Annual Student Engagement Report
2011-2012
How students are engaged in high-impact practices at the University of South Carolina
Introduction

The concept of student engagement is increasingly important as today’s institutions of higher education strive to provide necessary resources to help students get involved and subsequently understand the impact on students’ undergraduate experiences. Past research has shown that student engagement is recognized through opportunities including co-curricular activities and experiential learning. A renowned scholar and researcher in the area of student engagement, George Kuh (2005), and his colleagues have defined student engagement as a mutually supportive experience demonstrated in both:

1. **What students do.** Their time and energy devoted to educationally purposeful activities.
2. **What institutions do.** Using effective education practices and resources to facilitate and support student learning that leads to meaningful engagement (Kuh et al., 2005).

The importance of student engagement at the University of South Carolina cannot be understated. The University of South Carolina is committed to facilitate students’ integrative learning both within and beyond the classroom through USC Connect. USC Connect encourages student participation in high-impact practices such as peer leadership, study abroad/domestic study away, undergraduate research, work-based learning, and service-learning, and prompts them to reflect on how these experiences strengthen their academic learning and ability to address real world problems.

This report will provide an overview of student engagement at the University of South Carolina (USC) by utilizing data from the 2012 National Survey of Student Engagement, along with information collected from campus offices regarding educationally purposeful activities in which students have participated at USC.

How is Student Engagement measured?

The National Survey of Student Engagement (NSSE) measures dimensions of quality in undergraduate education and provides information and assistance to colleges, universities, and other organizations to improve student learning. Its primary method is to annually survey college students to assess the extent to which they engage in educational practices associated with high levels of learning and development (NSSE, 2011 Annual Report). Currently, the University of South Carolina participates in the NSSE every year, examining the experiences of first-year and senior students. A brief summary of the USC’s 2012 NSSE scores is provided in the following pages; however a complete report is available upon request.

Why is Student Engagement important?

Faculty along with academic and student affairs administrators across the nation are challenged to demonstrate the value and influence of the college experience. Research has shown that the concept of student engagement is positively linked with many student outcomes. As George Kuh writes in the 2006 National Survey of Student Engagement Report:

> For years, researchers have pointed to involvement in educationally purposeful activities as the gateway to desired outcomes of college. Students who engage more frequently in educationally effective practices get better grades, are more satisfied, and are more likely to persist...Recent findings from independent studies have corroborated the relationship between engagement and indicators of student success in college such as grades and persistence with undergraduates in different types of institutional settings. These studies also show that while engagement is positively linked to desired outcomes for all types of students, historically underserved students tend to benefit more than majority students. (p. 9)

Therefore, the types of activities in which students engage and the opportunities institutions provide are critical to student success in college. This report provides an overview and a benchmark of the engaging educational experiences at USC.
The Student Experience in Brief: USC

Each year the National Survey of Student Engagement (NSSE) provides the opportunity for students at hundreds of institutions nationwide to reflect on the time they devote to educationally purposeful experiences both inside and outside of the classroom. The topics explored within the assessment are linked to previous research on student success in college. The data can be used to assess what resources are necessary for students to be successful academically and in their co-curricular initiatives. The tenets of the NSSE align with Kuh’s idea of student engagement pertaining to efforts of both the institutions and students, and how these experiences have impacted first-year and senior students' undergraduate experiences.

The following responses were provided by 1,042 randomly selected USC students on the 2012 NSSE survey. Note: FY = First-Year SR = Senior Student

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**Academic Challenge**

To what degree is studying and spending time on academic work emphasized?

- 85% of first-year (FY) students feel that the University of South Carolina places substantial\(^1\) emphasis on academics compared to 75% in 2007.

Do faculty hold students to high standards?

- 62% of FY students frequently\(^2\) work harder than they thought they could to meet faculty expectations compared to 53% in 2007.

How much time do students spend on homework each week?

- 37% of FY students spend more than 15 hours per week preparing for class, up from 31% in 2007; 12% spend 5 hours or less, down from 21% in 2007.

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What types of thinking does coursework require?
The percentages of FY students who report substantial emphasis on the following activities:
• Memorizing facts, ideas, or methods: 79% compared to 74% in 2007
• Analyzing basic elements of an idea or theory: 83% compared to 75% in 2007
• Synthesizing and organizing ideas: 68% compared to 63% in 2007
• Making judgments about value of information: 73% compared to 64% in 2007
• Applying theories or concepts: 77% compared to 73% in 2007.

How much writing is expected?
• 29% of FY students write more than four papers between 5 and 19 pages and 17% write at least one paper of at least 20 pages compared to 12% in 2007.

Do exams require students to do their best work?
• 56% of FY students report that their exams strongly challenge them to do their best work compared to 51% in 2007.

Active Learning

How often are topics from class discussed outside of the classroom?
• 56% of FY students frequently discuss readings or ideas from courses outside of class compared to 51% in 2007.

Do students work together on projects – inside and outside of class?
• 41% of FY students frequently work with other students on projects in class, up from 40% in 2007, and 41% frequently work with peers on assignments outside of class compared to 34% in 2007.

How often do students make class presentations?
• 29% of FY students frequently make presentations in class compared to 38% in 2007.

How many students participate in community-based projects as part of their courses?
• 18% of FY students frequently participate in service-learning or community-based projects compared to 21% in 2007.

How many students apply their classroom learning to real life through internships or off-campus field experiences?
• By spring of their senior year, 59% of students participate in some form of practicum, internship, field experience, co-op, or clinical assignment compared to 57% in 2007.
Student- Faculty Interaction

Are faculty members accessible and supportive?
- 72% of FY students say their faculty are available, helpful and sympathetic compared to 40% in 2007.

How many students work on research projects with faculty?
- By spring of their senior year, 25% of students do research with a faculty member compared to 20% in 2007.

Do students receive prompt feedback on academic performance?
- 60% of FY students frequently get prompt verbal or written feedback from faculty members compared to 61% in 2007.

How often do students talk with advisors or faculty members about their career plans?
- 82% of seniors at least occasionally discuss career plans with faculty, up from 55% in 2007; 18% never talk with faculty members about career plans compared to 15% in 2007.

Do students and faculty members work together on committees and projects outside of course work?
- 46% of FY students at least occasionally spend time with faculty members on activities other than coursework compared to 48% in 2007.

Enriching Educational Experiences

How often do students interact with peers who have different viewpoints than their own?
- 56% of FY students frequently have serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs.

How often do students interact with peers from different racial or ethnic backgrounds?
- 56% of FY students frequently have serious conversations with those of a different race or ethnicity compared to 51% in 2007.

How many students study in other countries?
- By their senior year, 19% of students have studied abroad.

Do students participate in activities that enhance their spirituality?
- 30% of FY students frequently engage in spiritually enhancing activities such as worship, meditation, or prayer compared to 32% in 2007.

What percentage of students participate in community service?
- By the time they are seniors, 65% of students participate in community service or volunteer work compared to 69% in 2007.
Supportive Campus Environment

How well do students get along with other students?
• 82% of FY students report that their peers are friendly, supportive, and give them a sense of belonging compared to 61% in 2007.

Are students satisfied with their overall educational experience?
• 89% of FY students rate their experience as good or excellent; 86% of seniors would choose this school again if they could start their college career over compared to 83% in 2007.

How much time do students devote to co-curricular activities?
• 37% of FY students spend at least 5 hours a week participating in co-curricular activities; 29% do not participate in such activities.

How well do students get along with administrators and staff?
• 54% of FY students find the administrative personnel and offices helpful, considerate, and flexible compared to 26% in 2007.

How much does the school help students with their academic and social needs?
• 83% of FY students feel that this institution provides substantial support for their academic success, up from 79% in 2007; 54% perceive substantial support for their social needs compared to 51% in 2007.

Notes from A Pocket Guide to Choosing a College (available at nsse.iub.edu/html/pocket_guide.cfm)
• 1. ‘Substantial’ emphasis is defined by combining responses of ‘Very much’ and ‘Quite a bit.’
• 2. ‘Frequently’ is defined by combining responses of ‘Very often’ and ‘Often.’
• 3. ‘Strongly challenge’ is defined by combining responses of ‘5,’ ‘6,’ and ‘7’ on a seven-point scale where 1 is ‘Very little’ and 7 is ‘Very much.’
• 4. ‘Available, helpful, sympathetic’ is defined by combining responses of ‘5,’ ‘6,’ and ‘7’ on a seven-point scale.
• 5. ‘Occasionally’ is defined by combining the responses ‘Very often,’ ‘Often,’ and ‘Sometimes.’
• 6. ‘Friendly, supportive, and sense of belonging’ is defined by combining responses of ‘5,’ ‘6,’ and ‘7’ on a seven-point scale.
• 7. ‘Helpful, considerate, and flexible’ is defined by combining responses of ‘5,’ ‘6,’ and ‘7’ on a seven-point scale.

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Service-Learning Overview
For additional information contact the Office of Student Engagement at 803-777-6336

Service-learning intentionally integrates academic coursework and service experience in ways that are mutually beneficial to students and the community. The Office of Student Engagement consistently works on ways to promote and expand the service-learning experience on the USC campus.

Courses
During the 2011-2012 academic year, 49 sections of 35 unique courses were identified as service-learning classes. This is a 13% increase in the number of sections offered from the 2010-2011 academic year. Service-learning classes were featured in 22 different academic departments representing nine 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 33% 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.

A total of 702 students participated in a pre- and post-course service-learning survey during the 2011-2012 year (378 in 2011 fall and 324 in 2012 spring). Respondent gender and race/ethnicity mirrored the overall university population. Respondents were asked a series of approximately 30 questions to assess five general areas. Surveys were completed within the first two weeks of classes (pre-survey) and the last two weeks of classes (post-survey). The assessment areas included school connectedness, level of academic engagement, personal efficacy/responsibility, career discernment and preparation, and community involvement and social awareness.

In the fall 2011, a total of 378 participants responded to the pre- and post-course service-learning surveys. Survey respondents came from a total of 10 classes originating from seven different departments at USC. After participating in service-learning course over the fall semester, students moderately agreed or strongly agreed that they:

- Are aware of volunteer opportunities within Columbia and surrounding communities (80%)
- View themselves as an active citizens (72%)
- Believe volunteerism is an integral part of their life (70%)
- Have a sense of civic responsibility to become involved in their community (77%)
- Are concerned about local community issues (87%)
- Believe it is important to find a career that directly serves others (82%)
- Intend to work in a career that will make contributions to society (84%)
- Believe they can have an impact on local social problems (82%)
- Think that people should find more time to contribute to their community (91%)
- Feel well prepared for their future career (70%)
- Are able to lead others effectively (82%)
Spring 2012 survey results came from 10 total classes, originating in eight different departments on campus. Approximately 41% were seniors, 33% were juniors, 14% were sophomores, 11% were first-year students, and less than a percent were graduate students. A total of students 327 participated in the pre- and post-course service-learning surveys.

Results suggest that students who engaged in service-learning courses had increased perceptions of course relevancy, academic engagement, and community connection and involvement. Respondents stated with statistical significance that it is important to find a career that directly benefits others. Students indicated perceived growth as being above average or a great in the following areas:

- Ability to articulate the contribution of their service experience in the course to their overall learning as a student at USC (71%)
- Ability to connect their service-learning experience to specific theories, concepts, or ideas from the course (71%)
- Ability to connect, examples, facts, and/or theories from their service-learning course and apply them to another experience, field or study, and/or perspective (70%)
- Ability to apply knowledge they have learned through the service-learning experience to solve real world problems (70%)
- Ability to identify local community needs and resources (70%)
- Ability to recognize diverse cultural identities through working with a local non-profit or community-based organization (65%)
- Ability to identify different social and personal values and the ways in which they are manifested in the local community and individuals (67%)
- Ability to apply career related skills to make choices and/or address identified local community needs (68%)
- Ability to describe and demonstrate principles of responsible citizenship (69%)

For more information about service-learning course survey results or specific service-learning practices, please contact the Office of Student Engagement at 803-777-6336 or visit online at www.sc.edu/studentengagement.
2011-2012 Service-Learning Courses

Arnold School of Public Health
HPEB 502: Applied Aspects of Human Nutrition
HPEB 511: Health Problems in a Changing Society

College of Arts and Sciences
COLA 298 – Service-Learning in Ecuador
DANC 470 - Dance Education III: Pedagogy of Middle & High School
ENGL 102 – Research & Writing about the Rhetoric of War
FREN 351M – Service-Learning in the French Speaking World
GERM 401P- Practicum Teaching German to Young People
PHIL 101A- Ethics of Food
POLI 477 – Green Politics
PSYC 489- Community Psychology Practicum
SOCY 340 – Introduction to Social Problems
SPAN 305 – Working with Hispanic Clients
WGST 112- Women in Society: A Service-Learning Approach

College of Education
EDML 321 – Middle Level Teaching & Management
EDTE 400 – Learning through Community Service
EDTE 521- Middle Level Teaching and Management
EDEL 771 – Methods of Teaching in Elementary & Middle School

College of Engineering and Computing
EMCH 428 – Mechanical Design II

College of Hospitality, Retail, and Sports Management
HRSM 301- HRSM Professional Development Seminar
ITEC 242 – Business Communications

College of Mass Communications and Information Technology
JOUR 531 – Public Relations Campaigns
LIBR 100 – Information Literacy

College of Nursing
NURS 398A – Service-Learning in Healthcare

Moore School of Business
MGSC 497 – Global Supply Chain & Operations Management

South Carolina Honors College
SCHC 330T- Community Research and Action Addressing Homelessness in Columbia
SCHC 364F – Spanish for Healthcare Professionals
SCHC 372C- Communicating For a Cause
SCHC 381K- Arabic Food and Culture
SCHC 433T – Law & Ethics of Outdoor Conservation
SCHC 462I – Learning Non-Violence from Gandhi & Friends
SCHC 476E- Environmental Justice and Health Disparities

University 101
UNIV 101 – University 101 (1 section)
UNIV 290B – Green Learning I
UNIV 290C – International Healthcare: Belize
UNIV 290P – Service from Columbia to the Caribbean
Service-Learning Initiatives

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.

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 2011-2012 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 local 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 were required to 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**. 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.

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 Good non-profit 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 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.” In total, over 900 hours of service were given with this summer program.
Community Service Overview
For additional information contact Community Service Programs at 803-777-3197

The University of South Carolina was named to the 2012 President’s Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement. Honorees are chosen based on a series of selection factors including scope and innovation of service projects, percentage of student participation in service activities, incentives for service, and the extent to which the school offers academic service-learning courses. This is the fifth consecutive year that USC has been recognized by The Corporation for National and Community Service for their innovative programs and projects that meet community needs.

During 2011-2012, volunteers were involved in hands-on community service, philanthropic fundraising, community-based research, service-learning, and advocacy initiatives. These groups include student affairs departments, student organizations, academic departments, service-learning courses, and campus partners. The economic impact of this service to the community is estimated at *$16.91 per hour. In addition, members of USC made philanthropic donations to the community reported at $1,303,322, for a total economic impact of **$9,288,245.32.

Year-to-Year Community Service Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty, Students, and Staff Participating</th>
<th>Hours Donated</th>
<th>Economic Impact</th>
<th>Philanthropic Donations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>18,829</td>
<td>302,921</td>
<td>$4,804,327</td>
<td>$1,047,661</td>
</tr>
<tr>
<td>2009-2010</td>
<td>23,436</td>
<td>346,678</td>
<td>$5,619,456</td>
<td>$1,403,460</td>
</tr>
<tr>
<td>2010-2011</td>
<td>23,895</td>
<td>331,836</td>
<td>$5,485,249</td>
<td>$1,099,613</td>
</tr>
<tr>
<td>2011-2012</td>
<td>30,676</td>
<td>472,152</td>
<td>$9,288,245.32</td>
<td>$1,304,155</td>
</tr>
</tbody>
</table>

* Estimate based on 2010 value of volunteer time in South Carolina at $16.91 per hour as determined by the Independent Sector [http://www.independentsector.org/volunteer_time](http://www.independentsector.org/volunteer_time)

** Report statistics based on voluntary submissions from USC partners as of June 15, 2012
Community Service Programs (CSP) provides resources to help students, faculty, and staff become connected to the community. Community service interns and the coordinator are available to consult individuals on volunteer placements with over 100 non-profit agencies in the Columbia area. CSP’s website (http://www.sa.sc.edu/communityservice/) also highlights upcoming service opportunities and has a link to a Community Resource Guide. The following are signature programs that CSP coordinates:

Service Saturday Program
In 2011 – 2012, the program engaged 795 participants at seven monthly events. Service Saturdays partnered with 16 different non-profits organizations with the addition of one new agency, the U.S. Green Building Council.

Carolina Cares
Each year during the month of November, CSP and Carolina Service Council sponsor the Carolina Cares holiday drive. In 2011, USC students, faculty, and staff sponsored 82 at-risk children by participating in the Nurturing Center’s Project Holiday Joy. Over 600 stockings were donated to the Salvation Army and approximately 5,000 cards were delivered to Holiday Mail for Heroes sponsored by the American Red Cross. At the 57th Annual Tree Lighting ceremony on the Historic Horseshoe, new partners were recognized Amedisys Hospice and Adopt-A-Military Family who also received donations from USC. The Carolina Cares program was presented with the Midlands Organization of the Year Award by the Salvation Army.

MLK Day of Service
Sponsored in partnership with Carolina Service Council, CSP expanded this 15th Annual event to 3 days of service held on the MLK Holiday and the following Friday and Saturday. This allowed 718 students, faculty, and staff to participate an increase of 56% from the previous year. Overall, 35 agencies were served across the 3 days of service and 56 student site leaders led their fellow peers in volunteer opportunities in the community.
Study Abroad Overview (International)
For additional information contact Study Abroad at 803-777-7557

Education abroad can complement any academic program or major, and each year hundreds of USC undergraduates participate in overseas educational opportunities. The number of undergraduate education abroad (credit bearing and non-credit bearing overseas program)* participants increased by 13.5% overall, from 984 in 2010-2011 to 1,117 in 2011-2012. (Note: This figure includes credit bearing study abroad as well as non-credit volunteer abroad, intern abroad, etc.)

Term-to-Term Study Abroad Enrollment Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Winter &amp; Spring Break</th>
<th>Maymester &amp; Summer</th>
<th>Non-Credit Programs-All Terms</th>
<th>Total for Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>20</td>
<td>69</td>
<td>199</td>
<td>22</td>
<td>445</td>
<td>20</td>
<td>775</td>
</tr>
<tr>
<td>2009-2010</td>
<td>29</td>
<td>72</td>
<td>288</td>
<td>27</td>
<td>398</td>
<td>42</td>
<td>856</td>
</tr>
<tr>
<td>2010-2011</td>
<td>33</td>
<td>67</td>
<td>286</td>
<td>60</td>
<td>475</td>
<td>63</td>
<td>984</td>
</tr>
<tr>
<td>2011-2012</td>
<td>47</td>
<td>69</td>
<td>261</td>
<td>66</td>
<td>573</td>
<td>101</td>
<td>1,117</td>
</tr>
</tbody>
</table>

Highlights from 2011-2012

• An estimated 9,477 credit hours were earned abroad by undergraduate students.
• 101 students, or 9% of the total number of education abroad participants, took part in non-credit programs such as not-for-credit internships, volunteering or research activities overseas. This represents a 60% increase over the total number of non-credit program participants in 2010-2011 (63 students).
• 42 students were received the USC Beyond Boundaries Award, earning a combined total of $148,800. This scholarship supports students traditionally underrepresented in study abroad, such as ethnic minorities, specific academic majors (i.e., STEM fields), first-generation college students, and students with significant financial need, including Gamecock Guarantee students.
• The total number of majors abroad rose significantly from 2010-2011 to 2011-2012 for the following colleges and schools: the School of Music (1,267%), College of Hospitality, Retail, and Sport Management (156%), College of Engineering and Computing (148%), and the School of Public Health (67%).
• 249 students, or 22% of the total number of students participating in education abroad, were Honors College students. This number represents 18% of the total number of Honors College students in 2011-2012.
• 202 students, or 18% of the total number of students participating in education abroad, were Capstone Scholars. This number represents 10% of the total number of Capstone Scholars in 2011-2012.
• 40% (443 students) who studied abroad were South Carolina residents and 60% (674 students) were from out of state.
• The five most popular destinations in 2011-2012 were: England (150 students), Spain (137 students), Italy (120 students), China (96 students), and Germany (58 students).
Study Abroad Demographics

**Gender Profile**
- Female: 65% (727 students)
- Male: 35% (390 students)

**Enrollment By Major**
- College of Arts & Sciences: 352 total majors
- Moore School of Business: 696 total majors*
- College of Education: 13 total majors
- College of Engineering & Information Technology: 67 total majors
- College of Hospitality, Retail & Sport Management: 159 total majors
- College of Mass Communications & Information Studies: 114 total majors
- School of Music: 41 total majors
- College of Nursing: 20 total majors
- College of Pharmacy: 3 total majors
- School of Public Health: 30 total majors
- Undeclared: 13 total majors

**Ethnic Background**
- White/Caucasian: 881 students (79%)
- African American: 51 students (4.5%)
- Hispanic American: 26 students (2.3%)
- Asian American: 51 students (4.5%)
- Multi-racial: 18 students (1.6%)
- Native American: 1 student (0.09%)
- Other: 39 students (3.5%)
- Prefer not to answer: 22 students (2%)
- Not reported: 44 students (4%)

*All International Business majors are required to have a second major within the Moore School; second majors are represented above and are included in the totals.*
Domestic Study Away Overview (United States)

For additional information contact the Office of Student Engagement at 803-777-2142

In late spring 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 purposes 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.

The National Student Exchange

The National Student Exchange (NSE) was established nationally in 1968, and membership consists of 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 participate 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 been received or sent on exchange, as well as the schools that represent NSE exchanges in 2011-2012.

National Student Exchange 2011-12

<table>
<thead>
<tr>
<th>Students on Exchange</th>
<th>All Year</th>
<th>Summer II (only)</th>
<th>Fall 2011 (only)</th>
<th>Spring 2012 (only)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incoming</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Outgoing</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>11</td>
</tr>
</tbody>
</table>

In 2012, Kelsey Maddy, a junior biomedical engineering major participated in exchange from the University of Arizona to the University of South Carolina. Kelsey spent a year at USC, working as a Resident Mentor, taking a full course load, and participated in an intensive research for undergraduate experience working in a cardiology lab focusing on project sponsored by the National Science Foundation. As a result of her contributions and achievements while at USC she was awarded the national Bette Worley Student Achievement Award by the National Student Exchange consortium.
National Student Exchange Campus Breakdown

Campuses Represented by Incoming Students to USC
- Sonoma State University (1)
- Southern Oregon University (1)
- State University of New York College at Buffalo (1)
- University of Alaska- Anchorage (1)
- University of Arizona (1)
- University of Saskatchewan (1)
- Westfield State University (1)

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)

Faculty-Led Courses

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.

Over the course of the Spring and May terms multiple courses were held that combined domestic travel including: 4 journalism and mass communication courses, 1 sport and entertainment management course, 1 higher education course, and 1 political science course. For a total of 7 courses with 97 students.
Undergraduate Research Overview
For additional information contact the Office of Undergraduate Research at 803-777-1141

Established in November 2004, the Office of Undergraduate Research seeks to enrich the academic experience of all USC undergraduates by providing research and scholarly experiences in their chosen fields. The office promotes inquiry, discovery, and creativity in all disciplines through faculty-student mentoring relationships and the integration of instruction with research, scholarship, and creative activities. The Office of Undergraduate Research, while located on the Columbia campus, serves all campuses within the USC system. The Magellan Scholar program, Mini-Grant, Magellan Voyager Travel Award, Discover Program, and Discovery Day are open to all USC students.

Magellan Scholars
Designed to enrich the academic experience for all undergraduates through research opportunities in all disciplines.

<table>
<thead>
<tr>
<th>System Participation:</th>
<th>Faculty Participation:</th>
<th>Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All system campuses participate in Undergraduate Research programs</td>
<td>• 205 faculty members mentored 233 students applying to the Magellan Scholars Program</td>
<td>• 233 students applied from ~$707,000</td>
</tr>
<tr>
<td>• 30 students applied from Aiken, Beaufort, Sumter, Union, and Upstate</td>
<td></td>
<td>• 157 Scholars were awarded ~$362,000</td>
</tr>
<tr>
<td>• 21 were named Magellen Scholars</td>
<td></td>
<td>• Acceptance rate: 67%</td>
</tr>
<tr>
<td>• 13% of our Scholars are from non-Columbia system campuses</td>
<td></td>
<td>• 14% of Magellan Scholars were in the Arts and Humanities</td>
</tr>
</tbody>
</table>

Magellan Voyager
An award to provide support for USC undergraduates to share their research at regional, national, and international meetings
• 38 students were funded through this program in 2011-2010 to present their research at regional, national, and international meetings.

Discover Programs
Discover Seminar
An eight week, not-for-credit course for first-year students who want to learn about how to get involved with conducting research.
• 12 students completed the program in 2011-2012

Mini Grants
Up to $100 for materials and supplies for ALL USC students in any discipline.
• 24 mini-grants were awarded to students in fall 2011
• 10 mini-grants were awarded to students in spring 2012

*Data is for rounds 13 and 14, which is fall 2011 and spring 2012
Discovery Day

Discovery Day (an annual event for undergraduates at USC, all years, all disciplines) showcases students’ scholarly pursuits in and out of the classroom. Students have the opportunity to make poster, oral, creative, or artistic presentations as well as visual art displays. This includes theatrical, musical, or creative writing presentations. Students present their experiences or findings from all beyond-the-classroom experiences: internships, study abroad, fellowship applicants, service-learning/community service, leadership activities, and undergraduate research.

- 302 students participated with
  - 183 posters
  - 75 oral presentations
  - 9 creative performance
  - 1 static display
- 21 students participated from non-Columbia system campuses: Aiken (13), Upstate (2), Lancaster (2), Salkehatchie (2), and Beaufort (2).
- In total, 6 of the 8 USC campuses participated in Discovery Day, either with students or judges.
- $9,399 was awarded in prizes
- 578 non-presenters/judges attended the event
- 131 volunteers and judges participated
Experiential Education
Overview
For additional information contact the Career Center at 803-777-7280

The mission of the University of South Carolina Career Center is to empower and educate students in the development of lifelong career management skills. The importance of experiential education and work-based learning for today's college student cannot be understated. The following information provides a brief summary of experiential learning during the 2011-2012 academic year, however, for more details contact the Career Center.

Experiential Education

1. Cooperative education (co-op) opportunities continued to increase with 57 students participating in co-op in 2011-2012, an increase of 50% over the previous four-year average. Employer participation (46 employers) also increased 53% compared to the previous four-year average.
2. The number of posted internships (769) represented a 56% increase when compared to the previous four-year average.
3. Students are learning about the importance gaining experience before they graduate. The number of student contacts with the topics internships, co-op, or job shadowing (2,383) increased by 59%.

Students speak of the value of experiential learning

Co-op Pathways Results - Summer 2012
Describe how participating in the co-op program has impacted your learning

• This has not only given me a look into the real world applications of what I have been learning in the classroom, but it has also given me a newly founded inspiration in the classroom now that I know how much what I learn equips me for what is to come!
• It has given me work experience and allowed me to apply some of the knowledge I’ve acquired from school.
• By participating in the co-op program, I have been able to perform task, such as Fuse Coordination and Feeder Rideouts that are not taught within the walls of the classroom.
• Learning to think critically about real world problems and then come up with practical solutions. I gather data from breaks in the yarn while it is being extruded then analyze it to determine the cause of the breaks due to the quench profile or a problem with the spinneret’s.
• Being a co-op has given me an insight into the real world.
• Given insight to the world of business.
• It has greatly helped me apply my knowledge to a real corporate environment and I have also learned how to be professional and deal with different kinds of people in the corporate world.
• I learned that I should take a manufacturing course if one is offered.
• It has greatly helped me apply my knowledge to a real corporate environment and I have also learned how to be professional and deal with different kinds of people in the corporate world.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Response Total</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to articulate the role co-op played in contributing to my learning</td>
<td>7.14% (1)</td>
<td>0% (0)</td>
<td>7.14 % (1)</td>
<td>21.43% (3)</td>
<td>64.29% (9)</td>
<td>14</td>
</tr>
<tr>
<td>I can connect my co-op experience to specific theories, concepts, frameworks from my coursework</td>
<td>0% (0)</td>
<td>15.38% (2)</td>
<td>15.39% (2)</td>
<td>7.69% (1)</td>
<td>61.54% (8)</td>
<td>13</td>
</tr>
<tr>
<td>I can connect examples, facts, and/or theories from multiple perspectives</td>
<td>7.69% (1)</td>
<td>0% (0)</td>
<td>7.69% (1)</td>
<td>30.77% (4)</td>
<td>53.85% (7)</td>
<td>13</td>
</tr>
</tbody>
</table>

Total Respondents 14
The Living and Learning Community program at the University of South Carolina (USC) is a comprehensive initiative directly aligned with the mission and the general education goals of the University, and has its philosophical foundations grounded in widely accepted research in the areas of “value added” experiences, integrative learning, and high impact activities for students. Learning outcomes are based on three areas: Academic Progress, Awareness of Self, and Awareness of Others (A-Frame). Community is developed through a comprehensive, well researched model, the Six I’s of Community Building (Schroeder, 1994) that facilitates student development through stages of maturation. Being a public research university with a large on-campus population, living and learning communities make the campus psychologically smaller and provide for a more intimate learning experience for students. Every residence hall environment at the University of South Carolina is considered to be a learning-enhancing community. Learning communities are an integral part of the university experience, providing students with the opportunity to live in an environment that promotes diversity, embraces excellence, encourages insightful faculty-student interaction and works to develop a strong sense of community. Residents live in one of the two classifications of learning communities:

General Learning Communities

General Learning Communities refer to environments in which residents have a variety of majors and academic interests. Those learning communities might take the shape of a floor, a wing or a building.

Associated Learning Communities

Associated Learning Communities (ALCs) have a specific academic or thematic focus. These learning communities have a direct association with the related academic area, theme, faculty and academic staff. For more information on these learning communities, please visit the ALC website at http://housing.sc.edu/alc.html. The following Associated Learning Communities are available for students:

- Bridge Community (transfer students)
- Business Community
- Capstone Scholars
- Carolina Global Community
- Carolina Women’s Community
- Engineering and Computing Community
- French House
- Green Learning Community
- Healthy Carolina Wellness Community
- Honors Residence
- Journalism and Mass Communications Community
- Law, Justice and Politics Community
- Major and Career Exploration Community
- Music Community
- Pre-Medical, Pre-Dental, and Pre-Health Community
- Preston Residential College
- Psychology and Service-Learning Community
- Spanish House
- Sport and Entertainment Management Community
As mentioned, every residence hall environment is a living and learning community. Outcomes associated with this residential experience are as follows:

University Housing’s A-Frame

University Housing promotes student learning through an environment that motivates and inspires students to devote time and energy to educationally purposeful activities. Living and Learning communities are characterized by empowered, informed, and responsible life-long learners. These communities emphasize student involvement, inclusion, service, and appreciation of the diversity at the University of South Carolina. Complementing the academic mission of the institution and “Carolina Core,” the staff of University Housing will actively support students in their academic progress, awareness of self, and awareness of their responsibilities to others.

A-Frame Data from the 2011-2012 Academic Year

<table>
<thead>
<tr>
<th>2011-2012 Academic Year Resident Mentor Programming by A-Frame Component</th>
<th>Number of Resident Mentor Programs</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Progress</td>
<td>309</td>
<td>16%</td>
</tr>
<tr>
<td>Awareness of Others</td>
<td>611</td>
<td>33%</td>
</tr>
<tr>
<td>Awareness of Self</td>
<td>887</td>
<td>48%</td>
</tr>
<tr>
<td>Unmarked Programs</td>
<td>50</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>1857</td>
<td>100%</td>
</tr>
</tbody>
</table>

- University Housing’s 2011-2012 academic year end-of-year survey results revealed participants expressed strong agreement to questions related to the factor of Awareness of Self (including areas of persuasive communication and influence) and Awareness of Others (including peer discussions with individuals).

- Additionally, data show that first-time students living on campus continue to attend USC and have higher GPAs than first-time students living off-campus. These data support University Housing’s goals with Academic Progress in the residential setting.

Six I’s of Community Building Data for the 2011-2012 Academic Year

The Six I’s community development model is one of the guiding philosophies in University Housing. It helps envision the progression of the residential environments over the course of an academic year such that communities of individuals are transformed into supportive and positive communities of USC students with similar interests, majors and aspirations. The Six I’s include: Introduction, Interaction, Involvement, Influence, Investment and Identity.

- For the fall 2011 semester, 80% of these events related to Introductory, Interactive, and Involvement components and for the spring 2012 semester, 41% of these events related to Influence, Investment, and Identity components. This trend follows the natural progression of a developmental programming model.
General Faculty-Student Interaction Programs Overview
For additional information contact the Office of Student Engagement at 803-777-1445

Coordination by various campus offices allows student and faculty interaction to grow each year. During the 2011-2012 academic year a number of initiatives took place throughout the Columbia campus.

Mutual Expectations

Beginning 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, 108 students and faculty participated in these events. 99% of participants agreed that the sessions were helpful.

Out to Lunch

Created in 1997, the Out to Lunch program is a partnership between the Student Success Center, University Housing, and Sodexho Dining Services. The program allows students to take a professor out to lunch at an on campus dining facility. A student picks up an OTL ticket at an area housing office, the Student Success Center, or an ACE office. Students then take their professor to lunch for free at any campus dining facility. The Student Success Center, University Housing and Sodexho Dining Services covers the cost of the faculty member’s meal and the students pay for their own meal with their meal plan, Carolina card, or cash. In 2011-2012, 311 students took advantage of this opportunity with a faculty member. This is a 45% increase from the previous year when only 139 students took advantage of the program.

Dinner Dialogues Program

The Dinner Dialogues program, which began in fall 2006, offers faculty members a unique way to increase interaction with their students beyond the classroom and build community among the members of their class. Funded by a grant from the Parents Annual Fund, the Office of Parents Programs reimburses professors when they host their undergraduate class for dinner at their home. This experience provides additional opportunities for discussion in an informal, comfortable, fun and unique setting. Students and professors can discuss academic and current issues, potentially establishing mentoring relationships that could assist in the students’ personal, career and professional growth. In addition, when the dinners are held early in the semester, students are able to get to know each other and their professors better, resulting in students feeling more comfortable asking questions in class and visiting their professors during office hours. During the 2011-2012 year, 89 dinners were held, which represents a 32.8% increase over 2010-2011 (67 dinners). A total of 2,083 undergraduate students were invited to participate in these dinners, which is an 18.5% increase over 2010-2011 (1,758 students).

Student Planning Overview
For additional information contact the Office of Student Engagement at 803-777-2142

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 641 students participated in some form engagement planning in 2011-2012 which represents a 39% increase from 2010-2011 (461)
Peer Leadership Overview
For additional information contact the Office of Student Engagement at 803-777-2142

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, approximately 20 professional staff and graduate assistants gathered to discuss, update, and collaborate with one another to represent 31 peer leadership groups and approximately 1,000 peer leaders.

2011-2012 Peer Leadership Groups

Academic Success Focus
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
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
Carolina Service Council and Interns (CSC)
Carolina Judicial Council (CJC)
EcoReps
Student Government (SG)
Orientation Leaders
Pillars Extended Orientation Leaders
Admission Telecounselors
Career Center Peers
Emerging Leader Mentors
Leadership Team
Magellan Ambassadors
Pi Chi’s Sorority Recruitment Counselors
The Office of Student Engagement administered the Peer Leadership Survey for the fifth consecutive year in spring 2012. Targeting approximately 776 peer leaders, 314 (40%) responded to the survey.


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

<table>
<thead>
<tr>
<th>Question</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Overall Experience at USC</td>
<td>99%</td>
<td>97%</td>
<td>99%</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>Would Recommend Peer Leadership to Others</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>Improved Time Management Skills</td>
<td>92%</td>
<td>86%</td>
<td>88%</td>
<td>87%</td>
<td>85%</td>
</tr>
<tr>
<td>Motivated Them to Model Appropriate Behavior</td>
<td>96%</td>
<td>94%</td>
<td>97%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Stress Management Skills Have Improved</td>
<td>-</td>
<td>78%</td>
<td>78%</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>Increased Knowledge of University Services</td>
<td>97%</td>
<td>97%</td>
<td>98%</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td>Increased Interaction with Faculty</td>
<td>91%</td>
<td>91%</td>
<td>85%</td>
<td>89%</td>
<td>95%</td>
</tr>
<tr>
<td>Increased Confidence Interacting with Faculty</td>
<td>-</td>
<td>92%</td>
<td>90%</td>
<td>89%</td>
<td>96%</td>
</tr>
<tr>
<td>More Comfortable Speaking in Front of Groups</td>
<td>94%</td>
<td>91%</td>
<td>94%</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>Feel Comfortable Guiding Others in Their Decision Making</td>
<td>95%</td>
<td>95%</td>
<td>98%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Feel Comfortable Guiding Others in Times of Difficulty</td>
<td>91%</td>
<td>96%</td>
<td>99%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>Feel Comfortable Taking Leadership Role in a Group</td>
<td>91%</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>Allowed to Interact with a Diverse Group Students</td>
<td>92%</td>
<td>92%</td>
<td>97%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>Improved Oral Communication Skills</td>
<td>-</td>
<td>95%</td>
<td>97%</td>
<td>92%</td>
<td>95%</td>
</tr>
<tr>
<td>Improved Written Communication Skills</td>
<td>74%</td>
<td>76%</td>
<td>78%</td>
<td>74%</td>
<td>77%</td>
</tr>
<tr>
<td>Better Able to Demonstrate the Ideals of the Creed</td>
<td>92%</td>
<td>92%</td>
<td>94%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>Supported My Academic Success</td>
<td>86%</td>
<td>87%</td>
<td>88%</td>
<td>83%</td>
<td>89%</td>
</tr>
</tbody>
</table>

**Note:** In the 2008 survey, affirmative responses included agree and strongly agree, whereas in the 2009 and 2010 surveys the affirmative responses included moderately agree and strongly agree. The N for each outcome in the 2008 survey ranged from 122 to 172, the N for each outcome in the 2009 survey ranged from 167 to 190, and the N for each outcome in the 2010 survey ranged from 139 to 165. For 2011, the N for each outcome in the 2011 survey ranged from 314 to 361. Percentages are calculated from the N for each specific item.
Final Thoughts
For additional information contact the Office of Student Engagement at 803-777-1445

Students at the University of South Carolina continue to pursue involvement in educationally purposeful activities that positively contribute to their overall collegiate experience. While participation in high-impact activities including domestic study away/international study abroad, service-learning/community service, internships, and undergraduate research continue to increase, we anticipate that the further campus awareness of USC Connect and the Carolina Core will only increase collaboration and engagement across our student population. The Office of Student Engagement is committed to expanding upon and creating new opportunities for our students. We genuinely welcome collaboration with many departments and offices across our campus and encourage that you contact us with your ideas to share.

If you have any questions regarding any information produced in this report please contact Dr. Jimmie Gahagan, Director for Student Engagement at 777-1445, gahagan@sc.edu or Kimberly Dressler, Coordinator for Student Engagement at 777-2142, kdressler@sc.edu. The Office of Student Engagement is located in Patterson Hall at the University of South Carolina and can be found online at www.sc.edu/studentengagement.

The Office of Student Engagement would like to thank the following offices and students for their help in compiling this report: Office of Undergraduate Research, Community Service Programs, Study Abroad, the Student Success Center, Career Center, University Housing, Parents Programs, Sarah Darling and Margot Ballantyne.

References


