Office of Student Engagement (OSE)  
Departmental Planning Blueprint 2012-2013 Academic Year

**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.

**Office of Student Engagement Philosophy – We believe…**
- Engagement is learning
- Engagement happens everywhere. It is boundless/limitless
- In the value of collaboration and establishing strong cross campus partnerships
- In the value of getting students out of the classroom
- Learning at its best should be active, integrative, and connect to real life

**The Office of Student Engagement: An 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, and four graduate assistants in the Higher Education and Student Affairs master’s degree program. Additionally, an AmeriCorps VISTA volunteer is split between OSE and the Honors College for service-learning initiatives. 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: service-learning, The Sophomore Initiative, Domestic Study Away (including the National Student Exchange), the Student Engagement Plan, The Peer Leadership Advisors Network, and encourages student-faculty interaction through the Mutual Expectations program. OSE also continues to research best practices within student engagement and integrative learning to help improve student success. Research in 2010-11 has focused on cultural awareness programs, domestic study away initiatives, and civic engagement. 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 funds.

**GOALS**

**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.

**Departmental Goal 2:** Implement a comprehensive domestic study away program that promotes integrative learning and advances students’ understanding of diversity broadly defined.

**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.
Blueprint Planning 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.

- **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 and post survey data.

- **Initiative 1B:** Administer a high quality Service Scholars program to promote students’ civic awareness and community engagement.
  
  **KPI**
  
  - Describe the number of students who participate in service-scholar related activities
  - 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.

- **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**
  
  - Describe the number of community partnerships and locations
  - Describe community partner perceptions of their relationship with the University
  - Report key themes that make for successful community partnerships from qualitative data

**Departmental Goal 2:** Implement a comprehensive domestic study away program that promotes integrative learning and advances students’ understanding of diversity broadly defined.

- **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 2013-2014 academic year
  
  **Key Performance Indicators (KPI)**
  
  - Increase the number of USC students participating in the exchange from 13 in 2012-13 to 25 in 2013-14.
  - Report the demographics of students who participate in the National Student Exchange
  - Describe incoming and outgoing NSE students’ perceptions of 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.

- **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.
June 25, 2012

- 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

**Initiative 2C**: Research and promote additional consortia 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.

**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.

- **Initiative 3A**: Centralize peer leadership recruitment, training, appreciation and assessment through the Peer Leadership Advisors Network to promote collaboration among campus stakeholders.

**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

- **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.

- **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.

- **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 Mutual Expectation workshop