

Executive Summary

Blueprint for Academic Excellence

USC Connect

AY2020-2021

Highlights

USC Connect delivers Graduation with Leadership Distinction to hundreds of students (Columbia and Palmetto College Campuses). GLD-related Faculty Fellows, ePortfolio reviewers, and UNIV401 instructors impact education throughout USC. USC Connect leads the development of Experiential Learning Opportunities (ELO): Establishing criteria, implementing approval process, and communicating to all constituencies. Approaching 100 ELO proposals advertised to students through USC Connect Database. Collaboration with Advising has institutionalized Recommendations by Major. Highly visible nationally with presentations, publications, service, and invited roles. USC Connect is poised to serve as the foundation for UofSC's 2021 Quality Enhancement Plan.

Mission Statement

To advance integrative learning and experiential learning across within and beyond the classroom experiences for all undergraduate students at USC Columbia, Lancaster, Salkehatchie, Sumter and Union through collaborative work across academic and student affairs.

Vision Statement

For all students to have an enriched educational experience through purposeful experiences within and beyond the classroom and deep understanding of the impact of their experiences on learning and preparation for the future.

Values Statement

We have five key values at USC Connect that the office members developed all together. These values include 1) empowering each other, the students we work with and our partners, 2) respecting others' ideas and perspectives, 3) staying mission-driven, 4) working collaboratively with each other and our partners around the University, and 5) remaining authentic to ourselves, each other and our mission.

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Goals - Looking Back

Goals for the previous Academic Year.

Goal 1 - Promotion of integrative and experiential learning through collaborative and scholarly endeavors

Goal Statement	Promote integrative and experiential learning practices through collaborative and scholarly endeavors
Linkage to University Goal	<ul style="list-style-type: none"> • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	To advance integrative and experiential learning, the development of and sharing of successful best practices helps to elevate the efforts at USC and additional peer institutions.
Status	Progressing as expected (multi-year goal)
Action Plan	
Achievements	<p>See Appendix A for presentations and publications by USC Connect and affiliated faculty and staff related to integrative learning.</p> <p>Number of presentations (15 internally and externally recognized presentations) Number of publications (6 external publications)</p> <p>In brief, we continue to present nationally (e.g., SACSCOC, Reinvention Collaborative, NASPA, NSEE) and had a particularly high level publication this year, a book chapter in a highly endorsed national publication on ePortfolios, which highlighted GLD and integrative learning, and led to invited presentations at AACU. The Executive and Associate Director continue to be engaged in leadership roles and interactions with national professional associations and other IHEs.</p>
Resources Utilized	Support originates through USC Connect’s budget from the Provost’s Office. Work on this goal is led by Executive, Associate, and Assistant Directors, the Senior Faculty Associate, and includes collaboration with faculty/staff partners.
Goal Continuation	Collaborative and scholarly endeavors will continue into the foreseeable future.

Goals - Looking Back

Goal Upcoming Plans	At least two national presentations by Executive and/or Associate Director and one regional/national presentation by Assistant Director.
Resources Needed	Given approval of our request for an increase in funding last year, current resources generally meet needs. Note that it is important that distribution of funds within the office's budget include support for travel for staff and, as much as possible, faculty/staff partners to support participation in national conversations, presentations, and partnerships.
Goal Notes	

Goals - Looking Back

Goal 2 - Provide graduation distinction program recognizing integrative learning and leadership

Goal Statement	Provide high quality graduation distinction program recognizing undergraduate students' abilities to integrate their learning across USC experiences and demonstrate leadership skills.
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Spurring Knowledge and Creation • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	<p>Graduation with Leadership Distinction recognizes students' ability to successfully integrate their learning, a core element of USC Connect's mission.</p>
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Maintain high quality GLD experience.</p> <p>Refine processes for efficiency.</p> <p>Increase number of students completing GLD through outreach to students and collaboration with faculty and staff.</p>
Achievements	<p>420 Graduation with Leadership Distinction (GLD) recognitions were earned during the 2018-2019 academic year spanning the 5 GLD pathways: (237 Prof & Civic Engagement, 64 Research, 86 Global Learning, 24 Comm Service, 9 Diversity & Social Advocacy). This brings the total number of GLD graduates to over 1900.</p> <p>ePortfolio average score was 3.2/4 ("meets expectations on rubric")</p> <p>UNIV401: GLD</p> <p>32 sections of UNIV401 across year, including 4 across all Palmetto College Campuses (Lancaster, Salkehatchie, Sumter, and Union had sections during the spring 2019 semester)</p> <p>98% of students taking UNIV401 successfully completed the ePortfolio component of GLD (approximate equivalent from previous year). Online sections of UNIV401 continue to be successful with at least one section offered in fall and multiple sections scheduled for the spring semester.</p> <p>832 GLD student appointments were held spanning Introductory</p>

Goals - Looking Back

	appointments focused on integrative learning/GLD, GLD ePortfolio support, and GLD workshops.
Resources Utilized	Support for GLD originates through USC Connect's budget from the Provost's Office. Three full-time staff within USC Connect provide the primary support for GLD with additional support from the part-time senior faculty associate and the other 3 full-time staff. We partner with UNIV101 programs to facilitate course management duties (sections visible to students, course enrollment management, and course evaluation processes) for which we have traditionally paid an administrative fee to UNIV 101 programs.
Goal Continuation	GLD will continue into the foreseeable future.
Goal Upcoming Plans	In addition to continuing current efforts, plans for the upcoming year include increased focus on communication with juniors (through presentations and communication with colleges/schools) to increase the number of GLD completers.
Resources Needed	Given approval of our request for an increase in funding last year, current resources meet needs as projected.
Goal Notes	With anticipated changes expected with the new budget model, UNIV401 instructor pay is expected to increase to \$2000+ fringe with approval from the UNIV101 office.

Goals - Looking Back

Goal 3 - Provide quality professional development to faculty and staff on topics of integrative and experiential learning.

Goal Statement	Advance integrative learning and experiential learning practices in classroom based and beyond the classroom environment through professional development for faculty and staff.
Linkage to University Goal	<ul style="list-style-type: none"> • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	Trained faculty and staff are essential to supporting students to integrate learning across within and beyond the classroom experiences. They provide important teaching and mentoring practices to support USC Connect's overall mission.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Continue to increase faculty/staff knowledge and skills related to integrative and experiential learning through their engagement and professional development support as Faculty Fellows, ePortfolio Reviewers, small group advisors, and UNIV 401 instructors.</p> <p>Collaborate within the Office of USC Connect and with faculty and staff colleagues on regional and national presentations and publications highlighting USC's accomplishments in integrative and experiential learning.</p>
Achievements	<p>7 new USC Connect Faculty Fellows (Fall 2018) were selected and trained to directly support GLD students, assess student work, and engage in efforts related to scholarship and outreach. With these new additions, a total of 28 Faculty Fellows have been identified for this role.</p> <p>41 unique faculty and staff were trained to evaluate GLD ePortfolios across the academic year.</p> <p>32 unique UNIV401 instructors completed training expectations for teaching the course.</p> <p>Investment in professional development through these programs has continued to impact integrative and experiential learning by increasing faculty and staff understanding, developing faculty/staff advocates, and leading to innovation in teaching (as consistently reported by Faculty Fellows). Interest has been expressed at national conferences on USC Connect's model of</p>

Goals - Looking Back

	professional development incorporating ePortfolio reviewer training, Faculty Fellows, and UNIV 401 instructors.
Resources Utilized	Support for integrative and experiential learning professional development originates through USC Connect's budget from the Provost's Office. The executive and associate directors and the senior faculty associate lead work on this goal.
Goal Continuation	Professional development will continue into the 2019-2020 academic year and the foreseeable future.
Goal Upcoming Plans	In addition to continuing current efforts, see Real Time Goal number 1 for further information on professional development for integrative learning. We are initiating/will initiate identification of Senior Faculty Fellows demonstrating longstanding contributions to support management of UNIV401 and the Faculty Fellows program, a certificate program focused on Integrative and Experiential Learning sponsored through the Center for Teaching Excellence, a "refresh" of the USC Connect-sponsored integrative learning grants, and an invited speaker with expertise in integrative and experiential learning. We are also engaging a new Senior Faculty Associate to help coordinate the Faculty Fellows in spring 2020.
Resources Needed	Given approval of our request for an increase in funding last year, current resources meet needs as projected.
Goal Notes	

Goals - Looking Back

Goal 4 - Advance awareness regarding integrative and experiential learning opportunities across USC campuses

Goal Statement	Provide centralized resources to support campus programs aligned with integrative and experiential learning principles.
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	A key contribution to increasing integrative and experiential learning is bringing awareness regarding why such learning is important and what opportunities exist through credit and non-credit bearing opportunities.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Facilitate discussions and develop materials (orientation, website, staff information sheets) to appropriately message integrative and experiential learning.</p> <p>Continue to refine the USC Connect Database and Calendar to provide helpful information on integrative and experiential learning opportunities.</p> <p>Work with the University Advising Center to coordinate and implement annual updates of Recommendations by Major.</p>
Achievements	<p>Worked with Communications and the VP/Dean of UG studies to develop the message for incoming students on experiential and integrative learning, developed and distributed materials and shared messaging with the university-wide community (e.g., advisors, student affairs, faculty).</p> <p>Integrated the USC Connect database with BTCM systems to highlight and include experiential learning opportunities in the USC Connect Database.</p> <p>Updated Database protocols to more efficiently link Recommendations by Major webpages into searches for beyond the classroom opportunities.</p> <p>Obtained feedback from students and implemented changes on USC Connect Database to improve user experience.</p> <p>Worked with the University Advising Center to develop and implement a process to systematize annual updates of Recommendations by Major.</p> <p>Also see Development of Experiential Learning Initiative goal.</p>
Resources Utilized	Support originates through USC Connect's budget from the

Goals - Looking Back

	Provost's Office. Work on this goal is led by the executive director with support from the administrative coordinator and one GLD advisor.
Goal Continuation	USC Connect will continue to raise awareness of and develop centralized resources related to experiential and integrative learning. Continued collaboration and support of BTCM efforts (e.g., Experiential Learning Transcript) are critical.
Goal Upcoming Plans	<p>Given support from Information Technology and in collaboration with BTCM, plan and implement a website integrating the USC Connect Database and BTCM catalog (Note: "housing" of this website is TBD) in the context of MyUofSCExperience.</p> <p>Collaborate with the Director of Community Engagement and others (BTCM, LSC) to support the development of community-engaged/service learning courses and provide access to a listing or database of these courses for the university community.</p>
Resources Needed	Given approval of our request for an increase in funding last year, current resources meet needs as projected.
Goal Notes	

Goals - Real Time

Goals for the current Academic Year.

Goal 1 - Development of Experiential Learning Initiative

Goal Statement	Develop experiential learning initiative through quality processes and campus collaborations.
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Spurring Knowledge and Creation • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Experiential learning is a type of integrative learning, thus supporting overall mission of USC Connect.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Solicit credit and non-credit bearing ELOs and lead the committee review process.</p> <p>Collaborate with BTCM on experiential learning and record keeping technologies.</p> <p>Communicate and collaborate across campus to promote experiential learning for all undergraduates.</p>
Achievements	<p>-Established criteria, electronic application, review process and review committee for Experiential Learning Opportunities</p> <p>-121 proposals, 112 reviewed/in process, 92 fully approved (10/25/2019): Includes categories covering all research and study abroad opportunities, participation from all undergraduate colleges, 39 credit bearing opportunities, 47 non-credit bearing opportunities, and 6 multi-component, such as study abroad or research.</p> <p>-Revised USC Connect website, database, orientation materials to highlight experiential learning</p> <p>-Numerous meetings/presentations for colleges/schools/departments and appropriate university committees to encourage and support ELO proposal submissions</p> <p>-Faculty Senate approved official recognition and “tagging” of ELO courses in bulletin</p> <p>-Collaborated with Beyond The Classroom Matters (BTCM) on</p>

Goals - Real Time

	development of student record and transcript
Resources Utilized	Support originates through USC Connect's budget from the Provost's Office. Work on this goal is led by Executive and Associate Director.
Goal Continuation	Goal will continue into the foreseeable future.
Goal Upcoming Plans	<p>In addition to ongoing support for the development of ELOs and student engagement, plans for 2019-2020 include:</p> <p>Establishing an in-depth professional development program focused on increasing faculty/staff understanding of and engagement in experiential learning (e.g., similar to the Faculty Fellows program or Integrative Learning Grants) in conjunction with the Certificate program in Integrative and Experiential Learning supported by the Center for Teaching Excellence.</p> <p>Creating a plan for the Palmetto College Campuses in relation to experiential learning.</p>
Resources Needed	Given approval of our request for an increase in funding last year, current resources meet needs as projected.
Goal Notes	

Goals - Looking Ahead

Goals for the next Academic Year.

Goal 1 - Development of Quality Enhancement Plan (QEP) for SACSCOC Accreditation

Goal Statement	Support the process for developing 2021 QEP proposal that meets SACSCOC guidelines (e.g., broad based support) that builds on USC Connect and the campus focus on meaningful beyond the classroom engagement, experiential learning, integrative learning, and reflection.
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Spurring Knowledge and Creation • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	The 2021 QEP will provide the framework for continuing to advance integrative and experiential learning at USC which is the core mission of USC Connect.
Status	Newly Established Goal
Action Plan	Support the creation of a draft QEP, coordinate campus engagement opportunities (e.g., campus forums, targeted meeting outreach, QEP subcommittees) to receive feedback from constituencies across campus, and support the development of a communication strategy to share the final plan throughout the university community. Actions are being facilitated by QEP Director (Associate Director of USC Connect) and Vice Provost/Dean of Undergraduate Studies.
Achievements	<p>Establishment of QEP Development Committee (USC Connect Council)</p> <p>Establishment of five QEP subcommittees with identified faculty and staff representing campus community. Established committee charges and expectations for advancements and communication/sharing methods.</p> <p>Launch of feedback sessions expected to occur throughout the 2019-2020 academic year (QEP Forums, targeted student group meetings, faculty senate, student affairs leadership, and other administrative groups).</p> <p>Communications with Office of Institutional Research, Assessment, and Analytics leading up to anticipated Spring 2021 SACSCOC onsite committee visit.</p> <p>Developing a draft of UofSC's QEP, a proposal intended to be prepared for SACSCOC by December 2020.</p>
Resources Utilized	Support currently originates through USC Connect's budget from the Provost's Office. A formal QEP budget will be established

Goals - Looking Ahead

	prior to the QEP proposal submission to SACSCOC in late 2020.
Goal Continuation	This goal will continue into the foreseeable future.
Goal Upcoming Plans	<p>Continued outreach and feedback sessions with goal of narrowing QEP topic.</p> <p>Fine-tuning QEP proposal draft in anticipation of finalizing submission for late 2020.</p> <p>Prepare for SACSCOC processes, including on-site committee visit in spring 2021.</p> <p>Establishing a communication plan and initiation of QEP plan.</p>
Resources Needed	SACSCOC expects institutions to commit realistic and sufficient funds for the identified QEP topic. The anticipated budget will last a minimum of five years starting in 2021, and likely beyond as UofSC's next QEP is expected to become part of the institutional culture in similar fashion as USC Connect and the Graduation with Leadership Distinction program.
Goal Notes	A QEP is a collaborative effort intended to encompass members of the campus community, including the Palmetto College campuses. UofSC QEP leadership is attuned to this expectation and taking multiple steps to ensure representative voices and actions are documented throughout the QEP selection and development processes.

Programs or Initiatives

Effective Programs or Initiatives

List your most effective programs/initiatives toward fulfillment of mission.

Graduation with Leadership Distinction: more than 1900 total GLD graduates (since 2014); 7 new Faculty Fellows (25 in total); training for UNIV401 and ePortfolio review continues--ongoing work with faculty/staff has broad educational impact.

Experiential Learning: All undergraduates encouraged to complete at least one engagement. Collaboration in development of criteria and proposals (nearly 100) enriches educational opportunities. Entries span all UG colleges, student affairs, study abroad, research and visible through USC Connect website. Significant collaboration with BTCM.

National Recognition: National leader in integrative and experiential learning practices as noted through publications, presentations and national roles.

Program Launches

List any programs/initiatives that were newly launched during the Academic Year or any programs/initiatives you would like to launch in the coming year(s). Describe the program/initiatives, provide financial requirements (including additional staff), and academic year in which you would launch. What key performance indicators are you utilizing to track the success of this program?

Experiential Learning (launched and continuing)

Faculty and staff development focused on integrative and experiential learning: Certificate sponsored through Center for Teaching Excellence and "refresh" of integrative learning grants (will be starting in Spring 2020). Planning stages occurring in fall 2019.

Quality Enhancement Plan (QEP) is formally initiated through outreach (Forums, meetings with students, faculty, and staff across Columbia and Palmetto College Campuses) and subcommittees intended to advance thinking on QEP actions (e.g., faculty/staff professional development).

Integration of the GLD application with BTCM technologies to create more seamless efforts across the two units.

Program Rankings

List any nationally ranked or external recognition during the Academic Year. For each, provide the formal name of the program followed by the name of the organization that issued the ranking, the date of notification, effective date range, and any other relevant information.

Programs or Initiatives

Building a Culture of Integrative Learning: A Story of Institutional Change, [Reinvention Collaborative 20/20 Project](#), November 2018, made available in March 2019.

AAC&U Annual Meeting (2019) invited presentations on ePortfolio based on our published case study in *Catalyst in Action*.

NSEE Diversity Scholarship, National Society for Experiential Education, August 2018, recognition extended through 2018-2019 academic year.

Lead QEP Evaluator Selection, SACSCOC, May 2018, visit occurred during October 2018.

Center for Innovation and Learning, Wofford College, Invited Workshop Presenter, January 2019, visit occurred in February 2019.

Center for the Advancement of Teaching and Faculty Development, Xavier University, Invited Podcast Presenter, December 2018, podcast occurred in February 2019.

Supplemental Info - Programs or Initiatives

Any additional information on Programs or Initiatives appears as Appendix 1. (bottom).

Initiatives and Fees

Initiatives

Describe any new initiatives your unit will need for the coming year.

Fees

List any new or changed fees that your unit has implemented or had to take on in the last academic year.

Community Engagement

Community Perceptions

Describe how your unit assesses community perceptions of your engagement, and how the unit assesses the impact of community engagement on students, faculty, community and the institution. Provide specific findings.

Collaborations

Internal Collaborations

List your Unit's most significant internal collaborations and multidisciplinary efforts that are internal to the University. Details should be omitted; list by name only.

Academic units (Associate/Assistant Deans; Undergraduate Directors): Regular communication with academic partners regarding GLD, Recommendations by Major, Experiential Learning proposals, etc.

USC Connect Faculty Fellows, GLD ePortfolio Reviewers, and UNIV 401 GLD Instructors: Faculty and staff participating in these programs are vital to spreading understanding of integrative learning and Graduation with Leadership Distinction.

Student Affairs and Academic Support (General): Regular meetings with Student Affairs AVPs and Division Directors. Collaboration with Faculty Principals and networking throughout Student Affairs in a variety of contexts (e.g., Division meetings).

SAAS Planning and Assessment (BTCM): Close collaboration with BTCM on development of systems to support approval of experiential learning opportunities, display of opportunities, and record student participation. Includes coordination on high quality ELOs within SAAS.

University 101 Programs: Shared efforts on UNIV 401 GLD sections (approximately 30 per year--scheduling, assessment, instructor development, payment) and UNIV 101 as an introduction to experiential and integrative learning. The USC Connect Chapter in *Transitions* was rewritten this year.

Palmetto College Campuses (PCC): Communicate regularly with USC Connect representative at each Palmetto College Campus (e.g., program development and student progression in GLD). PCC leadership in Columbia and Deans/Associate Deans contacted as needed. PCC students participate in Discover USC and the GLD Cording. Each campus offers UNIV 401 annually with instructors completing USC Connect training. PC connections featured in our annual report. In 2018-2019, there were 35 GLD completers from PCC.

USC Connect Pathway Partners (Career Center, International Student Services, Leadership and Service Center, Office of Multicultural Student Affairs, Study Abroad, Undergraduate Research): Coordinate efforts, communicate regarding GLD and experiential learning, plan for the future, and verify GLD engagements of individual students.

University Advising Center: Collaborate on messaging of Experiential Learning to students, advisement processes regarding integrative learning, planning for the future, and process for updating and sharing Beyond the Classroom Recommendations by Major.

Office of Institutional Research, Assessment, and Analytics (OIRAA): Collaborate on student performance assessment data, assessment technologies, and 2021 QEP.

Academic Programs Office: Collaborate on Experiential Learning at USC, interface with state reporting, "shared" website content, and plans for data collection on experiential learning university-wide.

Collaborations

Center for Teaching Excellence: Shared interest in faculty development and coordination of offerings related to integrative learning.

USC Connect Council and Student Advisory Council: USC Connect seeks input and guidance

External Collaborations

List your Unit's most significant external collaborations and multidisciplinary efforts that are external to the University. Details should be omitted; list by name only.

Reinvention Collaborative: National Consortium of Research Universities focused on the enhancement of undergraduate education; Paper presented at Biennial meeting and published in Reinvention's digital publication: *Reinvention Collaborative RC20/20 Project*.

Southern Association of College and Schools Commission on Colleges (SACSCOC): Regular presenters at Annual meeting and participants in campus SACSCOC meetings.

ePortfolio networks and the Association of American Colleges and Universities (AAC&U): Publication and collaboration with national leaders in ePortfolio led to two invited presentations at AAC&U.

National Society for Experiential Education (NSEE): USC Connect sponsors USC's membership in NSEE. USC Connect's Assistant Director was awarded the NSEE 2018 Diversity Scholarship.

Student Affairs Professionals in Higher Education (NASPA): Regular presentations at annual meeting and collaboration with NASPA contacts.

Campus Climate and Inclusion

Campus Climate and Inclusion

Activities the unit conducted that were designed to improve Campus, Climate, and Inclusion.

USC Connect stays attuned to representation across staffing and our constituents (Faculty Fellows, UNIV401 instructors, GLD students), and as needed, completes active outreach for populations that may lack representation. For example, USC Connect works with Opportunity Scholars, Gamecock Gateway, Athletics, and the Palmetto College Campuses. The percentage of minority students completing Graduation with Leadership Distinction is slightly higher as compared to the percentage of similar students in the general student population (across Columbia and four 2-year Palmetto College campuses).

The recent initiative focused on Experiential Learning is designed to include a variety of types of experiences spanning credit and not for credit opportunities. This helps to create equity across the value of experiences provided on the USC campus, as well as to ensure students have increased opportunities to participate in high-quality engagements.

Concluding Remarks

Weaknesses and Plans for Improvement

What is your unit struggling with? What plans do you have to overcome the weakness that you have faced in the next academic year.

In partnership with UTS, we are trouble-shooting existing issues, as well as planning long-term for how best to utilize current systems or potentially transition to alternate methods to ensure we provide accurate and timely information.

Key Issues

Identify key issues or potential challenges your unit will encounter this coming year and the steps you plan on initiating.

Experiential Learning is growing as a campus priority. Our goal is to increase the number of submissions seeking Experiential Learning Opportunity (ELO) approval. Campus outreach will continue with targeted meetings across academic departments and beyond the classroom providers sponsoring anticipated ELOs. We are also targeting specific student populations with identified less engagement participation (e.g., males), as well as connecting with Palmetto College Campuses to engage in opportunities for experiential learning on those campuses.

In anticipation of the development of a new Quality Enhancement Plan (QEP) intended to build upon existing efforts of USC Connect, it is important to be in alignment with SACSCOC QEP proposal expectations. USC Connect will continually work with Office of Institutional Research, Assessment, and Analytics to ensure compliance is met while ensuring the next QEP represents USC's overall goals for student learning. The current academic year is focused on advancing the identified QEP topic and ensuring a variety of campus stakeholders are engaged in the process.

Quantitative Outcomes

Explain any surprises regarding data provided in the quantitative outcomes modules throughout this report.

Graduation with Leadership Distinction (GLD) growth: 22% increase over total number with 2018-2019 graduates. Data speaks to institutional culture supporting integrative learning, as well as students aspiring to earn the distinction. We do see the number of annual GLD graduates hitting a "plateau" trend over the last 2 years (400 students).

Experiential Learning/ELOs: 121 submissions received to date with 92 approved. We continue to gather submissions spanning academic affairs and student affairs consisting of credit and non-credit bearing opportunities.

External scholarly publications and national/regional presentations related to integrative

Concluding Remarks

learning/USC Connect: 6 iden

Cool Stuff

Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.

Collaborative partnership with Beyond The Classroom Matters (BTCM) is going strong, especially as experiential learning interest/awareness grows. It is helpful for our two offices to be located in the same building to support communication and synergy across the organizations.

USC Connect sponsors 1-2 practicum students per semester, typically from the Higher Education and Student Affairs (HESA) graduate program. After completing training expectations, graduate students are then paired with current GLD students to provide oral and written feedback on ePortfolio content. At least two recent HESA students have accepted jobs at USC after graduation, thus creating opportunities for USC Connect to utilize their integrative learning expertise in representing their respective departments, but also in anticipation of future support for USC Connect initiatives (e.g., GLD ePortfolio reviewers, mentorship for GLD students).

USC Connect hired and trained two new staff members during the summer who have done an excellent job of getting up to speed on their jobs. They have new ideas for recruitment for GLD and building partnerships around the university.

Three staff members of USC Connect (2 FT and 1 PT) received an Office of the Provost Pedagogy grant to explore USC faculty perceptions of reflection and integrative learning. Study findings will help inform if/how reflection is infused across various academic disciplines, as well as the types of assignments collected over time. This study is bringing awareness to the overall mission of USC Connect.

USC Connect is changing the office name to the Center for Integrative and Experiential Learning (CIEL) so that people within and beyond campus will more easily recognize the goals and initiatives of the office as well as to demonstrate the next phase of the QEP.

Appendix 1. Programs or Initiatives

Appendix 1. Programs or Initiatives

Integrative Learning Publications and Presentations by USC Connect and Affiliated Faculty/Staff 2018-2019

PUBLICATIONS

Ducate, L., & Lomicka, L. (2018). Engaging students in intentional cultural learning during study abroad. In S. Thorne & S. Dubreuil (Eds.), *Issues in Language Program Direction: Social Pedagogies and Entwining Language with the World* (pp. 274-291). New York: Cengage.

Harrison, T., Bodrick, J., Camp, L.D., Fallucca, A., Hiott, A. & Patterson, R. (2018). Closing the feedback loop: Visible learning with intentional reflection. Synergy Newsletter, NASPA's Student Affairs Partnering with Academic Affairs Knowledge Community, 2-6. Retrieved from http://apps.naspa.org/files/Synergy_Spring_2018.pdf.

Milling, Stephanie. "Exploring the Intersections of Within and Beyond the Classroom Learning: Developing Emerging Dance Educators in Postsecondary Education." In *Spirit of Creativity in Dance Education*, edited by M.A. Nor, Kuala Lumpur, Nusantara Performing Arts Research Center: Kuala Lumpur, Malaysia, Forthcoming.

Van Scoy, I. (April 2018). How a graduation distinction can impact learning for all. *eSource for College Transitions*, National Resource Center for First Year Experience and Students in Transition, 15 (2), 1-3.

Van Scoy, I., Fallucca, A., Harrison, T., & Camp, L. (2018). Integrative learning and graduation with leadership distinction: ePortfolios and institutional change. In B. Eynon & L. Gambino (Eds.), *Catalyst in Action: Case Studies of High-Impact ePortfolio Practice*. Sterling, VA: Stylus.

Van Scoy, I., Fallucca, A., & Ducate, L. (2019). Building a culture of integrative learning: A story of institutional impact. *Reinvention Collaborative RC20/20 Project*. Retrieved from <https://www.rc-2020.org/vanscoyfallucaducate>.

PRESENTATIONS

Bowers, P. & Ducate, L. *MyUofSC Experience for Advisors*. Presented at University Advising Center, September 2019, Columbia, SC.

Camp, L. *Using Reflection to Connect Course Learning to "Real World" Experiences*. Presented at the University of South Carolina Center for Teaching Excellence (CTE), September 2018, Columbia, SC.

Ducate, L. & Pierce, C. *Integrative Learning and Reflection in the Classroom*. Presented at the University of South Carolina Center for Teaching Excellence (CTE), November 2018, March 2019, Columbia, SC.

Fallucca, A. & Sierra, L. *Celebrating the Win/Win: Recommended Strategies for Successful Partnerships between Academic Affairs and Student Affairs*. Presented at the National Association of Student Personnel Administrators (NASPA) Conference, March 2018, Philadelphia, PA.

Appendix 1. Programs or Initiatives

Fallucca, A. *ePortfolio Practice and Assessment: Impact on Student Learning and Faculty Development*. Presented at the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Annual Meeting, December 2018, New Orleans, LA.

Fallucca, A. *Student-Athletes and Reflective Practices: Integrating Athletics into Academic and Professional Skills Through ePortfolios*. Presented at the National Association of Student Personnel Administrators (NASPA) Conference, March 2019, Los Angeles, CA.

Fallucca, A. *Completing the Feedback Loop: Effectively Assessing Programs Through Surveys*. Invited presenter, Women's Leadership Institute, May 2019, Columbia, SC.

Fallucca, A. *Continued lessons on ePortfolio Practice and Assessment: Campus Strategies and Implications*. To be presented at the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Annual Meeting, December 2019, Houston, TX.

Fallucca, A. & Harrison, T. *USC Connect: Promoting Integrative & Experiential Learning*. Presented at the National Society for Experiential Education Annual Conference, September 2018, Savannah, GA.

Harrison, T. & Hiott, A. *Building a Culture of Leadership: A Campus Retrospective*. Presented at the Leadership Educators Institute, December 2018, Orlando, FL.

Millings, S. *Integrative Learning in Postsecondary Dance Education: Preparing Future Teacher-Advocates, Connections, Knowledge, and Leadership: A New Era in Dance Education*, National Dance Education Organization Annual Conference, 2018, La Jolla, CA.

Milling, S. *Exploring the Intersections of Within and Beyond-the-Classroom Learning: Developing Emerging Dance Educators in Postsecondary Education*, The Spirit of Creativity in Dance Education, 2nd Annual International Conference on Dance Education, 2018, Kuala Lumpur, Malaysia.

Moreno, N. & Carroll, C. *Integrative Learning through Technology: What Made a Linguistics Course Relevant to All*. October 2019, Oktoberbest, University of South Carolina.

Van Scoy, I., Fallucca, A., & Ducate, L. *Building a Culture of Integrative Learning: A Story of Institutional Impact*. Presented at the Reinvention Collaborative Conference, November 2018, Arlington, VA.

Van Scoy, I. J. *Preparing Students for 21st Century Employment: Developing Essential Skills and Competencies*. Panel presentation led by B. Eynon & L. Gambino, American Association of Colleges and Schools: Forum on Digital Learning and ePortfolios, January 26, 2019, Atlanta, GA.

Van Scoy, I. J. *Supporting Student, Faculty, and Institutional Learning: Connecting ePortfolio-Based Assessment and Professional Development*. Panel presentation a panel presentation led by B. Eynon & L. Gambino, American Association of Colleges and Schools: Forum on Digital Learning and ePortfolios, January 26, 2019, Atlanta, GA.

Appendix 1. Programs or Initiatives

GRANTS APPROVED

Pierce, C. & Ducate, L. *Exploring Multidisciplinary Approaches to Integrative Learning: Faculty and Student Perspectives and Practices*. Office of the Provost Pedagogy Internal Grant, Fall 2019-Spring 2021, University of South Carolina.