I am and have learned to take everything more seriously and nothing for granted. It has reinforced my thinking that even one person can make a difference.”

- **Needs of the community**
I learned how it was very beneficial for the community to grow plants and vegetables for the local community and it was good for the environment.”

- **Importance of giving back**
  - “Reinforced the importance of giving back to the community. Small groups of students can make a difference.”

- **Leadership and job related skills**
  - “It provided me with communication skills, presentation skills, and the ability to converse with those different than me.”
  - “My partnership with my non-profit helped me create a portfolio I could give to future employers.”

- **Appreciation of diversity**
  - “The service learning helped me realized the biases I have, especially concerning gender roles and the intelligence of minority students.”

- **Integration of concepts**
  - “This experience provided a concrete example of supporting local agriculture and of how poverty and malnutrition is very much a real issue in my community. I never really thought about people so close to where I live not being able to eat properly.”

**Please articulate how participating in this service-learning experience has prepared you for your future.**

- “The service-learning experience gave me a more unique experience to learning leadership. I have volunteered before, but it wasn’t to the same extent to this because I did not have a direct goal to accomplish. For this project, we had to make a significant impact and that brought another light to the service performed. The experiences tested my usual “student leader” mentality to situations outside of the University.”

**Community Partner Breakfast:** The Office of Student Engagement hosted the fourth annual Community Partner Breakfast on October 5, 2011 in the Russell House Ballroom. This event is designed to help facilitate connections for service-learning partnerships and share examples of successful past programs and partnerships. 140 participated in the breakfast, with students representing 9% of those in attendance.

- **Initiative 1B:** Administer a high quality Service Scholars program through the Healthy Families Award program to promote students’ civic awareness.
  
  **KPI**
  - Increase the number of participating students in Healthy Families Award program specifically from a variety of campus sub-populations
  - Describe student’s perceived impact of their service on their learning and personal growth through quantitative and qualitative measures
  - Describe students’ perceived impact in the community
  - Report community partners perceptions of students’ impact and service

**AmeriCorps Programs:** As the coordinating office for AmeriCorps programs on the USC campus, the Office of Student Engagement helped to facilitate a number of AmeriCorps programs for students to take part in during the 2011-12 academic year: Healthy Families, AmeriCorps*VISTA Summer Associates program, and AmeriCorps Week.

**Healthy Families Program**

This AmeriCorps Program mobilizes South Carolina communities to adopt active lifestyles and practice healthy nutrition. USC students partnered with non-profit organizations to provide their community with obesity prevention, nutrition and wellness education. Students provided valuable service in their communities, developed leadership skills, and gained valuable civic and workforce skills. Student members must complete 300 hours of service in one academic year to receive an Education Award totaling $1,132. Two meetings were held each semester for students to share ideas and discuss recent health trends on the state and national level. A total of 461.25 service hours and 13 reflections were completed in the 2011-2012 academic year with 8 participants. 1 USC student in Public Health completed the Healthy Families program and received her education award. Students served with partners such as the City of Columbia
Community Parks, University of South Carolina’s Sustainable Carolina, as well as engaged in the National MLK Day of Service, Service Saturdays, and AmeriCorps week. Due to changes in the grant administration, the Healthy Families Program was not renewed through the South Carolina Campus Compact for 2012-2013. Due to the size and viability of the program, no assessment data was collected on students’ experiences.

AmeriCorps Week
In the Spring of 2012, the Office of Student Engagement promoted AmeriCorps during the National AmeriCorps Week from March 12th – 16th. Throughout the week various events were held open to all members of the USC community. On Monday, healthy desserts and recipes were distributed on Greene Street; Tuesday was a résumé builder workshop and a presentation from Mary Dells Hayes, Volunteer Service Coordinator at Sexual Trauma Services of the Midlands; Tuesday and Wednesday had Healthy Families Information sessions; Thursday was a partnership with 13 university offices and community partners for the Greater than Good Career and Opportunities event.

AmeriCorps*VISTA Summer Associates
Through funding provided by AmeriCorps and South Carolina Campus Compact, the Office of Student Engagement and Community Service Programs hired and trained four undergraduate students to serve as AmeriCorps*VISTA Summer Associates. These students were selected to serve full-time (40 hrs wk) for eight weeks with local non-profit agencies and organizations addressing issues related to poverty, summer reading loss, and education programs in Title I schools. Partner agencies included Big Brothers, Big Sisters of Greater Columbia, Midlands Reading Consortium, Sexual Trauma Services of the Midlands, and St. Lawrence Place. The AmeriCorps*VISTA Summer Associates mentored and tutored children, developed educational programs, and fostered relationships between community partners and the University. Reported outcomes included increased opportunities for USC students to participate in reading programs through the Midlands Reading Consortium and a new student organization that encourages college students to mentor youth from underprivileged backgrounds. The AmeriCorps*VISTA Summer Associate program also had an affected the students who served. One student described her experience in the following way: “This experience definitely solidified the fact that I want to work with at-risk families that are in need. With my nursing degree, I will have the freedom to work in many different fields and serve different populations. I would like to work in a health related job at a non-profit in the future.”

• Initiative 1C: Increase the number and quality of partnerships with community agencies in order to support the growth of service-learning at the University of South Carolina
  KPI
  o Describe the number of community partnerships and locations
  o Describe community partner perceptions of their relationship with the University
  o Report key themes that make for successful community partnerships from qualitative data

The University of South Carolina partners with over 90 local non-profit organizations in Columbia and surrounding communities. Several strong partnerships exist agencies such as: Harvest Hope Food Bank, Transitions Shelter, Sexual Trauma Services of the Midlands, United Way, Big Brothers and Big Sisters of the Greater Midlands, and St. Lawrence Place to name a few.

One focus group was conducted with agencies to gather their input regarding strengthening partnerships with the University of South Carolina. Key themes emerged including: community agencies openness to partner with the University. Desire for the University to address topics related to professionalism, timeliness, and appropriate dress in the workplace arose as themes. After analyzing the themes from these focus groups, changes were made to the Office of Student Engagement service-learning course presentation in order to better educate students prior to their participation at various local agencies.

Departmental Goal 2: Implement a comprehensive domestic study away program that promotes integrative learning and advances students’ understanding of diversity broadly defined.
Analysis of Goal Achievement: In June of 2011, approval was given to the Office of Student Engagement to move forward with the advancement of the domestic study away initiative. This new initiative will work to advance travel as a part of an integrative learning experience in the United States (and occasionally the US territories and Canada). The initiative will work to increase the use of the National Student Exchange, assist faculty with incorporating domestic travel into their courses and promote other independent domestic exchange programs.

In 2011-2012, 11 outgoing students participated in the National Student Exchange, exchanging for a total of 16 semesters. The group consisted of 10 females and 1 male, and 8 students were from the state of South Carolina and 3 students from out of state. Students’ perceptions of their growth during the National Student Exchange were strong. Students enjoyed participating in a diverse group of activities and engaging in a culture very different from their own. Additionally, there were 7 incoming students participating in the National Student Exchange at USC exchanging for a total of 10 semesters. This group consisted of 5 females and 2 males. The average GPA for the fall semester of incoming NSE students was 2.97. The average GPA for the spring semester was 3.49, with the total average GPA for the year being 3.18.

Additionally the Office of Student Engagement collaborated with the Office of Pre-Professional Advising, University Housing, and the Department of Political Science to offer the first official domestic study away course for the University as a part of the new domestic study away initiative. Fifteen students participated, consisting of 4 females and 11 males. Two staff members and 1 faculty member led and facilitated the weeklong excursion to Washington D.C. as a part of Political Science 391C, a three-credit course offered during the spring 2012 semester.

Although initial approval for expanding domestic study away was given in June 2011, the process of building support for the concept among academic units remains slow. Once domestic study away policies are developed and approved, the Office of Student Engagement will need to quickly communicate with academic units to align practices for the upcoming academic year. Although marketing efforts have increased, there remains a lack of awareness regarding the domestic travel options for students at the University. Vetting external domestic travel providers and programs has moved more slowly than anticipated.

Based on our assessment data, next steps include:

- Offer a faculty development workshop and outreach to faculty about domestic-led courses
- Create and revise institutional policies regarding domestic travel
- Market the National Student Exchange and domestic travel opportunities to students
- Seek academic department approval for independent programs sponsored by other universities

**Initiative 2A:** 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 2012-2013 academic year

**Key Performance Indicators (KPI)**

- Increase the number of USC students participating in the exchange from 10 in 2011-12 to 20 in 2012-13.
- Report the demographics of students who participate in the National Student Exchange
- 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 by utilizing pre-post surveys.
- Describe students’ perceptions of integrative learning by participating in NSE and the likelihood of their future involvement in study abroad or other high impact activities.
- Report students’ satisfaction by participating in the National Student Exchange

**The National Student Exchange**

The National Student Exchange (NSE) was established nationally in 1968, the NSE boasts nearly 200 participating institutions across the continental United States, Guam, the U.S. Virgin Islands, Puerto Rico, and Canada. Students who choose to participate in the exchange expand their educational horizons by experiencing another culture, attending courses not offered at USC, and expanding personal and educational horizons. Generally, USC students who go on
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exchange pay USC tuition and fees while paying room and board to the host institution. The NSE program was organizationally shifted to the Office of Student Engagement in the spring of 2009. Below are the numbers of students we have received and sent on exchange, as well as the schools from which and to which our NSE students exchanged in 2011-12.

<table>
<thead>
<tr>
<th>National Student Exchange 2011-12</th>
<th>Students on exchange</th>
<th>All Year</th>
<th>Summer 11 (only)</th>
<th>Fall 11 (only)</th>
<th>Spring 12 (only)</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td>Incoming</td>
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<td>3</td>
<td>1</td>
<td></td>
<td>7</td>
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<tr>
<td>Outgoing</td>
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<td>0</td>
<td>4</td>
<td>2</td>
<td></td>
<td>11</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td></td>
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<table>
<thead>
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<th>National Student Exchange 2011-12 Campus Breakdown</th>
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<tbody>
<tr>
<td><strong>Campuses Represented by Incoming Students to USC</strong></td>
</tr>
<tr>
<td>Sonoma State University (1)</td>
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<tr>
<td>Southern Oregon University (1)</td>
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<tr>
<td>State University of New York College at Buffalo (1)</td>
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<tr>
<td>University of Alaska- Anchorage (1)</td>
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<tr>
<td>University of Arizona (1)</td>
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<tr>
<td>University of Saskatchewan(1)</td>
</tr>
<tr>
<td>Westfield State University (1)</td>
</tr>
</tbody>
</table>

| **Campuses Represented by Outgoing USC Students** |
| California State University- Northridge(1) |
| Colorado State University- Pueblo (2) |
| East Stroudsburg University of Pennsylvania (1) |
| Florida International University (1) |
| Inter American University of Puerto Rico- San German (2) |
| University Alabama (1) |
| University of Guam (1) |
| University of New Orleans (1) |
| Westfield State University (1) |
| University of North Carolina- Wilmington (1) |
• **Initiative 2B:** Increase the number and quality of faculty-led domestic study away programs

  **KPI**
  - Report the number of faculty-led domestic study away courses and sponsoring departments
  - Describe demographics of students who participate in domestic study away courses
  - Describe participating students’ perceptions learning during their participation in domestic study away courses.
  - Describe faculty perceptions and satisfaction in their interactions with the Office of Student Engagement

**Faculty-Led Courses**
The Office of Student Engagement identified 10 courses from different academic units that incorporated domestic travel as a part of the class. A total of 114 students enrolled in these courses. The courses included:

- **Fall 2011:**
  - SCHC 433N, section 001 – Contemporary Washington Issues – Korey Rothman – 17 students participated in all 3 courses
  - SCHC 458 F, section 001 – Experiencing Theater in Washington, DC – Korey Rothman
  - SCHC 498, section 001 – Honors Fellowship – Korey Rothman

- **Spring 2012:**
  - EDLP 805, section 001 – Higher Education Policy Trip – Chris Plyler – 20 students
  - JOUR 563A, section 001 – Media and Politics – Charles Bierbauer – 14 students
  - POLI 391C, sections 001,002 – Politics of Leadership – Kirk Randazzo – 15 students

- **Maymester 2012:**
  - JOUR 463M, section 003 – Atlanta Public Relations Experience – Lisa Sisk – 10 students
  - JOUR 463M, section 005 – New York City Advertising Experience – Karen Mallia – 14 students
  - JOUR 563M, section 001 – Atlanta Public Relations Experience (grad) – John Besley 4 students
  - SPTE 590M, section 001 – Live Sport & Entertainment – John Grady – 16 students

In the spring semester of 2012 the Office of Student Engagement partnered with the Political Science Department, the Office of Pre-Professional Advising and University Housing to coordinate domestic study into an academic course. Political Science 391C, The Politics of Leadership, was a three-credit course taught by Dr. Kirk Randazzo. The course met on Tuesdays and Thursdays throughout the spring semester and students had the opportunity to opt into a domestic travel component of the course spending spring break in Washington D.C.. Fifteen Students who participated spent five nights and six days in Washington, D.C. with Dr. Randazzo and two staff members meeting with Senator Lindsay Graham, Honorable David Sentelle- Chief judge of the DC Circuit Court of Appeals, Richard Cordray- Director of the Consumer Financial Protection Bureau, Dr. Erik Herron of the National Science Foundation, House of Representatives member James Clyburn and Georgetown Law School.

• **Initiative 2C:** Research and promote additional consortiums and programs that will allow for domestic travel opportunities for USC students.

  **KPI**
  - Increase the number of student participating in domestic study away programs that are not USC-affiliated

17 students from the University of South Carolina participated in the Washington Semester during fall 2011. Along with spending the semester in Washington, DC, students take a series of three Honors College courses including SCHC 433N Contemporary Washington Issues, SCHC 458 F Experiencing Theater in Washington, DC, and SCHC 498 Honors Fellowship. The Washington Semester is administered through the South Carolina Honors College but is open to both Honors and non-Honors students at the University of South Carolina.
Department Goal 3: Conduct research and assessment regarding students’ engagement at the University of South Carolina that leads to the implementation of specific initiatives that advance learning and improve student retention and success.

Analysis of Goal Achievement:
Departmental Goal 3 is comprised of 4 key initiatives: Peer Leadership, The Sophomore-Year Experience, Student Engagement Planning, and Mutual Expectations.

Starting in 2008, the Office of Student Engagement was tasked with implementing a cross-campus discussion on peer leadership. Using a definition by Ender (as cited in Ender & Kay, 2001, p. 1), peer leaders are defined as, “students who have been selected and trained to offer educational services to their peers. These services are intentionally designed to assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational goals.” In 2011-2012 the OSE moved into the fourth year of organizing and hosting Peer Leader Advisor/Supervisor Network meetings. Meeting once a month between September and April, the Peer Leadership Advisors/Supervisors Network has approximately 20 professional staff and graduate assistants gather to discuss, update, and collaborate with one another to represent 31 peer leadership groups and 776 peer leaders. Summary results from the annual survey of peer leadership indicate this experience significantly influences students’ satisfaction at the University of South Carolina.

The sophomore-to-junior year persistence rate for the 2009 cohort remained strong at 79.6% down only .02% from the 2008 cohort. In the summer, the Office of Student Engagement sent a summer newsletter to 3,981 rising sophomores to communicate institutional support for second-year students and communicate resources. During the fall 2011, the Office of Student Engagement piloted a new way to welcome sophomores back to campus called “Sophomore September.” The initiative represents a series of 5 events designed to welcome sophomores back to campus and provide them with information about participating in high impact practices and academic success. Over 1500 students attended the month long series of events. In addition in the spring of 2012 the Office of Student Engagement partnered with the Office of Institutional Assessment and Compliance and an assessment class in the Higher Education and Student Affairs Master’s program to explore causes of sophomore to junior year attrition. A summary is provided under initiative 3B.

In 2008, working in conjunction with the Academic Centers for Excellence, the Office of Student Engagement developed the Student Engagement Plan. The student engagement plan is a document that is designed to help students reflect and be more intentional regarding their involvement on campus throughout their time at USC. Through use in ACE coaching sessions, University 101 courses and the Student Success Center 608 students participated in some form engagement planning in 2011-2012.

Launched in 2008, the Mutual Expectations program happens at least once a semester as a forum for faculty and students to engage in commonly shared classroom expectations such as: academic integrity, the use of technology, educational materials and methods of teaching and learning. In 2011-2012, 85 students and faculty participated in these events. 99% of participants agreed that the sessions were helpful.

Based on our assessment data, next steps include:
- Creating a Peer Leadership/Sophomore Initiative professional development series
- Exploring the experience of students who serve in more than one peer leadership role on campus
- Targeting interventions for second-year students through partnerships with the Student Success Center, Career Center, and Office of Off-Campus Student Services
- Expanding Sophomore September with other offices
- Researching the possibility of creating a summer program for second-year students
- Exploring options to offer an event for rising second-year students at the end of their first college year
- Expand Student Engagement Plan offerings into Residential Learning Communities
- Pilot pre-post assessment measures with the Student Engagement Plan
• Explore possibilities of utilizing Mutual Expectations in smaller departmental efforts.

**Initiative 3A:** Centralize peer leadership recruitment, training, appreciation and assessment through the Peer Leadership Advisors/Supervisors Network.

**Key Performance Indicators (KPI)**
- Report students’ perceptions of learning from peer leadership positions and compare with results from previous survey administrations
- 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
- Describe number of centralized peer leadership events and the perceived impact these events had on participating offices ability to support peer leaders

The 2011-2012 academic year marks the fourth year of the Peer Leadership Advisors/Supervisors Network (PLAN) within OSE. PLAN Meetings serve as the time for advisors to help support, stay current on leadership trends and the landscape of peer leadership on-campus with other advisors/supervisors and support the students with whom they work.

**Outreach and Recognition Events**
The Office of Student Engagement hosted a table and promoted peer leader opportunities for students to consider becoming involved on campus at the Opportunity Knocks Fair in August 2011. As a result: 185 students requested membership information about peer leadership at the University of South Carolina. After the event, OSE sent each peer leadership advisor the contact information of the students who expressed interest in their specific organization.

OSE sent “Welcome Back Letters” to each returning Peer leader at the beginning of the fall semester. This letter included the definition of peer leadership, OSE contact information for peer leadership resources, the dates of the peer leadership recognition and professional development events, and a peer leadership survey update.

Over 95 current peer leaders attended the fall 2011 Annual Peer Leadership Recognition event hosted by OSE. This event offered peer leaders the opportunity to be thanked by the Vice President of Student Affairs and Academic Support on behalf of the entire Carolina community, connect with peer leaders and advisors from different fragments of campus, and hear a speech on the impact of their peer leadership experience from a USC alumnus of a peer leader group. The feedback from the year’s event was constantly positive. 94% of peer leaders reported that as a result of attend the event, that they felt more valued as a peer leader by the University of South Carolina. Additional comments included: “Great speakers and great advice. I enjoyed the opportunity.” “This was a pleasant experience, thank you!” “Thank you, I enjoyed seeing others and their positive impact.”

During the 2011-2012 academic year PLAN meeting focuses have included: Carolina Leadership Initiative updates from Dr. Kevin Elliott, USC Connect updates from Dr. Irma Van Scoy, Appreciative Advising and peer leadership presentation by Dr. Jenny Bloom, testimonies of the impact of peer leadership experiences at USC by current peer leaders, presentations on reevaluating learning outcomes and assessing your learning outcomes by Dr. Jimmie Gahagan.

**2011-2012 Peer Leadership Groups:**
- University 101 Peer Leader
- Supplemental Instruction (SI) Leaders
- Call Center Staff
- Academic Tutors
- Athletic Tutors and Mentors
- Cross Campus Advisors
- Financial Literacy Peers

**Diversity Focus**
- Minority Assistance Peer Program (MAPP) Counselors
- EMPOWER- Diversity Peer Educators
- Study Abroad Peers
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- Opportunity Scholars Mentors

Health/Wellness Focus
- Active Minds
- Changing Carolina Peers
- Peers Impact 803 (Substance Abuse Educators)

Housing Focus
- Resident Mentor
- Residence Hall Association Executive Board (RHA)

Other
- University Ambassadors
- Capstone Ambassadors
- Carolina Productions (CP) programming Board

Total Peer Leaders: Approximately 776
Total Responses: 314 (40.4% response rate)

<table>
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<tr>
<th>Question</th>
<th>2008</th>
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<th>2010</th>
<th>2011</th>
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<tr>
<td>Positive overall experience at USC</td>
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<td>97</td>
<td>99</td>
<td>96</td>
<td>98</td>
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<td>Would recommend peer leadership to others</td>
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<td>98</td>
<td>95</td>
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<td>Improved time management skills</td>
<td>92</td>
<td>86</td>
<td>88</td>
<td>87</td>
<td>85</td>
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<td>Motivated them to model appropriate behavior</td>
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<td>94</td>
<td>97</td>
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<td>Stress management skills have improved</td>
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<td>78</td>
<td>78</td>
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<td>Increased Knowledge of University Services</td>
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<tr>
<td>Increased Interaction with faculty</td>
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<td>85</td>
<td>89</td>
<td>95</td>
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<td>Increased confidence interacting with faculty</td>
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<td>90</td>
<td>89</td>
<td>96</td>
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<td>More comfortable speaking in front of groups</td>
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<td>Feel comfortable guiding others in their decision making</td>
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<td>98</td>
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<tr>
<td>Feel comfortable guiding others in times of difficulty</td>
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<td>96</td>
<td>99</td>
<td>94</td>
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<td>Feel comfortable taking leadership role in a group</td>
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<td>93</td>
<td>95</td>
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<td>Allowed to interact with a diverse group of students</td>
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<td>92</td>
<td>97</td>
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<td>92</td>
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<td>Improved oral communication skills</td>
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<td>97</td>
<td>92</td>
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<td>Improved written communication skills</td>
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<td>Better able to demonstrate the ideals of the Creed</td>
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<td>92</td>
<td>94</td>
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<tr>
<td>Supported my academic success</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>83</td>
<td>89</td>
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</table>

Highlights from Qualitative Responses
• Respondents identified that as a part of their peer leader experience they appreciated others with backgrounds different from their own (different opinions/point of view, feelings, walks of life, behaviors, backgrounds). They developed listening skills and helped them increase their understanding of others and how to work with those that may be different than them.
  o “Before I became a peer leader, I knew not to let petty things like simplistic differences get in the way of the overall learning process. However, being a peer leader definitely re-introduced the concept of being accepting and respectful for other beings different than you; it teaches me to focus on finding common ground on working towards a common goal rather than scoping out the differences between myself and another person.”
  o “I have developed better listening skills beyond hearing, but actually listening and internalizing another perspective in life. I find that even when I come across a different viewpoint there is always something positive it can contribute to the enlightenment of my own view of the world creating a more holistic sense of community by accepting diversity and difference and using it in a positive progressive sense instead of an obstacle in other ways. I believe college culture is to develop a stronger sense of the global community and to learn how to express empathy in daily interactions and choices.
  o “I hear many stories from students, but I have found each one has the same goal – and that is to be successful. Each student takes a different path and the word successful is different to everyone. I have found that people are different from me and I have learned to help them reach their goals, even if the path they choose or I suggest if different than my own.”

• Respondents were motivated to become a peer leader for a multitude of reasons, the most popular motivating factors being the desire to help others, the need to give back to USC and wanting to be involved on campus.
  o “I had great peer leaders when I was a first-year student, and I wanted to be able to do for others what they did for me. I also genuinely enjoy helping others and becoming a peer leader gave me that opportunity! Lastly, I love USC, and I wanted others to see why I love USC and to help them love it too!
  o “After feeling lost my freshman year, I wanted to make sure that other freshman had a different experience. It was important to me that all freshmen see what an amazing school we have and help them discover everything it has to offer.”

• Peer Leaders responding expressed their appreciation of the experience they have had at USC, when looking at the specifics of how being a peer leader has impacted their appreciation of USC they overwhelmingly identified the number of opportunities and resources made available to them through various offices and campus initiatives. In addition respondents repeatedly acknowledged the support and effort given to students and the role of faculty and staff in their view.
  o “I knew there were many departments and services offered by the University of South Carolina, but I never realized how they call came together to present one united front in the aim of greater higher education for the students and the state. So many different peer leader positions come together and assist one another in training peer leaders to make sure they can help students to their fullest extent.”
  o “I never realized the complexities of the University before being in a leadership role. There are so many nuances that need to be learned to even function as a student organization. The great thing about this, is that you always are surrounded by great people to help you through the process. Most encounters I’ve had with University faculty and staff have been beyond positive and helpful. We have a great make up of people here.”
  o “By becoming a peer leader at USC I feel a stronger sense of connection to the university. I feel like this experience has given me the opportunity to give back to the place which has so wonderfully impacted my life.”

• Respondents identified several areas that they felt the peer leader role had helped prepare them for their future, including: increased communication skills, personal confidence, the ability to manage conflict and working as a member of a team.
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- “It has improved my communication skills greatly which is a huge component of my career as a Pharmacist. One of most important aspects of being a successful pharmacist is being able to efficiently communicate with your patients and colleagues and being a peer leader has really helped me prepare for this.”
- “So far I feel more prepared for future meetings with other individuals of a higher status such as business leaders. I feel that I am learning how to articulate my own beliefs and values better outside and in correlation to my classes.”

Based on the extensive amount of responses provided by the peer leaders in this study, the following are recommendations for future PLAN focus areas and for individual peer leader groups.

- Focus on helping improve peer leaders’ ability to balance, specifically looking at time management and stress management, which consistently ranks low from year to year in this ongoing study.
- Develop ways to incorporate good written communication into the peer leader role to help prepare them for the job market after graduation.
- Continue to find ways to help support peer leaders in their academic success at the university.
- Identify ways to educate the general student body on the peer leader experience and advertise available positions more.
- Continue to provide more networking opportunities for peer leaders to meet and work with one another outside of their own peer leader group.
- Identify additional compensation/recognition areas for all peer leaders.
- Do further research on the experience between paid and unpaid peer leaders.

**Initiative 3B**: Increase students’ participation in Beyond-the-Classroom learning through their participation in **Student Engagement Planning** (SEP)

**KPI**

- Report whether students’ participation in Student Engagement Planning led to increased participation in beyond-the-classroom activities.

Approximately 641 students completed the Student Engagement Plan (SEP) which was presented to 31 U101 classes.

- 95% agreed that the SEP presentation was helpful and informative.
- 91% of students reported that after completing the SEP presentation, they feel more confident getting engaged on campus.
- 93% of students reported that they planned on accomplishing one of the goals they set during the presentation.
- 96% of students agreed that they learned at least one new way to get involved at USC.

**Initiative 3C**: Increase the persistence, satisfaction, and engagement of sophomore students at the University of South Carolina through intentionally developed initiatives designed to meet their needs

**KPI**

- Report second to third year persistence rates at the University of South Carolina.
- Identify top three reasons why students don’t persist from their second to third year at USC.
- Increase attendance and student satisfaction of second-year students at specific sophomore events.
- 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, domestic study away, and Mutual Expectations.

The University of South Carolina’s second-to-third year persistence rate for the 2009 cohort was 79.6% a .02 decrease from the 2008 cohort. The Office of Student Engagement hosted a series of events to sophomore students’ persistence. The following information outlines research conducted during the 2001-2012 academic year.

**Qualitative Findings**

- EDHE 839- Institutional Assessment had two class groups work with the Office of Student Engagement to conduct two studies on the sophomore population in spring 2012. One group focused on non-
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Capstone Scholars/ Honors College sophomores and the second group focused on Capstone Scholar sophomores.

- A total of seven focus groups were conducted in mid-March, reaching 30 sophomore students.
- General Findings
  - The issues facing students in the sophomore year at USC in 2012 seem to be consistent with past findings from the last few years, which in turn align with national data.
    - Academics. Students are moving into more academically demanding classes and trying to succeed in those classes.
      - In addition, students may not always know the resources available to help them in this process.
      - For sophomores who are changing into a different academic major, there is a great concern about being “on track” and in line with the rest of their class.
    - Social Life and Extra-curricular activities. Students in their sophomore year appear to be focusing in more. Focusing on who their friend group is and focusing in on more specific clubs and organizations, rather than being involved in everything.
    - Time management, finances and balance continue to be an ongoing issue that sophomore students struggle with.
    - There seems to be an increased focus on the future and life after graduation. Students spent time talking about internships, taking the GRE, the process to get into grad school and everything they needed to be doing to have a profitable job after graduation.
- USC-Specific Findings
  - Students were excited to hear that the University was interested in their experience and that they wanted to give attention to sophomores. Someone taking the time to hear them was appreciated.
  - Parking on campus and coming back to campus (if living off) for events are very difficult and frustrating.
  - Students who participated felt supported by Cross Campus Advising, University 101, ACE and the Capstone Scholars program (those participating).
  - There was considerable frustration expressed with trying to utilize financial aid, student health center and VIP. Considerable discussion the “run-around” from various offices and difficulty getting correct information.
- Quantitative Notes (findings based on the 2009 entering freshmen cohort)
  - During any given academic year, there are approximately 4,000 second-year students on the USC-Columbia campus.
  - Current retention rate Freshman to Sophomore: 85.95, Sophomore to Junior: 79.6% (10 years prior this was a 73.8% retention rate).
  - There is an association between academic standing and persistence into the third year of college.
    - A Chi-Square test was conducted to compare students’ academic standing at the end of the spring semester their sophomore year (USCGPA>=2.0, USCGPA<2.0) and whether or not they returned for their junior year. 193 sophomore students (5.79%) had a USCGPA less than 2.0 and 3,142 (94.21%) had a USCGPA higher than 2.0. Only 31% of students with less than a 2.0 returned for their junior year, while 96% with a 2.0 or higher did return.
    - At the end of the fall 2010 semester 42 students were academically suspended, 31% of this group (13 students) did return for their junior year, 69% did not (29 students).
    - 18 students were suspended at the end of the spring 2011 semester, they were unable to return until spring 2012, progress unknown to date.
    - At the end of the fall 2010 or spring 2011 semesters 105 sophomore students were placed on academic probation. 60% of this group (63 students) returned for their junior year, 40% did not (42 students).
In an independent t-test to compare cumulative hours earned by the end of their sophomore year to return for the junior year, it was found that the more credit hours a student earns during their sophomore year the more likely a student is to return for their junior year. Generally students who do not return for their junior year are three classes behind the 60 hour mark of junior status.

- **Notes from Campus Partners**
  - Cross Campus Advising- 646 sophomores visited CCA in the spring semester, making up 43% of the students who were seen.
  - ACE Tutoring- 459 sophomores visited ACE for general or math tutoring in 11-12, making up 28% of students who attended.
  - Study Abroad- 250 sophomores studied abroad in 10-11, making up 25% of students who studied abroad in 10-11 (2011-12 numbers are not available until July).
  - Undergraduate Research- 49 sophomores received funding to assist with undergraduate research, making up 25% of the students who received funding.

- **Initiative 3D:** Increase student and faculty participation in the Mutual Expectations dialogue in order to influence each groups perceptions of the classroom environment
  - KPI
    - Describe demographics of faculty and student participants
    - Report students’ and faculty perceptions of satisfaction and learning as a result of participating in the dialogue.

**During fall 2011**, the Office of Student Engagement hosted 2 mutual expectation workshops; one workshop was specific to the Capstone Scholars students and the other was a general audience session. Combined the Mutual Expectations workshops brought together **18 students and 17 faculty** and staff members from **5 different departments**.

After the events attendees completed a satisfaction survey and the results were overwhelming positive; all **attendees (35)** reported that the event was either very helpful or helpful to their teaching or learning.

**During spring 2012**, OSE partnered with the Center for Teaching Excellence and Student Organizations to host one mutual expectation workshop for student organization leaders and advisors. This workshop was open to all registered student organizations and their advisors and 20 faculty/staff and 30 students participated. The results of a satisfaction survey were overwhelmingly positive; **92% of attendees** reported that the workshop was withering **very helpful** or **helpful** to their role as an advisor or as a student leader. **Insights gained from the dialogue:** Most participants felt they were encouraged by the opportunity to revisit roles and overall communication with their organizations. True takeaway ways were unclear however, participants consistently reported the benefit of hearing the struggles of other organizations. Both groups agree that more times to get together in a professional development setting would be helpful. **Improvements:** Participants agreed that more time in small groups is necessary as that time was most helpful to their learning. More open marketing and advertising strategies were also encouraged. Maybe include table facilitators and allow for more mingling time for different groups to interact. One attendee suggested we host additional mutual expectations workshops before the end of the semester. Offer a different workshop for graduate students and undergraduate students. Ensure that members of different organizations sit together.

**Mutual Expectations Survey Data:**
- I feel like it helped me view my professors as attainable and by that I mean that they’re much more approachable as a whole
- Expectations of teachers on students learning critically; not just learning for the test
- Engagement and learning from mistakes are necessary
- How to interact with my teachers in a more effective manner. Today’s conversation will encourage me to show more willingness to learn.
I learned a lot of teachers’ perspectives in what it is like to teach students and how students can be engaged to help teachers out.

Teachers are willing to be flexible given certain circumstances; they want to help, but also they want students to be more involved in class.

Now, I plan to approach my teacher more, asking general questions to make sure I understand what’s going on.

Importance of setting clear expectations of students

I’ll be more conscious of how I’m speaking to my students (in class and in paper comments)

It confirmed that many of my strategies that I try to implement are heading in a good direction. More importantly though, it made me think about how I can improve the activities I have my students do.

Importance of going to class and being prepared because it impacts my professors.

Renewed faith in my students and their commitment.