Executive Summary

Blueprint for Academic Excellence
USC Connect
AY2021-2022

Highlights

The Center for Integrative and Experiential Learning (CIEL) delivers Graduation with Leadership Distinction (GLD) to hundreds of students (Columbia and Palmetto College Campuses). GLD-related Faculty Fellows, ePortfolio reviewers, and UNIV401 instructors impact education throughout UofSC through their involvement with CIEL and their subsequent incorporation of integrative and experiential learning strategies into their programs and courses. CIEL leads the development of Experiential Learning Opportunities (ELO): Establishing criteria, implementing approval process, and communicating to all constituencies. More than 100 ELO proposals are approved and advertised to students through the CIEL Database. Collaboration with University Advising Center (UAC) has institutionalized Recommendations by Major. Highly visible nationally with presentations, publications, service, and invited roles. CIEL 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 UofSC Columbia, Lancaster, Salkehatchie, Sumter and Union through collaborative work across academic and student affairs.

Vision Statement

We have five key values at CIEL 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.

Values 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.

Table Of Content

Goals - Looking Back

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	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
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 UofSC and additional peer institutions.
Status	Progressing as expected (multi-year goal)
Action Plan	
Achievements	See Appendix A for presentations and publications by CIEL and affiliated faculty and staff related to integrative learning. • Number of presentations (11 internally and externally recognized presentations) • Number of publications (2 external publications) • Number of grants (1 pedagogy grant) • In brief, we continue to present nationally (e.g., SACSCOC, Reinvention Collaborative, NASPA, NSEE). The Executive and Associate Director continue to be engaged in leadership roles and interactions with national professional associations.
Resources Utilized	Support originates through CIEL'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.
Goal Upcoming Plans	At least two national presentations by Executive and/or Associate Director and one regional/national presentation by Assistant Director.

Goals - Looking Back

Resources Needed	Current resources generally meet needs, however with the implementation of the QEP, additional resources will be needed to support those new goals. 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 - Development of Experiential Learning Initiative

Goal Statement	Develop experiential learning initiative through quality processes and campus collaborations.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Experiential learning is a type of integrative learning, thus supporting the overall mission of CIEL.
Status	Progressing as expected (multi-year goal)
Action Plan	Solicit credit and non-credit bearing ELOs and lead the committee review process. Collaborate with BTCM on experiential learning and record keeping technologies. Communicate and collaborate across campus to promote experiential learning for all undergraduates.
Achievements	-Monitor criteria, electronic application, review process and review committee for Experiential Learning Opportunities -126 proposals, 113 reviewed/in process, 105 fully approved (9/21/2020): Includes categories covering all research and study abroad opportunities, participation from all undergraduate colleges, 46 credit bearing opportunities, 53 non-credit bearing opportunities, and 6 multi-component, such as study abroad or research -Added new webpage to the ELO resources to provide tips and information for designing online ELOs -Regular meetings and communication with colleges/schools/departments to encourage and support ELO proposal submissions -Regularly send approved ELOs to Faculty Senate for "tagging" of ELO courses in bulletin -Collaborated with Beyond The Classroom Matters (BTCM) on development of student record and transcript -Established Certificate program in Integrative and Experiential

Goals - Looking Back

	Learning in partnership with the CTE to increase faculty/staff understanding of and engagement in experiential learning
Resources Utilized	Support originates through CIEL'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	In addition to ongoing support for the development of ELOs and student engagement, plans for 2020-2021 include: - Work with the Palmetto College Campuses to help them find more ways to help their students engage in experiential learning. - Develop a My UofSC Experience website/database that includes all of the BTCM and other engagements at UofSC that will serve as a resource for students to get more involved beyond the classroom. -Establish a grant program for participants in the IEL certificate program to develop a course with experiential learning
Resources Needed	Using a small portion of the budget for the QEP, we plan to hire a temporary staff person to help with gathering information and compiling information for the new database.
Goal Notes	

Goals - Looking Back

Goal 3 - 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 UofSC experiences and demonstrate leadership skills.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Graduation with Leadership Distinction recognizes students' ability to successfully integrate their learning, a core element of CIEL's mission.
Status	Progressing as expected (multi-year goal)
Action Plan	• Maintain high quality GLD experience. • Refine processes for efficiency. • Increase number of students completing GLD through outreach to students and collaboration with faculty and staff.
Achievements	• 409 Graduation with Leadership Distinction (GLD) recognitions earned during the 2019-2020 academic year spanning the 5 GLD pathways: (226 Prof & Civic Engagement, 70 Research, 85 Global Learning, 23 Comm Service, 5 Diversity & Social Advocacy). • Total number of GLD graduates now over 2300. ePortfolio average score was 3.2/4 ("meets expectations on rubric"). • UNIV401: GLD 31 sections of UNIV401 across year, including 4 across all Palmetto College Campuses (Lancaster, Salkehatchie, Sumter, and Union had sections during the spring 2020 semester) • 99% of students taking UNIV401 successfully completed the ePortfolio component of GLD (+1% from previous year). • Online sections of UNIV401 continue to be successful with multiple sections, including synchronous and asynchronous, offered in both spring and fall. • 704 GLD student appts were held spanning Introductory and ePortfolio support types. Also, 31 GLD application workshops, 95 ePortfolio workshops, and outreach presentations were held reaching more than 1000 student participants. • DSA pathway clarified and updated so that students now choose one theme for their service and advocacy project
Resources Utilized	Support for GLD originates through CIEL's budget from the Provost's Office. Three full-time staff within CIEL provide the primary support

	for GLD with additional support from the part-time senior faculty associate, the graduate assistant, 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).
Goal Continuation	GLD will continue into the foreseeable future.
Goal Upcoming Plans	In addition to continuing current efforts, plans for the upcoming year include targeted marketing to each college and specific majors with quotes from GLD graduates and organizing presentations for groups that have typically been underrepresented in GLD, such as males, first generation, and underrepresented pathways. More resources will be developed for independent students who feel they can complete the ePortfolio without assistance from the 401 course or advisors. CIEL is also working with the College of Engineering and Computing to increase the visibility of GLD among their students, to help students plan ahead to achieve GLD, and ideally increase the amount of GLD graduates in their college. CIEL will also continue to work with students to think of flexible ways for them to complete their beyond the classroom experiences, including virtual community service, virtual internships, and virtual study abroad experiences.
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 Statement	Advance integrative learning and experiential learning practices in classroom and beyond the classroom environments through professional development for faculty and staff.
Linkage to University Goal	• Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.
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 CIEL's overall mission.
Status	Progressing as expected (multi-year goal)
Action Plan	• 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. • Collaborate within CIEL and with faculty and staff colleagues on regional and national presentations and publications highlighting UofSC's accomplishments in integrative and experiential learning.
Achievements	• Eight new Faculty Fellows were selected and trained to support GLD students, assess student work, and engage in efforts related to scholarship and outreach. Two Senior Associate Faculty Fellows were selected to support course and faculty fellow training. Five Senior Faculty Fellows were also selected to provide mentorship to new Faculty Fellows. • With these new additions, a total of 34 Faculty Fellows have been identified for this role. • 25 unique faculty and staff were trained to evaluate GLD ePortfolios across the academic year. • 29 unique UNIV401 instructors completed training expectations for teaching the course. • Investment in professional development through these programs impacts IL/EL by increasing faculty and staff understanding, developing faculty/staff advocates, and leading to innovation in teaching (as reported by Faculty Fellows). Interest has been expressed at national conferences on CIEL's model of professional development incorporating ePortfolio reviewer training, Faculty Fellows, and UNIV401 instructors. • Six faculty and staff have completed the Certificate in IL/EL with CTE and 82 are enrolled in the certificate program.

Goals - Looking Back

Resources Utilized	Support for integrative and experiential learning professional development originates through CIEL's budget from the Provost's Office. The executive and associate director and the senior faculty associates 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 fall 2020, we will begin accepting grant applications from faculty participants in the integrative and experiential learning certificate program who would like to revise or develop a course that includes integrative learning strategies and/or experiential learning. Proposals for team teaching courses will also be encouraged. • In October 2020, we are hosting two virtual workshops on critical reflection in experiential learning from expert, Patti Clayton, who has worked extensively with experiential and service learning and co-developed a critical reflection and assessment model, the DEAL Model. The model is expected to be emphasized in the QEP. • Beginning with 401 instructors this fall, we are piloting the idea of creating a community of practice for integrative and experiential learning practitioners to share their ideas and knowledge about experiential learning. Depending on the success of the CoP with 401 instructors, we will expand it to all practitioners of integrative and experiential learning at UofSC.
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 5 - 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	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.
Alignment with Mission, Vision, and Values	A key contribution to increasing integrative and experiential learning is bringing awareness about why such learning is important and what opportunities exist through credit and noncredit bearing opportunities.
Status	Progressing as expected (multi-year goal)
Action Plan	• Facilitate discussions and develop materials (orientation, website, staff information sheets) to appropriately message integrative and experiential learning. • Continue to refine the CIEL Database and Calendar to provide helpful information on integrative and experiential learning opportunities. • Work with the University Advising Center to coordinate and implement annual updates of Recommendations by Major. • Develop a comprehensive My UofSC Experience website to catalog all of the engagements available to students at UofSC.
Achievements	• 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). • Integrated the CIEL database with BTCM systems to highlight and include experiential learning opportunities in the CIEL Database. • Updated database protocols to more efficiently link Recommendations by Major webpages into searches for beyond the classroom opportunities. • Obtained feedback from students and implemented changes on CIEL database to improve user experience. • Worked with the University Advising Center to develop and implement a process to systematize annual updates of Recommendations by Major. • Also see Development of Experiential Learning Initiative goal.
Resources Utilized	Support originates through CIEL's budget from the Provost's Office. Work on this goal is led by the executive director with support from the administrative coordinator and one GLD advisor.

Goals - Looking Back

Goal Continuation	CIEL 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	Given support from Information Technology and in collaboration with BTCM, plan and implement a website integrating the CIEL database and BTCM catalog in the context of My UofSC Experience. The My UofSC Experience website/database will be expanded to include all types of engagements at the university in addition to the BTCM engagements currently in the database. This website will serve as both a marketing tool for prospective students and a resource for current students to find ways to get involved beyond the classroom. 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.
Resources Needed	While this work will be led by the executive director with support from the CIEL staff, it will also be necessary to hire a temporary employee to conduct outreach about the new site and assist with gathering engagement information for the database. This position will be funded by a small portion of the QEP budget.
Goal Notes	

Goals - Real Time

Goals for the current 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 CIEL and the campus focus on meaningful beyond the classroom engagement, experiential learning, integrative learning, and reflection.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.
Alignment with Mission, Vision, and Values	The 2021 QEP will provide the framework for continuing to advance integrative and experiential learning at UofSC which is the core mission of CIEL.
Status	Progressing as expected (single year goal)
Action Plan	Complete draft of the QEP and prepare for the 2021 SACSCOC onsite committee visit, including developing a communication strategy to share QEP plan throughout the university community. Actions are being facilitated by QEP Director (Associate Director of CIEL) and Vice Provost/Dean of Undergraduate Studies.
Achievements	• Finalizing QEP proposal in consideration of SACSCOC approval in spring 2021 (draft prepared during fall 2020). • Established the QEP Development Committee (CIEL Council) • Established five QEP subcommittees with identified faculty and staff representing campus community. Each committee completed provided committee charges and expectations for advancements, including sharing of final reports. • More than 30 feedback sessions occurred throughout the 2019-2020 academic year (QEP Forums, targeted student group meetings, faculty senate, student affairs leadership, and other administrative groups). • Continued coordination with Office of Institutional Research, Assessment, and Analytics leading up to anticipated Spring 2021 SACSCOC onsite committee visit. • Initiated plans for March 2021 SACSCOC onsite committee visit (anticipated meetings, presentations, marketing).

Goals - Real Time

Resources Utilized	Support currently originates through CIEL's budget from the Provost's Office. A formal QEP budget has been established and will continue to be enhanced leading up to the final QEP proposal submission and in consideration of university budget developments.
Goal Continuation	This goal will continue into the foreseeable future.
Goal Upcoming Plans	• Fine-tuning QEP proposal draft in anticipation of finalizing submission for late 2020. • Prepare for SACSCOC processes, including on-site committee visit in spring 2021. • Establishing a communication plan and initiation of QEP plan during summer/fall 2021.
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 CIEL 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 is taking multiple steps to ensure representative voices and actions are documented throughout the QEP selection and development processes.

Goals - Looking Ahead

Goals for the next Academic Year.

Goal 1 - New Quality Enhancement Plan focused on Engagement and Reflection

Goal Statement	Launch QEP focused on Engagement and Reflection intended to support all students at UofSC (Columbia, Lancaster, Salkehatchie, Sumter, Union campuses)
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.
Alignment with Mission, Vision, and Values	The new QEP will provide the framework for continuing to advance integrative and experiential learning at USC which is the core mission of CIEL.
Status	Newly Established Goal
Action Plan	Complete SACSOC onsite visit requirements. Successfully launch new QEP, including developing a marketing plan to span participating campuses. Complete QEP first year goals that will inform subsequent goals through review of collected evidence and tweaking of associated plans.
Achievements	Successful launch of new QEP, including developing a marketing plan and completing Goal Action plan steps. • Select assessment technology and implement structure during summer 2021 • Determine sequence of selecting identified target student populations and related support offices • Launch professional development grants and student funding initiatives to support beyond the classroom engagement and reflection

	• Identify student artifacts (and courses/non-credit experiences they are originating from) for first year of assessment cycle
Resources Utilized	Support for the new QEP will emerge through the Provost's Office and in combination with foundational funds established through CIEL. SACSCOC requires institutions to establish QEP budgets and make them visible to the onsite committee and campus community.
Goal Continuation	The new QEP will be assessed across a five-year cycle (2021-2026) and is intended to extend beyond this timeframe as the institution invests in this initiative with long-term expectations.
Goal Upcoming Plans	• Select assessment technology and implement structure during summer 2021 • Determine sequence of selecting identified target student populations and related support offices • Launch professional development grants and student funding initiatives to support beyond the classroom engagement and reflection • Identify student artifacts (and courses/non-credit experiences they are originating from) for first year of assessment cycle
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 CIEL and the Graduation with Leadership Distinction program.
Goal Notes	

Programs or Initiatives

Effective Programs or Initiatives

List your most effective programs/initiatives toward fulfillment of mission.
Graduation with Leadership Distinction: more than 2300 total GLD graduates (since 2014); 8 new Faculty Fellows (34 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 (over 100) enriches educational opportunities. Entries span all UG colleges, student affairs, study abroad, research and are visible through CIEL 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?
Graduation with Leadership Distinction: more than 2300 total GLD graduates (since 2014); 8 new Faculty Fellows (34 in total); training for UNIV401 and ePortfolio review continues--ongoing work with faculty/staff has broad educational impact.

Experiential Learning (launched and continuing)

Faculty and staff development focused on integrative and experiential learning: Successfully launched Certificate for Integrative and Experiential Learning sponsored through Center for Teaching Excellence with plans to "refresh" integrative learning grants in November 2020.

Quality Enhancement Plan (QEP) proposal is being finalized after a year of extensive campus efforts (Forums, meetings with students, faculty, and staff across Columbia and Palmetto College Campuses; subcommittees intended to advance thinking on QEP actions).

Integration of the GLD application with BTCM technologies to create more seamless efforts across the two units. Comprehensive My UofSC Experience website/database to be launched this year.

Program Terminations

List any programs that were newly terminated or discontinued during the Academic Year. Provide justification as to why the program was discontinued.

Programs or Initiatives

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.

Supplemental Info - Programs or Initiatives

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

Initiatives and Fees

Initiatives

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

CIEL will be working on the My UofSC Experience database and website to make sure it includes BTCM engagements, ELOs, and all other engagements that are currently not listed in any database. This database will hopefully encourage and enable more students to get involved beyond the classroom since all of the options will be housed in one database making it easier to search for relevant activities.

Fees

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

We will not institute new fees, but will hire a temporary employee to help with outreach about the new website and gathering engagement information for the site. This project will be funded through our CIEL budget and the QEP budget.

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.

While our office does not interact directly with the community, we encourage our students to get involved in the community and we pass along opportunities when possible. During the spring and fall 2020 semesters, for example, we notified students of various online community engagement opportunities to help them reach their required hours for GLD.

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.

CIEL 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 records of student participation. Includes coordination on high quality ELOs within SAAS.

University 101 Programs: Shared efforts managing UNIV 401 GLD sections (approximately 30 per year--scheduling, assessment, instructor development, payment). UNIV 101 also helps to introduce first-year students to beyond the classroom engagement as well as experiential and integrative learning.

Palmetto College Campuses (PCC): Communicate regularly with CIEL 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 CIEL training. PCC connections featured in our annual report. In 2019-2020, there were 23 GLD completers from PCC.

CIEL 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.

CIEL Council and Student Advisory Council: CIEL seeks input and guidance on QEP and related CIEL initiatives

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.

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

American College Personnel Association: Associate Director serves on Commission for Assessment and Evaluation.

Campus Climate and Inclusion

Activities the unit conducted that were designed to improve Campus, Climate, and Inclusion.
CIEL 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, CIEL works with Opportunity Scholars, Gamecock Gateway, Athletics, and the Palmetto College Campuses. The percentage of underrepresented 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 Experiential Learning initiative 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 UofSC campus, as well as to ensure students have increased opportunities to participate in high-quality engagements.

The new QEP focused on Engagement and Reflection is intended to support all students at UofSC, but also with particular attention to students experiencing achievement gaps and those that are less-engaged as defined by institutional data. Support for target populations will include marketing efforts and supplemental funding opportunities for beyond the classroom engagements. Also, campus partner offices with initiatives supporting target student populations will be involved in QEP implementation.

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. We are also continuing to partner with BTCM to share our data and streamline our information processes more.

As we anticipate a possible drop in GLD graduates due to the pandemic and possible difficulties students may have attaining their beyond the classroom hours, especially in regard to study abroad, we will continue to reach out to students across campus to help them explore ways to engage beyond the classroom despite the constraints of the pandemic.

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/CIEL, it is important to be in alignment with SACSCOC QEP proposal expectations. CIEL 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. A QEP proposal is being finalized in fall 2020 with expected launch in summer 2021 with impending SACSCOC approval.

CIEL has pivoted in several ways this year to accommodate GLD students during the pandemic. The office has organized virtual GLD ePortfolio advising appointments and workshops and has adapted materials and worksheets for interactive online use. In addition, virtual outreach presentations have been pre-recorded for campus partners and academic units. Hybrid and online UNIV 401 sections have been added to accommodate students. CIEL offered a reflection task to students who were abroad in spring 2020 to make up for the time they missed abroad when they had to come home early. Online community service options were offered to GLD students to help them complete their final amount of hours.

Quantitative Outcomes

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

Concluding Remarks

Graduation with Leadership Distinction (GLD) growth: 21% increase over total number with 2019-2020 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 3 years (400+ students, but not extending higher).

Experiential Learning/ELOs: 112 submissions received to date with 105 approved, 46 for-credit, 53 non-credit, and 6 multi-component such as research or study abroad. We continue to gather submissions spanning academic and student affairs consisting of credit and non-credit bearing opportunities and regularly reach out to departments to encourage them to submit engagements.

External scholarly publications and national/regional presentations related to integrative learning/CIEL: 11 presentations, 2 publications, 1 grant.

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) continues, 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.

CIEL sponsors 1-2 practicum students per year, 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 UofSC after graduation, thus creating opportunities for CIEL to utilize their integrative learning expertise in representing their respective departments, but also in anticipation of future support for CIEL initiatives (e.g., UNIV401 instructors, GLD ePortfolio reviewers, mentorship for GLD students).

Two staff members and a Senior Associate Faculty Fellow of CIEL have been working on an Office of the Provost Pedagogy grant to explore UofSC faculty perceptions of reflection and integrative learning. The survey results have been collected and are currently being analyzed. Focus groups are planned for October 2020. 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 CIEL.

In January, CIEL changed the office name from USC Connect 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.

CIEL Associate Director was recognized as HESA faculty of the year and Preston Associate of the year in 2019-2020, therefore extending recognition of CIEL and its partnerships.

Concluding Remarks

Appendix 1. Programs or Initiatives

Integrative and Experiential Learning Publications and Presentations by CIEL and Affiliated Faculty/Staff 2019-2020

Publications (2)

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.

Lomicka, L. & Ducate, L. (2019). Using technology, reflection, and noticing to promote intercultural learning during short-term study abroad. *Computer Assisted Language Learning*, DOI: 10.1080/09588221.2019.1640746

Presentations (11)

Bodrick, J. *Introduction to In-Person and Virtual Service-Learning*. Presented through the Certificate for Integrative and Experiential Learning and UofSC's Center for Teaching Excellence, multiple presentations through 2019-2020.

Bowers, P. *New UofSC Experience Extended Transcript Documents Experiential and Co-curricular Learning*. Presented through the Certificate for Integrative and Experiential Learning and UofSC's Center for Teaching Excellence, multiple presentations through 2019-2020.

Ducate, L., Fallucca, A., & Epps, L. *Introduction to Integrative and Experiential Learning*. Presented through the Certificate for Integrative and Experiential Learning and UofSC's Center for Teaching Excellence, multiple presentations through 2019-2020.

Epps, L. *Diversity and Social Advocacy in GLD-What it is and why it matters*? Presented at the USC-System Advisors' Conference, February 2020, Columbia, SC.

Fallucca, A. *Lessons on ePortfolio Practice and Assessment: Campus Strategies and Implications*. Presented at the Association for the Assessment of Learning in Higher Education Conference (AALHE), June 2020, Virtual conference.

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

Fallucca, A. *ePortfolio Practice and Assessment: Impact on Student Learning and Faculty Development*. Presented at the Assessment Institute Annual Meeting, October 2019, Indianapolis, IN.

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

Jones, J. & Lomicka, L. *Integrating Reflection in Study Abroad*. Presented through the Certificate for Integrative and Experiential Learning and UofSC's Center for Teaching Excellence, multiple presentations through 2019-2020.

Pierce, C. *Climbing the Mountain: Guiding Students to Reflect on Research*. Presented through the Certificate for Integrative and Experiential Learning and UofSC's Center for Teaching Excellence, multiple presentations through 2019-2020.

Pierce, C. & Fallucca, A. *Small Changes, High Impacts: Practices to Support Integrative Learning*. Presented through the Certificate for Integrative and Experiential Learning and UofSC's Center for Teaching Excellence, multiple presentations through 2019-2020.

Grant (1)

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.