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 that foster self-reflection and personal development for the Carolina community.

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

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 and Academic Support 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, and peer leadership. National research has shown these types of opportunities enhance student success and retention.

Currently, the Office is made up of three full-time staff members, including the director, assistant director, and coordinator of Student Engagement, as well as four graduate assistants and one undergraduate student assistant. Additionally, a full-time AmeriCorps* VISTA volunteer is split between OSE and the South Carolina 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: service-learning, The Sophomore Initiative, Domestic Study Away (including the National Student Exchange), the Student Engagement Plan, the Peer Leadership Advisors/Supervisors 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 2013-2014 has focused on cultural awareness programs, domestic study away initiatives, and community engagement. The Office of Student Engagement has an overall annual budget of $309,330, and 23% of this budget comes from recurring, state appropriated, A funds; 62% from University Housing B funds, 12% from Housing Residential Learning Fee funds, and the remaining 3% from student fees (Z funds) derived from the National Student Exchange.

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: Create initiatives to promote student engagement among specific populations through research and assessment.
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)**
  - Number of service-learning courses offered broken down by college and academic unit
  - Number and demographic characteristics of students who participate in service-learning courses
  - Estimated number of hours served from students in service-learning courses
  - Pre-post assessment data that indicates students’ perceptions of integrative learning and civic engagement
    - % of students who indicate a moderate or great deal of growth regarding student learning outcomes
    - % of students who indicate statistically significant gains on measures of integrative learning and civic engagement
  - Description of students’ perceived impact in the community as identified by community partner perceptions
    - % of community partners who agree or strongly agree that USC volunteers have increased their organization’s capacity
    - Qualitative descriptions/themes of student impact that have been analyzed using the constant comparative method

- **Initiative 1B:** 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**
  - Number of service-learning community partnerships and locations
  - Community partner perceptions of their relationship with the University
    - Number of community partners who agree or strongly agree with service-learning satisfaction survey
    - Qualitative themes that make for successful community partnerships compiled from community partner interviews, roundtable discussions, and open-ended survey items that are used to forge successful community partnerships

- **Initiative 1C:** Administer high-quality service programs to promote students’ civic awareness and community engagement.

  **KPI**
  - Number of students who participate as full-time AmeriCorps Summer Associates
  - Student’s perceived impact of their service on their learning and personal growth through qualitative measures
  - Qualitative themes compiled from community partner interviews and summer associate surveys

**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 the National Student Exchange (NSE) program for all students both incoming and outgoing

  **Key Performance Indicators (KPI)**
  - Increase numbers of USC students participating in the exchange from 11 in 2014-15 to 25 in 2015-16.
June, 2014

- Number of students who participate in the National Student Exchange broken down by major
- Survey data and interview summaries representing a change for incoming and outgoing NSE students’ perceptions of their learning that occurred during their semester or year-long NSE exchange
  - Number of students who agree or strongly agree on satisfaction measures
  - Summary of students’ perceptions of self-efficacy, awareness of diversity, integrative learning by participating in NSE.
    - Number of students who agree or strongly agree to post-survey questions related to the topics above

- **Initiative 2B:** Increase the number and quality of faculty-led Domestic Study Away programs
  
  **KPI**
  - Number of faculty-led Domestic Study Away courses and sponsoring departments
  - Number of students who participate in Domestic Study Away courses
  - Participating students’ perceptions of their learning through their participation in Domestic Study Away courses
    - % of students who indicate statistically significant gains on measures of integrative learning

**Department Goal 3:** Create initiatives to promote student engagement among specific populations through research and assessment.

- **Initiative 3A:** Centralize peer leadership recruitment, training, recognition, and assessment through the Peer Leadership Advisors/Supervisor’s Network to promote collaboration among campus stakeholders.
  
  **Key Performance Indicators (KPI)**
  - Number of students who serve as peer leaders at the University of South Carolina
  - Number of peer leader organizations whose students have been “selected and trained to deliver and educational service to their peers”
  - Number of students who attended peer leader recognition events
  - Number of students who attended professional development activities sponsored by the Office of Student Engagement
  - Students’ perceptions of growth in learning from peer leadership positions compared with results from previous survey administrations
    - % agree and strongly agree as reported on the annual peer leadership survey
  - Summary of students’ learning as a result of their peer leader experience through the use of focus groups
  - Reported peer leader advisor perceptions of benefits from participating in the Peer Leadership Advisors Network initiatives

- **Initiative 3B:** Increase second-year students’ awareness of resources, satisfaction with the University, participation in high-impact practices, and overall sense of meaning and purpose in order to support the persistence, satisfaction, and engagement of sophomore students at the University of South Carolina through intentionally developed initiatives to meet their needs.
  
  **KPI**
  - Second-to-third year persistence rates at the University of South Carolina
  - An increase in the number of students participating in Sophomore September broken down by event
  - Number of students who participate in all Sophomore September sponsored events
  - % of students who are satisfied with Sophomore September
  - % of students who are more aware of resources as a result of participating in Sophomore September

- **Initiative 3C:** Provide Student Engagement Planning (SEP) resources and presentations that focus on integrative learning and engagement
KPI
- Number of presentations to University 101 classes will exceed 30 for fall 2014 semester
- Number of students who indicate increased awareness of resources as a result of the SEP presentation
- Number of students who set 1-2 meaningful goals for the engagement on campus as a result of the presentation

- **Initiative 3D**: Increase student and faculty participation in the Mutual Expectations dialogue in order to expand each groups’ perceptions of the classroom environment and make expectations more clear and attainable.

KPI
- Number of faculty and student participants
- Number of participants who found the event helpful in promoting faculty-student interaction
- Number of participants who were satisfied with the event