Executive Summary

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.

Updated: 12/31/2069

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.

Updated: 12/31/2069

Values

Updated: 12/31/2069

Blueprint for Academic Excellence
USC Connect
AY2019-2020

Table of Contents

Goals - Looking Back

Goals for the USC Connect 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	•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	See Appendix A for presentations and publications by USC Connect and affiliated faculty and staff related to integrative learning. Number of presentations (5 internally and externally recognized presentations) Number of publications (6 external publications) 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.

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.
Goal Upcoming Plans	At least two national presentations by Executive and 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	

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	•Educating the Thinkers and Leaders of Tomorrow •Spurring Knowledge and Creation •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Graduation with Leadership Distinction recognizes students' ability to successfully integrate their learning, a core element of USC Connect'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	422 Graduation with Leadership Distinction (GLD) recognitions were earned during the 2017-2018 academic year spanning the 5 GLD pathways: (236 PCE, 78 Research, 69 Global Learning, 23 Comm Service, 16 Diversity & Social Advocacy). This brings the total number of GLD graduates to 1500 +. ePortfolio average score was 3.2/4 ("meets expectations on rubric") UNIV401: GLD 29 sections of UNIV401, including 4 from the Palmetto College Campuses (Lancaster, Salkehatchie, Sumter, and Union had sections during the spring 2018 semester) 99% of students taking UNIV401 successfully completed the ePortfolio component of GLD (5% increase from previous year)The first online sections of UNIV401 were held successfully; 2 were filled during the spring 2018 semester and will continue into the future. 1130 GLD student appointments were held (21% increase from previous year) spanning Introductory 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 fulltime staff within USC Connect provide the primary support for GLD with additional support from the part-time senior faculty associate and the other 3 fulltime 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 pay 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	

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	•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	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 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.

Achievements	7 new USC Connect Faculty Fellows 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.
	37 unique faculty and staff were trained to evaluate GLD ePortfolios across the academic year.
	30 unique UNIV401 instructors completed training expectations for teaching the course.
	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 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 2018-2019 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.
Resources Needed	Given approval of our request for an increase in funding last year, current resources meet needs as projected.
Goal Notes	

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	•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	Facilitate discussions and develop materials (orientation, website, staff information sheets) to appropriately message integrative and experiential learning. Continue to refine the USC Connect 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.

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 USC Connect database with BTCM systems to highlight and include experiential learning opportunities in the USC Connect 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 USC Connect 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 USC Connect'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.
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	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).
	Collaborate with the Direct 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	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 USC Connect that are in progress for AY2019-2020.

Goal 1 - Development of Experiential Learning Initiative

Goal Statement	Develop experiential learning initiative through quality processes and campus collaborations.
Linkage to University Goal	•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	Finalize criteria and review process for experiential learning opportunities. 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. Support the transition of service learning course responsibilities from Student Affairs to the Office of the Provost.

Achievements	-Established criteria, electronic application, review process and review committee for Experiential Learning Opportunities -89 proposals, 84 reviewed/in process (5 drafts), 65 fully approved (3/29/2019): Includes categories covering all research and study abroad opportunities, participation from all undergraduate colleges, 33 non-credit bearing opportunities -Revised USC Connect website, database, orientation materials to highlight experiential learning -Numerous meetings/presentations for colleges/schools/departments and appropriate university committees to encourage and support ELO proposal submissions -Developed proposal to officially recognize and "tag" ELO courses in bulletin through Faculty Senate (pending approval) -Collaborated with Beyond The Classroom Matters (BTCM) on development of student record and transcript -Developed recommendations and supports transition of service learning from Student Affairs to the Provost's Office Also see Advance Awareness Regarding Integrative goal
Resources Utilized	Support originates through USC Connect's budget from the Provost's Office. Work on this goal is led by Executive and Associate Directors.
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 2019-2020 include: 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). Creating a plan for the Palmetto College Campuses in relation to experiential learning.
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 USC Connect that are slated for the upcoming 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.
Linkage to University Goal	•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, help facilitate meetings and other strategies (e.g., QEP website) to receive feedback from constituencies across campus, and support the development of a communication strategy to share the final plan throughout the university community. The final action plan is to be determined by the Vice Provost and Dean of Undergraduate Studies and the incoming Director of USC Connect.
Achievements	Initial discussions regarding content and/or timeline for the 2021 QEP have occurred with the Vice Provost and Dean of Undergraduate Studies; the Office of Institutional Research, Assessment, and Analytics; and the USC Connect Council.
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	Work collaboratively to support the development of the 2021 QEP. Years 2019-2020; 2020-2021.

Programs or Initatives

Effective Programs or Initatives

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

Graduation with Leadership Distinction: 425+ GLD completers projected, total of more than 1900 (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 engage at least once. 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)

More pervasive engagement of students in integrative learning across experiences such as more explicitly incorporating advisement, reflection opportunities in sophomore and junior years (e.g., course work and other means), increased use of technology, and more opportunities for "signature work"/in-depth involvement in problem-solving, creativity, critical thinking. Related initiates will be developed in the 2021 QEP.

Program Terminations

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

Engagement in admissions events to be discontinued in 2019-2020 to allow for greater engagement with upper class students and underrepresented minorities to increase GLD completers to 2023 goal of 10%.

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.

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

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

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.

Impact of community engagement on students includes number of GLD graduates in the Community Service and Diversity and Social Advocacy Pathways. Based upon the anticipated counts for the 2018-2019 academic year (including spring 2019), 27 students will earn GLD in Community Service and 12 in Diversity and Social Advocacy. Total numbers are 139 in Community Service since 2014 and 48 in Diversity and Social Advocacy since 2017.

Supplemental Info - Community Engagement

Any additional information on Community Engagement appears as Appendix 3. (bottom)

Collaborations

Internal Collaborations

List your Unit's most significant 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 2017-2018, there were 25 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.

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 from faculty, staff, and students through these two primary advisory groups.

External Collaborations

List your Unit's most significant 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; USC Connect Executive Director is Chair of the Collaborative's Network on Curricular and Co-curricular Engagement and Integrative Learning. 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.

Southeastern Conference Collaborations (SEC): Following an SEC Academic Leadership grant, continued contact with SEC institutions regarding integrative and experiential learning including engagement at the annual INSPIRE: SEC Academic Partnership Conference.

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 and a USC Connect team presented at the 2018 annual meeting.

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

Campus Climate & 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 students of color completing Graduation with Leadership Distinction is higher than the percentage of these students in the general student population.

The recent initiative focused on Experiential Learning is designed to be inclusive of 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.

Initiatives and Fees

Initatives

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

USC Connect will be adding an initiative to support the development of experiential learning opportunities. This initiative was already planned for in the USC Connect budget.

Fees

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

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.

USC Connect technology systems were originally designed for the front-end user and the intake of key information/data from GLD students, for example. As GLD continues to grow, the current systems can be problematic as the back-end export of large amounts of data becomes challenging to complete. Consequently, USC Connect has difficulties responding to campus partner data requests as well as the ability to make data-informed decisions to support overall office processes.

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.

USC Connect will be experiencing key transitions within the office as two long-term staff members are leaving, including the first-ever Executive Director who is retiring from USC. These changes may influence regular responsibilities within the office, although pro-active steps are being taken to cross-train and document historical information supporting daily operations and understanding of previous decision-making related to USC Connect. 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.
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.

Quantitative Outcomes

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

Graduation with Leadership Distinction (GLD) growth: 28% increase over total number with 2017-2018 graduates. This data speaks to institutional culture supporting integrative learning and the GLD program increases, as well as students aspiring to earn the distinction.
Experiential Learning focus/ELOs: 89 submissions received to date with 64 approved. These submissions span academic affairs and student affairs through credit and non-credit bearing opportunities.

External scholarly publications and national/regional professional presentations related to integrative learning directly affiliated with USC Connect: 2 identified publications, 10 presentations, and 1 grant submission.

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.

Dr. Val Littlefield (in role supporting service-learning development) is using dedicated faculty development space in USC Connect to advance collaborations across service-learning, community engagement, and USC Connect/integrative and experiential learning goals.

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).

Appendix 1. Programs or Initatives

PUBLICATIONS

(AY 2017-2018)

Fallucca, A. (2017). Assessment as a catalyst for faculty and staff engagement in a quality enhancement plan: A review of an unexpected buy-in strategy. Assessment Update, 29(3), 3-5.

Fallucca, A. (2017). Student affairs assessment, strategic planning, and accreditation. *New Directions for Institutional Research*, *2017*(175), 89-102.

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.

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.

Yeng, F. & Fallucca, A. (2017). Systems for documenting student experiences and outcomes. *New Directions for Institutional Research, 2017*(175), 11-23.

(AY 2018-2019)

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.

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

(AY 2017-2018)

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.

Hunter, S., Van Scoy, I. & Weigel, D. *Making Learning Meaningful through Integrative Learning*. National Conference on Students in Transition, October 2017, Costa Mesa, CA.

Tarr, S., *Co-Curricular Transformation for Leadership Distinction*. Presented at the annual meeting of the University Film and Video Association, August 2017, Los Angeles, CA.

Van Scoy, I. & Fallucca, A. *Engaging Faculty and Staff in Supporting Student Engagement and Reflection*. Presented at the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Annual Meeting, December 2017, Dallas, TX.

Van Scoy, I., Kelly, S.J., & Bowers, P. *Promoting, Tracking, and Recognizing Meaningful Student Engagement at a Comprehensive Research Institution*. Annual Meeting of the Southern Association for Colleges and Schools Commission on Colleges, December 2017, Dallas, TX.

(AY 2018-2019)

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.

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

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

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, Columbia, SC.

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

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.

GRANT SUBMISSIONS

Pierce, C. & Ducate, L. *Exploring Multidisciplinary Approaches to Integrative Learning: Faculty and Student Perspectives and Practices*. Pedagogy Internal Grant, Fall 2018, University of South Carolina.

Appendix 2. Community Engagement

USC Connect

Community Engagement

As a centralized resource to bring awareness to integrative/experiential learning and beyond the classroom experiences, USC Connect supports community engagement efforts through the USC Connect Opportunities database (visible on our website) by tagging upcoming events/experiences by pathway area and by providing location, time, and event description information.

Pathways are identified though high-impact practice literature and two specifically highlight community engagement opportunities and reflection (including through GLD pathways): Community Service (including Service Learning) and Diversity and Social Advocacy. USC Connect encourages student engagement and learning through these pathways.

2018-2019 Additions:

- Experiential Learning: USC Connect works to increase the quantity and quality of engagements with the community through its leadership of the Experiential Learning Initiative. This includes supporting the development of more opportunities for students to engage, increased quality of engagements through the inclusion of reflection and feedback, and increased integration of experiences with academic work through the involvement of faculty and staff.

- Service-learning collaboration: USC Connect submitted recommendations for the transition of service learning course work from the Division of Student Affairs to the Office of the Provost which has, in part, been implemented through the hiring of a Faculty Director for Community Engagement (reporting to the Associate Provost for Diversity, Inclusion and Community Engagement) and initial engagement in transitioning the responsibility for service learning courses to the Office of the Provost. The Executive Director has met with the new Faculty Director to provide context and support and serves on the search committee for the fulltime position of Assistant Director for Community Engagement, currently in progress.