Executive Summary

Blueprint for Academic Excellence
USC Connect
AY2022-2023

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 120 ELO proposals are approved and advertised to students through the My UofSC Experience Database. Collaboration with University Advising Center (UAC) has institutionalized Recommendations by Major and My UofSC Experience. After a successful SACSCOC accreditation visit, CIEL is launching UofSC's Quality Enhancement Plan, Experience by Design, in fall 2021.

Mission Statement

To advance integrative and experiential learning across within and beyond the classroom experiences at the University of South Carolina Columbia and Palmetto College campuses for students, faculty, and staff by providing programs, developing resources, conducting outreach, and facilitating assessment.

Updated: 08/03/2021

Vision Statement

To foster an enriched educational environment through purposeful within and beyond the classroom experiences that deepen the impact on student learning and enhance their preparation for the future.

Updated: 08/03/2021

Values Statement

CIEL Core Values:

- Practice Integrity
- Advance Collaboration
- Foster Inclusivity
- Seek Innovation
- Think Strategically
- Empower Others

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**Center for Integrative
and Experiential Learning**

University of South Carolina

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	-Encourage Faculty Fellows and others associated with the CIEL office, such as recent grant recipients, to share their experiences with and knowledge of IEL with the University community and beyond through presentations and publications. Support faculty fellows participation at national conferences through funding opportunities. -Share CIEL's experiences and research through scholarly presentations, publications, and marketing materials, social media, and the CIEL website. -Assemble a repository of beyond the classroom experiences and reflection examples for the University community.
Achievements	See Appendix A for presentations and publications by CIEL and affiliated faculty and staff related to integrative learning. • Number of presentations (14 internally and externally recognized presentations) • Number of publications (2 external publications). 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.

Goals - Looking Back

Resources Utilized	Dedicated funds from current CIEL budget.
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.
Resources Needed	Current resources generally meet needs of CIEL. One note is 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 (pending pandemic travel restrictions and impact).
Goal Notes	Due to the ongoing pandemic, some traditional conferences were delayed or cancelled, and as such, overall external interaction continues to somewhat limited.

Goals - Looking Back

Goal 2 - Implementation 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. • Collaborate across campus to promote experiential learning for all undergraduates. • Communicate with faculty and staff across campus the benefits of experiential learning and provide guidance and logistics for organizing an experiential learning engagement. • Offer grants to faculty and staff to promote experiential learning in their programs and courses.
Achievements	-Monitor criteria, electronic application, review process and review committee for Experiential Learning Opportunities -138 proposals, 131 reviewed/in process, 124 fully approved (9/22/2021): Includes categories covering all research and study abroad opportunities, participation from all undergraduate colleges, 51 credit bearing opportunities, 66 non-credit bearing opportunities, and 7 multi-component, such as study abroad or research -Combined CIEL application for ELOs with the BTCM application to streamline the process. -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

Goals - Looking Back

	development of student record and transcript -Maintain Certificate program in Integrative and Experiential Learning in partnership with the CTE to increase faculty/staff understanding of and engagement in experiential learning. As of May 2021, there were 196 participants currently enrolled in the certificate program and 41 who had completed the certificate.
Resources Utilized	Support originates through CIEL's budget from the Provost's Office. Work on this goal is led by Executive and Associate Director and the Experiential Learning Coordinator and Database Manager.
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	
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	-361 Graduation with Leadership Distinction (GLD) recognitions earned during the 2020-2021 academic year spanning the 5 GLD pathways: (219 Prof & Civic Engagement, 65 Research, 46 Global Learning, 23 Comm Service, 8 Diversity & Social Advocacy) (-10% from previous year likely due to influences of COVID, especially in regard to Global Learning pathway). -Total number of GLD graduates now over 2600. ePortfolio average score was 3.3/4 ("meets expectations on rubric"). -UNIV401: GLD 29 sections of UNIV401 across year, including 4 across all Palmetto College Campuses (Lancaster, Salkehatchie, Sumter, and Union had sections during the spring 2020 semester) (-2 sections from previous year). -96% of students taking UNIV401 successfully completed the ePortfolio component of GLD (-3% from previous year). -Online sections of UNIV401 continue to be successful with multiple sections, including synchronous and asynchronous, offered in both spring and fall. -662 GLD student appts were held spanning Introductory and ePortfolio support types. Also, 25 GLD application workshops, 23 ePortfolio workshops, and 30 outreach presentations were held reaching more than 2000 student participants (+50% from previous year). -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	Targeted marketing efforts continue, including developing GLD alumni panel events and increasing presence on social media (new LinkedIn page). Collaborative partnerships with ROTC and Nursing are occurring to better align academic programmatic expectations and GLD requirements. Hybrid and virtual options for student engagement are increasing, including Write Nite ePortfolio drafting events and advising appointments. The GLD cording ceremony and other recognition events will continue to be adapted to support student success. GLD verification processes continue to be streamlined. CIEL Fellows from the four Palmetto College campuses have been identified and are being compensated to better formalize role expectations to support GLD and other CIEL initiatives moving forward. CIEL's Student Advisory Council (SAC) will be piloting a reflection certificate to help determine the potential for expansion to other student groups. We are working on adding a tab to the bulletin to make GLD courses searchable and easier to find (rather than only listing them on our website).
Resources Needed	Current resources meet needs as projected.
Goal Notes	

Goals - Looking Back

Goal 4 - 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 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, the IEL certificate in partnership with the CTE, 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	-Five 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. Four Senior Faculty Fellows were also selected to provide mentorship to new Faculty Fellows. -With these new additions, a total of 40 Faculty Fellows have been identified for this role. -50 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.

-As of May 2020, there were 196 participants currently enrolled in the IEL certificate program and 41 who had completed the certificate. In spring 2021, four grants were awarded to 9 faculty members who had participated in the IEL certificate to support IEL in their courses.

-In May 2021, thanks to funding from the strategic plan initiative, a total of $31,710 was awarded to 30 UofSC faculty and staff to support student participation in beyond the classroom engagements during the upcoming academic year.

-Four focus groups were conducted in Fall 2020 to gauge faculty knowledge of and participation in integrative learning practices in and beyond the classroom, to identify barriers to IEL across campus, and to identify ways CIEL can encourage more faculty participation in IEL.

-In spring 2021, CIEL piloted a community of practice program for 401 instructors to share their ideas and knowledge about IEL.

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 2021-22 academic year and the foreseeable future.
Goal Upcoming Plans	-Continue existing programs such as Faculty Fellows, ePortfolio Reviewers, small group advisors, and the IEL certificate in partnership with the CTE, as well as training UNIV 401 instructors. Begin a "Coffee with an IEL Expert" program. -In spring 2022, CIEL will again accept 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. -Implement faculty and staff grant programs of which one goal will be to educate more faculty and staff on integrative and experiential learning and to encourage them to engage their students more beyond the classroom. One grant specifically puts together a community of practice for faculty and staff members to support each other as they work on their IEL projects over 1 1/2 years.
Resources Needed	The current CIEL budget and the QEP budget suffice for this goal.

Goals - Looking Back

Goal Notes	

Goals - Looking Back

Goal 5 - Advance awareness regarding integrative and experiential learning opportunities across UofSC 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, student and staff information sheets) to appropriately message integrative and experiential learning. -Continue to update the CIEL 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 and database to catalog all of the engagements available to students at UofSC and explain the benefits of engaging beyond the classroom. -Add a tab to the bulletin to make ELO courses searchable.
Achievements	-Developed and distributed materials and social media messaging about the value of experiential and integrative learning with the university-wide community, including advisors, student affairs partners, and faculty. -Launched the My UofSC Experience website and database to catalog all of the academic and student affairs engagements available to students at UofSC and explain the benefits of engaging beyond the classroom. We are continuing to populate this database. -Worked with the University Advising Center to develop and implement a process to systematize annual updates of Recommendations by Major. -Redesigned the Faculty and Staff toolbox to include information about IEL grants, logistics support, and reflection resources in addition to the current IEL resources. -Hired an Experiential Learning Coordinator and Database Manager to manage the My UofSC Experience database, populate the database with new engagements, and provide logistics support to faculty to encourage experiential learning. -Also see Development of Experiential Learning Initiative goal.

Goals - Looking Back

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, one GLD advisor, and the Experiential learning coordinator and database manager.
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	Continue to market and populate The My UofSC Experience website/database to include all types of engagements at the university in addition to the BTCM engagements currently in the database. 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	This work will be led by the executive director with support from the CIEL staff as well as the newly hired Experiential Learning Coordinator and Database Manager.
Goal Notes	

Goals - Real Time

Goals for the current Academic Year.

Goal 1 - Implementation of Year 1 of Quality Enhancement Plan (QEP), Experience by Design

Goal Statement	Advance campus partnerships, establish QEP-related procedures and initiate implementation tasks associated with stated goals of Experience by Design.
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. • 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. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.
Alignment with Mission, Vision, and Values	Experience by Design provides 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	Implement Year 1 actions as identified in QEP proposal. Specific highlights include: • Partnerships and initiatives with offices supporting Pell-eligible students (e.g., TRIO, financial aid, colleges, and Palmetto College campuses) • Distribution and assessment of grants for students, faculty and staff • Identify UNIV101 sections and additional credit and non-credit opportunities for direct measures of student learning outcomes • Track student participation in experiential learning opportunities and related engagements • Bring awareness to resources to support engagement and reflection, including logistics planning, reflection resources, and the My UofSC Experience database
Achievements	• Hired two new staff members to support goals related to engagement and reflection and specific target population support. • Several events with TRIO programs are occurring to help promote engagement and reflection with Pell-Eligible students (Target population year 1). Additional partnerships are being established

	with Palmetto College campuses and non-TRIO Pell-eligible students. • Identified 10+ sections of UNIV101 that are participating in the Fall 2021 QEP assessment process. Questions have been adapted to UNIV101 end of semester survey to align with QEP goals. • Grant processes for students, faculty, and staff have been established and are now visible to help increase beyond the classroom engagements, including with the QEP target populations. More than 30 grants have been awarded to faculty and staff. • Logistics support, including outreach to community partners, has been established to help incentivize faculty and staff to develop engagement opportunities for students. • Increased resources related to reflection and My UofSC experience are also being established. • Campus partnerships have emerged, including recognition of the QEP through the First-year Reading Experience on the book, *Educated*. Secondly, the iHub Apple Store, Rhodos Fellows, and CIEL are collaborating to create reflection stations for students to practice and document reflection in creative ways.
Resources Utilized	Support currently originates through a formal QEP budget hand will be utilized across the identified five-year span of the QEP.
Goal Continuation	Experience by Design implementation will continue for a five-year period leading to a SACSCOC report. QEP progress will be documented with a focus on adding target student populations over time to build a comprehensive plan of support for less-engaged students with the ultimate goal for all students to be meaningfully engaged at UofSC.
Goal Upcoming Plans	• Complete a lessons learned at completion of Year 1 to evaluate success of newly established procedures, and tweak/change processes as a result • Complete student learning outcome assessment process with raters and new assessment technology • Develop early draft of findings to help support eventual 5-year SACSCOC report • Coordinate with offices supporting Year 2 Transfer student populations (e.g., Student Success Center, University Advising Center, Palmetto Colleges) to plan for implementation
Resources Needed	The current QEP budget provides the anticipated resources needed to support new and ongoing initiatives to advance the QEP goals.
Goal Notes	As data is collected to inform QEP progress, decisions will be made to tweak/change currently stated objectives to help ensure success. Examples could include input from campus partners and their specific needs, ongoing impact of the pandemic on ability to implement QEP tasks, and developing goals driven by the university leadership and strategic plan.

Goals - Looking Ahead

Goals for the next Academic Year.

Goal 1 - Five-Year Implementation of the Quality Enhancement Plan focused on Engagement and Reflection

Goal Statement	Continue to grow and assess the goals of the QEP, Experience by Design, focused on Engagement and Reflection intended to support all students at UofSC (Columbia, Lancaster, Salkehatchie, Sumter, Union campuses) based on lessons learned each year.
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	Experience by Design provides the framework for continuing to advance integrative and experiential learning at UofSC which is the core mission of CIEL.
Status	Newly Established Goal
Action Plan	-Monitor and assess the first year of the QEP implementation to determine which actions to continue and which to revise. Consider how plans can be tweaked to more successfully reach each subsequent QEP population, beginning with transfer students during the second year of implementation. -Work with the planning committee for the revised Carolina Core to integrate a beyond the classroom engagement in one more more of the Carolina Core categories and courses. -Develop wording to serve as a model for tenure and promotion guidelines to include a faculty member's incorporation of beyond the classroom engagements into their courses as a marker of good teaching. This wording could then be shared with departments who are revising their tenure and promotion guidelines.

Goals - Looking Ahead

Achievements	-Determine how to best implement QEP marketing initiatives and programs for transfer students. -A course and possible engagements will be identified for a Carolina Core course or category of courses and a pilot study with the course will be developed. -Departments will begin implementing the CIEL wording about beyond the classroom engagements into their tenure and promotion guidelines in the category of teaching as one marker of good or excellent teaching.
Resources Utilized	Support for the new QEP comes from the Provost's Office as well as funding from the Strategic Plan. The Associate Director and Director of the Quality Enhancement Plan, the Outreach and Assessment Coordinator, and the Executive Director are all working on these initiatives.
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	-Assess marketing and beyond the classroom programs, including faculty, staff, and student grants, targeting Pell-eligible students to determine what should be copied and/or adjusted for transfer students in the second year of QEP implementation. -Identify a course or category of courses in which to integrate beyond the classroom engagements for the new Carolina Core -Work with faculty fellows and then the University Tenure and Promotion Committee to identify which departments will soon be revising their tenure and promotion guidelines and make contact.
Resources Needed	The QEP director, faculty executive director of CIEL, administrative assistant, and two new staff members, the Experiential Learning Coordinator and Database Manager as well as the Outreach and Assessment Coordinator are all working to promote the goals of the QEP.
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 2600 total GLD graduates (since 2014); 5 new Faculty Fellows and 4 Senior Faculty Fellows (40 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 120) enriches educational opportunities. Entries span all UG colleges, student affairs, education 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 2600 total GLD graduates (since 2014); 5 new Faculty Fellows and 4 Senior Faculty Fellows (40 in total)--ongoing work with faculty/staff has broad educational impact.

Experiential Learning (launched and continuing)

Faculty and staff development focused on integrative and experiential learning: Continue Certificate for Integrative and Experiential Learning sponsored through Center for Teaching Excellence with plans to continue integrative learning grants in March 2022 for certificate participants.

Quality Enhancement Plan (QEP), Experience by Design, is launching in fall 2021 after a successful SACSCOC Onsite team accreditation visit in March.

Comprehensive My UofSC Experience website/database launched in March 2021 and currently being marketed. We are also striving to grow the list of engagements listed in the database to include more options in both student and academic affairs.

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.

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 any new fees as current initiatives will rely on funds provided CIEL and QEP budgets.

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. Since the start of the pandemic, for example, we notified students of various online community engagement opportunities to help them reach their required hours for GLD. We will also provide a list of possible community partners in a repository to be published in January 2022 for faculty and staff interested in getting their students into the community.

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, the new My UofSC Experience database 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. UNIV101 also supports and encourages instructor participation in the QEP assessment process.

Palmetto College Campuses (PCC): Communicate regularly with CIEL representative at each Palmetto College Campus (e.g., program development and student progression in GLD) including representatives for the QEP as well. PCC leadership in Columbia and Deans/Associate Deans contacted as needed. PCC students participate in Discover UofSC and the GLD Cording. Each campus offers UNIV 401 annually with instructors completing CIEL training. PCC connections featured in our annual report. In 2020-2021, there were 18 GLD completers from PCC.

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

University Advising Center: Collaborate on messaging of My UofSC Experience 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 Experience by Design.

Academic Programs Office: Collaborate on Experiential Learning at UofSC, interface with state

Collaborations

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, including the establishment of the Certificate in Integrative and Experiential Learning.

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

TRIO programs: Developing initiatives to target support for Pell-eligible student populations to increase beyond the classroom engagement and reflection.

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.

Association of American Colleges & Universities (AAC&U): Group of UofSC administrators attended the Institute on Integrative Learning and Signature Work to advance goals of the QEP in summer 2021.

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 completes active outreach for populations that may lack representation. For example, CIEL works with TRIO, 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).

My UofSC Experience 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 on a small and large scale.

The new QEP, Experience by Design, focuses on Engagement and Reflection and is intended to support all students at UofSC, but with particular attention to students experiencing achievement gaps and those that are less-engaged as defined by institutional data (Pell-eligible, Transfer students, Underrepresented Minority, Male Students, and Graduate Students). Support for target populations includes marketing efforts and supplemental funding opportunities for beyond the classroom engagements. Also, campus partner offices with initiatives supporting target student populations are and will continue to be involved in QEP implementation. The QEP also aligns with many of the Priority 4 indicators (DEI emphasis) from the University's strategic plan.

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.

As the number of GLD graduates decreases, likely due to the pandemic and possible difficulties students may have attaining their beyond the classroom hours, such as 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. Furthermore, CIEL has continued to expand outreach efforts to campus partners to help increase overall numbers. For example, new collaborations with ROTC and Nursing should support increased interest in the GLD program.

Key Issues

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

Experience by Design has officially launched and implementation phases have begun as of fall 2021. Because of the collaborative nature of the QEP, CIEL is working with campus partners, some with staffing shortages, to complete identified tasks. CIEL continues to work with campus partners to creatively address any identified needs while still meeting overarching QEP goals.

As part of Strategic Plan and the QEP, beyond the classroom engagement is a campus priority. Our goal is to increase the number of faculty and staff providing beyond the classroom engagements (and reflection) by providing faculty, staff, and student grants, logistics support, and information about engagements through the My UofSC Experience database and website. Campus outreach will continue with targeted meetings across academic departments and beyond the classroom providers to get the word out about how CIEL can assist with IEL.

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 continues to offer alternative methods (e.g., reflection tasks, online community service) to students engaged in beyond the classroom activities to help them complete required hours.

Quantitative Outcomes

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

Graduation with Leadership Distinction (GLD) growth: 13% increase over total number with 2020-2021 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 (3 years of 400+ graduates with latest year dipping to

Concluding Remarks

360).

Experiential Learning/ELOs: 138 submissions received to date with 124 approved, 51 for-credit, 66 non-credit, and 7 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. We have also worked with BTCM to create one approval form for credit and non-credit ELOs to make the submission process easier.

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.

Two staff members and a Senior Associate Faculty Fellow of CIEL are continuing to work 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 focus groups have been conducted. The next step is to analyze the data and to establish a repository for the University community to highlight examples of reflection and associated activities.

The SACSCOC Onsite Committee visit in March was very successful for the QEP and CIEL. After many months of planning, including developing the QEP proposal, UofSC hosted the accreditation team in virtual format to share upcoming plans and goals for the QEP.

Innovative partnerships are developing as a result of the launch for the QEP, including opportunities to emphasize reflection through the iHub Apple Store and the First-Year Reading Experience.

CIEL Associate Director/QEP Director was nominated and selected for the College of Education Adjunct Faculty Award for the 2020-2021 academic year.

Appendix 1. Programs or Initiatives

Integrative and Experiential Learning Publications and Presentations by CIEL and Affiliated Faculty/Staff 2020-2021

Publications (2)

Smith, H.P. (2021). The role of virtual reality in criminal justice pedagogy: An examination of mental illness occurring in corrections. Online First at the Journal of Criminal Justice Education. DOI: 10.1080/10511253.2021.1901948

University of South Carolina Quality Enhancement Plan, *Experience by Design*. Proposal submitted and approved by SACSCOC Onsite Committee (formal approval pending, anticipated December 2021).
https://www.sc.edu/about/initiatives/center_for_integrative_experiential_learning/documents/about/experience_by_design_qep.pdf

Presentations (15)

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 2020-2021.

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 2020-2021.

Clayton, P. *Generating, Deepening, and Documenting Learning Through Critical Reflection*. Presented at UofSC's Oktoberbest: A Symposium on Teaching (Two-part workshop hosted by CIEL), October 2020.

Ducate, L., Edwards, K., Grudzinski-Hall, M. & Ellenberger, T. *Virtual Education Abroad: Prioritizing Accessibility and Sustainability*. Presented at the Education Abroad Conference, March 2021, Virtual Conference.

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 2020-2021.

Ducate, L. & Moreno, N. Personal Learning Networks (PLNs) in CALL Teacher Training. Presented at the Computer Assisted Language Instruction Consortium, June 2021, virtual conference.

Experience by Design, University of South Carolina Quality Enhancement Plan, presented to SACSCOC Onsite Committee, March 2021.

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. & Ducate, L. *Continuing the "Existing Theme" Campus Experiences of Extending a QEP*. Presented at the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Annual Meeting, December 2020, Virtual Conference.

Fallucca, A., Morris, C. & Ducate, L. *Experience by Design: Helping Students Advance Reflection Capacity Through Advisement*. Presented at the USC-System Advisors' Conference, February 2021, Columbia, SC.

Grob, K. *Metacognition: What it is and Why We Need it*. Presented at UofSC's Center for Teaching Excellence, February 2021.

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 2020-2021.

Matthews, S. & Harrison, T. *In Solidarity: Supporting Student Activism Within and Beyond the Classroom*. Presented at the AAC&U Diversity, Equity, and Student Success Conference, March 2021, Virtual Conference.

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 2020-2021.

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 2020-2021.

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 2022, University of South Carolina.