

AH, III

A. Priority No. 6 of 7

B. (1) Title: **Statewide Public Engagement**

(2) Summary Description: The South Carolina Commission on Higher Education recognizes the value of service learning as an effective method of enhancing the educational experience of college students. Over the past several years, the Commission has encouraged the adoption of service learning concepts and techniques and sought new ways to infuse these methodologies into the college curriculum. At the same time, recent studies and reports reflect that the lack of a skilled and knowledgeable workforce poses the greatest danger to the economic and social well-being of South Carolina. An especially compelling report funded by the Commission on Higher Education, "Foundations for the Future," revealed that high school graduation rates in South Carolina rank last in the nation and that just 51 percent of our ninth graders graduate on time. The national average is 68 percent and the highest state, New Jersey, graduates 86 percent of its students on time. This proposal is for the first year of a three-year pilot project that is based on an emerging program in development at Coastal Carolina University. If funded, the participation of other public institutions will be solicited. At the conclusion of the pilot project, Coastal Carolina will be designated a Center of Excellence for Public Engagement and all public institutions will be engaged.

(3) Strategic Goal/Action Plan (if applicable):

C. Budget Program Name and Number: N/A

D. Agency Activity: **Administration**

E. Detailed Justification for Funding

(1) Justification for Funding Increase: Service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content. Coastal Carolina desires to instill its students with two important principles: 1) that higher education is a privilege and

2) that taking responsibility for self and for our society is at the heart of productive citizenship. The concept of accepting personal responsibility can be effectively integrated into the English 101 curriculum, which is typically taken by most incoming students. The adjusted English 101 curriculum, while maintaining the usual writing-skills focus, incorporates instruction in and discussion of "life skills", i.e. values, building character, ethics, physical and emotional wellness, accepting responsibility for one's actions, and the importance of protecting the environment. During summer 2005, a faculty taskforce will be charged with developing a common curriculum of English 102 that continues the "life skills" addressed in the selected English 101 courses. The course will include mentoring principles and skills.

From enrollments in focused English 101 and 102, Coastal Carolina students will begin their second year of study with a heightened understanding of self and the importance of assuming responsibility for self and others.

In collaboration with the Horry County School District, Coastal Carolina will organize teams of students to act as mentors for identified "at-risk" students from the fourth through tenth grades. Two Coastal Carolina students will be paired with an identified fourth grader and will visit weekly with their student in addition to maintaining electronic communication thru e-mail. Mentoring contact will be monitored within the individual schools and electronically. In addition to the individual mentoring experience, the University will encourage academic departments to select courses in which students design and implement programs to host groups of mentors and mentees on the campus for educational, social, physical, and cultural activities. Coastal Carolina will also work closely with the First Tee™ and other mentoring programs to provide year-round contact as well as reinforce the basic core values of learning success. With the Public Engagement Initiative, Coastal Carolina fully expects to transform at-risk elementary school students into achieving elementary school students, all the while enhancing the educational and social experiences of University students.

(2)

FY 2005-06 Cost Estimates:	State	State	Federal	Other	Total
	Non-Recurring	Recurring			

	Funds	Funds				
Personnel:						
(a) Number of FTEs*	0	0	0	0	0	0.00
(b) Salary	0	0	0	0	0	\$ 0
(c) Fringe Benefits	0	0	0	0	0	\$ 0
	0	0	0	0	0	
Program/Case Services	0	0	0	0	0	\$ 0
Pass-Through Funds	0	0	0	0	0	\$ 0
Other Operating Expenses	0	\$65,000	0	0	0	\$65,000
	0		0	0	0	
Total	\$ 0	\$65,000	\$ 0	\$ 0	\$ 0	\$65,000

* If new FTEs are needed, please complete Section F (Detailed Justification for FTEs) below.

(3) Base Appropriation:

State \$ 65,000
Federal \$ 0
Other \$ 0

(4) Is this priority associated with a Capital Budget Priority? No If so, state Capital Budget Priority Number and Project Name: _____.

F. Detailed Justification for FTEs

(1) Justification for New FTEs

(a) Justification:

(b) Future Impact on Operating Expenses or Facility Requirements:

(2) **Position Details:**

	State	Federal	Earmarked	Restricted	Total
Position Title:					
(a) Number of FTEs					0.00
(b) Salary					\$ 0
(c) Fringe Benefits					\$ 0

	State	Federal	Earmarked	Restricted	Total
Position Title:					
(a) Number of FTEs					0.00
(b) Salary					\$ 0
(c) Fringe Benefits					\$ 0

(3) FTEs in Program Area per FY 2004-05 Appropriation Act:

State	0
Federal	0
Other	0

Agency-wide Vacant FTEs as of July 31, 2004: 12

% Vacant 30 %

G. Other Comments: