Annual Student Engagement Report

How students are engaged in high impact practices at the University of South Carolina
Introduction

The concept of student engagement is important as colleges and universities seek to understand and demonstrate the impact that college has on students. Engagement extends beyond student persistence and graduation rates to encompass ideas such as involvement, time on task, and student learning. George Kuh (2005) and others have defined student engagement in the following terms:

1. What students do. Time and energy devoted to educationally purposeful activities.
2. What institutions do. Using effective education practices and resources to induce students to do the things that lead to engagement and learning. (Kuh, et al 2005)

This report provides an overview of student engagement at the University of South Carolina (USC) by combining data from the 2011 National Survey of Student Engagement (NSSE) along with information from campus offices about the types of educationally purposeful activities in which students participate 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 (2011 NSSE Annual Report). The University of South Carolina participates in the NSSE every other year. A brief summary of the USC’s 2011 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 (NSSE Report, 2006, p. 9) “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.” 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. This report is especially relevant in light of the university’s implementation of USC Connect.

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- Columbia and can be found online at www.sc.edu/studentengagement or on Facebook at “Student Engagement at the University of South Carolina.” The Office of Student Engagement would like to thank the following offices for their help in compiling this report: Office of Undergraduate Research, Community Service Programs, Study Abroad, Academic Centers for Excellence, University Housing, Parents Programs.
2011 National Survey of Student Engagement

The Student Experience in Brief: USC

For more information contact Megan Penfield, Research Analyst
Institutional Assessment and Compliance
National Survey of Student Engagement

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked by previous research on student success in college.

The following responses were provided by 600 randomly selected USC students on the 2011 NSSE survey.

Note: FY= First-Year Student, SR=Senior Student

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**Academic Challenge**

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

- **79%** of FY students felt that this institution placed substantial emphasis on academics. 1

Do faculty hold students to high standards?

- **59%** of FY students frequently worked harder than they thought they could to meet faculty expectations. 2

How much time do students spend on homework each week?

- **35%** of FY students spent more than 15 hours per week preparing for class.
- **13%** spent 5 hours or less.

What types of thinking do assignments require?

- First-year students reported substantial emphasis on the following activities:
  - Memorizing facts, ideas, or methods: **83%**
  - Analyzing basic elements of an idea or theory: **83%**
  - Synthesizing and organizing ideas: **72%**
  - Making judgments about value of information: **78%**
  - Applying theories or concepts to practical problems or new situations: **75%**

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**Active Learning**

How often are topics from class discussed outside of the classroom?

- **50%** of FY students frequently discussed readings or ideas from coursework outside of class.

Do students work together on projects – inside and outside of class?

- **40%** of FY students frequently worked with other students on projects in class,
- **45%** worked with peers on assignments outside of class.

How often do students make class presentations?

- **33%** of FY students reported that they made frequent presentations in class.

How many students participate in community-based projects in regular courses?

- **20%** of FY students frequently participated in service-learning or community-based projects during a given year.

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1. “Substantial” emphasis is defined by combining the responses of “Very much” and “Quite a bit.”
2. “Frequently” is defined by combining the responses of “Very often” and “Often.”
How many students apply their classroom learning to real life through internships or off-campus field experiences?

• By their senior year, **51%** of students participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

Do students have opportunities to tutor or teach other students?

• **18%** of seniors frequently assisted their fellow students by tutoring or teaching.

### Student-Faculty Interaction

Are faculty members accessible and supportive?

• **73%** of FY students said their faculty were available, helpful and sympathetic.

How many students work on research projects with faculty?

• By their senior year, **16%** of students had done research with a faculty member.

Do students receive prompt feedback on academic performance?

• **64%** of FY students indicated that they frequently received prompt verbal or written feedback from faculty members.

How often do students talk with advisors or faculty members about their career plans?

• **80%** of seniors at least occasionally discussed career plans with faculty.4
• **20%** never talked with faculty members about career plans.

Do students and faculty members work together on committees and projects outside of coursework?

• **44%** of FY students at least occasionally spent time with faculty members on activities other than coursework.

### Enriching Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

• During their first year, **24%** of students participated in a learning community.
• By their senior year, **15%** of students had taken an independent study class.

How often do students interact with peers with different social, political, or religious views?

54% of FY students said they frequently had 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?

• **54%** of FY students frequently had serious conversations with those of a different race.

How many students study in other countries?

• By their senior year, **16%** of students had studied abroad.

Do students participate in activities that enhance their spirituality?

• **31%** of FY students frequently engaged in spiritually enhancing activities such as worship, meditation, or prayer.

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3. "Strongly challenge" is defined by combining responses of "6" and "7" on a one-to-seven point scale where 1 is ‘Very little’ and 7 is ‘Very much.”

4. "Occasionally" is defined by combining the responses of “Very often,” “Often,” and “Sometimes.”
What percentage of students participate in community service?
• By the time they were seniors, 65% of students had participated in community service or volunteer work.

Supportive Campus Environment

How well do students get along with other students?
• 76% of FY students reported that their peers were friendly, supportive, and helped them feel as if they belonged.

Are students satisfied with their overall educational experience?
• 89% of FY students reported a favorable image of this institution.
• 88% of seniors would have chosen this school again if they could start their college career over.

How much time do students devote to co-curricular activities?
• 14% of FY students spent more than 15 hours a week participating in co-curricular activities.
• 30% spent no time participating in co-curricular activities.

How well do students get along with administrators and staff?
• 55% of FY students found the administrative personnel and offices helpful, considerate, and flexible.

To what extent does the school help students deal with their academic and social needs?
• 73% of FY students felt that this institution had a substantial commitment to their academic success.
• 44% felt well-supported by the institution regarding their social needs.

A Pocket Guide to Choosing a College is available at nsse.iub.edu/html/pocket_guide.cfm
Data source: National Survey of Student Engagement 2011

National Survey of Student Engagement
Indiana University Center for Postsecondary Research
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Bloomington, IN 47406-7512
Phone: 812-856-5824
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E-mail: nsse@indiana.edu
Web: www.nsse.iub.edu
IPEDS=218663
Service-Learning Overview

For full report of Service-Learning contact Dr. Jimmie Gahagan in the Office of Student Engagement at 777-1445 or gahagan@sc.edu. Please visit the Service-Learning web site at www.sc.edu/servicelearning
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.

Community Partner Breakfast: As a part of the Office of Student Engagement, the Carolina Service-Learning Initiative at USC hosted the third annual Community Partner Breakfast on September 27th, 2010 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. **150 participated in the breakfast,** with students representing **14%** of those in attendance.

Courses: During 2010-2011, **41** sections of **37** courses were identified as service-learning classes. This is a **14%** decrease from the 2009-2010 academic year. Service-learning classes were featured in **17** different academic departments. Enrollment in service-learning classes was estimated at **531** students in the fall semester and **708** students in the spring semester for a total of **1239** students in the academic year a **46%** increase from 2009-2010. Service-learning was incorporated into several sections of large lecture courses in the spring semester which allowed for the increase in the number of students who participated while the overall number of courses decreased. Currently, there is no service-learning course indicator within the USC course catalog. The Office of Student Engagement, therefore, calculates the number of courses based off of the information received from academic units.

A total of **318** students participated in a pre and post-course service-learning survey for the year (**222** in the fall and **96** in the 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 2010**, we had a total of 222 respondents from twelve courses on the pre-survey and 95 respondents from five courses for the post-survey. Results suggest that students in these service-learning courses developed **strong connections to academic engagement** over the course of the semester, stating with statistical significance that:

- I find the content in school courses intellectually stimulating
- Courses in school make me think about real-life in new ways and
- I find courses in school relevant to my life outside of school

Implications for **career direction and goals** are noted with statistical significance as well. Students in these service-learning courses demonstrated connections between issues of social significance and individual career aspirations. Finally, several results indicate that students in these service-learning courses emerged with a sense of greater: **connection to the local community, confidence in personal ability to make a difference, and the value of community engagement** as respondents stated with statistical significance that:

- I feel that I can have a positive impact on local social problems,
- I plan to improve my neighborhood in the near future
- Volunteerism/community service has been an integral part of my life up to this point.

**54.25%** of fall 2010 respondents indicated that they would recommend service-learning courses to their peers.

**Spring 2011** survey results came from four total classes, originating in four different departments on campus. Approximately **58%** were juniors or seniors, **12%** sophomores, and **10%** freshmen.
students participated in the pre-course survey and 96 completed the post-course survey. Overall, positive differences were demonstrated in 29 survey questions.

Results suggest that students who engaged in service-learning courses have increased perceptions of course relevancy, academic engagement, and community connection and involvement. Respondents stated with statistical significance:

- I intend to work in a career that will make contributions to society
- Courses in school make me think about real-life in new ways and
- 90% would recommend a Service-Learning course to a friend

For more information about service-learning course survey results or specific service-learning practices, please contact the Office of Student Engagement (see contact information above).

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### 2010-2011 Service-Learning Classes

<table>
<thead>
<tr>
<th><strong>Arnold School of Public Health</strong></th>
<th><strong>School of Music</strong></th>
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</thead>
<tbody>
<tr>
<td>HPEB 502: Applied Aspects of Human Nutrition</td>
<td>MUED 454- Music for Young Children</td>
</tr>
<tr>
<td>HPEB 748: Community Health Development</td>
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<table>
<thead>
<tr>
<th><strong>College of Arts and Sciences</strong></th>
<th><strong>South Carolina Honors College</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM 401P- Practicum Teaching German to Young People</td>
<td>SCHC 330T- Community Research and Action Addressing Homelessness in Columbia</td>
</tr>
<tr>
<td>GERM 295- Green Technology in Germany</td>
<td>SCHC 332A- Sugar in the Blood: Cultural Beliefs, Attitudes, and Treatment of Diabetes in the African Amer. Community</td>
</tr>
<tr>
<td>PHIL 101H- Ethics of Food</td>
<td>SCHC 333Y- Local Food as a Catalyst for Community Transformation: Putting Green Values into Action</td>
</tr>
<tr>
<td>PSYC 487- Community Psychology</td>
<td>SCHC 3620- Zen and the Art of Everything</td>
</tr>
<tr>
<td>PSYC 489- Community Psychology Practicum</td>
<td>SCHC 372C- Communicating For a Cause</td>
</tr>
<tr>
<td>SPAN 301,Section 501- Service-Learning in Spanish</td>
<td>SCHC 364F- Spanish for Healthcare Providers</td>
</tr>
<tr>
<td>SPAN 305/LASP 305- Working with Hispanic Clients</td>
<td>SCHC 381K- Arabic Food and Culture</td>
</tr>
<tr>
<td>WGST 112- Women in Society: A SL Approach</td>
<td>SCHC 476E- Environmental Justice and Health Disparities</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>College of Education</strong></th>
<th><strong>Study Abroad</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 521- Middle Level Teaching and Management</td>
<td>COLA 298M- Service-Learning in Ecuador</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>College of Hospitality, Retail, and Sports Management</strong></th>
<th><strong>University 101</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>HRSM 301- HRSM Professional Development Seminar</td>
<td>2 Service-learning sections</td>
</tr>
<tr>
<td>SPTE 490E- Risk and Security Management in Public Assembly Facilities</td>
<td></td>
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<tr>
<td>TSTM 544- Training Systems</td>
<td></td>
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<tr>
<td>TSTM 564- Project Management for Information Systems</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>College of Mass Communications and Information Technology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 566- Public Relations Management</td>
</tr>
</tbody>
</table>
Community Service Overview

For full report contact Ms. Theresa Harrison in Community Service Programs at 777-3197 or theresa.m.harrison@sc.edu. Visit the web site at www.sa.sc.edu/communityservice
The Division of Student Affairs and Department of Academic Support fosters student engagement through providing enriching educational experiences. One of the four major goals in their 2010 Blueprint for Service Excellence is to, “provide essential programs and services that shape responsible citizens and develop future leaders, in collaboration with university, community and external partners.”

The University of South Carolina was named to the 2010 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. This is the fifth consecutive year that the university has been recognized by The Corporation for National and Community Service for their innovative programs and projects that meet community needs. This was the first year the University was recognized with distinction on the Honor Roll, and the only institution in South Carolina recognized with this distinction.

Service contributions made by the USC community come in a wide variety of forms. Volunteers are involved in hands-on community service, philanthropic fundraising, community-based research, service-learning, and advocacy initiatives. During 2010-2011, a reported 23,895 students, faculty and staff participated in volunteer service, donating 331,836 service hours to the community. 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 $5,485,249*. In addition, the Carolina community made philanthropic donations to the community reported at $1,099,613, for a total economic impact of $6,584,862**.

Year to Year Community Service Program

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty, Student, and Staff Participating</th>
<th>Hours Donated</th>
<th>Economic Impact</th>
<th>Philanthropic Donations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>18,829</td>
<td>302,921</td>
<td>$4,804,327</td>
<td>$1,047,661</td>
</tr>
<tr>
<td>2009-10</td>
<td>23,436</td>
<td>346,678</td>
<td>$5,619,456</td>
<td>$1,403,460</td>
</tr>
<tr>
<td>2010-11</td>
<td>23,895</td>
<td>331,836</td>
<td>$5,485,249*</td>
<td>$1,099,613</td>
</tr>
</tbody>
</table>

An estimated 77,483 pounds of food, 30,000 pounds of household goods, and 229,574 pounds of recyclables were collected by various service initiatives across campus. These were considerable contributions for which monetary values were difficult to determine (and not included in total economic impact), but their impact on the community and environment was certainly significant.

* Estimate based on 2009 value of volunteer time in South Carolina at $16.53 per hour as determined by the Independent Sector http://www.independentsector.org/volunteer_time

** Report statistics based on voluntary submissions from USC partners to Department of Student Life as of August 15, 2011. For more information on how to contribute to future reports, contact Theresa Harrison, Coordinator for Community Service Programs at (803) 777-3197.
Study Abroad Overview
(International)

For full report, contact Dr. Jenn Engel in Study Abroad at 777-7557 or jennengel@sc.edu visit: http://studyabroad.sc.edu
Educational study overseas can complement any academic program or major and each year hundreds of USC undergraduates participate in education abroad activities. The number of undergraduate education abroad participants increased by 15% overall, from 856 in 2009-10 to 984 in 2010-11. (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>Academic Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Spring/Winter Break</th>
<th>Maymester &amp; Summer</th>
<th>Non-Credit Programs-All Terms</th>
<th>Total for Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>31</td>
<td>63</td>
<td>122</td>
<td>-</td>
<td>368</td>
<td>584</td>
</tr>
<tr>
<td>2006-07</td>
<td>27</td>
<td>87</td>
<td>169</td>
<td>-</td>
<td>451</td>
<td>734</td>
</tr>
<tr>
<td>2007-08</td>
<td>23</td>
<td>49</td>
<td>221</td>
<td>-</td>
<td>495</td>
<td>834</td>
</tr>
<tr>
<td>2008-09</td>
<td>20</td>
<td>69</td>
<td>199</td>
<td>22</td>
<td>445</td>
<td>775</td>
</tr>
<tr>
<td>2009-10</td>
<td>29</td>
<td>72</td>
<td>288</td>
<td>27</td>
<td>398</td>
<td>856</td>
</tr>
<tr>
<td>2010-11</td>
<td>33</td>
<td>67</td>
<td>286</td>
<td>60</td>
<td>475</td>
<td>984</td>
</tr>
</tbody>
</table>

*Spring Break as well as Non-Credit education abroad enrollment is unavailable prior to 2008-09 academic year.

**Highlights from 2010-11**

- An estimated **9,372 credit hours** were earned abroad by undergraduate students.
- **63 students**, or 6% of the total number of education abroad participants, took part in non-credit programs such as internships or research activities overseas. This represents a **50% increase** over the total number of non-credit program participants in 2009-10 (42 students).
- **301 students**, or 30.5% of the total number of students abroad, were awarded funding specifically for education abroad activities. This represents a **61% increase** over 2009-10, during which a total of 187 students received funding. Furthermore, the total amount awarded in education abroad funding reached **over half a million dollars** for a total of **$588,750** in 2010-11, which represents a **51.5% increase** in funding over 2009-10.
- The number of different countries that students traveled to rose by 22%, from a total of 46 countries represented in 2009-10 to **56 countries** in 2010-11.
- **248 students**, or 25% of the total number of students participating in education abroad, were Honors College students. This number represents **20%** of the total number of Honors College students in 2010-11.
- **171 students**, or 17% of the total number of students participating in education abroad, were Capstone Scholars. This number represents **19%** of the total number of Capstone Scholars in 2010-11.
- **45% (440)** students who studied abroad were South Carolina residents and **544 students (55%)** were from out of state.
### Education Abroad Demographics

#### Gender Profile
- Female: 67% (659 students)
- Male: 33% (325 students)

#### Ethnic Background
- White/Caucasian: 741 students (75%)
- African American: 27 students (3%)
- Hispanic American: 29 students (3%)
- Asian American: 30 students (3%)
- Middle-Eastern: 10 students (1.5%)
- Multi-racial: 14 students (1%)
- Other: 22 students (2%)
- Not reported: 109 students (11%)

#### Enrollment by Major
- College of Arts & Sciences: 249 total majors (20.4%)
  - Included Within Arts & Sciences - Foreign Languages: 48 total majors
  - Included Within Arts & Sciences - Natural Sciences: 80 total majors
- Moore School of Business: 584 total majors (48%)*
- College of Education: 19 total majors (1.5%)
- College of Engineering & Information Technology: 27 total majors (2.2%)
- College of Hospitality, Retail & Sport Management: 62 total majors (5%)
- College of Mass Communications & Information Studies: 106 total majors (8.7%)
- School of Music: 3 total majors (0.2%)
- College of Nursing: 13 total majors (1%)
- College of Pharmacy: 2 total majors (0.2%)
- School of Public Health: 18 total majors (1.5%)
- Undeclared: 8 total majors (0.7%)

*All IBUS 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 Ms. Kimberly Dressler in the Office of Student Engagement at kdressler@sc.edu or 777-2142. Visit the web site at www.sc.edu/studentengagement
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 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. Details on the growth of off of these options will be released in the 2011-12 student engagement report. Information about the National Student Exchange program as was in place in the 2010-11 academic year is listed below.

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 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 2010-11.

### National Student Exchange 2010-11

<table>
<thead>
<tr>
<th>Students on Exchange</th>
<th>Fall 10</th>
<th>Spring 11</th>
<th>Summer</th>
<th>All Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incoming</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Outgoing</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>8</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
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### National Student Exchange 2010-11 Campus Breakdown

<table>
<thead>
<tr>
<th>Campuses Represented by Incoming Students to USC</th>
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<tbody>
<tr>
<td>California State University, Chico (1)</td>
</tr>
<tr>
<td>Ferris State University (1)</td>
</tr>
<tr>
<td>Minnesota State University Mankato (1)</td>
</tr>
<tr>
<td>Queens College, CUNY (1)</td>
</tr>
<tr>
<td>Towson University (1)</td>
</tr>
<tr>
<td>University of Connecticut (1)</td>
</tr>
<tr>
<td>University of Guam (1)</td>
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<table>
<thead>
<tr>
<th>Campuses Represented by Outgoing USC Students</th>
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<tbody>
<tr>
<td>Louisiana State University (2)</td>
</tr>
<tr>
<td>Northern Arizona University (1)</td>
</tr>
<tr>
<td>SUNY Plattsburgh (1)</td>
</tr>
<tr>
<td>University of Alaska Anchorage (1)</td>
</tr>
<tr>
<td>University of Massachusetts at Boston (1)</td>
</tr>
<tr>
<td>University of the Virgin Islands, St. Thomas (1)</td>
</tr>
<tr>
<td>University of Rhode Island (1)</td>
</tr>
</tbody>
</table>
Undergraduate Research Overview

For a full report contact Ms. Julie Morris in the Office of Undergraduate Research at 777-4649 or at jmorris@sc.edu. Visit the web site online at www.our.sc.edu
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.

<table>
<thead>
<tr>
<th>Magellan Scholars: Designed to enrich the academic experience for all undergraduates through research opportunities in all disciplines.</th>
</tr>
</thead>
</table>
| **System Participation:**  
  • 7 out of 8 system campuses participate in Undergraduate Research programs  
  • 29 students applied from Aiken, Salkehatchie, Beaufort, Sumter, Lancaster and Upstate  
  • 21 were named Magellan Scholars  
  • 16% of our Scholars are from non-Columbia system campuses |
| **Faculty Participation:**  
  • 164 faculty members mentored 193 students applying to the Magellan Scholars Program |
| **Overview**  
  • 193 students applied for ~$589,000  
  • 135 Scholars were awarded ~$358,000  
  • Acceptance rate: 70%  
  • 15% of Magellan Scholars were in the Arts and Humanities  
  • Overall, 600 Magellan Scholars have been awarded ~$1.6M |

<table>
<thead>
<tr>
<th>Magellan Voyager</th>
</tr>
</thead>
</table>
| An award to provide support for USC undergraduates to share their research at regional, national, and international meetings.  
  • 22 students were funded through this program in 2010-2011 to present their research at regional, national, and international meetings |

<table>
<thead>
<tr>
<th>Discover Programs</th>
</tr>
</thead>
</table>
| **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.  
• 10 students completed the program in Fall 2010; 1 student received the Magellan Apprentice |
| **University 290**  
A one credit course designed to introduce students to undergraduate research at USC.  
• 6 students enrolled in Spring 2011; 1 student received the Magellan Scholar |

<table>
<thead>
<tr>
<th>Mini Grants</th>
</tr>
</thead>
</table>
| Up to $1000 for materials and supplies for ALL USC students in any discipline.  
• 12 mini-grants were awarded to students living on-campus in 2010-2011.  
• 19 mini-grants were awarded to students living off-campus in 2010-2011. |
**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.

- 252 students participated with
  - 162 posters,
  - 51 oral presentations,
  - 8 creative performance, and
  - 4 static displays.

- 19 students participated from non-Columbia system campuses: Aiken (7), Upstate (6), Lancaster (3), Salkehatchie (2), and Beaufort (1).
- In total, 6 of the 8 USC campuses participated in Discovery Day, either with students or judges.
- $9,900 was awarded in prizes.
- 525 non-presenters/judges attended the event.
Living and Learning Communities Overview

For additional information contact Ms. Hilary Lichterman in Residential Learning Initiatives in University Housing at 777-5412 or at hilaryl@mailbox.sc.edu
The Living-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 - 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, our living-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](http://housing.sc.edu/alc.html). The following Associated Learning Communities are available for current and first-year students:

- Bridge Community
- 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 and Dental 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-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. Our 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 2010-2011 Academic Year

<table>
<thead>
<tr>
<th>2010-2011 Academic Year</th>
<th>Number of Resident Mentor Programs</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Progress</td>
<td>333</td>
<td>21%</td>
</tr>
<tr>
<td>Awareness of Others</td>
<td>446</td>
<td>28%</td>
</tr>
<tr>
<td>Awareness of Self</td>
<td>541</td>
<td>34%</td>
</tr>
<tr>
<td>Unmarked Programs</td>
<td>270</td>
<td>17%</td>
</tr>
<tr>
<td>Total</td>
<td>1590</td>
<td>100%</td>
</tr>
</tbody>
</table>

- University Housing’s 2010-2011 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. Our programming data above reveals a similar trend as the greatest number of programs tracked through Housing involved this element of the A-Frame model.
- Educational Benchmarking Inc. (EBI) data from spring 2011 revealed positive gains across factors relating to Awareness of Others including factors of tolerance and respect when compared to the most recent assessment (2009).
- Additionally, our data shows that first-time students living on campus continue to attend USC and have higher GPAs than first-time students living off-campus. This data supports our goals with Academic Progress in the residential setting.

Six I’s of Community Building Data for 2010-2011 Academic Year

The Six I’s community development model is one of our guiding philosophies in University Housing. It helps us envision the progression of our 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 2010 semester, 61% of these events related to Introductory and Interactive components and for the spring 2011 semester, 45% of these events related to Involvement and Influence components. This trend line follows the natural progression of a developmental programming model.
• University Housing’s 2010-2011 academic year end-of-year survey for residential students revealed participant responses were consistent with the developmental components of the Community Building model. From the perspective of activities occurring in the residence halls, our data reveals participants' perceived themselves to have experienced each of the Six I Components ranging from 32% to 90% agreement across all questions. Furthermore, 69% of survey participants stated they learned something from one or more people on his/her floor.

• In addition, results from Educational Benchmarking Inc. (EBI) from spring 2011 reveal positive gains in participants' beliefs regarding community development in the residence halls when compared to the most recent previous assessment (2009).
Additional High-Impact Practices Overview

For additional information contact Ms. Kimberly Dressler in the Office of Student Engagement at kdressler@sc.edu or 777-2142. Visit the web site at www.sc.edu/studentengagement
Coordination by various campus offices allows student and faculty interaction to grow each year. During the 2010-11 academic year a number of initiatives took place throughout the Columbia campus.

**Faculty-Student Interaction**

**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 2010-11 50 students and faculty participated in these events. 99% participants agreed that the sessions were helpful.

**Out to Lunch:** Created in 1997, the Out to Lunch program is a partnership between 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 or ACE office. Students then take their professor to lunch for free at any campus dining facility. 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 2010-11, 137 students took advantage of this opportunity with a faculty member.

**Dinner Dialogues Program:** The Dinner Dialogues program started in fall 2006 with the goal of enhancing the interaction between faculty members and their undergraduate students. With this program, the Office of Parents Programs reimburses faculty members who invite their students into their homes for dinner. This experience provides an opportunity for discussion beyond the classroom 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. Funding for the Dinner Dialogues program is available from a grant provided by the Parents Annual Fund. During the 2010-11 year, 67 professors hosted their classes for dinner at their homes through the Dinner Dialogues program, which represents a 4.7% increase over 2009-10. A total of 1,758 undergraduate students were invited to participate in these dinners.

**Student Engagement Planning**

**Student Planning Overview**

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 461 students participated in some form engagement planning in 2010-11.

**Peer Leadership Overview**

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” (p. 324). In 2010-11 the OSE moved into the third year of organizing and hosting Peer Leader Advisor 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 29 peer leadership groups.
2010-2011 Peer Leader Groups

Academic Success Focus
University 101 Peer Leader
Supplemental Instruction (SI) Leaders
Out-of-State Mentors
Transfer Mentors
First-Year Call Center Staff
Academic Tutors
ACE Math Tutors
Athletic Tutors and Mentors

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

Health/Wellness Focus
Sexual Health Awareness and Rape Education (SHARE)
Peer Health Educator (PHE)
Student Educators for Emotional Development (SEED)

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

Other
University Ambassadors
Carolina Productions (CP) programming Board
Carolina Service Council and Interns (CSC)
Carolina Judicial Council (CJC)
Student Government (SG)
Orientation Leaders
Admission Telecounselors
Career Center Peers
Emerging Leader Mentors
Magellan Ambassadors
Pi Chi’s Sorority Recruitment Counselors

The Office of Student Engagement administered the Peer Leadership Survey for the fourth consecutive year in spring 2011. Targeting approximately 840 peer leaders, 361(43%) responded to the survey.
## Significant Results
Comparison of the 2008, 2009, 2010 and 2011 Peer Leadership Survey Results
Percentages of responses where students moderately or strongly agreed that their peer leadership experience contributed to the following:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2008 %</th>
<th>2009 %</th>
<th>2010 %</th>
<th>2011 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive overall experience at USC</td>
<td>99.40</td>
<td>97.01</td>
<td>98.57</td>
<td>95.54</td>
</tr>
<tr>
<td>Would recommend peer leadership to others</td>
<td>97.60</td>
<td>97.60</td>
<td>97.86</td>
<td>95.22</td>
</tr>
<tr>
<td>Improved time management skills</td>
<td>91.80</td>
<td>86.31</td>
<td>88.48</td>
<td>87.21</td>
</tr>
<tr>
<td>Motivated them to model appropriate behavior</td>
<td>95.90</td>
<td>94.32</td>
<td>96.62</td>
<td>95.33</td>
</tr>
<tr>
<td>Increased knowledge of University services</td>
<td>97.10</td>
<td>96.81</td>
<td>97.86</td>
<td>96.82</td>
</tr>
<tr>
<td>Increased interaction with faculty</td>
<td>90.69</td>
<td>90.53</td>
<td>85.45</td>
<td>88.69</td>
</tr>
<tr>
<td>More comfortable speaking in front of groups</td>
<td>94.12</td>
<td>91.48</td>
<td>93.92</td>
<td>91.08</td>
</tr>
<tr>
<td>Feel comfortable guiding others in their decision making</td>
<td>94.71</td>
<td>95.45</td>
<td>97.65</td>
<td>95.33</td>
</tr>
<tr>
<td>Feel comfortable guiding others in times of difficulty</td>
<td>90.69</td>
<td>96.02</td>
<td>98.65</td>
<td>94.08</td>
</tr>
<tr>
<td>Feel more comfortable taking leadership role in group</td>
<td>91.28</td>
<td>92.62</td>
<td>94.59</td>
<td>94.39</td>
</tr>
<tr>
<td>Allowed to interact with diverse group of students</td>
<td>91.81</td>
<td>91.82</td>
<td>97.18</td>
<td>93.14</td>
</tr>
<tr>
<td>Improved oral communication skills</td>
<td>-</td>
<td>95.46</td>
<td>97.30</td>
<td>92.26</td>
</tr>
<tr>
<td>Hold self more accountable for own behaviors</td>
<td>-</td>
<td>91.48</td>
<td>94.60</td>
<td>93.15</td>
</tr>
<tr>
<td>Have matured</td>
<td>-</td>
<td>93.57</td>
<td>92.25</td>
<td>92.21</td>
</tr>
<tr>
<td>Increased confidence for facing future challenges</td>
<td>-</td>
<td>95.21</td>
<td>94.28</td>
<td>92.99</td>
</tr>
<tr>
<td>Increased confidence interacting with faculty</td>
<td>-</td>
<td>91.58</td>
<td>89.70</td>
<td>88.69</td>
</tr>
<tr>
<td>Better able to conduct self in professional manner</td>
<td>-</td>
<td>92.05</td>
<td>97.98</td>
<td>92.53</td>
</tr>
<tr>
<td>Better able to demonstrate the ideals of the Creed</td>
<td>92.40</td>
<td>92.22</td>
<td>94.29</td>
<td>91.72</td>
</tr>
<tr>
<td>Apply learning outside the classroom</td>
<td>-</td>
<td>85.27</td>
<td>89.69</td>
<td>89.88</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
Students continue to be actively engaged in educationally purposeful activities on the University of South Carolina campus. Participation in high-impact activities such as study abroad, community service/ service learning and undergraduate research continue to increase. With the implementation of USCconnect in 2011 and the Carolina Core in 2012, we look to see increases in collaboration and engagement within the student population. The Office of Student Engagement welcomes ideas and the opportunity to collaborate with many departments and offices from across campus, please consider contacting us if you have ideas to share.
Works Cited


