USC Connect: A Proposal for the Future

A report from the USC Team attending the AACU Institute for Integrative Learning, July 2016

Summary

Nancy Buchan, Darla Moore School of Business; Christy Friend, Center for Teaching Excellence and Arts & Sciences (English); Joe Jones, Public Health and Green Quad; Charlie Pierce, College of Engineering & Computing; Claire Robinson, University Advising Center; David Simmons, Public Health and Arts & Sciences (Anthropology); Irma Van Scoy, USC Connect and Education (Instruction & Teacher Education)

USC Connect 2011-2016:

   a. Requirements clarify our definition of integrative learning
   b. 634 completers; 2,000+ in progress
   c. Includes students from all Columbia colleges/schools and all Palmetto College Campuses.
   d. Substantive integrative learning through e-portfolios and expansion of Discovery Day.
   e. Academic and student affairs examine integrative learning as they investigate aligning with GLD.

2. USC Connect: The broader impact. A solid foundation.
   a. Professional Development: Hundreds of faculty and staff engage in meetings, conferences, and grants focused on integrative learning.
   b. Messaging: USC Connect website is highly developed. Social media, targeted e-mails, videos, digital display boards, featured stories, and events well established.
   c. Systems: Multiple systems promote and support integrative learning including the searchable database; calendaring; recommendations by major/campus; integration into DegreeWorks and advising processes (beginning); integration into UNIV 101; UNIV 401 GLD sections, assessment processes, and initial efforts in tracking through GLD systems and BTC Matters.
   d. Partnerships: USC Connect has strong relationships with support offices including Undergraduate Research, Study Abroad, Leadership and Service Center, Career Center, and Multicultural Student Affairs. Strong growth in faculty awareness and collaboration.

3. National recognition
   a. Awards: AGLS, NASPA, Study Abroad
   b. Presentations and emerging publications
   c. Leadership: Reinvention Center, SACSCOC, consultations

The Challenge: Delivering high quality engagement and integrative learning to all students.

USC Connect 2.0

1. Require all students to complete one or more significant beyond the classroom experiences with related reflection (can be accomplished through academic majors and/or beyond-the-classroom support offices/programs). Note: Includes establishing criteria for acceptable experiences.

2. Engage students in systematic reflection throughout their collegiate careers. Utilize advisement; technology; increased reflection within course work; careful sequencing of experiences to build skills; and focus on transition points (e.g., change of major; completion of an internship, study abroad or other experience; course selection/registration);

3. Increased faculty support and engagement: Focus on program development, scholarly collaboration, and faculty recognitions.