

# EXPERIENCE BY DESIGN

University of South Carolina  
Quality Enhancement Plan  
On-Site Review March 22-25, 2021



South Carolina

# TABLE OF CONTENTS

<b>I</b>	<b>Executive Summary</b> .....	<b>3</b>
<b>II</b>	<b>Identification of QEP Topic</b> .....	<b>5</b>
	Overview of <i>Experience by Design</i> .....	5
	QEP Development Committee .....	10
	QEP Subcommittees .....	11
	Findings from First QEP ( <i>USC Connect</i> ) .....	12
	Continued Efforts Since First QEP .....	14
	Broad-based Support from Constituencies .....	22
<b>III</b>	<b>Formalized Topic: High-Quality Engagements and Reflection for All Students</b> .....	<b>27</b>
	Literature Review .....	27
	Best Practices Across Peer Institutions .....	31
	Engagement Defined .....	31
	Learning Outcomes .....	35
	Guiding Reflection Model .....	35
<b>IV</b>	<b>Implementation Plan</b> .....	<b>38</b>
	QEP Organizational Chart .....	38
	Student Populations and Anticipated Campus Trends .....	39
	Beyond The Classroom Matters® (BTCM) .....	41
	Leveraging Existing Campus Resources .....	43
	Faculty and Staff Development Support .....	49
	Spring 2020 Pilot Study .....	52
	Fall 2020 Advancements .....	54
	QEP Actions .....	57
<b>V</b>	<b>Assessment Plan</b> .....	<b>60</b>
	Tiered Approach .....	61
<b>VI</b>	<b>QEP Timeline for Implementation</b> .....	<b>65</b>
<b>VII</b>	<b>Resources and Budget</b> .....	<b>68</b>
	QEP Budget .....	69
<b>VIII</b>	<b>References and Appendices</b> .....	<b>73</b>



**Experience by Design**  
University of South Carolina

## Executive Summary

### **EXPERIENCE BY DESIGN**

The University of South Carolina (UofSC), including the Columbia campus and four regional branch 2-year Palmetto College campuses of Lancaster, Salkehatchie, Sumter, and Union, is embarking on a Quality Enhancement Plan (QEP), **Experience by Design**, with an overarching goal focused on beyond the classroom (BTC) engagement and reflection for all students.

Engagements have been shown to improve student success and reflection on those engagements deepens the impact. Our own institutional data shows that identified student groups with lower graduation and retention rates than expected also have lower rates of BTC engagement. As such, we will focus **Experience by Design** on those student populations, including engaging Underrepresented Minority, Pell-eligible, Transfer and identified Male students. We are excited to extend our first QEP on integrative learning (including Graduation with Leadership Distinction with ePortfolio emphasis) into one that is more inclusive and more impactful and that aligns well with the new university strategic plan established in 2020.

The topic selection emerged from review of institutional planning documents (including the recently established strategic plan and key findings from our earlier efforts), extensive outreach, QEP subcommittee activities, examination of scholarly literature and institutional best practices.

#### **QEP efforts will focus on:**

- An emphasis on interventions (e.g., customized BTC engagements, reflection opportunities, funding for beyond the classroom experiences) and associated targeted marketing (e.g., social media campaigns and events) for specific student populations.
- Supporting students in developing reflection skills based upon their UofSC experiences and to think about these skills in connection with academic, personal, and professional goals.
- Support for faculty and staff in developing and expanding BTC engagement and reflection opportunities across curricular and co-curricular settings that are inclusive and impactful.
- Exploring relationships between engagement and student success metrics (e.g., retention, graduation rates, employment) as well as linkages to student learning on reflection.

**Experience by Design** will be coordinated by the Center for Integrative and Experiential Learning (CIEL) with extensive collaborative partnerships spanning the Columbia and Palmetto College campuses and across academic affairs, student affairs, and information technology units. Performance across identified student learning outcomes and student success metrics will be documented, regularly reviewed, and acted upon so that the institution can continually address QEP goals and adapt to the changing higher education environment.

*In summary, UofSC is poised to enhance student learning and student success for all students through emphasis on quality beyond the classroom experiences originating from curricular and co-curricular environments and targeted intervention with specific student subpopulations. Reflection will be emphasized to further advance students' understanding of experiences in the context of personal, professional, and academic goals. **Experience by Design** will play a key role in supporting the goals of the 2020 UofSC strategic plan and demonstrating the powerful benefits of a UofSC degree.*

**Contact:** Dr. Amber Fallucca, Director of the Quality Enhancement Plan and Associate Director of the Center for Integrative and Experiential Learning (CIEL). Email: fallucca@mailbox.sc.edu.

### The University of South Carolina-Columbia

The University of South Carolina was founded in 1801 as South Carolina College and later rechartered in 1906 as a university. The Columbia campus experienced undergraduate student enrollment increases of 34% over a recent 10-year period (2009-2019), including a 61% increase in the freshman class over the same timeframe contributing to a current base totaling more than 310,000 living alumni. As the flagship institution for the state, the University of South Carolina serves as a major college education destination for in-state residents where more than 95% of in-state applicants are admitted to the institution outright or through a bridge program. The University also draws many out-of-state students to the institution, and this appeal is largely due to the successful programs and opportunities associated with a University of South Carolina education. Examples include an award-winning first-year experience program; consistently top-ranked academic programs, including the undergraduate international business major, international MBA, the PhD program in exercise science, and the South Carolina Honors College; top-tier designation for Research and Community Engagement from the Carnegie Foundation; and highly competitive athletics programs as a member school of the Southeastern conference. Current enrollment (2019-2020 academic year) includes more than 35,000 students comprised of 27,000+ undergraduate students and 7,800 graduate students. The total number of full-time instructional faculty tops 2,200 leading to a student-to-faculty ratio of 17:1.

### Palmetto College Campuses

The University of South Carolina-Columbia serves as the main campus for the state system (including three 4-year comprehensive regional campuses and four 2-year campuses of USC-Lancaster, Salkehatchie, Sumter, and Union). The four 2-year campuses have distinct institutional cultures and student populations ranging from 800 to 1800 enrolled students per academic year. These institutions are accredited by SACSCOC through the Columbia campus accreditation cycle, and therefore are included in the QEP plan for implementation.

#### USC Lancaster

- Oldest 2-year college in USC system; established in 1959
- Located in Lancaster, South Carolina
- Offering 5 Associates and 15 collaborative Baccalaureate degrees

#### USC Salkehatchie

- Established in 1965
- Campuses located in Allendale and Walterboro, South Carolina
- Offering 2 Associates and 15 collaborative Baccalaureate degrees

#### USC Sumter

- Established in 1973
- Located in Sumter, South Carolina
- Offering 2 Associates degree programs with 14 concentrations and 20 collaborative Baccalaureate degrees

#### USC Union

- Established in 1965
- Campuses located in Union and Laurens, South Carolina
- Offering 2 Associates degree programs with 13 collaborative Baccalaureate degrees



## Identification of QEP Topic

### OVERVIEW OF *EXPERIENCE BY DESIGN*

The University of South Carolina (UofSC) referenced SACSCOC accreditation processes and the five standards identified as Quality Enhancement Plan (QEP) criteria to develop the QEP proposal:

- (a) has a **topic** identified through its ongoing, comprehensive planning and evaluation processes
- (b) has broad-based **support** of institutional constituencies
- (c) focuses on improving specific **student learning** outcomes and/or student success
- (d) commits **resources** to initiate, implement, and complete the QEP
- (e) includes a **plan** to assess achievement

The 2018 SACSCOC QEP guidelines created opportunities to adapt existing QEP efforts through a focused review of strategic planning and evaluation processes, including a review of the first QEP findings. To help finalize the QEP topic and direction, several review steps were undertaken to ensure the integrity of the QEP development process and associated expectations were maintained.

### Institutional Mission and Strategic Planning

Early foundational elements of the QEP emerged through the Provost's Office and the development of a strategic priorities statement shared in 2017:

#### Priority statements:

- 1** Educate the thinkers and leaders of tomorrow
- 2** Assemble and support a world-class faculty
- 3** Spur innovation, creative expression and community engagement
- 4** Build inclusive and inspiring communities
- 5** Demand institutional excellence

*“The University of South Carolina will be a university of choice that leads the way for the state, nation and world in knowledge generation, innovative problem-solving, preparation of future leaders for the workforce, and cultivation of civility, inclusion, and citizenship.”*

UofSC Provost retreat, Fall 2017

This elevation of strategic priorities helped to create a common focus and direction for UofSC's constituents. Through the strategic planning process, units and colleges aligned their respective unique goals to the strategic priorities. As a result, a common theme emerged where engagement and experiential learning were heavily emphasized across the stated goals and objectives. The strategic priorities established in 2017 provided a strong foundation for a later adaptation in 2020. A new university comprehensive strategic plan was established in spring 2020 as the institutional mission, vision, and priorities were re-established in parallel with changes in university leadership, including the addition of a new university president and provost. Additional consideration was placed on ensuring the new direction could adapt to pandemic-related challenges and an emphasis on providing and demonstrating its value proposition to invested constituents.

The mission of UofSC focuses on “transform(ing) the lives of the people of South Carolina, the nation and the world through empowering education, innovative research, creative engagement, impactful economic development, and selfless service within an inclusive and diverse environment (University strategic plan, May 2020). As the flagship institution for the state with associated pride as a traditional residential campus, the culture of the campus emphasizes quality experiential opportunities for students. Professional development and innovation are also encouraged through our world-class faculty and staff. UofSC continually identifies ways to leverage the knowledge and expertise of its well-qualified faculty, the breadth of general and customized support services and opportunities available to students, faculty and staff, and the emphasis on innovation to spur new directions and partnerships across the institution and extended community. The identified emphasis on the student experience and professional support are evident and align well with the focus of ***Experience by Design***.

A campus-wide feedback loop during the 2019-2020 academic year resulted in the comprehensive priorities for UofSC, including a review of existing priorities, identification of emerging goals under new university leadership, and broad-spanning sharing of drafted strategic plan documents with requests for feedback. As a result, UofSC’s new strategic plan is organized to highlight institutional priorities, associated goals and objectives, and identified indicators to support associated goals through specific target success benchmarks. Table 1 describes the specific strategic priorities directly aligned with ***Experience by Design***. The unique institutional-level goal statements intended to support the QEP-related strategic priorities then follow. The listed indicators and associated metrics will be tracked over time and included as part of the QEP assessment plan as they directly align with the QEP’s focus on engagement and reflection. For example, the emphasis on indicators associated with target student populations, experiential learning (and types such as study abroad, community engagement) and institutional goals (e.g., retention and graduation) speak directly to emphasized components within ***Experience by Design***.



Table 1: University of South Carolina Strategic Plan (2020) and Alignment with *Experience by Design* Indicators

Priority 1: Attract, Inspire, Challenge, and Enable our students to become innovative thinkers and transformative leaders.			
Goal	Supporting Objective (Obj)	Alignment with <i>Engagement by Design</i>	Identified Metric
<b>Goal: 1.1</b> Attract and retain highly-qualified, diverse, and appropriately-sized student body at all levels	<b>Obj 1.1.1.: Recruit, retain, and graduate high-achieving students</b>	<b>1.1.1.3</b> Elevate Freshman to Sophomore Retention Rate  <b>1.1.1.4</b> Enhance 6-yr graduation rate  <b>1.1.1.5</b> Improve postgraduate employment/graduate school placement and salary/debt ratio rates	<b>1.1.1.3</b> Sustain and increase relative to peers and peer aspirants each year through 2025.  <b>1.1.1.4</b> Increase relative to peers and peer aspirants each year through 2025  <b>1.1.1.5</b> Increase by 7 percent by 2025
		<b>1.2.1.2</b> Grow percentage of students participating in engaged and experiential learning  <b>1.2.1.3</b> Increase percentage of graduates who have earned Graduation with Leadership Distinction (GLD) and expand the ways in which the requirements of the GLD pathways can be met  <b>1.2.1.4</b> Raise the participation rate of our student body in community engagement projects  <b>1.2.1.5</b> Elevate the percentage of students participating in study abroad	<b>1.2.1.2</b> An increase of 10 percent of the student body participating in either engaged or experiential learning each year through 2025  <b>1.2.1.3</b> 10 percent of the student body to graduate with Graduation with Leadership Distinction by 2025  <b>1.2.1.4</b> 5 percent increase of the total student body participating each year through 2025  <b>1.2.1.5</b> 5 percent increase each year through 2025
<b>Goal: 1.2</b> Provide the highest quality of rigorous instruction and student-centric educational experience to all students	<b>Obj 1.2.1: Assure student growth in critical thinking and, analytical skills across different knowledge domains, communication skills, and leadership skills</b>	<b>1.2.2.1</b> In partnership between Student Affairs and Academic Affairs, increase the number of certified, registered Student Affairs experiential experiences for student engagement and link these experiences more explicitly to academic majors.  <b>1.2.2.2</b> Increase the percentage of students engaged in Student Affairs and academic colleges' experiential activities	<b>1.2.2.1</b> Increase the percentage of experiential experiences by 10 percent by 2023  <b>1.2.2.2</b> Increase the percentage in each academic class by 5 percent, starting with the freshman class of 2020
	<b>Obj 1.2.2: Create a student-centric experience by integrating academic learning and Student Affairs engagements</b>		



		<p><b>1.2.2.3</b> In partnership between Student Affairs and Academic Affairs, increase the number of career preparation and workplace readiness student life programs</p> <p><b>1.2.2.4</b> Introduce and have students adopt for use in their employment searches their UofSC Experience transcript</p> <p><b>1.2.2.5</b> Formalize and explore strategies and techniques to create a virtual, online experiential experience</p>	<p><b>1.2.2.3</b> Formalize new programs and increase participation and certification by 10 percent per year through 2025</p> <p><b>1.2.2.4</b> Assess the degree to which students use their UofSC Experience transcripts to drive an increase of 20 percent a year through 2025</p> <p><b>1.2.2.5</b> Introduce the maximum number of online experiential programs feasible until 2023</p>
	<p><b>Obj 1.2.3:</b> <i>Provide superior graduate programs and other post-baccalaureate learning programs</i></p>	<p><b>1.2.3.4</b> Provide a voluntary Graduate with Leadership Distinction program for graduate students</p>	<p><b>1.2.3.4</b> By 2025, create and receive Faculty Senate approval for Graduation with Leadership Distinction for graduate students</p>
<p><b>Goal 1.3</b></p> <p>Create innovative, transformative, and collaborative life-long learners</p>	<p><b>Obj 1.3.2:</b> <i>Increase engaged and experiential learning opportunities for developing innovative and transformative dispositions and habits</i></p>	<p><b>1.3.2.1</b> Grow percentage of students participating in experiential learning</p> <p><b>1.3.2.2</b> Increase percentage of graduates who have earned GLD</p> <p><b>1.3.2.3</b> Raise the participation rate of our student body in community engagement projects</p> <p><b>1.3.2.4</b> Elevate the percentage of students participating in study abroad.</p> <p><b>1.3.2.5</b> Discover and expand curricular and co-curricular opportunities to address grand challenges and societal needs</p> <p><b>1.3.2.6</b> Expand non-curricular opportunities to expose our students to inspiring thought leaders and role models.</p>	<p><b>1.3.2.1</b> An increase of 10 percent of the student body participating in either engaged or experiential learning each year through 2025</p> <p><b>1.3.2.2</b> 10 percent of the student body earn GLD by 2025</p> <p><b>1.3.2.3</b> 5 percent increase of the total student body participating each year through 2025</p> <p><b>1.3.2.4</b> 5 percent increase each year through 2025</p> <p><b>1.3.2.5</b> Annual increase in the number of projects that engage students from VRP, Office of Undergraduate Research and CIEL office reports</p> <p><b>1.3.2.6</b> Annually increase percentage of graduates who engage with alumni and professional non-USC mentors</p>

**Priority 4: Cultivate a more diverse, equitable and inclusive campus culture, where every individual, regardless of background, has the full opportunity to flourish and thrive.**

Goal	Supporting Objective (Obj)	Alignment with <i>Engagement by Design</i>	Identified Metric
<b>Goal 4.2:</b> Equitable: Ensure that there is equity for all students and staff and faculty members across key measures of success.	<b>Obj 4.2.1:</b> <i>Improve the academic outcomes for students from underrepresented, low-income and other marginalized groups</i>	<b>4.2.1.1</b> Increase participation among undergraduate students from underrepresented, low-income and other marginalized groups in high-impact practices (HIPs) by enhancing the availability of, access to and support for internships, study abroad (grant-funded) research and other experiential learning opportunities	<b>4.2.1.1</b> By 2025, double participation in HIPs among students from underrepresented, low-income and other marginalized groups
<b>Goal 4.3:</b> Inclusive: Create, promote, support and assess a campus culture/climate that embodies our Carolinian Creed and makes every member of our university community feel they are affirmed and valued.	<b>Obj 4.3.1:</b> <i>Increase the engagement of students, faculty, staff, administrators and local community members in courses, trainings and events that promote the awareness and understanding of equity, inclusion, justice, critical analysis, and civil discourse.</i>	<b>4.3.1.1</b> Support, promote, and track participation in existing programs intended to engage and inform our university community (e.g., programming and initiatives hosted by the Office of Multicultural Student Affairs, the President’s Dive-In lunches, the Provost’s Finding Common Ground Forums, the Collaborative on Race and Reconciliation and its premiere program -- The Welcome Table SC, and the President’s Commission on University History)	<b>4.3.1.1</b> By 2021, establish a fund to support the continuation of these existing programs and a communications and evaluation team to promote and evaluate engagement in related activities

**Priority 6: Spur innovation and economic development through impactful community partnerships.**

Goal	Supporting Objective (Obj)	Alignment with <i>Engagement by Design</i>	Identified Metric
<b>Goal 6.3</b> Community Partnerships: Expand Community Partnerships to create business opportunities, develop new relationships, and increase experiential learning.	<b>Obj 6.3.1:</b> <i>In consultation with the Provost’s office and the Coordinating Office for Community Engagement and Service, and the Division of Student Affairs increase UofSC student research and community service engagement through asset and curriculum development to meet state/regional workforce development needs.</i>	<b>6.3.1.1</b> Increase experiential learning opportunities for students to engage in real-world community experiences (e.g. Cyber)	<b>6.3.1.1</b> 60 students actively engaged per semester, 10 industry/real-world skill needs transferred into UofSC academics and research

Key steps were taken to involve the campus community in the selection and refinement of the new QEP topic. As significant stakeholders contributing to QEP success (e.g., QEP Development Committee, QEP Subcommittees, faculty, staff, and student feedback groups), their input proved to be invaluable as means for collecting feedback and informing decisions impacting UofSC's QEP plan.

## QEP DEVELOPMENT COMMITTEE

The CIEL Council (formerly known as the *USC Connect* Council) was established as the first QEP, *USC Connect*, was implemented in 2011 and subsequently evolved to represent the new QEP Development committee. The rationale for this decision included its representation of faculty and staff across academic disciplines and beyond the classroom “pathway partners” based upon high-impact practices (Kuh, 2008) and Palmetto College campuses, as well as knowledge and support for CIEL’s emphasis on integrative and experiential learning. Furthermore, several key members provided content expertise from a national perspective, and thus could speak to broader considerations for the QEP topic. Additionally, some individuals could provide the longitudinal institutional knowledge, understanding of *USC Connect* and associated first QEP processes, and solid investment in the next QEP topic selection and implementation. It should be noted that the committee membership continued to evolve as individual commitments and Council needs developed.

### QEP Development Committee

<b>Name</b>	<b>Professional Role</b>
<b>Mark Anthony</b>	Associate Director, Career Center
<b>Claudia Benitez-Nelson</b>	Associate Dean, Arts and Sciences
<b>Pam Bowers</b>	Associate Vice President for Student Affairs
<b>Nate Carnes</b>	Associate Director, Center for Teaching Excellence
<b>Ron Cox</b>	Dean, Palmetto College
<b>Lara Ducate</b>	Faculty Executive Director, Center for Integrative and Experiential Learning
<b>Amber Fallucca</b>	Director of Quality Enhancement Plan, Associate Director of the Center for Integrative and Experiential Learning
<b>Dan Friedman</b>	Director, UNIV 101 Programs
<b>John Gardner, Ex-officio</b>	Chair and CEO, John N. Gardner Institute for Excellence in Undergraduate Education
<b>John Grady</b>	Associate Professor, College of Hospitality, Retail and Sport Management
<b>Magdalena Grudzinski-Hall</b>	Director, Office of Education Abroad; Interim Executive Director of Global Carolina
<b>Ambra Hiott</b>	Director, Leadership and Service Center
<b>Sandra Kelly, Ex-officio</b>	Vice Provost and Dean of Undergraduate Studies
<b>Mason Luff</b>	Student Government Representative
<b>Donald Miles, Ex-officio</b>	Director, Institutional Effectiveness and Accreditation
<b>Stephanie Milling</b>	Interim Dept Chair, Theatre and Dance
<b>Julie Morris</b>	Director, Office of Undergraduate Research
<b>Charlie Pierce</b>	Associate Professor, Engineering and Computing
<b>Dennis Pruitt, Ex-officio</b>	Vice President for Student Affairs
<b>Tom Reichert</b>	Dean, College of Information and Communications
<b>Claire Robinson</b>	Assistant Dean for Undergraduate Advisement, Director of Advising Center
<b>Andrea Tanner</b>	Associate Dean, South Carolina Honors College

During the 2018-2019 academic year, the CIEL Council reviewed documentation from the first QEP, including summaries from the SACSCOC five-year report and continued tracking of associated metrics (e.g., student learning outcomes, programmatic success), and developing strategic planning foci across UofSC. As a result, the CIEL Council recommended building upon the efforts from the first QEP in the areas of beyond the classroom engagement and reflection.

### QEP SUBCOMMITTEES

Five QEP subcommittees were created with unique charges to further advance a comprehensive plan for finalizing a QEP topic and implementing key strategies to advance related initiatives. The more than thirty committee members were vetted and faculty members were selected from protocol established through the University’s Faculty Senate. Staff members represent skills and expertise directly associated with their assigned committee’s purpose and charge. A primary goal of each subcommittee was to generate recommendations determining how best to support an evolving initiative focused on engagement and reflection (see Appendix A for details about committees and members).

<b>QEP Subcommittee</b>	<b>Stated Charge</b>
Engagements	<ul style="list-style-type: none"> <li>-Identify current and emerging quality beyond-the- classroom (BTC) experiences (credit and non-credit)</li> <li>-Identify barriers to BTC engagements by target student populations</li> <li>-Identify needs for managing risk that could develop during students’ time in experiential learning opportunities (e.g., internship site closures)</li> </ul>
Marketing	<ul style="list-style-type: none"> <li>-Identify a plan for messaging beyond the classroom engagement opportunities with considerations for various audiences (faculty, staff, external entities, all student groups)</li> <li>-Make recommendations for messaging to targeted student populations, including identifying methods of support</li> </ul>
Pilot	<ul style="list-style-type: none"> <li>-Oversee implementation of a pilot phase of QEP</li> <li>-Document processes and lessons learned</li> <li>-Collect/analyze data to include as part of QEP report</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>-Identify current levels of faculty and staff knowledge, skills, and dispositions related to integrative learning, experiential learning, and beyond the classroom engagement</li> <li>-Draft a plan for professional development to increase faculty and staff knowledge, skills, and dispositions related to providing and assessing beyond the classroom experiences, experiential learning, integrative learning, and reflection</li> </ul>
Technology and Assessment	<ul style="list-style-type: none"> <li>-Recommend assessments of student engagement, reflection, integrative learning and experiential learning</li> <li>-Identify systems to identify/collect artifacts (within and beyond the classroom) with the ability to assess student work</li> <li>-Identify methods of coordinating efforts across existing systems to support QEP goals</li> </ul>

QEP Subcommittees were formed during fall 2019 with primary actions intended to emerge throughout the 2019-2020 academic year. Additional communications and meetings across committees continued into summer 2020 based upon evolution of QEP actions. Perspectives from the Palmetto College faculty and staff were periodically infused throughout the subcommittees based upon charge and need. The Dean for Palmetto College is also represented on the QEP Development Committee and provided feedback throughout the process.

The timeline for QEP development emerged through CIEL Council and QEP Subcommittee efforts.

### Timeline of QEP Development

Decision	Date
<i>USC Connect</i> Council established as primary guidance for first QEP; Later refreshed as CIEL Council and new QEP Development Committee	Spring 2011; Spring 2019
<i>USC Connect</i> QEP Five-year report submitted to SACSCOC (approved)	Spring 2017
Launch of Experiential Learning Initiative ( <i>USC Connect</i> as contributing partner)	Spring 2018
Launch of <i>My UofSC Experience</i>	Spring 2019
QEP Director Named	Spring 2019
Decision to Expand Theme of First QEP	Summer 2019
Outreach to Campus Constituents and QEP Subcommittees Launched	Fall 2019
<i>USC Connect</i> Formally Changed to Center for Integrative and Experiential Learning (CIEL)	Spring 2020
Engagement and Reflection Identified as QEP Focus	Spring 2020
Continued QEP Subcommittee Efforts and QEP Writing	Spring 2020- Fall 2020
<b><i>Experience By Design</i></b> established as name of new QEP	Fall 2020
Final QEP Proposal in preparation of SACSCOC On-site Committee visit	Fall 2020- Early 2021

### FINDINGS FROM FIRST QEP (*USC CONNECT*)

UofSC’s original Quality Enhancement Plan established in 2011 as *USC Connect* focused on integrative learning in the context of making connections within and beyond the classroom and emphasizing this learning to solve problems through solution-oriented thinking (as adapted from AAC&U, 2009). A key reason for the topic selection centered on the collective strengths of the curricular and co-curricular campus environments working together as collaborative partners in support of student success. *USC Connect*’s achievements continue to resonate as key take-aways include the implementation and sustainability of the Graduation with Leadership Distinction (GLD) program, a university-level recognition of undergraduate students’ holistic college experiences through demonstrated competence in integrative learning and an ePortfolio. This recognition is also visible on students’ transcripts and diplomas. Students self-select themselves into the program and all colleges and schools have produced GLD graduates, including the four 2-year campuses (Palmetto College campuses).

The GLD ePortfolio is known to be an intensive process, and students are guided through content development by trained faculty and staff. The training provided to faculty and staff about GLD and the ePortfolio process in turn supports an emerging robust culture of integrative learning throughout the campus. For example, faculty and staff are trained to apply the GLD rubric and to provide substantive feedback to students on their assignments and activities, a process that can advance individual understanding of key concepts and application across many academic disciplines and campus environments. The first GLD cohort in 2014 produced 89 student completers with the most recent year recognizing more than 400 graduates. This signature program is clearly ingrained in the fabric of the institution and is considered to be a hallmark experience of UofSC. Additional noteworthy accomplishments include advanced

understanding of integrative learning and successful implementation of the GLD program on the four 2-year campuses of Lancaster, Salkehatchie, Sumter, and Union, as well as multiple national recognitions and contributions of scholarly endeavors (see Appendix B for additional details). Through development of the SACSCOC five-year report and associated approval, discussions across UofSC elicited several considerations informing the new QEP topic. For example, key successes established through *USC Connect* are identified, however, areas of potential exploration for a new QEP focus also emerged.

In spring 2020, the office originally supporting *USC Connect* officially changed its name to the *Center for Integrative and Experiential Learning (CIEL)* to demonstrate a refreshed focus based upon first QEP thinking, an emerging emphasis on experiential learning, as well as to more clearly articulate the purpose and focus of the office to internal and external constituents. Beyond the GLD program and comprehensive support for student engagement, CIEL functions include a focus on faculty and staff development. Examples include a Faculty Fellows program where selected faculty members are trained in integrative learning practices to support students in creating ePortfolio content and an Integrative and Experiential Learning Certificate sponsored in partnership with the Center for Teaching Excellence (CTE). Further support is provided to faculty and staff in developing quality experiential learning opportunities, participation and access to assessment and related data collection, and dissemination of knowledge and associated best practices intended to represent regional and national expertise related to integrative and experiential learning.

### **Findings with Reflection**

GLD students describe the intensive reflective process in beneficial ways as it is “great to reflect on how what I learned connected to the real world and what I want to do going forward.” Other take-aways include how students “have learned not only how to articulate experiences, but also to reflect on them and think critically about how [they] have grown as a person and what [they] have learned.” Multi-year survey findings of successful graduates noted 80%-96% had “confidence in their ability to articulate their Carolina experience.” Furthermore, 72%—94% of participants stated they had a better understanding of the significance of beyond the classroom experiences. Undergraduate students were also surveyed to learn more about what potential barriers exist for completing GLD. Common themes focused on lack of time (both in terms of finding opportunities to complement existing responsibilities and ability to commit the time necessary for reflection) and inability to make connections across experiences as expected. The major take-aways denote that students can struggle in the process of reflection, even when focused on significant within and beyond the classroom experiences. Furthermore, GLD as a capstone experience highlighted student challenges in advancing this learning, but likely only through designated activities occurring near the end of their academic careers. This finding is significant as it elevates the program’s existing narrow window for students to recalibrate or potentially affirm their direction for academic and/or professional goals through reflection.

Furthermore, reflection as a skill may not have been fully realized due to lacking opportunity for practice and/or advancement to continue beyond the typical senior-year experience. For example, identified opportunities for students to be introduced to reflection are visible in the first year (e.g., first-year seminar) and senior year (e.g., capstone and GLD). However, fewer opportunities are identified in the middle years, a recognized challenge for higher education institutions (Hunter et al., 2010). Furthermore, a common statement from GLD student surveys focused on the desire for increased reflection opportunities woven throughout their academic careers so the more rigorous GLD ePortfolio process would not appear to be as daunting. In summation, reflection can have significant impact, but may originally have been emphasized too

late or in sporadic fashion to advance deeper connections in other life-long learning domains to inform personal and academic decisions, including those leading to post-graduation goals.

Beyond data collected from the students, a theme emerged across faculty and staff. While many individuals were supportive of reflection as a student learning focus, evidence showed interpretations of reflection definitions and its application in the campus setting varied. For example, through the first QEP, reflection was defined as one’s ability to “evaluate prior and current learning (from experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.” However, in practice, different interpretations and applications of the definition surfaced across academic disciplines, co-curricular environments, and class size and setting (e.g., online courses). This finding was important in that potential efforts to provide increased guidance with reflection would need to be comprehensive and supportive of adaptations across a variety of collegiate environments.



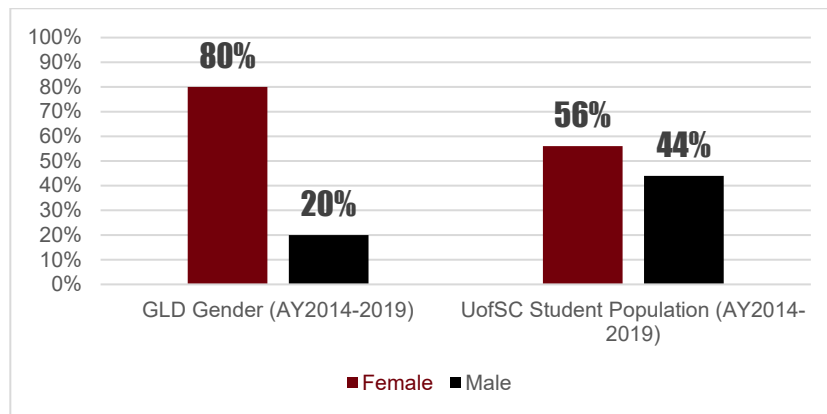
## CONTINUED EFFORTS SINCE FIRST QEP

*USC Connect*, GLD, and additional emerging initiatives emphasized the significance of the beyond the classroom engagement, and as such, data was collected about engagement patterns across participating student demographic variables. An analysis of institutional data about engagement revealed some consistent trends.

### Relationship between Student Populations and Engagement

Through six years, the demographic profile of GLD students demonstrates a strong affiliation towards female participation at a rate of 80% female, 20% male (see Figure 1; Office of Institutional Research, Assessment, & Analytics, University of South Carolina). These trends by gender mirror engagement patterns more generally on our campus, although not at the same levels. Findings show a marked difference when looking at the gender differences for all enrolled undergraduate students as the ratio is 56% female, 44% male (AY2014-2019). Follow-up focus groups with identified Male students showed a theme that perceived benefits of GLD participation needed to be clarified (as in, why is it important?), as well as the need to describe reflection in terms of learning impact and not just “touchy feely” in nature. These findings provide critical direction for how to market GLD and other supporting programs to particular student populations.

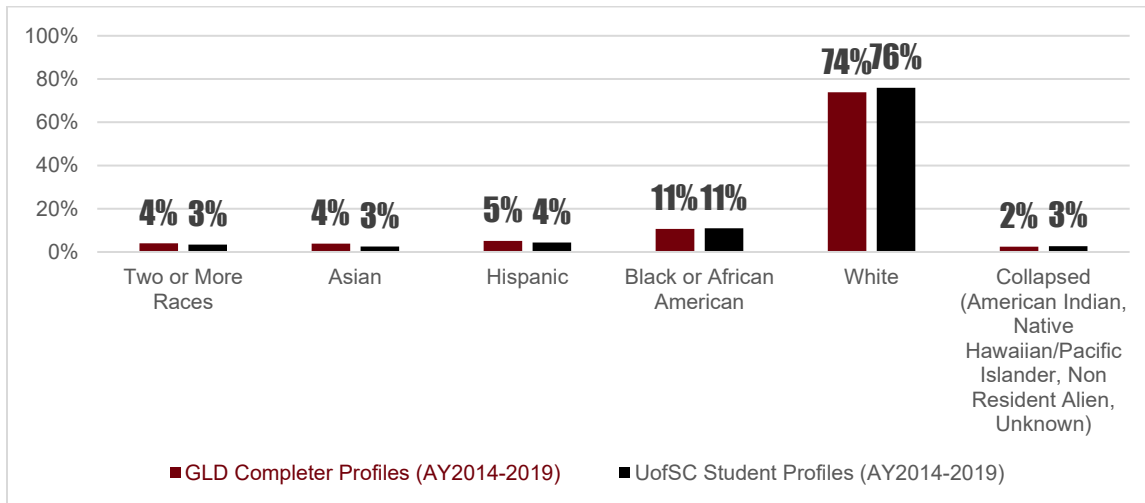
Figure 1. *Gender Comparisons Across GLD and UofSC Student Populations*



Specific to race and ethnicity variables, GLD participation more closely resembles the University profile, if not exceeding diversification across identified student categories (see Figure 2; Office of Institutional Research, Assessment, & Analytics, University of South Carolina). This finding may help to illuminate the designed and advertised inclusive nature of GLD as all undergraduate students across all academic majors are eligible to pursue the program, including students from the Palmetto College campuses. A common theme from students is that GLD is approachable, and that they can “see themselves” participating in the program.



Figure 2. Race/ethnicity Comparisons Across GLD and UofSC Student Populations



Given that GLD is a capstone program, additional questions emerged across the campus about student demographics and participation in engagements more generally. Further investigation of student populations engaging in traditional high-impact practices and other quality engagements resemble a similar trend with gender, however variations related to student categories are visible (see Appendix C). For example, certain student populations were not engaging at the same rate as others, including identified Males, Transfer students, and Pell-eligible students (see Table 2). This finding helped to elevate the need for a more comprehensive approach to tracking student engagement, including a robust process for verifying participation in significant beyond the classroom activities at the unique student level. A variety of tools and methods across the institution were originally utilized to capture engagement data, and some were able to respond to institutional questions about student engagement, while others were less prepared. Verification of student experiences to scale is not a unique or new trend (Fredricks, 2013; Mandernach, 2015); however, the practical importance for doing so became readily visible through the first QEP and continued into planning for the new QEP.

Since the first QEP was established, UofSC began a process of categorizing student engagements through verified participation and placing them into tiers (i.e. established criteria inform tier levels of engagements). Data is tracked at the level of the student, and as such, information can be disaggregated by specific student populations. Early findings show differences across engagement patterns by student populations in both tier type and number (see Table 2). Based upon our institutional data, it is clear that certain student populations are engaging at higher rates and in varying ways than other student populations. This finding aligns with existing literature and a growing understanding that not all students experience the educational environment in similar ways (Milem, Chang, & Antonio, 2005).

Table 2. Percentage of Populations Engaged: Differences by Student Groups (AY2018-2019)

	<b>Tier 1 Engagement (workshop, lecture)</b>	<b>Tier 2 Engagement (organization, program involvement)</b>	<b>Tier 3 Engagement (HIPs, experiential learning)</b>	<b>AVERAGE ACROSS ALL TIERS</b>
Females	69	42	9	40
Males	55	34	5	31
<b>DIFFERENCE</b>	<b>14</b>	<b>8</b>	<b>4</b>	<b>9</b>
Continuing student	84	51	10	48
Transfer student	62	47	6	38
<b>DIFFERENCE</b>	<b>22</b>	<b>4</b>	<b>4</b>	<b>10</b>
Non Pell eligible	66	38	7	37
Pell eligible	46	40	6	31
<b>DIFFERENCE</b>	<b>20</b>	<b>-2</b>	<b>1</b>	<b>6</b>

**National Study of Student Engagement (NSSE) Findings and UofSC Trends**

NSSE findings were analyzed to further triangulate the trends by student participation and quality engagements. Additional analyses from the 2019 NSSE show UofSC’s positive gains in High-Impact Practice participation by Seniors as compared to Southeast Public (defined as relative peer institutions by NSSE) as a comparison group (89% versus 86%). However, the institution is performing lower as a comparison in the areas of higher-order learning and learning strategies (Academic Challenge indicator), student-faculty interactions (Experiences with Faculty), and quality of interactions (Campus Environment) (specific to senior student participant data only). No positive significant differences existed across Engagement indicators (Table 3).

As such, it can be inferred through the aggregate data that some undergraduate students are engaged in meaningful engagement opportunities, but that key components of quality criteria undergirding the principles of these experiences may not yet be fully realized. Campus efforts to qualify successful criteria help to deepen the understanding and recognition of approaches utilized in providing quality engagements.



Table 3. University of South Carolina NSSE Findings (2019)

Theme	Engagement Indicator	UofSC students compared to Southeast Public	
		First-year	Senior-year
Academic Challenge	<b>Higher-Order Learning</b> <i>(Example question: During the current school year, how much has your coursework emphasized the following: Analyzing an idea, experience, or line of reasoning in depth by examining its parts?)</i>	No significant difference.	Significantly lower (p < .05) with an effect size less than .3 in magnitude.
	<b>Reflective &amp; Integrative Learning</b>	No significant difference.	No significant difference.
	<b>Learning Strategies</b> <i>(Example question: During the current school year, how often have you identified key information from reading assignments?)</i>	Significantly lower (p < .05) with an effect size less than .3 in magnitude.	Significantly lower (p < .05) with an effect size less than .3 in magnitude.
	<b>Quantitative Reasoning</b>	No significant difference.	No significant difference.
Learning with Peers	<b>Collaborative Learning</b>	Significantly lower (p < .05) with an effect size less than .3 in magnitude.	No significant difference.
	<b>Discussions with Diverse Others</b>	No significant difference.	No significant difference.
Experiences with Faculty	<b>Student-Faculty Interaction</b>	No significant difference.	Significantly lower (p < .05) with an effect size less than .3 in magnitude.
	<b>Effective Teaching Practices</b>	No significant difference.	No significant difference.
Campus Environment	<b>Quality of Interactions</b>	No significant difference.	Significantly lower (p < .05) with an effect size less than .3 in magnitude.
	<b>Supportive Environment</b>	No significant difference.	No significant difference.

A further breakdown of collected data at the institutional level reveals that certain student populations are engaging more so than others. More specifically, the type of engagement (e.g., Tier) completed differed by student population in that more at-risk and traditionally underrepresented students were engaging less so in types of HIP experiences than other student populations (Appendix C). Furthermore, a clear relationship between student engagement and retention to the institution emerged. An analysis of fall 2018 participation of data revealed 42% of students classified as Freshmen successfully completed categorized engagements. Of those that completed these engagements, 91% returned to UofSC in fall

2019. Furthermore, 23% of students classified as Freshmen did not participate in categorized engagements with a return rate of 66%.

This localized evidence provides a strong justification for the powerful impact of student engagements as part of the UofSC experience and degree. While UofSC has long promoted student engagement as part of a holistic college experience, further analysis of student participation in categorized engagements, combined with additional findings (e.g., NSSE), show clear variations in the types and quality of experiences completed as well as participation rates across student populations. This evidence provided strong triangulation of data in support of engagement as part of the new QEP focus.

Beyond the analysis of *USC Connect* and institutional outcomes related to student participation, additional campus efforts further elevated the significance beyond the classroom engagement. The emphasis on these developing initiatives and associated lessons learned provided key direction for the new QEP.

### **Experiential Learning to Scale**

With the established recognition of integrative learning at UofSC through the success of *USC Connect*, a growing interest emerged in 2017 to focus on early career, formative, and capstone engagements for students. By focusing on the quality criteria at UofSC, these catalogued engagements (otherwise described as experiential learning opportunities) could lend themselves to later integrative learning opportunities due to their significant impact on student learning. During the 2017-2018 academic year, CIEL (then known as *USC Connect*) initiated a formal focus on expanding the number of experiential learning opportunities visible at the institution. This included a robust process of vetting and establishing key criteria for how experiential learning would be defined, and using this approximate definition, an audit ensued identifying curricular and co-curricular activities that could qualify (see Appendix D). As a result, the analysis showed 60%-70% of undergraduate students on the Columbia campus would likely complete experiential learning either through required curriculum components and/or self-selected curricular and co-curricular experiences. Given the institutional goals related to encouraging campus-based beyond the classroom activities, and the national emphasis promoting related experiences to support applied learning, critical thinking, and development of employment-related skills (Hart Research Associates, 2015; Kuh, 2008), efforts were committed towards exploring a graduation requirement tied to experiential learning. Several outreach meetings ensued (see Table 4), and campus feedback included faculty and student comments about capacity for providing a plausible number of student opportunities while ensuring unintended delays did not occur related to graduation requirements. As a result, the ELO initiative was established, and efforts are currently focused on outreach to faculty and staff providers to submit proposals for experiential learning based upon established criteria. A committee of faculty and staff review proposals to determine eligibility.

The primary criteria for Experiential Learning at the University of South Carolina include:

Category	Criteria	NSEE <sup>1</sup> Principles	HIP <sup>2</sup> characteristics	Examples
<b>Sustained engagement applying learning in real world context</b>	45 hours or more in a sustained/ cohesive experience over time that involves applying academics (i.e., formal study, disciplinary theories or concepts) in a real world context in which the student engages with others in authentic ways. <sup>3,4</sup>	Authenticity	-Significant investment of time and effort -Encourages collaboration with diverse others -Meaningful interaction with others	-Hours once per week throughout semester -One intensive week of experience preceded by planning/orientation and followed by final assignment or reflection meeting -Required course in students' professional program
<b>Purposeful and intentional with clear expectations</b>	The experience is purposefully chosen in relation to the student's academic work and/or professional goals. Criteria for eligibility to participate are clear. Students are provided with clear background information and expectations for participation (i.e., orientation).	Intentionality  Preparation and Planning  Orientation and Training		-Student selected experience to meet own goals -Students provided with expectations through syllabus, handouts and/or in an orientation session.
<b>Feedback</b>	A mentor/ supervisor and potentially others (e.g., peers, clients) provide feedback during the experience on the student's participation and/or learning	Monitoring and Continuous Improvement  Assessment and Evaluation	-Frequent and substantive feedback -Meaningful interactions with others	Faculty, professional staff (on or off campus), or GAs provide feedback in writing or through individual meetings. In addition, students can also receive peer feedback.
<b>Reflection</b>	Students reflect on and analyze their experience including such topics as relationship to past learning, connections to other experiences, application of course content to guiding real-world decisions/interactions, and future implications.	Reflection	Facilitates learning	-Journaling, blog, posts -Weekly meetings/ communications -Integrative paper, project or presentation

<sup>1</sup>National Society for Experiential Education: A nonprofit association of educators, businesses, and community leaders; Serves as a national resource center for the development and improvement of experiential education programs nationwide. Full description of principles: <http://www.nsee.org/8-principles>.

<sup>2</sup>High Impact Practice (HIP) characteristics: Characteristics of experiences found to positively impact student success (as identified through national research).

<sup>3</sup>"Real world context" for experiential learning is most often provided outside of standard classroom, on-line, or lab instruction. It may occur on or off campus. Essential features involve engaging with diverse others in interactive activities and compelling situations that involve listening, observing, interacting, problem solving, application of critical thinking, reflecting, and creating in ways that apply to academic theories/concepts/frameworks.

<sup>4</sup>Work-based/professional, community service/service learning, study abroad, and peer leadership experiences include engagement with on- or off-campus communities, professionals, clients, etc. Courses in which the primary focus is creating solutions for real life contexts without direct external engagement can potentially count if the experience includes elements such as detailed, realistic context characteristics and framing of the problem, interactive processes with feedback through advanced technology (e.g., simulation software) and/or knowledgeable others; and presentation of the results to an appropriate community.

<sup>5</sup>Experiential learning in research engages students in intense, in-depth study under mentorship of a faculty member (e.g., independent studies).

Furthermore, an institution-level system was created originating from student affairs (Beyond The Classroom Matters®) in a similar timeframe to the experiential learning emphasis. This system focuses on defining beyond the classroom engagements, tracking student participation in these experiences, and sharing related findings through internal-office dashboards and student-level access. Campus recognition includes tagging of courses and non-credit engagements for experiential learning, promotion of experiences to students, and visibility of successfully completed engagements through an experiential record and transcript. The campus feedback resulted in 1) deciding not to pursue an experiential learning requirement at that time and 2) informing QEP direction for identifying and supporting non-engaged students to help increase the overall number of students participating in high-quality engagements.

The guiding criteria for ELOs are based upon national literature and best practices (e.g., National Society for Experiential Education and High-Impact Practices; Kuh, 2008). Emphasis is placed on meaningful time on task to reiterate focused exploration of experiences, clear expectations as benefits to the student and provider, opportunities for ongoing and iterative feedback, and structured reflection to enhance students' understanding of the experience. These characteristics align well with QEP development as ELOs promote criteria for the highest-quality engagements provided at UofSC through the identified tiered categories. Furthermore, the stated criteria help ensure experiential learning can be implemented across a variety of curricular and co-curricular experiences in consistent ways. Therefore, providers are made aware of expectations for quality in designing and implementing programs. Students, in turn, participate in recognized experiences developed in ways to enhance their learning and UofSC educations. As such, with a particular focus on quality of experience and learning through reflection, key considerations of the new QEP topic are reiterated.

Through academic year 2019-2020, more than 100 ELOs were approved. During the spring 2020 semester, approximately 4000 student-level participation records were documented speaking to ELO completion. Foundational efforts to develop experiential learning criteria and associated approval processes, combined with the methods of tracking and reporting related findings, provides direction for expanding student engagement across the campus. This established interest and commitment to qualifying beyond the classroom engagements provided supporting evidence to continue with high-quality engagements as a focus of the new QEP.

### ***My UofSC Experience***

As part of the efforts to provide messaging for ELOs and other high-quality engagements to students, and to also package the many related initiatives and responsibilities subsumed under the umbrella term of engagement, *My UofSC Experience* was launched to students in 2020. The *My UofSC Experience* consists of the many experiences both for credit and not for credit that students engage in while at UofSC that complement their academic major curriculum. Undergraduate students are encouraged to explore and engage in the vast opportunities that UofSC offers in order to maximize their education. Opportunities include participation in clubs, attending campus events, and experiential learning opportunities such as practicums, internships, study abroad, research, peer leadership, and service learning. Students' records of engagement are called their *My UofSC Experience*. Student engagement records are collected, managed and reported in a supplemental student information system called Beyond The Classroom Matters® (BTCM). Every undergraduate student will have a comprehensive engagement record that is accessible to them and their Academic Advisor. In its early beginnings, UofSC is starting to see benefits with overall satisfaction with advising (average of 3.4/4.0 versus 2.0/4.0) when advisors include discussions about beyond the classroom activities compared to when they do not (see Appendix H for more details). Furthermore, students will also receive a *UofSC Experience* extended transcript listing successful participation in

university-recognized engagements, including experiential learning, as captured by the BTCM system. The transcript provides students and external audiences (e.g., employers) a UofSC validated record of beyond the classroom activities, including brief descriptions about each engagement (e.g., title and type of experience, specific academic terms, location of experience, and knowledge and skills gained). This comprehensive approach to marketing engagement opportunities to students, combined with the in-depth catalogue of student engagements that are also tracked over time as students complete them, provided a foundational element upon which the QEP could build with the additional emphasis on designing and measuring associated student success metrics and student learning outcomes.

## **BROAD-BASED SUPPORT FROM CONSTITUENCIES**

Acknowledging the institutional priorities and the first QEP's successes and potential opportunities to advance existing efforts, UofSC embarked on a series of feedback sessions intended to solicit reaction and recommendations from the campus community. Table 4 outlines meetings with the various constituent groups and timeline for feedback. Because the general foundation for the new QEP topic was formulated based upon the lessons learned from *USC Connect*, feedback focused on related terms to help narrow the QEP topic emphasis (e.g., "beyond the classroom engagement", "experiential learning", "integrative learning", and "reflection"). Through a collective feedback loop approach, campus stakeholders provided insight into future directions for QEP development. Many individuals were familiar with the terminology surrounding "student engagement", however continued discussions demonstrated differing views on related terms (e.g., key qualifying criteria, significance of timing during students' careers and environment).

Information about the new QEP was communicated in methods based upon the specific audiences. For example, meetings with faculty and staff included presentation slides providing a brief overview of the first QEP findings, SACSCOC expectations, overall timeline for selection of the new QEP, and requests for feedback on emerging topics. The two QEP forums provided a virtual and physical space for individuals to share their opinions about the direction of the QEP, as well as to help bring awareness to upcoming SACSCOC accreditation processes. Student meetings provided similar information in focus group format with more emphasis placed upon perceived value of beyond the classroom experiences and potential barriers to completion (see Appendix E for student questions). Based upon more than ten student meetings focused on QEP development, students expressed excitement about the topic and the opportunity to enhance their traditional academic curriculum with experiences extending into beyond the classroom environments. It should be noted that every faculty, staff, and student session also dedicated time and opportunity to discuss alternate QEP topics. The goal was to elicit potential ideas, and of those that were shared (e.g., focus on sustainability, potential for graduate student participation) all were deemed capable of being subsumed under the broader umbrella of Engagement as the new QEP would be defined. These supplementary recommendations in turn provided opportunities to fold additional campus stakeholders (e.g., Graduate School) into the larger QEP planning and implementation phases.



Table 4. Outreach Efforts as Part of QEP Development

DATE	CONSTITUENT GROUP
<b>Campus Discussions focused on Experiential Learning and Recognition/Requirement</b>	
FEB 2018	Provost Retreat
MAR 2018	Division of Student Affairs and Academic Support Directors Meeting Presentation
APR 2018	Council of Academic Deans
JUN 2018	Faculty Senate Presentation on Experiential Learning
OCT 2018	Faculty Senate Presentation on Experiential Learning Undergraduate Studies Forum on Experiential Learning: All Faculty, Staff and Students invited Students-Student Government/Full Committee
NOV 2018	University Advisors Network Presentation
FEB 2019	Faculty Senate-Courses and Curriculum Committee
MAY 2019	Center for Integrative and Experiential Learning (formerly USC Connect) Council
<b>Discussions about Engagement and Experiential Learning as focus of QEP</b>	
SEP 2019	Assistant and Associate Deans Council Center for Integrative and Experiential Learning (formerly USC Connect) Council QEP Kick-Off Forum Launch of 5 QEP Subcommittees
OCT 2019	Students-Honors College Ambassadors Students-Green Quad/Sustainability Peer Leaders
NOV 2019	Students-Preston Faculty-Led Living Learning Community College of Arts & Sciences Chairs/Directors Group University Advisors Network Presentation Council of Academic Deans Students-Honors College Peer Leaders
DEC 2019	Opportunity Scholars Program Center for Integrative and Experiential Learning (formerly USC Connect) Council
JAN 2020	Provost Retreat Presentation
FEB 2020	Faculty Senate Presentation Students-Media Arts Class Students-Student Government-Academics Subcommittee Division of Student Affairs and Academic Support Directors Meeting Presentation Assistant and Associate Deans Council Students-Dean of Students Advisory Council Students-Engineering Class
MAR 2020	Follow-Up QEP Forum Transition to primarily online course and support due to Covid-19



Key findings related to outreach meeting and presentations provided fruitful insights across the various campus stakeholders.

## STUDENTS

Through the popularity of the GLD program, students have become aware of the significance of engagement and reflection and acknowledged the value of demonstrating integrative learning through an ePortfolio. Due to the program's capstone characteristics, students realized early that significant engagement during their college careers would be key for GLD eligibility. Students noted several potential barriers limiting the completion of high-quality engagements (regardless of formal interest in the GLD program or not).

### Financial Limitations

General lack of financial support deterred their interest in pursuing engagements. Students described support, even in small amounts (e.g., grants), could help to cover costs such as reliable travel to internship sites and study abroad fees, for example. This theme emerged especially in reference to participation across low-income students.

### Too much information/"White Noise"

Students reported receiving multiple communications across a variety of methods about campus opportunities on a regular basis. Students recommended increased guidance for how best to prioritize opportunities with academic major, professional goals, and individual student preference in mind.

### Perceived dysfunction in processes

Students noted some complications in administrative processes. For example, study abroad financial scholarship requests precede full cost payments with notification of awarded monies occurring after the fact. Students noted it would be helpful to revisit related processes with their lens in mind.

### Value proposition

Students are invested in their time, energies and direct costs related to engaging in beyond the classroom activities during their collegiate careers. A common theme emerged asking the institution to clearly demonstrate how being engaged, both generally and through specific activities, can contribute to their larger investment of

completing the UofSC degree while also supporting personal short- and long-term goals. Without such guidance, students shared that they felt less inclined to participate for the sake of general interest or peer influence.

### Opportunities for graduate students

The first QEP and associated GLD program focused on undergraduate student participation. As discussions about building upon the existing QEP framework developed, a clear interest to include graduate students emerged from both eligible students and supporting faculty. Given the institutional priorities associated with the graduate student population, and strong supportive culture established as a research university, it was determined that graduate students from master's degree and professional programs will also be included in the new QEP.

Student input supported the QEP development process as it was clear that beyond the classroom engagements were viewed as positive aspects of the college experience. Specific feedback gathered through the focus group themes was directly incorporated into the QEP plan. For example, need-based student funding is accounted for in the QEP budget. Additionally, a customized marketing plan will be developed specific to general and target student populations articulating the value and contribution of engagements to academic learning and personal and professional goals

## FACULTY AND STAFF

Based upon campus surveys related to the first QEP, faculty and staff were also familiar with the GLD program and the campus resources established through CIEL, however they were less clear how best to implement strategies to support students in critical reflection across a variety of teaching and learning environments (Pedagogy grant findings, 2019). There was general support for engagement and reflection, however some concerns emerged.

### **Capacity to provide resource support for all constituents (faculty, staff, and students)**

Faculty and staff acknowledged that emphasizing engagement and reflection could potentially be beneficial in their work with students, but challenges with balancing quality and quantity of engagement experiences were also communicated. Faculty raised concerns about potentially needing to increase lab space, as well as the capacity limits with mentoring student organizations and large enrollment classes.

### **Avoid the QEP being viewed as an “add-on” to existing workloads/institutional priorities**

Faculty and staff shared that many initiatives appeared as priorities for the institution, yet also a clear emphasis on engagement through the first QEP had emerged. The new QEP topic direction would serve the institution well if aligned, and did not compete, with existing campus efforts to help ensure it received appropriate elevated attention. Such energies would help the initiative to not appear to be additive and therefore, likely avoid association with negative connotations due to perceived “extra work”, and instead be complimentary of existing efforts.

Themes from the meetings with faculty and staff showed a continued interest in building upon the first QEP but with increased emphasis on incorporating structured reflection through professional development training. As a result, faculty and staff development is incorporated into the *Experience by Design* budget and overall plan, including the identification of a structured reflection model.





# Experience by Design

University of South Carolina



## The Parameters, Production, and Pedagogy of Vibrato on the Cello

by Jordan Bartow

**Abstract**  
This research project explores the parameters, production, and pedagogy of vibrato on the cello. The study involves a series of experiments and observations that aim to identify the factors that influence the quality and consistency of vibrato. The results of the study are presented in this poster.

**Background**  
Vibrato is a common technique used by cellists to add expression and emotion to their playing. However, the production of vibrato is a complex process that involves the coordination of multiple muscles and the control of the bow. This research project aims to provide a comprehensive overview of the parameters and production of vibrato on the cello.

**Parameters**  
The parameters of vibrato include the amplitude, frequency, and speed of the oscillation. These parameters can be influenced by a variety of factors, including the player's technique, the instrument's setup, and the playing environment. This research project aims to identify the factors that influence these parameters and provide a comprehensive overview of the parameters of vibrato on the cello.

**Production**  
The production of vibrato involves the coordination of multiple muscles and the control of the bow. This research project aims to provide a comprehensive overview of the production of vibrato on the cello, including the role of the left hand, the right hand, and the bow.

**Applications**  
The results of this research project have several practical applications for cellists. By understanding the parameters and production of vibrato, cellists can improve their technique and produce a more consistent and expressive vibrato. This research project aims to provide a comprehensive overview of the applications of the results of this research project.

**Vibrato Check List**  
This research project includes a comprehensive check list for cellists to use when practicing vibrato. The check list includes a series of questions and exercises that aim to identify the factors that influence the quality and consistency of vibrato. This research project aims to provide a comprehensive overview of the applications of the results of this research project.

**Future Plans**  
This research project is part of a larger research program that aims to explore the parameters, production, and pedagogy of vibrato on the cello. Future plans include conducting further experiments and observations, as well as developing a comprehensive pedagogy for vibrato on the cello. This research project aims to provide a comprehensive overview of the future plans of this research project.

## Formalized Topic: High-Quality Engagements and Reflection for All Students

### LITERATURE REVIEW

In anticipation of finalizing the QEP topic, QEP subcommittees (e.g., Engagements and Marketing) and QEP leadership reviewed literature, including information on high-impact practices, college student populations, and reflection, as well as reviewed best practices across peer institutions.

#### Benefits of Engagement

High-Impact Practices (HIPs; Kuh, 2008) are well-referenced in the literature due to the quality characteristics informing good practice and the relationship of student participation to performance in institutional metrics and learning measures. Furthermore, HIPs are deemed beneficial to all student groups, and have been demonstrated to be more impactful with populations identified as traditionally underprepared and underrepresented in college environments (Kuh, 2008). HIPs have been codified across the landscape of experiences traditionally supported within undergraduate education with heavy emphasis on the quality characteristics that ideally are consistently implemented across higher education institutions. These characteristics focus on the following (Kuh & O'Donnell, 2013):

- High performance expectations
- Significant investment of student time and effort over an extended period
- Interactions with faculty and peers about substantive matters
- Students are exposed to and must contend with people and circumstances that differ from those with which they are familiar
- Frequent, timely, and constructive feedback
- Periodic, structured opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning through real-world applications
- Public demonstration of competence

A key finding and theme emerging through HIP research pertains to the quality characteristics of these experiences as they are situated within institutional structures. Essentially, HIPs in name only as tracked experiences do not necessarily fulfill expectations. More so, a focus on how well the specific quality criteria are being achieved through HIP experiences supports the intention and potential positive influence with student outcomes (Johnson & Stage, 2018). In addition, the summative number of HIPs completed by individual students are envisioned to have overall cumulative effects leading to student success, especially when balanced across the academic career (Kuh, 2008). Given this premise, it appears completion of at least one HIP, and potentially more, completed across the academic career by students is beneficial to both the individual participant and the institution as it relates to student success outcomes (Gonyea, Kinzie, Kuh, & Laird, 2008). Furthermore, student engagement during college has been positively associated with career earnings and later civic engagement (Harper, 2008; Hu & Wolniak, 2010). These findings support UofSC's identified need to track student participation at the level of the student, as well as the importance of emphasizing quality as providers develop engagements for students.

Beyond HIP research, the definition and identification of "engagements" within a college setting are also of high interest due to the potential influence on student success and institutional support. Astin (1984) suggests that characteristics similar to student motivation influence one's

involvement, a term synonymous with engagement and defined as “the quantity and quality of physical and psychological energy that students invest in the college experience” while also subsequently affecting learning. The institutional influence has been added over time to this definition to emphasize the role of the college environment in supporting student involvement through effective practices resources, personnel, etc. (Hatch, 2012; Kuh, 2008). The importance of defining engagements provided positive synergy towards efforts to emphasize quality at UofSC, but also to categorize engagements by type so that trends could be further analyzed by student populations and to investigate opportunities to expand institution-based offerings.

More recently, studies have explored the relationship between HIPs and student populations. A compelling finding originating from the NSSE survey data disaggregated by student populations shows first-generation, transfer students, and African-American and Latino students as least likely to complete such experiences during their collegiate careers (Kinzie, 2012; Kuh, O'Donnell, & Schneider, 2017). This finding is significant since prevailing research highlights how engagements can lead to positive institutional outcomes, including degree completion rates and increased learning particularly for first-generation, transfer, and students with varying ethnic backgrounds (Finley & McNair, 2013; Pascarella & Terenzini, 2005). An analysis of NSSE data across institutions showed TRIO program participants successfully engaging in effective educational practices experienced increased cognitive and affective gains (Filkins & Doyle, 2002). The NSSE will be distributed as part of *Experience by Design*'s assessment plan, and understanding of national and longitudinal trends will help inform our QEP progress over time.

Identified differences between male and female engagement patterns are well-documented (Kinzie, Gonyea, Kuh, Umbach Blaich, & Korkmaz, 2009). The general lack of engagement by college-aged males, combined with the stereotypes associated with overcoming traditional (and often negative) male ideologies (Kimmel & Davis, 2011), leads to challenges. These are compounded by the lack of needs assessments and means to address existing and developing male-centered campus initiatives (O'Neil & Crapser, 2011). Engagement has shown to contribute to increased positive outcomes and satisfaction across underrepresented males, which highlights one of many methods to advance higher education thinking with addressing identified student achievement gaps (Hall, 2017; Harris & Barone, 2011). For example, service-learning is noted for aligning well with both educational outcomes but also identified male characteristics and goals (Davis, Laprad, & Dixon, 2011). An analysis of UofSC data reveals identified gaps in retention and graduation rates as well as general engagement in HIPs and other significant campus engagements (see Table 2).

Beyond gender differences, the relationship between engagement and academic year is relatively unexplored. Given the emphasis on tying engagement to student success metrics, such as retention and academic progression, the investigation of student participation trends across the span of academic careers is deemed important (Axelson & Flick, 2010; Gallini & Moely, 2003; Wyatt, 2011). This is especially relevant with phenomena such as the college “sophomore slump” and general unknowns associated with college middle year engagement as emphasis has traditionally been placed on first-year and senior/capstone-year initiatives (Graunke & Woosley, 2005; Wilder, 1993). The commitment to capturing student-level data is a critical key to ensuring longitudinal tracking (Astin, 1991; Millea, Wills, Elder, & Molina, 2018).

Graduate students also benefit from opportunities to engage in significant beyond the classroom experiences (George, Wood-Kanupka, & Oriel, 2017; Horowitz & Christopher, 2013; Simons, 2012). This participation can lead to more successful career outcomes, as well as affinity to the institution (Gardner & Barnes, 2007). Furthermore, many HIPs and other significant engagements are embedded, or expected as part of the graduate student experience

particularly as it relates to professional preparation (e.g., research, internships). Emphasizing these opportunities and tracking successful participation to subsequently align with institutional and student success outcomes will help advance preparation of graduate students for future careers across a variety of academic disciplines. For example, student learning measures and additional assessment data can highlight key components that are working well at the program-level, but also provide data to elevate potential knowledge gaps. The research findings provided key support for focusing on target student populations as part of the new QEP plan, as well as in consideration of the associated interventions and marketing efforts to support graduate students' successful participation.

Another challenge involves the accurate tracking of individual student-level participation in these quality engagements at the institutional level. While credit-based experiences, including course description and expectations, time on task (e.g., credit hours earned), and individual student performance (e.g., course grade) are typically tracked and recorded through the academic record and transcript, less emphasis has traditionally been placed on systems related to collecting data on co-curricular engagements. The challenge for many institutions is the systematic tracking of these types of experiences in a consistent and comprehensive manner as means to support scaled engagement and common interpretation of collected data points (Giegerich, 2015; Yeung & Fallucca, 2017). Furthermore, campus buy-in is necessary to ensure accurate descriptions for student engagements and associated tracking of student-level performance in a sustained manner. Another significant component of sustained institutional buy-in is related to the recognition of non-credit-based experiences within the campus community, and the ability to showcase them broadly to various audiences. For example, ideally student records are made visible to students during their academic careers as a formative method of thinking through current and future engagement opportunities, while also serving a key purpose to showcase individual accomplishments and learned competencies with external audiences like potential employers and graduate schools (Kuh, O'Donnell, and Schneider, 2017). The first QEP provided some institutional insight to the need to track student experiences, particularly at the student-level. This finding was further confirmed through the literature review process and is visible in the technology component of the QEP plan.

Employers note the value of applied learning activities within the college curriculum as means to ready students for post-graduation employment (Hart Research Associates, 2015). Employers also acknowledge a visible disconnect between what students denote on resumes and how they communicate the lived experiences and significant learning that is occurring (Table 5; Job Outlook, 2018). This theme appears to emphasize students' challenges in connecting experience and learning while also highlighting a gap for higher education institutions to address. Surveyed employers also denote the preference of broad-based skills (as opposed to a narrowly defined focus), as well as alternatives to the academic transcript as means to visually demonstrate competence (e.g., ePortfolios, alternative transcripts) (Hart Research Associates, 2015). This is a significant finding as higher education institutions adapt to better align with workforce needs, regardless of the institutional type and traditional purpose. As the continued focus on workforce readiness and job placement rates resonates with campus constituents, the ability for institutions to adapt associated resources will be paramount. Employer input and the job placements of UofSC graduates will be continually tracked throughout the QEP process to help understand the relationship between engagement and post-graduation outcomes.

Table 5. *Career Readiness Perceptions across Employers and Students (Job Outlook, 2018)*

<b>Competency</b>	<b>% of Employers rating proficiency of recent grads</b>	<b>% of students considering themselves as proficient</b>	<b>Difference</b>
<b>Professionalism/ Work Ethic</b>	42.5%	89.4%	-46.9
<b>Oral/Written Communications</b>	41.6%	79.4%	-37.8
<b>Critical Thinking/ Problem Solving</b>	55.8%	79.9%	-24.1
<b>Teamwork/ Collaboration</b>	77.0%	85.1%	-8.1
<b>Leadership</b>	33.0%	70.5%	-37.5
<b>Digital Technology</b>	65.8%	59.9%	5.9
<b>Career Management</b>	17.3%	40.9%	-23.6
<b>Global/Intercultural Fluency</b>	20.7%	34.9%	-14.2

The connection between resources and student and faculty funding is also significant (Umbach, 2007; Wellman, 2010). Institutions providing student support resources, not only focused in access but also success, and aligning resources with student need and faculty development are seeing positive rewards with regards to institutional metrics such as retention and graduation (Ewell, Schild, & Paulson, 2003). By making strategic decisions that student and faculty support be part of institutional priorities, higher education institutions are being recognized for how monies are spent and less so for total dollar investments (Gansemer-Topf, Saunders, Shuh, & Shelley, 2004). Faculty and staff professional development is visible in the QEP plan as we recognize the importance of supporting providers of quality beyond the classroom experiences in helping students making meaning of significant learning moments and take-aways.

### **Reflection**

Beyond engagement, the significance of helping college students to reflect on their collegiate experiences leads to significant outcomes related to personal and professional growth (Eyler & Giles, 1999; Keeling, 2004). Furthermore, applied learning and reflection affords the opportunity to enrich learning outcomes specific to professional skills aligned with employer needs (Beck, Boys, Haas, & King, 2017; Brooks, Harris, & Clayton, 2010). Kolb (1984) developed one of the earliest models emphasizing experience and reflection as two of the key components leading to significant learning. Additional adaptations and newer models have emerged, including those specific to certain types of quality experiences. The DEAL (Describe, Examine, Articulate Learning) model (Ash & Clayton, 2004; 2009) was originally developed through the lens of service-learning with a focus on engagement, reflection, and assessment. Since its introduction, the DEAL model has been adapted across a variety of environments (Clayton et al., 2005), engagement types (Clayton & Davis, 2006), in reference to participatory outcomes (Bingle, Clayton, & Plater, 2013), and as a framework for faculty development (Bingle, Hatcher, & Ash, 2007; Clayton & Ash, 2005). The DEAL model resonates with college campuses due to its practical application and structure, including methods to support key learning outcomes through assessment. Furthermore, the model reiterates the importance of intention and purpose while maintaining an adaptive lens across a variety of curricular and co-curricular environments (Ash & Clayton, 2004). Through the QEP research process, it became evident that the DEAL model could align well with UofSC's focus on high-quality engagements through reflection. Identifying a model that could help faculty and staff to apply a consistent model and structure that could span

the curricular and co-curricular setting, and across academic discipline and topic was deemed essential.

One thing has become abundantly clear—the traditional engagement methods that were previously and are currently emphasized may not be effective given the research on student populations, localized data related to student engagement trends, and who our future students will likely be, including across identified student success outcomes. As such, we see reflection as a key parallel element to and within engagements—we cannot do one without the other.

## **BEST PRACTICES ACROSS PEER INSTITUTIONS**

A scan of campus priorities and recent QEP topics from peer institutions show a trend towards experiential learning and engagement. For example, fellow Southeastern Conference (SEC) institutions University of Georgia and Vanderbilt University currently have experiential learning as part of the undergraduate student graduation requirement, while others express significant emphasis on experiential components and student engagement (University of Alabama, for example). Some variation exists with these initiatives serving as past or current QEP topics, as well as differences across key measurements (both direct and indirect). As part of an SEC conference-level initiative, the former UofSC QEP director visited several institutions to understand practices related to experiential learning and reflection, including exploring continued utility of ePortfolios. Initial idea sharing and extended discussions across peer institutions continue to be beneficial towards defining engagement and scaling related efforts with additional emphasis towards consistent quality and effective assessment methods (Vanscoy, 2018).

Through the established collective efforts, the determination was made for ***Experience by Design*** to focus on high-quality engagements with embedded reflection for all students with particular emphasis on specific student populations to be staggered across the five-year implementation plan.

## **ENGAGEMENT DEFINED**

Through the QEP Subcommittee on Engagements, several key findings related to recommendations for defining and tracking engagement emerged. First, a definition must be flexible and broad to ensure that as many students as possible can find high-quality opportunities, especially in consideration of the multiple campuses, locations (on- and off-campus), student populations, and potential experiences that will be included. Given the multiple platforms students access for awareness of opportunities and/or capturing information about potential engagements, the QEP provides an opportunity for improved coordination and collaboration. It was also recommended to think through student populations as target groups to include as part of the QEP, both in terms of bringing awareness of opportunities through identified interventions, but also in relation to documentation as part of the QEP metrics. As a result, categories of engagements were developed under a comprehensive definition that can be applied across a variety of environments and student interests.

Engagement Defined (Broad definition)—*The University of South Carolina (Columbia and Palmetto College [Lancaster, Salkehatchie, Sumter, and Union] campuses) defines engagement as purposeful student-initiated experiences occurring beyond the classroom during the collegiate career fostering in-depth insights related to one's academic, personal, and professional goals.*



Engagements can emerge through curriculum and degree requirements, co-curricular/curricular environments, and on or off campus experiences. Institution-supported experiences are expected to be the primary option with self-directed experiences as a secondary option. Also, engagements should occur while participating students are enrolled at UofSC, regardless of where the actual experience is held.

Based upon the institutional characteristics and data on student engagement (both through institutional data, as well as through captured NSSE data), it is clear that engagement patterns differ by student populations and campus. Given the focus of **Experience by Design**, UofSC has elected to frame engagements through a two-prong method. First, three types of quality Engagements have been established (Experiential Learning Opportunities, Exploratory Experiences, and Self-directed Experiences). Secondly, learning outcomes have been established to describe what students are expected to gain through the experience with particular emphasis on critical reflection.

### Engagement Types

Engagement Types will be categorized by tier levels described by their defining characteristics (see Table 6). This information will help students recognize the types of opportunities that are available to them, as well as provide an organizational structure for the institution to categorize activities. For example, tracking the types of engagements provided through the tier system will allow UofSC to see trends across institution-based offerings, and, as a result, where opportunities for growth can be extended. Furthermore, as part of its plans to analyze student engagement, the tiers will help UofSC understand participation trends by students across levels of experiences and time (e.g., common experiences across first-and second-year students).



Table 6. *Engagement Types and Associated Tier Categories*

Type	Tier Level	Defining Characteristics	Examples
<b>Experiential Learning Opportunities (ELOs)</b>	Tier 3	Engagement design includes characteristics of high-impact practice: high expectations, significant time-on-task, substantive topic, student experiences diversity, student receives feedback on performance, student engages in structured reflection on learning, applies learning to real-world situations, public demonstration of competence	Mentored research; service-learning course; capstone project; internship; peer educator role
<b>Exploratory Engagements</b>	Tier 2	Engagement design includes monitored, structured student activity; may include 1-1 or group interaction with staff/program leader/audience; student receives feedback on performance; student engages in reflection on learning (the activity itself often focuses on feedback and reflection)	Advising or coaching appointment; supplemental instruction session; student research presentation based upon project participation; community service event
<b>Exploratory Engagements</b>	Tier 1	Engagement record indicates attendance; extent of individual student activity in the engagement is not monitored	Attending a campus speaker or social event, organization fair, entertainment
<b>Self-directed Engagements</b>	No Tier, but visible through database	Self-directed experiences that students can find through their own network connections and initiative. Engagement is not monitored by the institution, but students can self-report participation for personal reference. A certificate program is in development to support students' meaning-making and reflection on experiences (e.g., Certificate in Reflective Leadership).	Off-site service location or internship not affiliated with UofSC

Engagements will be catalogued based upon their tier level and this taxonomy will provide a framework in which to understand patterns across student engagement. ELOs provide the highest level of identified quality characteristics and monitoring procedures and include traditional high-impact practices. Tier levels also account for formative experiences aligned with community outreach and direct service to students based upon need (e.g., advising) and are named Exploratory Engagements. Students' self-directed experiences will also be accounted for as this request frequently came forward through QEP feedback sessions, especially from students seeking ways to reflect on engagements external to UofSC.

**Experiential Learning Opportunities (ELOs)**

Experiential Learning has been defined at the institutional level to focus on time on task (45 hours or more), shared expectations on experience, and embedded reflection and feedback. These types of experiences describe the highest level of engagement qualified by the institution. Students successfully completing these institutionally supported experiences can receive recognition through their *My UofSC Experience* records as well as their *UofSC Experience* extended transcript.

- Examples include High-Impact Practice activities (Kuh, 2008) of research, study abroad, service-learning, etc.
- Occurs in curricular and co-curricular environments with reference to academic affairs and student affairs
- Proposals are developed by Engagement providers (faculty and staff) and approved through experiential learning committee structure
- Record-keeping (e.g., tracking student level completion) is key to ensure validity of student participation: Experiential and Engaged Learning

**Exploratory Engagements**

Exploratory Engagements are purposeful activities focused on exploration of student interests through participation in significant events intended to extend one's curiosity or early understanding of a topic or focus. These experiences may help support increased engagement through participation in additional extended engagements or ELOs. These experiences are supported by the institution and primarily developed through co-curricular environments, but not exclusively so. Students successfully completing these experiences can receive recognition through their *My UofSC Experience* records as well as their *UofSC Experience* extended transcript.

- Examples include Discover USC, Service Saturday events
- Typically originating through student affairs, can include additional beyond the classroom experiences
- Proposals are developed by engagement providers (faculty and staff) and reviewed by staff
- Record-keeping is key to ensure validity of student participation

**Self-Directed Engagements**

Students are also engaged in activities that extend beyond the institutional direction or purview. These experiences are initiated based upon student self-interests and personal goals related to advancing life skills, employment opportunities, and passion for community or societal impact, for example. While not necessarily established or connected to the institution directly, these experiences can provide students with rich learning environments that align with overarching engagement goals. Student can document these types of experiences through Garnet Gate, a student-level database that supports self-reported entries and descriptions of purposefully initiated and created experiences. These experiences are not officially recognized through the *My UofSC Experience* record or *UofSC Experience* extended transcript, however they can be utilized for Graduation with Leadership Distinction as well as a means of identifying key experiences for resume development. The significance of capturing the information includes opportunities for focused reflection and further meaning-making in connection to other purposeful curricular and co-curricular experiences.

Campus outreach efforts demonstrated a collective goal to include off-campus experiences through the QEP. Students referenced experiences they found through personal efforts (e.g., internships, service sites) and preferences for acknowledgement as they helped to complement

institutional curricular and co-curricular offerings. Furthermore, participating students will be provided guidance to support reflection skill development through structured advisement practices and customized reflection prompts. These steps will help ensure participating students benefit from the learning outcomes and student success metrics established through the QEP.

## LEARNING OUTCOMES

The comprehensive framework that undergirds all types of engagement focuses on the QEP learning outcomes. Adapted from AAC&U's Foundations for Lifelong Learning Rubric and the DEAL Critical Reflection model, students will demonstrate achievement (i.e. "Meets Expectations") across the following learning outcomes (see Appendix G for QEP Rubric):

### **Student Learning Outcome 1**

Students will demonstrate informed decision-making through participation in engagements.

### **Student Learning Outcome 2**

Students will evaluate the fit between engagements and their own personal, academic, and professional goals.

### **Student Learning Outcome 3**

Students will describe connections between engagements and across learning environments, time, or contexts.

### **Student Learning Outcome 4**

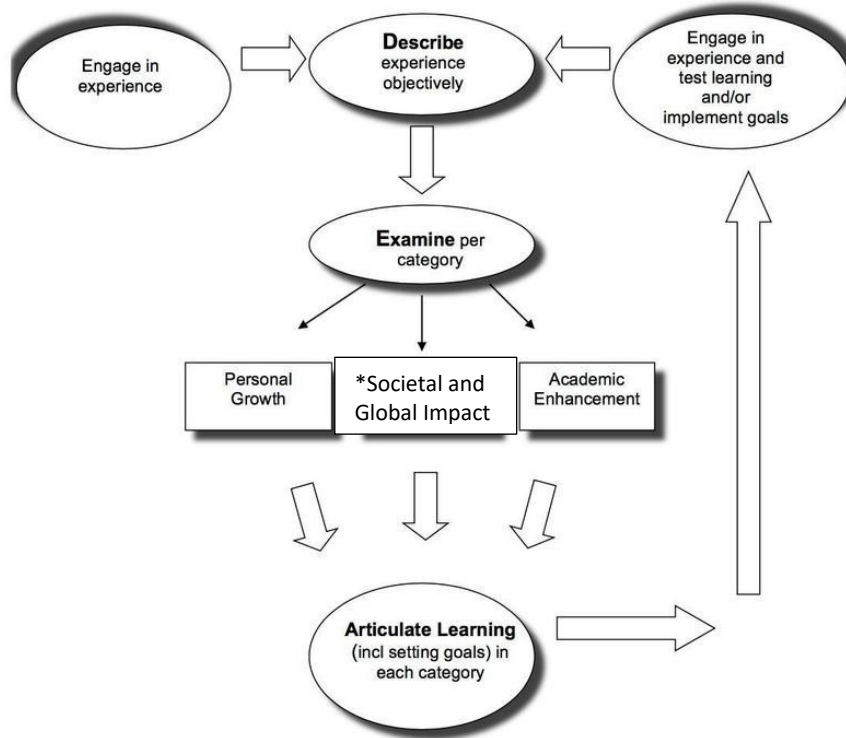
Students will apply structured reflection principles revealing insights about educational pursuits and lifelong learning.

## GUIDING REFLECTION MODEL

During the process of researching potential reflection models by the Assessment and Technology subcommittee, the DEAL model emerged as a quality contender as it can be applied across curricular and co-curricular settings, and across academic disciplines. The campus feedback highlighted the need to identify a structured reflection model. Further exploration of the model and sharing through campus outreach solidified its selection for the new QEP and related assessment processes (e.g., development of designing QEP-related assignments and associated evaluation tools, such as a rubric).

The DEAL Model (Describe, Examine, Articulate Learning) from Ash & Clayton (2009) provides the framework to guide critical reflection activities, prompts, and assignments originating through the provider (e.g., faculty/courses, staff/programs) to support overall learning and meaning-making. Reflection on experiences is further emphasized through interactions with academic advisors, program advisors, and faculty mentors. Figure 3 describes the process by which students will engage in the experience and then be guided through reflection prompts. First, the engagement will be described in detail. Second, students will respond to provided reflection prompts developed in conjunction with the course instructor or provider of the experience through the categories of personal and professional growth, impact to society, and/or academic enhancement as deemed relevant to the engagement. Third, students will articulate their learning and resulting goals based upon the experience (as applicable). In turn, engagements can be iterative in that learning through one experience can inform later significant take-aways and connections.

Figure 3. DEAL model for Critical Reflection (Ash & Clayton, 2009)



*\*Originally Read as Civic Learning—adapted language based upon institutional culture and recommended feedback*

The QEP learning outcomes were developed in alignment with the DEAL critical reflection model. For example, learning outcome 1 aligns with the “Describe” component of the DEAL model in that in-depth description of the experience will include emphasis on the “How” and “Why” the student engaged in the experience. Learning outcome 2 directly aligns with the “Examine” components of the DEAL model as the identified categories for student reflection (e.g., personal growth, societal and global impact, and academic enhancement) align with the expectation that identified engagements will be evaluated in the context of student participant’s personal, academic, and professional goals. Furthermore, learning outcome 3 speaks to the integrative learning component across student experiences, a characteristic further emphasized through the DEAL model. Lastly, learning outcome 4 describes the process of reflection through guided steps. The DEAL model serves as the structure that will guide students’ understanding for how to reflect and as a practiced skill that will support their lifelong learning during and after college.



**Experience by Design**  
University of South Carolina





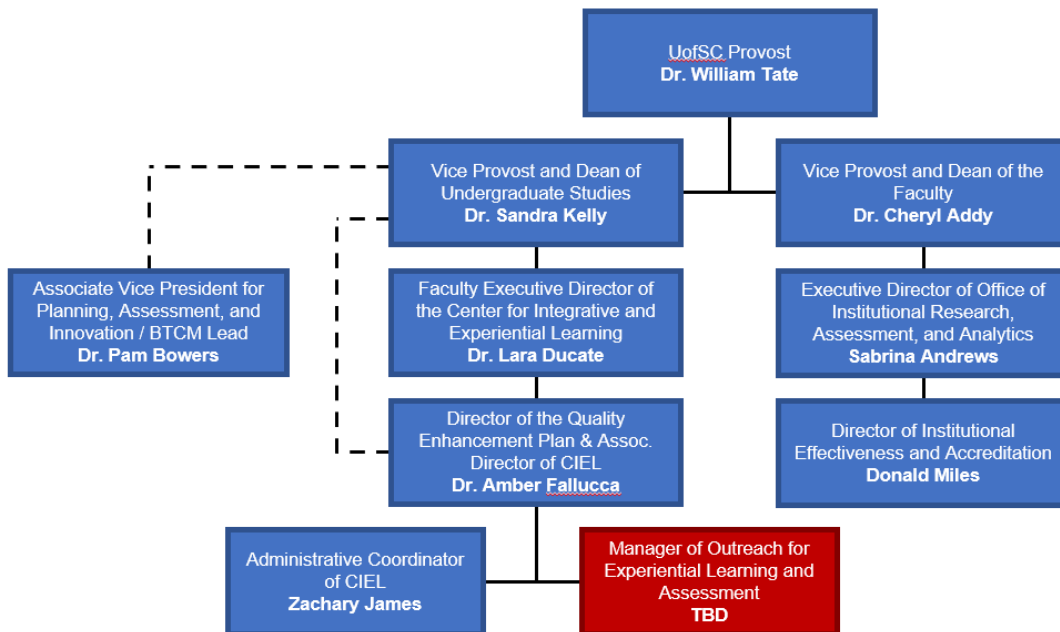
## Implementation Plan

**Experience by Design** will be coordinated by the Center for Integrative and Experiential Learning (CIEL) with extensive collaborative partnerships spanning the Columbia and Palmetto College Campuses. Specific roles dedicated to the QEP will include a mix of existing CIEL positions, a newly added role dedicated to outreach and assessment, and identified campus collaborator roles.

CIEL staff will manage the responsibilities of supporting faculty and unit providers in developing high quality engagements and related QEP assessment processes, as well as support marketing efforts regarding student opportunities to be engaged. CIEL is strategically organized within the institution as it reports to the Office of the Provost, and Dr. Sandra Kelly, Vice Provost and Dean of Undergraduate Studies, with a dotted line to Student Affairs and Academic Support led by Dr. Dennis Pruitt, Vice President for Student Affairs and Vice Provost. This collaborative approach was established through *USC Connect* and subsequently carries through to **Experience by Design** and supports the mission of advancing beyond the classroom engagement and reflection in curricular and co-curricular environments.

The QEP organization chart provides a snapshot of the intersection across existing resources, infusion of new personnel, and recognition of SACSCOC accreditation-based support within the organization. Further discussion about the QEP team roles is visible on page 44.

## QEP ORGANIZATIONAL CHART



## STUDENT POPULATIONS AND ANTICIPATED CAMPUS TRENDS

Institutional data provides a compelling case for focusing on particular student populations, especially when combined with the knowledge and data of emerging student populations coming to campus. At the University of South Carolina, and similarly to other college campuses around the country, we anticipate the following demographic and behavioral shifts:

- Due to declining birthrates, the number of eligible undergraduate students will be reduced starting in year 2025 (Grawe, 2019). This shift will impact the institution's efforts to recruit and retain undergraduate students to help maintain current enrollment numbers.
- Of those students coming to campus, the demographic characteristics will include increased numbers of Hispanic students and Asian students with decreases in White and African-American students as part of overall South Carolina state population trends (Provost Retreat slides, spring 2020). We also anticipate continued increases in non-traditional students based upon national trends (Kappell, 2017; Wyatt, 2011).
- Technology advancements are continually evolving, but more so in light of the recent Covid-19 pandemic. UofSC adapted quickly to the changing environment from a teaching and student services perspective. With regards to future planning, student surveys sent during spring 2020 found that 85% of students would prefer in-person instruction for the fall 2020 semester with a lesser 46% stating they would likely participate in only online instruction. This life-changing event spurred many discussions at UofSC specifically related to the modes we engage with students in teaching, learning, and campus environments. Such adaptations will continue to evolve as implications of the pandemic become more realized. The identified challenges provide a unique opportunity for **Experience by Design** to ensure we are supporting students in a variety of ways.
- The cultural, generational, and health and safety needs of the incoming student body will likely not be met through the traditional teaching and engagement methods impacting retention and graduation efforts. Essentially, we cannot assume what has worked before will necessarily be effective now and in the future given the changing demographics and needs of the students soon to be entering UofSC. Furthermore, the pandemic has generated refreshed discussions about technology and engagements, an area that will require new and innovative thinking for the institution to be successful.

Utilizing the identified benefits of engagements, HIPs, and associated impact with students, an investigation of relevant campus data supports QEP direction. Further examination of trends by student populations elevated key findings:



## Achievement Gaps Report

UofSC has identified key student populations for focused support based upon institutional data related to achievement gaps, specific to 4 and 6-year graduation data. These student populations are intended to be primary target populations for *Experience by Design* and measured as part of student success metrics.

### PELL ELIGIBLE

Pell eligible students graduate at lower rates than Non-Pell eligible students (10% lower at 4-year grad rate and 11.4% lower at 6-year grad rate)

### GENDER

Identified males graduate at lower rates than identified females (15.8% lower at 4-year grad rate and 7.58% lower at 6-year grad rate)

### RACE BY PELL ELIGIBILITY

African American Pell-Eligible students graduate at lower rates than Non-Pell-Eligible students (16.2% lower at 4-yr grad rate and 15.2% lower at 6-yr grad rate)

White Pell-Eligible students graduate at lower rates than White Non-Pell-Eligible students (14.3% lower at 4-yr grad rate and 15% lower at 6-yr grad rate)

### RACE BY GENDER

African-American Males graduate at lower rates than African-American Females (16.25% lower at 4-yr grad rate and 19.17% lower at 6-yr grad rate)

White Males graduate at lower rates than White Females (17.03% lower at 4-yr grad rate and 7.48% lower at 6-yr grad rate)

### TRANSFER

Transfer students graduate at lower rates than overall graduation rate (10% lower at 6-yr grad rate)

Utilizing engagement as a key intervention and reflection as the tool for learning, further examination of related initiatives and assessment measures helped to further focus the QEP.



### **Palmetto College Campuses**

Student engagement is promoted at each of the four two-year campuses. However, evidence collected across the institutions shows a lack of a comprehensive approach to introducing engagement opportunities for students, and also lesser means to reinforce these experiences throughout their time with the institution. Similar to the Columbia campus, Graduation with Leadership Distinction provided a promising capstone experience for Palmetto College students at the associate- and relevant bachelor- degree levels. However, some limitations exist for what beyond the classroom engagements were available and accessible to students early in their careers due to lack of centralized communications and identified engagements. Furthermore, there was some uncertainty for how the opportunity would align with personal and professional goals through reflection as informed guidance was somewhat lacking and/or not consistently applied. The student-level technology systems for the Columbia campus will be adapted to collect data at the four Palmetto College campuses and early tracking has demonstrated the capacity is possible to further capture institutional and self-directed experiences.

### **BEYOND THE CLASSROOM MATTERS® (BTCM)**

UofSC will utilize BTCM as part of QEP tracking and analysis efforts, including as a means to reinforce the importance of being engaged beyond the classroom and reflecting on the experiences. BTCM originated at UofSC and is a supplemental student information system designed to improve the quality and availability of institutional data on student engagement and learning in high-impact-practice experiential programs and the co-curriculum. The rationale for developing BTCM is the premise that what students do in college, how they engage within and beyond the classroom, matters for their success (Astin, 1984, 1993; Pascarella & Terenzini, 2005). Traditional student education records have not included all educationally purposeful activities provided by the university, and records that are included are not always readily accessible. BTCM improves student education records by cataloging engagements (including both credit-bearing and non-credit bearing high-impact practices, and co-curricular activities and events), systematically recording student completion of each cataloged engagement, and integrating this information into institutional data. The BTCM framework was developed using language that aligns with established learning frameworks, such as the essential learning outcomes and VALUE rubrics developed by the Association of American Colleges and Universities (Rhodes, 2010), career-readiness competencies identified by the National Association of Colleges and Employers (NACE) (2017), and the essential elements of high-impact practices (Kuh & O'Donnell, 2013).

Universities, like all organizations, need data to execute plans and achieve goals (Redman, 2008); in that sense, student engagement and learning data are strategic business assets of the university. BTCM improves data quality in order to increase transparency of the educational purpose and design of high-impact experiential and co-curricular programs, provide evidence of the impact of these programs on student success, and inform program improvement.

To be cataloged in BTCM, an engagement must have a clearly articulated educational or developmental purpose; an intentional design for engaging students to achieve the purpose; a definition of successful completion; and a means to record completion, as defined. The process of documenting each engagement can contribute to immediate improvement, as it requires reflection on, and articulation of, the educational purpose and intentional design of the engagement. In this process, the educator may recognize gaps in the design and make immediate modifications for improvement. Furthermore, engagements are categorized by Tier and correspond with the type of experience being documented. The Tiers correspond with Experiential Learning Opportunity and "Formative" Experience types (see Table 5; page 34).

As student completion of cataloged engagements is recorded and integrated into institutional data, these records can inform the institution's improvement of the student experience, overall, and guide

the college experience of individual students. BTCM records are linked with other student education records and can be disaggregated by elements of academic records (e.g., college, major, classification); demographic records (e.g., first generation status, financial aid status, state of residence). Interfacing BTCM records with academic and demographic data improves institutional ability to examine inclusion and equity across demographic, academic, and socioeconomic student populations. Better data improve institutional ability to analyze program effectiveness, determine how co-curricular engagement contributes to students' success (which may vary across student populations), and use that information to improve the student experience for all students.

BTCM records become visible to students and advisors through *My UofSC Experience*, a university initiative intended to help each student attain and reflect on a holistic college experience. Students already had access to records of their academic experiences; with *My UofSC Experience* they can now view records of their involvement in high-impact experiential and co-curricular engagements. With their advisor or on their own, they can access their records, review associated catalog entries, reflect on experiences that may deepen their learning (Dewey, 1938), and plan their future involvement. Each student can more effectively consider the extent to which they are engaging as expected in purposeful programs beyond the classroom—programs intended to help them achieve their educational goals. Providing student access to these records supports the notion that purposeful engagement beyond the classroom is an important and expected component of the undergraduate experience. Documenting learning activities in each program can help students make connections among all the components of their educational experience—general education courses, courses in the major, and co-curricular engagement.

Students can view their *My UofSC Experience* records online and select those they would like to report in a *UofSC Experience* extended transcript, an official validated document that provides a more comprehensive report of each student's learning in college that can be shared (at student's discretion) with prospective employers and graduate school admissions' committees. A document management function allows students to manage multiple versions of the transcript. The transcript displays the university's seal and includes the university registrar's signature, indicating that this is an official university document. The primary contact for BTCM is Dr. Pam Bowers, Associate Vice President for Planning, Assessment, and Innovation.



## LEVERAGING EXISTING CAMPUS RESOURCES

A centralized office, Center for Integrative and Experiential Learning (CIEL), is charged with coordinating ***Experience by Design*** and related actions. CIEL will collaborate with the comprehensive set of programs supporting student learning and student success visible at UofSC. Campus offices and initiatives supporting QEP development (designed for all students) and specialized programs (designed for specific student populations utilizing identified best practices and related literature to support intended student outcomes) are also described.

### Centralized Supporting Engagement across UofSC

The Center for Integrative and Experiential Learning (CIEL) leads UofSC's comprehensive initiative to enhance undergraduate education by building a culture of beyond the classroom engagement, integrative learning, and experiential learning among the faculty, staff and students at UofSC. CIEL promotes student opportunities to engage beyond the classroom and synthesize and apply learning across experiences. Graduation with Leadership Distinction (GLD) is the signature program of CIEL and recognizes students for significant engagement and learning, including leadership through solution-oriented thinking.

In order to promote awareness of GLD and integrative and experiential learning, CIEL provides presentations to organizations around campus to introduce students to the many beyond the classroom opportunities sponsored by UofSC, and to emphasize benefits of these engagements. CIEL also manages a database and calendar of beyond the classroom experiences to bring awareness to the many beyond the classroom opportunities offered, as well as to demonstrate how these experiences can count towards GLD. For-credit and non-credit experiential learning opportunities across campus are also included in the database. All students at UofSC, not just those seeking GLD, are encouraged to engage in at least one experiential learning opportunity during their college career. CIEL also supports specific programmatic elements (e.g., developing a Certificate in Reflective Leadership). The student-facing function of CIEL accompanies the faculty

and staff development focus to increase integrative and experiential learning opportunities at UofSC. A staffing structure of six full-time staff was established to support the continued growth of CIEL initiatives, including management of the Graduation with Leadership Distinction program. Three positions will carry over responsibilities into ***Experience by Design*** with an additional fourth new member dedicated to outreach and assessment.

### Faculty Executive Director of Center for Integrative and Experiential Learning (CIEL)

This role directs and provides strategic oversight to CIEL and provides a lead role with faculty development related to integrative and experiential learning. This role provides support in developing high quality engagements, particularly through curricular environments and course design. This position will work collaboratively across respective units and campuses to advance QEP goals. Dr. Lara Ducate currently serves in this role and will oversee the QEP-related faculty and unit/program level grants processes.

### QEP Director and Associate Director of CIEL

This role coordinates and directs the QEP process, including helping to ensure stated action steps are taken in a timely and appropriate manner. This position will work collaboratively with the respective units and campuses to communicate QEP actions and to provide guidance on key implementation strategies and sharing with various audiences. For example, this role will oversee the identification of engagements participating in the

assessment process in a given term, as well as ensuring data is being captured for overall reporting across identified direct and indirect measures. The current QEP director, Dr. Amber Fallucca, has continually worked with QEP-related initiatives since 2015 in the primary assessment support role, and therefore brings knowledge and institutional history to the new QEP focus.

#### **Administrative Coordinator of CIEL**

This role serves as the office manager of CIEL, including managing administrative processes (e.g., human resources). This position will continue to help with scheduling meetings, managing electronic files, and manage the CIEL website and related updates specific to ***Experience by Design***. Zack James currently serves in this role and will provide assistance with QEP funding distribution and marketing support.

#### **Outreach and Assessment Manager**

This new role will serve as a key team member to support the marketing efforts of the QEP with specific student populations in a given term, work collaboratively with academic colleges and units to identify and bring awareness to quality engagements through database management. This role will also assist in the assessment process by helping to identify engagements and associated student artifacts to be assessed each term, and to facilitate the process of supplying artifacts to raters through the provided technology solution. This role will be hired in 2021 with specific skills in mind to help advance QEP implementation and development. The selected candidate should have the ability to communicate across a variety of audiences and campuses and in various mediums to advance ***Experience by Design*** and CIEL. This role should also have project management experience and an understanding of higher education assessment to support the steps needed to sample engagements and associated

student artifacts and other assessment processes (e.g., survey distributions).

In addition to faculty and staff development, CIEL will continue to expand the offering and cataloging of beyond the classroom experiences both on and off-campus and help students to reflect on these experiences. High-quality engagements with embedded reflection are significant to all students, but particular populations will also be encouraged to participate and get involved, and their involvement will be supported through student grants and stipends. As more students begin reflecting on their experiential learning, CIEL will help guide its partners in how to capture student reflections on high-quality engagements. CIEL will also build on its existing outreach to the Palmetto College campuses to continue to provide support in the QEP areas and explore ways to expand the opportunities available to their students.

In regard to assessing outcomes, CIEL will evaluate metrics related to ***Experience by Design*** learning outcomes through a sampling of identified credit and non-credit experiences. Furthermore, in concert with other support offices, additional student learning and success metrics will be captured such as exploring relationships between retention and successful continuation between sophomore and junior and junior to senior years, as well as first-destination/employment after graduation. As CIEL is already tracking experiential learning opportunities and GLD graduates, the office will continue to identify engagements through its partnerships with offices around campus.



## EXISTING UNITS AND PROGRAMS ALIGNED WITH THE QEP

Several units will contribute to the ongoing success of the QEP through providing quality engagements and opportunities for reflection, including working directly with QEP target populations. The identified offices will be supported through increased project-based grants and customized training related to reflection and the design of accompanying assignments and student artifacts to help support their contribution to the QEP assessment process. The assessment process will be managed through CIEL and technology solutions are designed to limit the need for units' interactions with additional processes.

### Career Center

The Career Center educates and empowers students and alumni in their development of lifelong career management skills. Many of the provided services will serve as engagements, such as career coaching, and internship/co-op opportunities. Furthermore, in alignment with QEP goals, the Career Center's goals are to help reduce barriers to student access and fostering opportunities to enhance student success, especially for under-represented, underserved and/or at-risk students; create a career ecosystem/coordinated network to support the development of employable, career-ready students; and the capture of meaningful and measurable outcomes related to student success and engagement. The Career Center also manages an exit survey for graduating students, a key assessment that will be included as part of the QEP process. Primary Contact: Helen Powers, Director of the Career Center.

### Education Abroad Office

The Education Abroad Office serves the university community by engaging in global partnerships and providing accessible, safe and high-quality international experiences for students that enhance their academic, personal and cultural learning, including through newly developed virtual methods. A priority for Education Abroad is to increase participation across non-traditional students, including Pell eligible and TRIO program students. Students are supported upon re-entry with opportunities to reflection and process their experiences, as well to gather information on additional opportunities that may fit their life-long goals. Education

Abroad's efforts to support non-traditional student participation and to provide meaningful reflection opportunities will directly support QEP goals. Primary Contact: Dr. Magdalena Grudzinski-Hall, Interim Executive Director of Global Carolina and Interim Chief International Officer, Director of Education Abroad.

### New Student Orientation

The Office of New Student Orientation (NSO) provides collaborative programs that facilitate the transition and engagement of new undergraduate students and their families to the intellectual, cultural and social environment at UofSC. Incoming students, transfer and freshmen students participate in NSO, and as part of their experience, are asked to reflect on their concerns and questions through small group interactions during orientation. NSO provides comprehensive student leadership experiences to students serving as Orientation Leaders and Lead Team members. NSO will contribute to **Experience by Design** through providing quality engagements through the Orientation Leader program and by supporting QEP marketing efforts through Orientation programming. Primary Contact: Bethany Naser, Director of NSO.

### Office of Multicultural Student Affairs

The Office of Multicultural Student Affairs (OMSA) helps to build a community of support for diverse students and engages all students in building an inclusive campus community. Three major arenas of programmatic focus include support and advocacy, diversity and social justice education, and cultural and identity

awareness. Examples of specific student population support include: first-year programs for marginalized identities, Black Male Initiative, and Affinity Discussion Groups. OMSA will contribute to **Experience by Design** through providing quality engagements and focused programming on identified QEP target student populations. Primary Contact: Dr. Shay Malone, Director of OMSA.

### Office of Undergraduate Research

The Office of Undergraduate Research seeks to enrich the academic experience of UofSC undergraduates as they navigate research and scholarly experiences in their chosen fields. The office promotes inquiry, discovery, and creativity in all disciplines through faculty-student mentoring relationships and the integration of instruction with research, scholarship, and creative activities. OUR will contribute to **Experience by Design** through providing quality engagements, helping faculty and students to reflect on undergraduate research opportunities, and through programming for QEP targeted student populations, including minority students and students in the TRIO Opportunity Scholars Program. Primary Contact: Julie Morris, Director of OUR.

### On Your Time Initiatives

On Your Time Initiatives (OYT) supports a variety of courses and programs that help students get ahead, catch up or stay on track for degree completion, including programs such as Summer Semester and Winter Session. OYT's flexible programs also support students to engage in beyond the classroom experiences such as internships and education/study abroad. OYT consistently seeks to target and support in-need campus populations, including a summer bridge program designed for transfer students. OYT contributes to **Experience by Design** by increasing flexible course options for students engaged in beyond the classroom activities and by providing programming for

QEP target student populations. Primary Contact: Shelley Dempsey, Director of OYT.

### Student Success Center

The Student Success Center (SSC) facilitates student learning and degree completion by providing a comprehensive array of programs, resources and services that advance academic goal-setting, skill development, personal transition to and within the university setting and effective decision making. SSC provides quality engagements through the services of Success Consultations, Tutoring, and Peer Leadership roles designed to support peer-to-peer education efforts. Peer leaders participate in reflection and feedback as these components are built into their mandatory training cohort, and ongoing training opportunities. Several initiatives are geared towards specific student populations identified through **Experience by Design**, including low-income, first-generation students, transfer students, Veteran students, and Sophomore students. Primary Contact: Dana Talbert, Director of SSC.

### The Leadership and Service Center

The Leadership and Service Center (LSC) equips students to positively impact their communities through involvement in student organizations, leadership development, service, and civic engagement. These engagements help them build leadership skills, impact the community, and expand their education beyond the classroom. All programs are designed and led by students for students, with teamwork, program design, feedback, and reflection as central elements to all peer leader experiences. Engagement characteristics directly relate to the **Experience by Design** focus and provide opportunity for reflection. Primary Contact: Dr. Ambra Hiott, Director of LSC.

### University Advising Center

The University Advising Center (UAC) provides undergraduate students with academic advising and coaching that guides progression towards degree through standardized advising practices and

technologies. All undergraduate students are required to meet with their assigned Academic Advisor of record every semester in order to register for the next semester. The UAC is responsible for all first-year advisement and some transfer advisement in collaboration with UofSC's 11 baccalaureate colleges and schools. UAC advisors are able to offer comprehensive support including academic and co-curricular information, reflection, intervention, and individualized outreach. UAC offers a series of dedicated resources and training opportunities for Academic Advisors to incorporate reflection and integrative learning into their advising sessions with students. Examples include: 1) a dedicated website where advisors can utilize to the *MyUofSC Experience/Beyond the Classroom* platform that tracks students record of participation, 2) a series of training opportunities related to **Experience by Design** and advising, 3) specialized videos for advisors on high-impact practices, and 4) a *four-year advising plan* for incorporating reflection and integrative learning into advisement (see Appendix H). Additional advising initiatives that target QEP student populations include transfer students and first-generation student academic coaching support. Primary Contact: Dr. Claire Robinson, Director of UAC and Assistant Dean for Undergraduate Advisement.

### **University Housing-Living Learning Communities**

Living-Learning Communities (LLCs) are a signature initiative at the University of South Carolina, co-sponsored by the Provost's Office and University Housing. Undergraduate students living on-campus have a unique opportunity to foster meaningful and productive relationships with peers, faculty, and staff to extend learning beyond the classroom. Tenured faculty serve as mentors to the students through individual conversations, interactive programming, and exposure to resources, opportunities that provide methods for students to reflect on personal, academic, and career goals through the QEP reflection

model. Primary contacts: Dr. Sandra Kelly, Vice Provost and Dean of Undergraduate Studies and Dr. Kirsten Kennedy, Associate Vice President for Health and Well-being.

### **University 101 programs**

The mission of University 101 Programs (U101) is to foster student success, learning, and engagement by providing academic courses, leadership opportunities, and instructor development in support of students' transition into, through, and out of the university. The department offers six courses, three of which (UNIV 101, UNIV 201, and UNIV 401) include student engagement in their learning outcomes and promote student engagement through curriculum and instruction. The most relevant courses to the QEP are the UNIV 101 and UNIV 401 courses. The first-year seminar course, UNIV 101: *The Student in the University*, helps new students make a successful transition to campus, both academically and personally. UNIV 101 not only orients students to beyond-the-classroom learning opportunities, but also helps students articulate the significance of those experiences and how they contribute to overall learning. Each UNIV 101 section requires students to participate and reflect on at least one beyond-the-classroom learning opportunity. Beyond-the-classroom experiences may be completed by students individually, but instructors are encouraged to facilitate group experiences that might provide even greater opportunities to facilitate reflection on learning. While University 101 is open to first-year students at UofSC (including the Palmetto College campuses), the course is especially impactful for male students, Pell eligible students, and first-generation students. Primary contact: Dr. Dan Friedman, Executive Director of UNIV101 programs.

As a capstone course, UNIV 401: *Senior Capstone Experience* prepares students for the transition to their career or graduate school following graduation. The seminar helps students bring closure to their college experience through systematic, intentional



reflection on both the student's major and their general education. There are multiple UNIV 401 section types, including the one dedicated to Graduation with Leadership Distinction facilitated through CIEL. Primary contact for CIEL-related UNIV401: Dr. Lara Ducate, Faculty Executive Director of CIEL.

### **TRIO-Opportunity Scholars Program (OSP) and the Ronald E. McNair Program**

The University of South Carolina TRIO Programs are federally funded through the U.S. Department of Education and are designed to help students overcome class, social, academic, and cultural barriers to

postsecondary degree attainment. OSP and the Ronald E. McNair program, under the TRIO umbrella, promote student engagement by offering services and programs that promote engagement in high impact practices. Nearly all participants in the programs are first-generation and from low-socioeconomic status families. TRIO programs will be an important collaborative partner given the goals of *Experience by Design* related to the identified target student populations and associated opportunities for related programming and reflection. Primary contact: Althea Counts, Director of UofSC's TRIO Programs.

## **PALMETTO COLLEGE CAMPUSES**

The Palmetto College Campuses (Lancaster, Salkehatchie, Sumter, and Union) will also provide quality engagements to students. Examples of promising initiatives directly related to *Experience by Design* are provided for each campus.

### **USC-Lancaster: Research**

The USCL Research Club became a student organization in the Fall 2015 semester. The purpose of this club is to increase student understanding and contribution to undergraduate research at USCL and to promote the Graduation with Leadership Distinction program. Faculty have created four unique research courses as a result of working with students in the Research Club pursuing GLD in Research Pathway. Additional beyond the classroom opportunities focused on peer leadership are also promoted. Primary CIEL Contact from USC-Lancaster: Dr. Liz Easley, Associate Professor of Exercise Science.

### **USC-Salkehatchie: Salkehatchie Scholarly Research Forum**

The Salkehatchie Scholarly Research Forum was established in 2019 as an opportunity for student researchers and faculty to share their research and especially research process. All students (faculty, staff, and the public) are invited to the forums which are held regularly throughout the academic year. Since many students cannot attend scholarly conferences, this gives them insight to the

research process and often piques their interest for their own research. Primary CIEL Contact from USC-Salkehatchie: Dr. Sarah Miller, Professor of History.

### **USC-Sumter: Peer Leadership**

Campus learning extends beyond the campus and the classroom with opportunities to participate in community service-learning projects, internships, research and study-abroad programs. Many peer leadership opportunities are available to USC-Sumter students as they are intended to advance students' understanding of educational topics as well as to help students make connections to peers and the community. Primary CIEL Contacts from USC-Sumter: Dr. Damien Piccariello, Assistant Professor of Political Science and Anna Oswald-Hensley, USC-Sumter campus affiliate.



### USC-Union: Introduction to High Impact Practices

A variety of beyond the classroom engagements are visible at USC-Union with the purpose of exposing students to opportunities to enhance their educations. Further emphasis is placed on continued and future engagements intended to extend and deepen students' understandings of topics and academic disciplines leading to

greater connections with individual goals. For example, peer leadership, research, and service-learning are key offerings supported through USC-Union. Primary CIEL Contact from USC-Union: Dr. Steve Lownes, Assistant Professor of World Languages.

*TRIO programs are also present within Palmetto College\**

## GRADUATE STUDENT SUPPORT

Several campus initiatives provide opportunities for graduate students extending beyond offerings within individual college-level and academic programs.

**The Center for Teaching Excellence** provides customized opportunities to advance professional development related to helping to develop teaching abilities, strategies for effective teaching, and explore new classroom instruction techniques. Examples of these resources include graduate student teaching orientations, graduate student teaching assistant development courses, certificate programs and workshops, and the Preparing Future Faculty (PFF) program. Engagement and reflection can be infused throughout these programs to help graduate students make meaning of their careers as well as to help make decisions regarding future employment and professional opportunities. Additional student support services customized to graduate student needs and interests include the Career Center, Graduate Student Association, Off-campus Housing, and the Student Disability Resource Center. These programs will be connected to the QEP through professional training for faculty and staff providers to support the identification and development of quality engagements and reflection strategies targeted to graduate student needs.

## FACULTY AND STAFF DEVELOPMENT SUPPORT

UofSC recognizes the importance of providing quality training and support to faculty and staff to help ensure the QEP achieves success. One major event was facilitated in Fall 2020 in conjunction with the Center for Teaching Excellence (CTE) by Dr. Patti Clayton (co-author of the DEAL Critical Reflection model; Ash & Clayton, 2009). Through two sequenced workshops, Dr. Clayton helped to introduce the campus to the DEAL model, and as such, emphasized the selected framework as part of ***Experience by Design***. Through a combination of presentation slides and participant activities, Dr. Clayton provided a strong foundation speaking to critical reflection characteristics and helped to further emphasize how reflection can inform our educational practices across academic disciplines, campus environments, and credit and non-credit opportunities. Dr. Clayton also provided access and direction to additional resources that can guide faculty and staff as they develop courses and beyond the classroom activities with the goal of infusing reflection practices throughout these experiences.

Several initiatives are in place and will be developed related to ***Experience by Design*** goals. The Professional Development subcommittee identified several additional campus resources that will be instrumental towards successful implementation of the QEP.

**Center for Integrative and Experiential Learning (CIEL)** has built a robust system of training and professional development

associated with the Graduation with Leadership Distinction program. UNIV 401 instructors (approximately 67% staff and

33% faculty) and CIEL Faculty Fellows (100% faculty), who support GLD candidates preparing their culminating e-portfolios, receive ongoing training and peer mentoring. According to CIEL's data, approximately 95% of UNIV401 students produce successful e-portfolios, as do about two-thirds of those mentored by Faculty Fellows, suggesting that both groups are knowledgeable and proficient in facilitating students' integrative learning.

**The Career Center's** nationally recognized Career Champion program has educated approximately 250 participants (88% staff, 12% faculty) on the career development process and best practices for having career conversations with students, and its annual Internship Forum attracts more than 60 faculty and staff attendees each year. Both programs receive highly positive evaluations from participants.

**The Center for Teaching Excellence (CTE)** has offered individual workshops on integrative and experiential learning since 2011. In 2019 CTE partnered with CIEL to create a six-session Certificate of Completion in Integrative and Experiential Learning; to date, 198 individuals have attended at least one session and 6 have completed the certificate. An overwhelming majority (90-95%) of attendees rate these CTE sessions as beneficial or highly beneficial to their teaching.

**The Chancellor's Innovation Grants Program** promotes and fosters innovative ideas to support associate and baccalaureate programs offered throughout Palmetto College campuses. The grant

program began in 2016 and continues to expand opportunities.

**Education Abroad** provides a resource manual and individual coaching to all faculty teaching study abroad courses and requires that they incorporate standard learning outcomes related to integrative learning and reflection into their course syllabi.

**University Advising Center.** Faculty who advise undergraduate students are encouraged to participate in UAC advisor training and related professional development. In a 2019 UAC survey, 93.3% (42/45) of faculty advisors who responded reported that they recommend beyond-the-classroom opportunities to their advisees at least some of the time while 100% of staff advisors provided these recommendations. These findings indicate that advisors recognize the importance of cocurricular engagement and are familiar with beyond-the-classroom opportunities.

**University 101 programs.** Beyond-the-classroom engagement and integrative learning continue to be a significant focus of the training and ongoing professional development for the 250+ instructors of University 101 (U101), which reaches 77% of first-year students. This training appears to be highly effective as 87.8% of U101 students indicated that their instructor encouraged them to participate in beyond-the-classroom learning experiences and 89.5% said that the course helped them to understand how outside-the-classroom experiences contribute to their overall learning (2018 end-of course evaluation survey).

Additional areas to expand were also identified. As a result, the following faculty and staff trainings and development opportunities will be put into place:

- Reimagine teaching and learning environments as active-learning spaces. The grants dedicated to faculty and unit/program development can also be used to consider physical space adaptations that promote integrative and experiential learning approaches to teaching.

- Explore and consider adding item(s) to the required student end-of-course evaluation to assess integrative learning. This implementation could educate more faculty on what integrative learning is and could provide insight into curricular areas to further advance engagement and reflection principles, as well as serve as an incentive for faculty to incorporate these elements into their courses knowledgeably and effectively.
- Create a centralized repository of information, best practices, and resources designed for faculty and staff. This searchable repository would include identified best practice resources, (including sample syllabi), reflection questions and activities, assessment rubrics, and in-class activities that faculty and staff can adapt for use with their students. The development of this repository is already in process as the result of a university-wide grant-funded study on integrative learning currently being conducted by two CIEL staff members.
- Build on successful programs to enhance collaboration and fill programming gaps. Recent participation in Center for Teaching Excellence workshops and presentations is largely made up of staff and graduate assistants. To further advance collaborative spaces across departments and professional roles, and to encourage faculty participation, a combination of initiatives will be developed, including CIEL-supported faculty grants, visits to academic departments, learning groups, and “open classroom invitations” to showcase quality teaching practices across classes (e.g., Gamecock Teaching Days sponsored by the College of Arts & Sciences).
- Encourage engagement and reflection skill development throughout the advising process. The University Advising Center was established in response to a review of advising practices at UofSC in 2015. This centralized advising structure provides opportunities for consistent training and professional development, especially in relation to student communications and recommendations, specific to QEP-related initiatives. Furthermore, the advising structure promotes continued support for students extending beyond the first year, thus fostering long-term relationships between advisors and students across their academic careers. In addition, academic advisors are equipped with informed training and access to *My UofSC Experience* records for their assigned students. As such, the focus on the holistic student experience is integral to the UofSC advising philosophy (See Appendix H).



## SPRING 2020 PILOT STUDY

The development and implementation of a pilot study explored QEP-related topics during the spring 2020 semester. These reflection assignments were especially important to demonstrate a “proof of concept” on a small scale that focused on implementation across multiple campuses and curricular and co-curricular environments.

The pilot study (see Appendix F) focused on understanding student and provider perceptions about reflection through questions focused on learning and take-aways, as well as the process of implementing specific reflective tasks as part of the identified experience. Survey instruments were distributed near the closure of the experiences to both students and providers; questions were designed to elicit more broad-based than narrow responses as the study was exploratory in nature. Furthermore, with the transition to a fully online experience mid-way through the semester, the study was adapted to capture responses related to the impact of the pandemic. Data was collected through course assignments, academic advisement appointments, and student organization activities. Student participants represented Columbia and Palmetto College campuses, as well as targeted inclusion of transfer students and TRIO program participants. Findings for each context and the resulting recommendations are listed below.

### Courses

**Findings:** According to feedback from both the instructors and the students, the integration of reflection into courses seems to have been the most valuable setting out of the three we engaged. For example, 70% of students felt the reflection assignments enhanced their classes and 80% felt that it helped them connect their beyond the classroom experiences to their course content. Additionally, 87% responded that the task helped them to see the relevance to their future career and 78% recognized the value of reflecting in future courses. Open-ended responses about reflection themes focused on support for course progress, application to the future and workforce, and links to interpersonal connections. Instructors noted how the reflection assignments helped to enhance their classes. It seemed especially useful during the Covid-19 pandemic semester to give students a chance to reflect on how the upheaval affected their lives and academics. The questions provided were applicable to different types of classes and could be easily amended to fit the needs of each course. Students appreciated thinking about their goals for the course, felt that the tasks helped them to stay organized throughout the semester and helped them to consider how what they were learning connected to their real life and/or future career. The personal and interpersonal growth that students reported on in the survey was also encouraging to see as several noted that the reflection tasks helped them in their critical thinking and gave them access to new and different perspectives from their classmates.

### Recommendations:

- Integrate reflection tasks into courses, especially since the tasks can fit easily into all types of courses across the participating campuses and can be tailored to the needs and topics of the course.
- Ensure that reflection is fully integrated into the course through regular feedback and discussion so it is not perceived as an add-on to the students.
- Carefully consider the reflection topics so that they enhance the course topics and student engagement in the topics.
- Implement the most appropriate technology for submitting the reflections and train students how to use it.

### Advising

**Findings:** Regarding advising, students seemed relatively positive about the task, although there was a smaller rate of participation than expected. The students who did complete the pre-advising reflection questions, however, found the exercise valuable and appreciated the opportunity for reflection before attending their advising appointment. As is evident from students' responses to the pre-advisement questions, they carefully considered their answers and likely came to their appointments more prepared and with clear justifications for their course and future decisions. These answers also provided the advisors with a useful starting point for their advising discussions and gave the advisors more insights into their students' goals and future plans.

#### Recommendations:

- Ensure that the advisors receive the students' responses before their advising appointment and encourage all advisees to respond to the questions before their appointments.
- Determine the key priorities for advisors when designing the reflection questions to assure that providers and participants gain valuable insights into their advisees' current and future goals.

### Student organizations

**Findings:** Overall, students were more positive about the reflection activity designed for the student organization use than the facilitators, even though reflection itself was valued by the facilitators. Based on the comments and recommendations provided by the facilitators, it is likely that the final step (group discussion) was not implemented. Without this post-engagement discussion, a key component of the process, facilitators were unable to gauge student insights. Thus, it is understandable that this activity was less valuable to the facilitators and why many recommendations include more discussion, feedback, and desire to see their students' responses.

#### Recommendations:

- Conduct training and follow-up with the facilitators to ensure that discussion occurs post-activity.
- Incorporate a technology platform that allows real-time viewing and feedback of student responses.
- Provide an online reflection activity after the meeting when time is limited, and then send the responses to the facilitator for feedback or follow-up.

Overall, the pilot study was deemed successful through the implementation of reflection tasks in varied settings over the semester while also gaining valuable insight through project findings. Students in all cases reported that they benefited from them and instructors, advisors, and facilitators, to a slightly lesser extent, as well. A key recommendation is to integrate similar tasks on a larger scale on both the Columbia and Palmetto College campuses.

The pilot study findings reaffirmed the significance of reflection as a learning opportunity for students, especially when guided by trained professionals attuned to the structure of critical reflection. The pilot study also provided recommendations for the type of curricular and co-curricular environments where reflection can emerge, including recognizing ways to customize reflection prompts to specific engagement types. It was also recognized that additional perspectives from stakeholders should be explored, including gaining insights about engagements in a virtual environment.

## FALL 2020 ADVANCEMENTS

To further enhance specific components of the QEP, especially in consideration of the return to campus after a lengthy time away due to Covid-19 transitions, several actions were taken during the Fall 2020 semester in preparation for the QEP proposal submission:

**Employer interviews.** The project goals focused on understanding employer perceptions of beyond the classroom engagement and the value of critical thinking and reflection skills on these experiences, especially with Covid-19 impacts in mind.

**Findings:** Employers are looking for job candidates with experience in “real-world” application, such as beyond the classroom engagement. They also note the importance of self-reflection as a needed skill spanning most industries. These skills are as important in a post-pandemic market than ever before.

**Recommendations:**

- Marketing messages to students and families should highlight the value of beyond the classroom engagement as part of the holistic college experience.
- These types of beyond the classroom experiences support career readiness by emphasizing the significance of personal reflection as a skill supporting lifelong learning goals.

**Graduate student interviews.** The project goals emphasized exploring the professional development needs and current gaps in access to training (with inter-disciplinary goals in mind), as well as perceived benefits of university-based recognitions (e.g., certificates).

**Findings:** Graduate students desire opportunities for professional development, particularly in the areas of skills-based competencies, preparation for post-graduate careers, involvement in graduate organizations, and leadership roles within their department or unit. Current challenges to engagement include time, finances, lacking communication about opportunities, variations in support for engagement at the unit level, and competing demands as non-traditional students.

**Recommendations:**

- Marketing plans will emphasize the types of beyond the classroom opportunities available to graduate students and how these experiences contribute to discipline-specific and general lifelong learning goals.
- Connect with individual colleges and programs to understand the types of experiences that would benefit graduate students specific to industry and scholarly needs.

**Documentation of engagement and reflection** through both course and non-credit based experiences. The project goals included documenting process of completing identified beyond the classroom engagement with reflection model characteristics to guide student artifacts, and the evaluation of participant artifacts with the QEP Rubric.

**Findings:** The QEP rubric demonstrated strong face validity and application with artifacts from beyond the classroom engagements with an emphasis on reflection. Considerations moving forward should emphasize characteristics of the engagement as time on task and focus on reflection inform the quality of alignment with the QEP rubric.

**Recommendations:**

- Continue piloting the rubric in curricular and co-curricular settings while gathering feedback as the QEP begins to be scaled
- Meet with providers in the early stages of the engagement development to help ensure appropriate alignment with QEP outcomes
- Identify potential adaptations to the QEP rubric across short-term and long-term experiences

**Palmetto College faculty survey.** The project goals focused on understanding the specific needs of Palmetto College campuses given the new QEP direction and outcomes from the perspectives of Palmetto College faculty and their perceptions of barriers for their students.

**Findings:** Palmetto College faculty value beyond the classroom engagement and feel it is a significant aspect to students' college experiences, including through identifying specific examples (e.g., ranking of engagement experiences with priorities on study abroad, project-based learning, etc.). Current barriers include lacking time, information, opportunities, finances, and resources.

**Recommendations:**

- Provide faculty development opportunities with the Palmetto College lens in mind
- Identify campus-level beyond the classroom engagements for students and market them specific to student population characteristics
- Ensure established support, including student-level funding opportunities and faculty and unit-level grants, will be marketed to the Palmetto College campuses and applied in ways that align with institutional and program goals.

QEP components are further clarified through these assessment efforts, and as such are represented in the described initiatives and the overall implementation plan.

**Student Population Focus**

The triangulation of key data points supports a directed approach of encouraging engagement with particular student populations through a staggered five-year plan. While **Experience by Design** supports all students being engaged in purposeful beyond the classroom experiences, it is also clear UofSC could benefit from more focused approaches than a "one size fits all" approach. Based upon this premise, Table 7 describes our intentions with engaging in student populations and when customized messaging, outreach, and interventions will be emphasized. It should be noted that as the identified student populations are supported, the associated efforts will be sustained over time based upon what is gleaned through earlier student foci and implementation. Collected assessment data and lessons learned will help shape the current and future years' efforts while also still maintaining a strong and consistent support to the student populations and associated initiatives that were previously emphasized.

As noted in Table 7, the identified campus office with direct contact to the identified student population is also acknowledged as an identified QEP Collaborator (also previously listed under "Leveraging Existing Campus Resources"). For those offices supporting majority/all student populations, targeted means of supporting specific student populations will also be visible. It should be noted that undergraduate and graduate students will be included as part of **Experience by Design**. Graduate students will be included as part of the five-year timeline beginning in year 2025 with the introduction of the GLD recognition (and as recognized in the university strategic plan; Table 1). Additional steps will be taken prior to 2025, including



outreach and customized interventions to encourage participation with particular emphasis on professional graduate degrees (e.g., education, business) due to their likely readiness to complete the anticipated GLD requirements. Actions will also be taken to identify non-engaged students and their potential barriers to completing beyond the classroom engagements.

Table 7: Targeted Student Populations and Timeline

<b>Year</b>	<b>Target Populations</b>	<b>QEP Collaborators</b>	<b>Actions/Emphasis: Support/Development</b>
<b>2021-2022</b>	Pell-eligible students, including Palmetto College Campuses	TRIO programs (Columbia, Palmetto College campuses), Career Center, CIEL, CTE, LSC, OUR, OYT, Education Abroad, UAC, UNIV101	-Faculty grants -Unit/program grants -Faculty/staff training workshops -Engagement student initiative funding -Marketing campaign -Assessments
<b>2022-2023</b>	Transfer students and Palmetto College Campuses	Student Success Center (Columbia campus; identify PCC examples; Gamecock Gateway and Palmetto Pathway bridge programs), Career Center, CIEL, CTE, LSC, OUR, OYT, Education Abroad, UAC	-Faculty grants -Unit/program grants -Faculty/staff training workshops -Engagement student initiative funding -Marketing campaign -Assessments
<b>2023-2024</b>	Race/Identity	OMSA, VP of Diversity & Inclusion; Palmetto College Diversity, Equity, and Inclusion (DEI) committees, Career Center, CIEL, CTE, LSC, OUR, OYT, Education Abroad, UAC	-Faculty grants -Unit/program grants -Faculty/staff training workshops -Engagement student initiative funding -Marketing campaign -Assessments
<b>2024-2025</b>	Identified Males	Student Life (Columbia campus; identify PCC examples) Career Center, CIEL, CTE, LSC, OUR, OYT, Education Abroad, UAC, UNIV101	-Faculty grants -Unit/program grants -Faculty/staff training workshops -Engagement student initiative funding -Marketing campaign -Assessments
<b>2025-2026</b>	Graduate students	Graduate School  CIEL, CTE, OYT	-GLD implementation -Faculty grants -Unit/program grants -Faculty/staff training workshops -Engagement student initiative funding -Marketing campaign -Assessments

**QEP ACTIONS**

The ongoing QEP actions described in Table 7 will be primarily coordinated by the CIEL office with additional collaborations with campus constituents. These steps will be continually revisited to ensure assigned duties, deliverable outputs, and associated outcomes align with overarching QEP goals.

**Marketing Campaign**

Recommendations from the QEP Subcommittee for Marketing emerged for how best to launch the QEP with several considerations in play. As *Experience by Design* is initiated, significant emphasis will be placed on communicating the QEP to a variety of constituent groups:

**QEP Key Audiences**

<b>Employee (Faculty and Staff)</b>	<b>Undergraduate student class segments</b>	<b>External Audiences/ Constituents</b>
-Academic advisors -U101 Instructors -Faculty Senate (Columbia campus and Palmetto College) -Staff Senate -Center for Teaching Excellence -Council of Academic Deans -Assistant/Associate Deans in each academic unit -Faculty -Division of Student Affairs and Academic Support -VP for Diversity, Equity and Inclusion -Council of Academic Diversity Officers (academic units) -Student Organization Advisors (faculty and staff advisors) -Government Affairs -Communicators Network Student audiences	-Freshmen -Sophomores/ Juniors -Seniors -Identified Male students -Low income students -Transfer students -Underrepresented students -Student Government -Resident Mentors -Peer Leaders/Peer Educators -Greek leadership -Student organization leadership -First generation college students -Palmetto College campus students	-Parents -Legislature -High School Guidance Counselors -Pipeline programs

The identified faculty, staff, and campus constituents will play a role in attracting students to *Experience by Design* and CIEL-related programs. In addition, University 101 programs will be a significant partner towards introducing engagement and critical reflection through the three-credit hour course. This extended orientation first-year seminar enrolls close to 80% of the first-year cohort on the Columbia campus and a very high percentage on the Palmetto College campuses. These topics are already aligned with the courses’ learning outcomes and would be a good venue for teaching students the basics of reflection and the value of and strategies to pursue engagement opportunities. There is also a large potential to include stories in relevant outlets such as the student newspaper, The Daily Gamecock, as well as the combined yearbook and literary magazine, Garnet & Black magazine.

Furthermore, messaging language and strategy should be tailored to relevant populations. Marketing campaigns specific to the QEP will infuse the following guidance:

- Focus on the core of the message of the single thing they need to know. If the message is going to stick and make sense, we must narrow down what we need to share.

- Rely more on leveraging the power of faculty and staff who have relationships with students (instructors, advisors, residence life staff, etc.) than more traditional marketing methods. Heath and Heath (2007) noted, “It can be the honesty and trustworthiness of our sources, not their *status*, that allows them to act as authorities.” (p. 137)
- Simplify the language. As it is now, there are too many phrases and jargon that cause confusion in messaging. In messaging to students, faculty, staff and external audiences, follow them where they are. YouTube, Instagram, Twitter and other social media should be used strategically to message to students.

In conjunction with support from the Provost’s Office, Student Affairs and Academic Support, and Communications offices at UofSC, CIEL will coordinate marketing campaigns to bring awareness about engagements available to all students at the Main campus (Columbia) and Palmetto College campuses. The marketing campaigns will start in 2021 in anticipation of the formal launch of ***Experience by Design***. These campaigns will include messaging about benefits of engagements (e.g., graduation outcomes and employment), considerations for selecting an engagement related to academic major and/or professional path, and types of promoted engagements. Additional messaging will be developed based upon the identified year of focus for each target population. Coordination on messaging will occur with the identified QEP collaborators to infuse customized communications and outreach to the identified target populations. Examples of engagements communications could include social media, workshops, and thematic events.

Additional enhancements will be made with a developing website promoting student engagement opportunities with the intended audience to include current and prospective students and families, faculty and staff (including providers of the engagements), and local and external peer administrators. The website will host a searchable database (currently managed through CIEL website) with filtering capabilities based upon characteristics such as campus, college/department, type of experience, and academic term. The website will also include information about the *My UofSC Experience* student records and extended transcript.

### **Faculty Grant Program**

CIEL will sponsor faculty grants in conjunction with CTE to help increase the number of faculty and associated courses and programs infusing integrative and experiential learning principles into their credit and non-credit bearing engagements. Faculty will be encouraged to develop, implement and assess instructional materials or approaches that integrate within and beyond the classroom experiences to achieve course or program learning outcomes. Integrative and experiential learning should support students in connecting theory and practice in meaningful and interdisciplinary ways and in reflecting on those connections. Programs can also consider ways to infuse integrative learning throughout their courses or non-credit engagements. Faculty members will be encouraged to consider ways to work together in interdisciplinary ways, such as developing a team-taught course or engagement, such as study abroad.

Faculty grants will be advertised on an annual basis to Columbia and Palmetto College faculty. A submitted proposal, including a description of the project, how the course or engagement includes critical reflection, and a budget is required. Faculty grant winners are selected by a committee made up of the CIEL faculty executive director and the associate director, a CTE staff member, and a faculty member with knowledge of integrative and experiential learning.

The proposals will be assessed according to the degree of a clear and pedagogically coherent rationale for inclusion of integrative learning principles through a proposed course revision, as

articulated through the proposal narrative, the potential for the project to increase the opportunity for engagements for all students, and particularly for targeted populations of Underrepresented Minority, Pell-eligible, Transfer and identified Male students, produce results that increase student learning and help make connections across experiences, the feasibility of completing the project in the time proposed and with the funds available, and the likely impact and sustainability of the proposed course or materials including the potential to sustain integrative learning experiences beyond the grant. Awards can be up to \$2500 to develop new engagements or build upon established examples. Grant awardees are responsible for submitting a final report at the conclusion of the grant as well as a student assignment and associated student artifacts for assessment purposes.

Smaller grants will also be available on a rolling basis for faculty and programs to regularly integrate engagements into their curricula. These smaller grants will assist programs and courses that have a built-in engagement and need funding for supplies or costs associated with those engagements, but are unable to fund them from their departments or units. These small grants, available throughout the year, will be available to fund these regularly scheduled engagements. Applicants will be asked to provide a description of the engagement, who is engaged, how it includes principles of integrative and experiential learning and critical reflection, and how the funds will be used. At the completion of the course or event, the grant awardee will be asked to describe how the funds were used and provide an example of a student assignment and critical reflection associated with the engagement(s).

### **Unit/Program Grants**

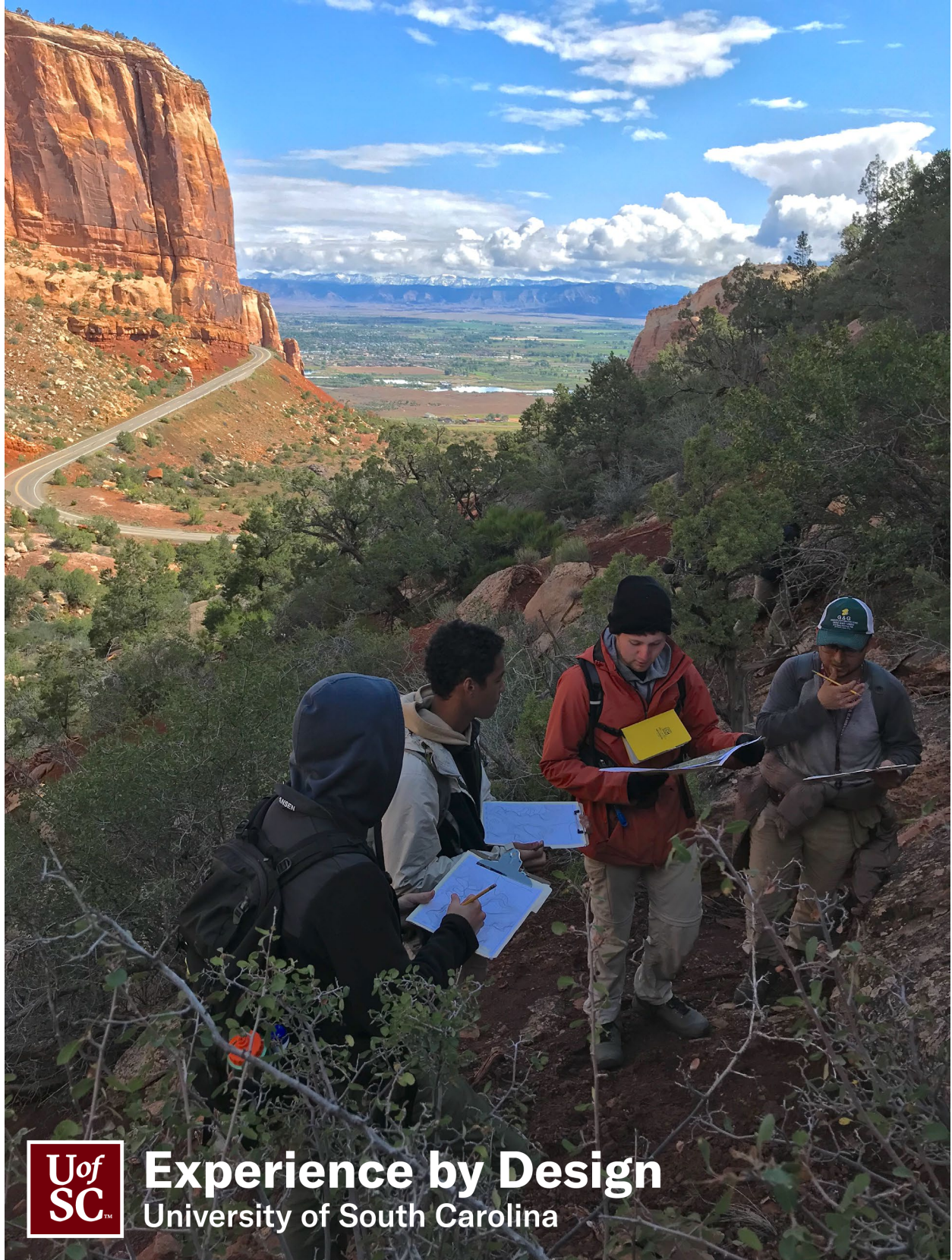
Similar to faculty grants, units have the same opportunity to apply for small grants (e.g., \$500-\$2500) to develop new initiatives or to expand upon existing programs. The purpose of these grants is to scale engagement opportunities for students as well as to customize approaches to the identified target student populations. Unit and program-level grants are advertised on an annual basis to Columbia and Palmetto College faculty and staff and will have similar requirements to the faculty grants. Grant awardees are also responsible for submitting a final report based upon criteria set by CIEL, as well as provide a student assignment or instruction prompt and associated student artifacts for QEP assessment purposes.

### **Faculty and Staff Training Workshops**

Periodic training opportunities will be provided to gather campus constituents to discuss QEP progress and areas to emphasize or improve. These training workshops also serve as means to build a culture around the significance of engagement and reflection. Examples could include an annual conference on the “State of the QEP” with sessions dedicated to quality examples from credit and non-credit bearing experiences, campus expert panels, and opportunities to workshop ideas in an in-depth fashion. Other examples could include bringing in national experts for QEP topic facilitation and materials and advertising to support such events.

### **Student Engagement Initiative Funding**

Throughout the year, students will have the opportunity to apply for small grants to fulfill beyond the classroom engagements. Based upon student feedback, it was realized that small amounts of “bridge” money can help advance student interests and preferred engagements related to fulfilling personal, professional, and academic goals (e.g., passport fees, travel to internship site). CIEL will manage the student grant process in which students will complete a proposal outlining a requested amount of funding and how it would be spent. Participating students will be expected to submit an artifact about their engagement (e.g., reflection assignment or video) that can be assessed with the QEP rubric and utilized as part of the QEP assessment process.



**Experience by Design**  
University of South Carolina

## Assessment Plan

A multi-prong assessment plan composed of indirect and direct measures will capture formative progress and summative performance related to QEP success. These assessments are organized by type and demonstrate measurement of engagement and reflection topics. Assessment of ***Experience by Design*** will be managed through the CIEL office with collaborative partnerships and responsibilities extending to the Office of Institutional Research, Assessments, and Analytics (OIRAA) and the collection of data related to UofSC's strategic plan and technology support for student learning outcome analysis; BTCM data management system and the documentation of student-level participants in identified engagements; as well as the participating offices providing quality engagements and through the initiatives supporting the identified student populations.

### QEP Student Learning Outcomes:

- Demonstrate informed decision-making through participation in engagements.
- Evaluate the fit between engagements and their own personal, academic, and professional goals.
- Describe connections between engagements and across learning environments, time, or contexts.
- Apply structured reflection principles revealing insights about educational pursuits and lifelong learning.

### TIERED APPROACH

Indirect and direct-level measurements will be facilitated and analyzed on a semesterly or other defined cycle as part of the QEP process. At the broadest level, institution-level assessments (e.g., retention rates, graduation rates) aligned with the QEP and UofSC's strategic planning efforts will be tracked to demonstrate institutional student success performance (Tier 3 metrics). More specifically, project-level assessments (e.g., expanding number of engagements, increase faculty development) associated with ***Experience by Design*** will be captured every semester to show progression on performance over time (Tier 2 metrics). Lastly, QEP student learning outcomes and associated measurements (e.g., direct measure of student work samples) will be tracked every semester through identified credit and non-credit experiences and a rubric and other tools (Tier 1 metrics).



Activities: What will be added/elevated?	Measures	Student Learning Outcomes/Student Success Metrics	Responsible/ Coordinating Office
Tier 3: Student Success Metrics aligned with new UofSC Strategic Plan	First-destination/ employability placement -tracked indicator and self-report role/salary -relationship of student success metrics to engagement	Retention -first-to-second year -academic progression beyond the first year -by student populations  Graduation -completion -time to graduation -by student populations -employability (self-reported gains and placement)  -student success rates (Palmetto College campuses)	-Strategic planning and related student success metrics are managed by OIRAA  -Student engagement data will be managed by BTCM  -Student surveys will be managed by the Career Center and CIEL  --Metrics associated with student placement will be managed by the Career Center and respective Colleges

**Tier 3: Institution-level Assessments**

The university strategic plan established in 2020 aligns well with *Experience by Design* and associated indicators. Documentation of student success metrics will be captured at the institutional level and additional indirect measures of students’ self-reported gains will be tracked every semester. For example, graduating students will complete surveys from the Career Center and CIEL about job satisfaction and perception of UofSC engagement support in relation to job placement. Strategic plan documentation and associated metrics will be managed by OIRAA. It should be noted that the Palmetto College campuses emphasize the tracking of success rates at the student level that is inclusive of graduation, continued enrollment, and successful transfer rates as the Palmetto College institutions primarily focus on two-year degrees. This metric will be captured through OIRAA as part of the QEP assessment plan.

**Tier 2: QEP Project-level Assessments**

Indicators demonstrating growth of QEP initiatives will be tracked over time through categories of 1) a faculty and staff focus and 2) student focus. Indirect measures will be the primary method of assessing QEP project-level activities. For faculty and staff, key performance indicators related to faculty and staff participation, grants awarded, and survey perceptions of providing quality engagements will be captured every semester by CIEL. For students, participation in engagements and type at the unique student level will be tracked every semester by BTCM. The number of distributed grants and impact of funds on student participation and learning will be managed by CIEL.

**Tier 1: QEP Student Learning Outcomes**

QEP learning outcomes will be assessed through direct and indirect measures, including the QEP rubric (Appendix G) and other tools. The QEP rubric was adapted from the AAC&U Foundations and Skills for Lifelong Learning rubric and the DEAL Critical Reflection model (Ash & Clayton, 2009). A variety of student artifacts will be reviewed including traditional assignments

(e.g., research papers, essays), observable actions (e.g., presentations, posters, activity leads), and other examples (e.g., group projects, blogs/journals, portfolios). The rubric was initially piloted during fall 2020 and will be further refined during the spring 2021 pilot phase in anticipation of the first year of QEP implementation. Direct measures will be a primary method of assessing QEP student learning outcomes through sampling of student artifacts across the three types of engagements (expected 5-10 engagements per each category type per year: Experiential Learning, Exploratory, and Self-Directed). Participating courses and units providing engagements will identify the associated assignment or other student artifact to be assessed and these student work samples will be evaluated by trained reviewers with the QEP rubric. CIEL will manage the training of raters and distribution of artifacts. Indirect measures of QEP student learning outcomes will include the NSSE survey distributed every other year, annual campus perception surveys by faculty, staff, and students (as managed through CIEL), and through graduation and first-destination surveys.

Findings from collected assessment measures will be reviewed regularly by CIEL and the CIEL Council (formerly recognized as the QEP Development Committee). The CIEL Council will transition its role away from the QEP Development Committee to recognize the implementation focus, and as such become the QEP Advisory Committee to help steer the project and advise decisions related to ***Experience by Design***. The QEP Advisory Council members (see page 12 for current list) represent various campus perspectives and expertise related to CIEL and integrative and experiential learning. The QEP Advisory Council traditionally meets twice a semester (and more as needed). The Faculty Executive Director of CIEL, Dr. Lara Ducate, chairs this committee.

A smaller formal executive leadership committee will play an integral role regarding specific decisions to be made about the QEP that will both inform and also work in collaboration with the QEP Advisory Council. The executive leadership committee includes high-level roles at UofSC, and therefore can provide perspective on large-scale initiatives (e.g., UofSC strategic plan) and also serve as an advocate for QEP developments. The executive leadership committee consists of Dr. Sandra Kelly (co-sponsor and Vice Provost and Dean of Undergraduate Studies), Dr. Dennis Pruitt (co-sponsor and Vice President for Student Affairs and Vice Provost), Doug Foster (Vice President for Information Technology and Chief Information Officer), Dr. Pam Bowers (Associate Vice President for Planning, Assessment and Innovation), Dr. Lara Ducate (Faculty Executive Director for CIEL), and Dr. Amber Fallucca (Director of the QEP and Associate Director of CIEL).

Collective decisions will help inform potential adaptations to related initiatives and assessment measures. An annual report of ***Experience by Design*** will be produced to showcase progress across efforts and to help provide key information to campus stakeholders. This step will also help in preparation for UofSC's QEP five-year report that will be reviewed by SACSCOC.



Activities: What will be added/elevated?	Measures	Student Learning Outcomes/Student Success Metrics	Responsible/ Coordinating Office
<p><b>Faculty and Staff Focus</b></p> <ul style="list-style-type: none"> <li>Integrative and Experiential Learning (IEL) Faculty Grants                             <ul style="list-style-type: none"> <li>--5-10 grants per year to faculty members.</li> <li>--Intended to support course development/ customization with engagement and experiential learning elements and associated assessment expectations</li> </ul> </li> <li>Faculty and Staff Development Focus                             <ul style="list-style-type: none"> <li>--Guidance with infusing reflection through curricular and co-curricular experiences</li> <li>--Emphasis on target student populations and "mid-year" experiences (2<sup>nd</sup> and 3<sup>rd</sup> year)</li> <li>--Specific outreach to Palmetto College faculty to provide/support professional development in QEP areas</li> <li>--Development of resource repository</li> <li>--Establishment of faculty and staff learning groups</li> <li>--Development of active learning spaces</li> </ul> </li> </ul>	<p><b>Faculty and Staff Focus (by campus)</b></p> <ul style="list-style-type: none"> <li>Number of applications for IEL grants</li> <li>Number of IEL grants distributed</li> <li>Number of participants attending identified faculty and staff professional development workshops</li> <li>Number of ELO proposals</li> <li>Number of Engagement proposals</li> <li>Number of identified courses implementing Engagement principles</li> <li>Number of identified beyond the classroom experiences implementing Engagement principles</li> <li>Participant perceptions of faculty and staff development (surveys)</li> </ul>	<ul style="list-style-type: none"> <li>QEP student learning outcomes through surveys of providers and participants supporting Engagement types</li> <li>Tracking of key performance indicators over time to monitor QEP implementation progress</li> </ul>	<p>-Metrics tied to faculty and staff grants, professional development, and indicators tied to ELO and Engagement proposals will be managed by CIEL (includes indicators, survey facilitation, and other methods over time)</p>
<p><b>Student Focus</b></p> <ul style="list-style-type: none"> <li>Expand number and quality of identified beyond the classroom opportunities, including student-level tracking of experiences and methods to encourage and capture reflection, including efforts to support:                             <ul style="list-style-type: none"> <li>--Acknowledge self-directed/Off-campus experiences</li> </ul> </li> <li>Student Recognition (e.g., Certificate)</li> <li>Participation in Engagements (including Experiential Learning Opportunities)</li> <li>Palmetto College Campuses                             <ul style="list-style-type: none"> <li>--Expansion of student opportunities and support for faculty and staff</li> </ul> </li> <li>Undergraduate and Graduate students                             <ul style="list-style-type: none"> <li>--Student grants/stipends to engage in significant beyond the classroom activities and associated reflection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Number of students completing ELOs                             <ul style="list-style-type: none"> <li>--disaggregated by student population</li> </ul> </li> <li>Number of students completing Engagements                             <ul style="list-style-type: none"> <li>--disaggregated by student population</li> </ul> </li> <li>Number of students participating in reflection recognition programs (e.g., Certificate)</li> <li>Utility of <i>My UofSC Experience</i> extended transcript (number of views, downloads)</li> <li>Number of students completing identified Engagements (with specific focus on target populations)</li> </ul> <p>Student participant perceptions of gains, learning, experience (surveys)</p>	<ul style="list-style-type: none"> <li>QEP student learning outcomes through surveys of providers/participants supporting Engagement types</li> <li>QEP rubric and analysis of student artifacts</li> <li>QEP student success metrics through analysis of participation data in relation to retention, graduation, and employability rates</li> </ul>	<ul style="list-style-type: none"> <li>Survey metrics tied to QEP student learning outcomes will be managed by CIEL</li> <li>Metrics exploring relationships between student engagement and institutional outcomes will be managed by OIRAA and BTCM</li> </ul>

## QEP Timeline for Implementation

Timeframe	Actions
<p><b>Pre-QEP</b> (Fall 2020)</p>	<ul style="list-style-type: none"> <li>● -Pilot QEP rubric with first-year seminar class and non-credit Engagement</li> <li>-Needs assessment with Palmetto College Faculty on barriers/opportunities to Engagements</li> <li>-Needs assessment with graduate students and professional opportunities</li> <li>-Survey of Employer groups on value of Engagements</li> <li>-Utilize findings to inform QEP proposal content and second pilot in Spring 2021</li> </ul>
<p><b>Pre-QEP Start</b> (Starting Spring semester, 2021)</p>	<ul style="list-style-type: none"> <li>● --Continue to pilot QEP rubric in credit and non-credit Engagements</li> <li>--Coordinate with offices supporting Year 1 Target student population(s) with customized marketing methods</li> <li>--Initiate marketing plan for QEP across Columbia and Palmetto College campuses</li> <li>--Implement assessment technology into existing institutional systems</li> <li>--Identify courses and beyond the classroom experiences for assessment process (number is intended to grow year to year over span of QEP with purposeful sampling techniques)</li> <li>--Coordinate with UNIV101 programs for efforts to market Experience by Design and identify methods to assess learning outcomes (pre-assessment)</li> <li>--Track number of ELOs/Engagements longitudinally (completion and by student population; baseline is academic year)</li> <li>--Introduce IEL Grants for first cohort</li> <li>--Introduce faculty workshops</li> <li>--NSSE survey distribution (baseline year)</li> </ul>
<p><b>Year 1</b> (Fall 2021-Summer 2022)</p>	<ul style="list-style-type: none"> <li>● --Identify individual students through OIRAA data file</li> <li>--Implement interventions for Year 1 Target student population (year-long)</li> <li>--Assess participating ELOs/Engagements and participating students                             <ul style="list-style-type: none"> <li>*Surveys</li> <li>*Rubric assessment of artifacts</li> <li>*Tracking of indicators</li> </ul> </li> <li>--Assess participating faculty and staff                             <ul style="list-style-type: none"> <li>*Faculty grant participants</li> <li>*Surveys of ELO/Engagement providers</li> </ul> </li> <li>-- Summer—Revisit data collected from year and make adjustments accordingly, including identifying areas that are working well and embed as part of the campus culture.</li> </ul> <p><b>Prep for Year 2</b></p> <ul style="list-style-type: none"> <li>-- Coordinate with offices supporting Year 2 Target student population(s), including developing customized marketing methods</li> <li>-- Identify courses and beyond the classroom experiences for assessment process (number is intended to grow year to year over span of QEP with purposeful sampling techniques)</li> </ul>

**Year 2**  
(Fall 2022-Summer 2023)

- Coordinate with UNIV101 programs for efforts to market Experience by Design and identify methods to assess learning outcomes (pre-assessment)
- Identify IEL Grants participants for Year 2
- --Identify individual students through OIRAA data file
- Implement interventions for Year 2 Target student population
- Assess participating ELOs/Engagements and participating students
  - \*Surveys
  - \*Rubric assessment of artifacts
  - \*Tracking of indicators
  - \*NSSE survey distribution
- Assess participating faculty and staff
  - \*Faculty grant participants
  - \*Surveys of ELO/Engagement providers
- Summer—Revisit data collected from year and make adjustments accordingly, including identifying areas that are working well and embed as part of the campus culture.

**Prep for Year 3**

- Coordinate with offices supporting Year 3 Target student population(s), including developing customized marketing methods
- Identify courses and beyond the classroom experiences for assessment process (number is intended to grow year to year over span of QEP with purposeful sampling techniques)
- Coordinate with UNIV101 programs for efforts to market Experience by Design and identify methods to assess learning outcomes (pre-assessment)
- Identify IEL Grants participants for Year 3

**Year 3**  
(Fall 2023-Summer 2024)

- --Identify individual students through OIRAA data file
- Implement interventions for Year 3 Target student population
- Assess participating ELOs/Engagements and participating students
  - \*Surveys
  - \*Rubric assessment of artifacts
  - \*Tracking of indicators
- Assess participating faculty and staff
  - \*Faculty grant participants
  - \*Surveys of ELO/Engagement providers
- Summer— Revisit data collected from year and make adjustments accordingly, including identifying areas that are working well and embed as part of the campus culture.

**Prep for Year 4**

- Coordinate with offices supporting Year 4 Target student population(s), including developing customized marketing methods
- Identify courses and beyond the classroom experiences for assessment process (number is intended to grow year to year over span of QEP with purposeful sampling techniques)

**Year 4**

(Fall 2024-Summer 2025)

- Coordinate with UNIV101 programs for efforts to market Experience by Design and identify methods to assess learning outcomes (pre-assessment)
- Identify IEL Grant participants for Year 4
- --Identify individual students through OIRAA data file
- Implement interventions for Year 4 Target student population
- Assess participating ELOs/Engagements and participating students
  - \*Surveys
  - \*Rubric assessment of artifacts
  - \*Tracking of indicators
  - \*NSSE survey distribution
- Assess participating faculty and staff
  - \*Faculty grant participants
  - \*Surveys of ELO/Engagement
- Summer— Revisit data collected from year and make adjustments accordingly, including identifying areas that are working well and embed as part of the campus culture.

**Prep for Year 5**

- Faculty Senate approval of Graduation with Leadership Distinction for graduate students
- Coordinate with offices supporting Year 5 Target student population(s), including developing customized marketing methods
- Begin implementing GLD program within the CIEL infrastructure
- Identify courses and beyond the classroom experiences for assessment process (number is intended to grow year to year over span of QEP with purposeful sampling techniques)
- Identify IEL Grants participants for Year 5

**Year 5**

(Fall 2025-Summer 2026)

- --Identify individual students through OIRAA data file
- Implement interventions for Year 5 Target student population
- Assess participating ELOs/Engagements and participating students
  - \*Surveys
  - \*Rubric assessment of artifacts (emphasis on ePortfolios)
  - \*Tracking of indicators
- Assess participating faculty and staff
  - \*Faculty grant participants
  - \*Surveys of ELO/Engagement providers
- Summer— Revisit data collected from year and make adjustments accordingly, including identifying areas that are working well and embed as part of the campus culture.

**\*Prepare to submit 5-year report to SACSCOC**

## Resources and Budget

A snapshot of the intersection across existing resources and infusion of new resources are described below.

### Existing Resources dedicated to the QEP (including what was established through USC Connect)

#### Personnel

- Faculty Executive Director of CIEL
- QEP Director/Associate Director of CIEL
- Administrative Coordinator of CIEL

The current Faculty Executive Director of CIEL, QEP Director/Associate Director of CIEL, and Administrative Coordinator will continue to provide leadership of CIEL and advance new QEP actions and associated administrative roles (e.g., expansion of quality engagements, management of QEP assessment processes, and scheduling and technology support).

#### Faculty and Staff Professional Development

- CIEL Faculty Fellows serve key roles in supporting GLD students in the development of ePortfolio content and serving as ambassadors on behalf of the CIEL office in increasing awareness of integrative and experiential learning across their respective colleges and departments.
- CIEL Faculty Grants support the development of academic courses and associated beyond the classroom activities highlighting integrative and experiential learning principles. Funding can help expand current offerings, provide relevant materials and resources, and buy-out faculty time to spend in developing course content.
- Integrative and Experiential Learning Certificate Program sponsored in conjunction with the Center for Teaching Excellence (CTE) and open to all UofSC campuses. Participants are expected to attend a series of sessions on various topics related to integrative and experiential learning.

#### Marketing QEP and Support for Student Opportunities

- Opportunities to engage in beyond the classroom activities are heavily emphasized through Orientation sessions in the summer and spring semesters, including programs related to integrative and experiential learning.
- The first-year seminar, University 101, includes a chapter about student engagement and opportunities for reflection in the *Transitions* textbook. There is also an expectation that each section of University 101 will engage in a beyond the classroom experience, either as a class or individually, during the course.
- The *My UofSC Experience* website highlights opportunities and ways that students can be engaged, as well as content about reflection and ways to access the extended transcript.

#### Technology

- The Beyond The Classroom Matters (BTCM) system is operational with staffing and Information Technology support and can be scaled as the initiative grows.
- Our current learning management system, Blackboard, and accompanying institutional support is available and ready to support our continued needs related to credit and non-credit opportunities and housing of student artifacts.

## QEP BUDGET

Because the University of South Carolina will continue to build upon an existing QEP theme, much of the foundational infrastructure is already established (e.g., centralized office, dedicated staffing and resources). However, given the updated topical focus, additional budget items will be included to ensure successful QEP development and implementation.

## New Resources

### Personnel

A full-time staff member will be added to the CIEL team supporting experiential learning and assessment responsibilities as part of the QEP actions. This position will support outreach efforts specific to maintaining and increasing engagement opportunities for students, faculty and student grant support, as well as identifying experiences to be

included as part of the direct evidence data collection process each term. This position will be hired in 2021 to help manage phases and outreach to the identified offices supporting the target student populations during the first two years of *Experience by Design*.

## Initiatives and Programmatic Support

**Program and Unit-Specific Development Grants.** Dedicated funds will be set aside to develop academic courses and beyond the classroom experiences designed with the high-quality engagement and reflection focus. Grant funds can also be utilized to adapt physical space and associated materials to encourage interactive and applied learning principles as part of course and beyond the classroom experience design (e.g., incorporating technology and collaborative tools into existing space).

**Faculty Development Grants.** The CIEL faculty grant program will be expanded to increase the number of participating faculty and projects with an emphasis on developing, implementing and assessing pedagogical approaches that integrate within and beyond the classroom experiences to achieve course or program learning outcomes. The awarded amount will be dependent upon project needs and established goals. These efforts will also help to introduce faculty to new QEP and CIEL initiatives spanning beyond the original grant time period (expected to be one year).

**Professional development workshops and trainings.** Trainings are designed to bring awareness to the QEP focus and support the developing knowledge and skills across UofSC faculty and staff. Emphasis will be placed on developing high-quality engagements and incorporating structured reflection into related experiences for students.

**Marketing.** The launch of *Experience by Design* will be demonstrated through marketing materials, social media campaigns, and customized messaging dependent upon campus, office, constituent and QEP emphasis. Additionally, targeted student populations will also receive customized communications to help bring awareness regarding opportunities to engage and reflect. We recognize the importance of providing information to audiences when they need it and when they are ready for it (Heath & Heath; 2007). Costs will support materials, technology solutions, and staffing costs to support the associated marketing campaign.

**Student Grants.** Based upon the collected feedback throughout the QEP development

process about barriers to student participation, combined with the institutional data about student populations that are less engaged and/or experiencing achievement gaps related to meeting student success outcomes (e.g., retention and graduation), a large portion of the QEP budget is dedicated to student funding. The primary purpose of this funding is to support students who need supplementary resources to complete engagements in areas such as travel to internship sites, bridge costs for study abroad, etc. Priorities will be placed on students with need-based aid and financial hardships to be eligible for funding, and therefore support the intended goals for all undergraduate students to participate in quality engagements, including Palmetto College students. A process for requesting and distributing funds will occur through CIEL and an associated committee. Students will be asked to provide justification for the needed funds, in what amount, and how monies will

be used. Student participants receiving funding will also be expected to participate in the assessment process through survey completion, student artifact review, and/or other means of contributing to the understanding of the QEP process.

**Technology/Assessment software.** A new assessment software will be purchased to support QEP and additional institutional assessment processes, including sampling of student work and associated review processes through synchronization with Blackboard as the current learning management system (LMS). Implementation costs for software are anticipated to be increased early in the QEP cycle and then flatten during later years (see Table 8 for cost differences). The costs represent anticipated expenditures calculated upon expected institutional costs and in coordination with efforts of the Office of Institutional Research, Assessment, and Analytics.

The first QEP noted that approximately \$2.5 million was dedicated across a five-year span. ***Experience by Design*** will facilitate comprehensive support through a refreshed budget. The new QEP budget was established through discussions with key stakeholders at the university level and in consideration of ensuring long-term success of ***Experience by Design***.



Table 8. QEP Budget

Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Personnel</b>						
Personnel (Outreach and Assessment)	72,000	75,000	75,000	75,000	75,000	372,000
<b>Faculty and Staff Professional Development</b>						
Workshops/Seminars	8,000	8,000	8,000	8,000	8,000	40,000
Program and Unit-specific grants	30,000	30,000	30,000	30,000	30,000	150,000
Faculty Grants	35,000	40,000	40,000	40,000	40,000	195,000
<b>Marketing QEP and Support for Student Opportunities</b>						
Communications	10,000	7,000	5,000	5,000	5,000	32,000
Student Grants	100,000	100,000	102,000	102,000	102,000	506,000
<b>Technology and Assessment software</b>						
Assessment software/support	45,000	40,000	40,000	40,000	40,000	205,000
<b>Totals</b>	<b>300,000</b>	<b>300,000</b>	<b>300,000</b>	<b>300,000</b>	<b>300,000</b>	<b>1,500,000</b>

## ROADMAP TO SUCCESS

UofSC is prepared to launch *Experience by Design* with a focus on high-quality engagements with embedded reflection for all students, but particularly with target student populations that are less engaged and that are not retained or graduate at the same rate as other student groups. The QEP timeline for implementation details the steps that will be taken to regularly track progress of QEP tasks and overall success metrics, and as such, the overall plan will be updated to reflect current needs and evolutions in thinking. QEP success will include advancements in the number and quality of engagements students are eligible to complete, scaled participation rates in quality engagements by all students (and specifically by the identified student populations), and progressive measures in student learning focused on critical reflection emerging through engagement experiences and student success metrics tied to retention, graduation, and first-destination employment. Essentially, the campus will appear as a living laboratory where guided experience is connected to significant reflection to deepen student learning and advance related knowledge and skills. Collectively, these promising outcomes will in turn support advancements across student success metrics showcasing the value of a UofSC degree. Furthermore, *Experience by Design* will help demonstrate the robust abilities of UofSC graduates as they embark on professional careers and personal purpose developing through an emphasis on lifelong learning skills.





# Experience by Design

University of South Carolina



---

## References and Appendices

### REFERENCES

- Ash, S.L. & Clayton, P.H. (2004). The Articulated Learning: An Approach to Guided Reflection and Assessment. *Innovative Higher Education*, 29(2), 137-154.
- Ash, S. L., & Clayton, P.H. (2009). Generating, deepening, and documenting learning: The power of critical reflection for applied learning. *Journal of Applied Learning in Higher Education*, 1(1), 25-48.
- Association of American Colleges and Universities (AAC&U). (2009). *Integrative and Applied Learning VALUE rubric*. Retrieved from <https://www.aacu.org/value/rubrics/integrative-learning>.
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 25, 297–308.
- Astin, A. W. (1991). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education*. New York, NY: American Council on Education/Macmillan.
- Astin, A. (1993). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education*. Phoenix, AZ: Oryx Press.
- Axelson, R.D. & Flick, A. (2010). Defining student engagement. *Change: The magazine of higher learning*, 43:1, 38-43, DOI: 10.1080/00091383.2011.533096
- Beck, V. S., Boys, S. K., Haas, H. J., & King, K. N. (2017). How do you use experiential learning to bridge the classroom and the real world? *New Directions for Teaching and Learning*, 151, 97-115.
- Brooks, E., Harris, C.R., & Clayton, P.H. (2010). Deepening applied learning: An enhanced case study approach using critical reflection. *Journal of Applied Learning in Higher Education*, 2, 55-76.
- Bingle, R.G., Hatcher, J.A., & Clayton, P.H. (2007). The scholarship of civic engagement: Defining, documenting and evaluating faculty work. *To Improve the Academy*, 25, 257-279.
- Bingle, R.G., Clayton, P.H., & Plater, W.H. (2013). Assessing, diversity, global, and civic learning: A means to change in higher education. *Diversity & Democracy*, 13(3), 4-6.
- Clayton, P.H. & Ash, S.L. (2005). Reflection as a key component in faculty development. *On the Horizon*, 13(3).
- Clayton, P.H., Ash, S.L., Bullard, L.G., Bullock, B.P., Day, M.G., Moore, A.C., O'Steen, W.L., Stallings, S.P., & Usry, R.H. (2005). Adapting a core service-learning model for wide-ranging implementation: An institutional case study. *Creative College Teaching*, 2(1), 10-26.
- Clayton, P.H. & Davis, J.S. (2006). Advancing engagement at NC State: Reflection leader training and support. In Zlotkowski, Williams, and Longo (Eds.), *Students as colleagues:*

- Expanding the circle of service-learning leadership* (pp.77-88). Providence, RI: Campus Compact and Bolton, MA: Anker.
- Davis, T.L., LaPrad, J., & Dixon, S. (2011). Masculinities reviewed and reinterpreted: Using a critical approach to working with me in groups. In J.A. Laker & T.L. Davis (Eds.), *Masculinities in higher education: Theoretical and practical implications* (pp. 147-160). New York, NY: Routledge.
- Dewey, J. (1938). *Experience and education*. New York: Macmillan.
- Ewell, P., Schild, P. & Paulson, K. (2003). Following the mobile student. Lumina Foundation for Education Research Report. Indianapolis, IN: Lumina Foundation for Education.
- Eyler, J. & Giles, D.E., Jr. (1999). *Where's the learning in service-learning?* San Francisco:
- Filkins, J.W. & Doyle, S.K. (2002). First generation and low income students: Using the NSSE data to study effective educational practices and students self-reported gains. Paper presented at the 42<sup>nd</sup> annual forum for the Association for Institutional Research, Toronto, Canada, June 2-5, 2002.
- Finley, A., & McNair, T. (2013). *Assessing underserved students' engagement in high impact practices*. Washington, DC: Association of American Colleges and Universities.
- Fredricks, J. A. (2013). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In S. L. Christenson, *Handbook of Research on Student Engagement* (pp. 763-782). New York, NY: Springer
- Gallini, S.M. & Moely, B.E. (2003). Service-learning and engagement, academic challenge, and retention. *Michigan Journal of Community Service Learning, 10*, 5-14.
- Gansemer-Topf, A., Saunders, K., Shuh, J., & Shelley, M. (2004, December). A study of resource expenditures and allocation at DEEP colleges: Is spending related to student engagement? Ames, IA: Iowa State University, Educational Leadership and Policy Studies. Retrieved from [https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=1043&context=edu\\_pubs](https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=1043&context=edu_pubs)
- Gardner, S.K., & Barnes, B.J. (2007). Graduate student involvement: Socialization for the professional role. *Journal of College Student Development, 48*(4), 369-387.
- George, C. L., Wood-Kanupka, J., & Oriel, K. N. (2017). Impact of participation in community-based research among undergraduate and graduate students. *Journal of Allied Health, 46*(1), E15-E24. Retrieved from <https://login.pallas2.tcl.sc.edu/login?url=https://search-proquest-com.pallas2.tcl.sc.edu/docview/1911587770?accountid=13965>
- Giegerich, S. (2015, December). Student records: Off the shelf and into the real world. Lumina Foundation Focus Magazine, 3–4.
- Grawe, 2019. <https://hbr.org/2019/10/americans-are-having-fewer-kids-what-will-that-mean-for-higher-education>.
- Gonyea, R.M., J. Kinzie, G.D. Kuh, and T.N. Laird. (2008). *High-impact activities: What they are, why they work, and who benefits*. Presentation at the Annual Meeting of the Association of American Colleges and Universities (AAC&U), Washington, DC.
- Graunke, S. & Woosley, S. (2005). An exploration of the factors that affect the academic success of college sophomores. *College Student Journal, 39*(2), 367-377.

- Hall, R. R. (2017). Factors contributing to the persistence of African American and Hispanic undergraduate males enrolled at a regional predominantly White institution. *Administrative Issues Journal*, 7:1, DOI: <https://dc.swosu.edu/aij/vol7/iss1/5>.
- Harper, S.R. (2008). Realizing the intended outcomes of Brown: High-achieving African American male undergraduates and social capital. *American Behavioral Scientist*, 51, 1-24.
- Harris, F., III, & Barone, R.P. (2011). The situation of men, and situating men in higher education: A conversation about crisis, myth, and reality about college students who are men. In J.A. Laker & T. Davis (eds.), *Masculinities in higher education: Theoretical and practical considerations* (pp. 50-62). New York, NY: Routledge.
- Hart Research Associates. (2015). *Falling short? College learning and career success*. Washington, DC: Hart Research Associates.
- Hatch, D.K. (2012). Unpacking the black box of student engagement: The need for programmatic investigation of high impact practices. *Community College Journal of Research and Practice*, 36(11), 903-915, DOI: [10.1080/10668926.2012.690319](https://doi.org/10.1080/10668926.2012.690319)
- Heath, C., & Heath, D. (2007). *Made to stick: Why some ideas survive, and others die*. New York: Random House.
- Horowitz, J., & Christopher, K.B. (2013). The research mentoring program: Serving the needs of graduate and undergraduate researchers. *Innovative Higher Education*, 38, 105–116, DOI: [10.1007/s10755-012-9230-3](https://doi.org/10.1007/s10755-012-9230-3)
- Hu, S. & Wolniak, G.C. (2010). Initial evidence on the influence of college student engagement on early career earnings. *Research in Higher Education*, 51, 750-766. DOI: [10.1007/s11162-010-9176-1](https://doi.org/10.1007/s11162-010-9176-1)
- Hunter, S., Tobolowsky, B., & Gardner, J. (2010). *Helping Sophomores Succeed: Understanding and Improving the Second-Year Experience*. San Francisco; Jossey-Bass.
- Johnson, S.R. & Stage, F.K. (2018). Academic engagement and student success: Do high-impact practices mean higher graduation rates? *The Journal of Higher Education*, 89, 53-781. DOI: [10.1080/00221546.2018.1441107](https://doi.org/10.1080/00221546.2018.1441107).
- Kappell, J. (2017). Student veterans' participation in high-impact practices: Veterans' experiences at three institutions of higher education in southeastern North Carolina. *Journal of Veterans Studies*, 2(1), 29-49. DOI: <http://doi.org/10.21061/jvs.27>
- Keeling, R.P. (Ed.). (2004). *Learning reconsidered: A campuswide focus on the student experience*. Washington, DC: National Association of Student Personnel Administrators & American College Personnel Association.
- Kimmel, M., & Davis, T. (2011). Mapping guyland in college. In J.A. Laker & T. Davis (Eds.), *Masculinities in higher education: Theoretical and practical considerations* (pp. 3-15). New York, NY: Routledge.
- Kinzie, J. (2012). High-Impact Practices: Promoting participation for all students. *Diversity and Democracy*, 15(3). Retrieved from <https://www.aacu.org/publications-research/periodicals/high-impact-practices-promoting-participation-all-students>.

- Kinzie, J., Gonyea, R., Kuh, G. D., Umbach, P., Blaich, C., & Korkmaz, A. (2009). *The relationship between gender and student engagement in college*. Unpublished manuscript. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.182.5385&rep=rep1&type=pdf>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. New Jersey: Prentice-Hall.
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.
- Kuh, G., & O'Donnell, K. (2013). *Ensuring quality and taking high-impact practices to scale*. Washington, DC: Association of American Colleges and Universities.
- Kuh, G. D., O'Donnell, K., & Schneider, C. G. (2017). HIPs at ten. *Change*, 49(5), 8-16.
- Mandernach, J.B. (2015). Assessment of student engagement in higher education: A synthesis of literature and assessment tools. *International Journal of Learning, Teaching and Educational Research*, 12(2): 1-14.
- Millea, M., Wills, R., Elder, A., & Molina, D. (2018). What matters in college student success? Determinants of college retention and graduation rates. *Education*, 138(4), 309-322.
- Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). *Making diversity work on-campus: A research-based perspective*. Washington, DC: American Association of Colleges and Universities.
- National Association of Colleges and Employers. (2017). *Career readiness resources*. Retrieved from <http://www.nacweb.org/career-readiness/competencies/career-readiness-resources>
- NACE Staff. (2018). *Are college graduates career ready? National Association of Colleges and Employers*. [online] <https://www.nacweb.org/career-readiness/competencies/are-college-graduates-career-ready/> (accessed 10 September 2020).
- O'Neil & Crapser (2011, April). Using the psychology of men and gender role conflict theory to promote comprehensive service delivery for college men: A call to action. In J.A. Laker & T. Davis (Eds.), *Masculinities in higher education: Theoretical and practical considerations* (pp. 16-49). New York, NY: Routledge.
- Pascarella, E.T. & Terenzini, P.T. (2005). *How College Affects Students (Volume 2): A Third Decade of Research*. San Francisco, CA: Jossey-Bass.
- Pedagogy grant findings (2019). Exploring multidisciplinary approaches to integrative learning: Faculty perspectives and practices. University of South Carolina, Columbia, SC.
- Redman, T. (2008). *Data driven: Profiting from your most important business asset*. Boston, MA: Harvard Business Press.
- Rhodes, T. (2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington, DC: Association of American Colleges and Universities.
- Simons, L. (2012). Lessons learned from experiential learning: What do students learn from a practicum/internship? *International Journal of Teaching and Learning in Higher Education*, 24, 3: 325–34.

Umbach, P. D. (2007). How effective are they? Exploring the impact of contingent faculty on undergraduate education. *Review of Higher Education*, 30(2), 91–123.

University of South Carolina Provost Retreat (October 2017). Presented by Provost Joan Gabel:

[https://sc.edu/about/offices\\_and\\_divisions/provost/docs/provostmeetings/2017fall-provost-mtg\\_slides.pdf](https://sc.edu/about/offices_and_divisions/provost/docs/provostmeetings/2017fall-provost-mtg_slides.pdf).

Vanscoy, I. J. (2018). *SEC academic development and leadership program alumni fellowship report*. Southeastern Conference.

Wellman, J. V. (2010). Connecting the dots between learning and resources. (NILOA Occasional Paper No.3). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Wilder, J. (1993). The sophomore slump: A complex developmental period that contributes to attrition. *College Student Affairs Journal*, 12(2) 18-27.

Wyatt, L.G. (2011). Nontraditional student engagement: Increasing adult student success and retention. *The Journal of Continuing Higher Education*, 59:1, 10-20, DOI: [10.1080/07377363.2011.544977](https://doi.org/10.1080/07377363.2011.544977)

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

Appendix A. QEP Subcommittees

	<b>Engagements</b>	<b>Technology and Assessment</b>	<b>Marketing</b>	<b>Professional Development</b>	<b>Pilot</b>
<b>Chair(s)</b>	Shelley Dempsey, On Your Time; Anna Edwards, Student Affairs	Christine DiStefano, Education; Amber Fallucca, CIEL	Shirley Carter, CIC; Dan Friedman, UNIV101	Christy Friend, CAS Claire Robinson, UAC	Lara Ducate, CIEL Julie Morris, OUR
<b>Members</b>	Rebecca Nagel, Music; Doug Meade, Mathematics; Maria Hickman, Athletics; Brian Hann, Environment Health and Safety	Pam Bowers, Student Affairs; Sabrina Andrews, OIRAA; Aaron Marterer, Registrar; Orgul Ozturk, Economics; -Eric Patterson (UTS/IBM) serving in consultant role as needed	Maegan Gudridge, Student Affairs; Keisa Gunby, Provost's Office; Shannon Bowen, CIC; Bethany Naser, Orientation; Marius Valdes, Studio Art; Nina Jackson, Communications	Nate Carnes, CTE; Denise Wellman, Student Affairs; Karen Edwards, HRSM; Helen Powers, Career Center	Elise Lewis, Library Sciences; Althea Counts, TRIO Programs; -Representatives from pilot group(s)
<b>Charge</b>	Identify current and emerging beyond-the- classroom (BTC) experiences (credit and non-credit) meeting criteria for quality. Identify barriers/challenges to BTC engagements by target student populations. Identify needs for managing risk that could develop during students' time in experiential learning opportunities (e.g., internship site closures, access to locations/ populations).	Recommend assessments of student engagement, reflection, integrative learning and experiential learning. Identify systems to identify/collect artifacts (within and beyond the classroom) with the ability to assess student work. Identify methods of coordinating efforts across existing systems to support QEP goals.	Identify a plan for messaging beyond the classroom engagement opportunities with considerations for various audiences (faculty, staff, external entities, students). Make recommendations for messaging to targeted student populations, including identifying methods of support.	Identify current levels of faculty and staff knowledge, skills, and dispositions related to integrative learning, experiential learning, beyond the classroom engagement, etc. Draft a plan for professional development to increase faculty and staff knowledge, skills, and dispositions related to providing and assessing beyond the classroom experiences, experiential learning, integrative learning, and reflection.	Oversee implementation of pilot phase of QEP Document processes and lessons learned Collect/analyze data to include as part of QEP report

## Appendix B.

Center for Integrative and Experiential Learning (CIEL; previously USC Connect) and affiliated faculty and staff partners' scholarship on integrative learning and related topics (Selected publications and presentations)

**Publications**

- Fallucca, A. (2017). Student affairs assessment, strategic planning, and accreditation. *New Directions for Institutional Research*, 175, 89-102.
- 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.
- Easley, L. & Sellhorst, S.H. (2018). Increasing potential and widening horizons: Promoting undergraduate research at two-year regional campuses. *SPUR: Scholarship and practice of undergraduate research*, 1(3), 67.
- Harrison, T., Bodrick, J., Camp, L.D., Fallucca, A., Hiott, A. & Patterson, R. (Spring 2018). Closing the feedback loop: Visible learning with intentional reflection, *Synergy*, NASPA: Student Affairs Partnering with Academic Affairs Knowledge Community, 2-8.
- Lewis, E. (2017). Promoting undergraduate research through integrative learning. *International Journal of Teaching and Learning in Higher Education*, 29(3), 545-550.
- Lomicka, L. & Ducate, L. (2019). Using technology, reflection, and noticing to promote intercultural learning during short-term study abroad. *Computer Assisted Language Learning*, DOI: 10.1080/09588221.2019.1640746
- Milling, S. (2016). Considering the pedagogy of advocacy. *Dance Education in Practice*, 2(3), 7-13.
- Pierce, C. (2016). Problem-based learning with EFFECTS: Part I—Preparing future faculty to integrate teaching and learning. Shaping the future of geotechnical education. International Conference on Geo-Engineering Education.
- Pierce, C., Berge, N., Flora, J.V., Matta, F., Petrulis, R., & Washam, E. (2016). A two-step program for undergraduate students to gain authentic experience in the research process. *American Society for Engineering Education*. doi: 10.18260/p.27277
- Van Scoy, I. J. (2018). Game changer: How a graduation distinction can impact learning for all, *eSource for College Transitions*, 15(2), 1-4.
- Van Scoy, I. J., 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>.
- Van Scoy, I. J., Fallucca, A., Harrison, T., & Camp, L.D. (2018). Integrative learning and graduation with leadership distinction: ePortfolios and institutional change in B. Eynon & L. Gambino, *Catalyst in Action*, Stylus: Sterling, VA.



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

**Presentations**

Bowers, P., Askins, B. & Fallucca, A. Continued Findings and Lessons from the “Beyond The Classroom Matters” Assessment Project. Presented at the National Association of Student Personnel Administrators (NASPA) Conference, March 2017, San Antonio, TX.

Ducate, L. & Anderson, L.A. Engagement, Discovery, and Integrative Learning in the First Year. Presented at the Reinvention Collaborative, October 2016, Washington, DC.

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

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

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

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

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.

Grady, J., Brown, M., & Gillentine, A. Integrating Undergraduate Research into the Sport Management Curriculum. Presented at North American Society for Sport Management, June 2017, Denver, CO.

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. , Bowers, P., & Kelly, S. (2017). Promoting, Tracking and Recognizing Meaningful Student engagement at a Comprehensive Research Institution, Presented at the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Annual Meeting, December 2017, Dallas, TX.

Van Scoy, I. & Dandaneau, S. Linking Academic and Student Affairs to Promote a Culture of Reflection and Discovery. Biennial Conference of the Reinvention Collaborative, November 2016, Arlington, VA.

- Van Scoy, I., Fallucca, A. & Ducate, L. Developing and Assessing Students' Integrative Learning. Presented at the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Annual Meeting, December 2016, Atlanta, GA.
- 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. & Fallucca, A. (2017). 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. & Fallucca, A. Collaboration Across Academic and Student Affairs to Enhance Learning. Poster session at the Biennial Conference of the Reinvention Collaborative, November 2016, Washington, D.C.
- Young, D. & Van Scoy, I. Senior Capstone: National Perspectives and One Capstone Journey. National Conference on Students in Transition, October 2016, New Orleans, (with D. Young).

Appendix C. Achievement Gap Report Analysis

<b>Student Population:</b> <i>Identified through Achievement Gap Report</i>	<b>Graduation Findings</b>	<b>BTCM Findings 2018-2019 academic year Tier 3-HIPs/ELOs</b>	<b>OIRAA Dataset (Enrollment by identified student population)</b>
<b>Pell Eligible Students</b>	Graduate at lower rates than Non-Pell eligible students  -10% lower (4-year grad rate)  -11.4% lower (6-year grad rate)	<b>Pell-eligible students (Unique counts)</b>  <b>Fall 2018</b> -Tier 3: 324 -Tier 2: 2003 -Tier 1: 2323  <b>Spring 2019</b> -Tier 3: 584 -Tier 2: 1666 -Tier 1: 1878  <b>Summer 2019</b> -Tier 3: 26 -Tier 2: 27	-5065 total students Pell-eligible Full-time, Fall 2018
<b>Gender-Males</b>	Graduate at lower rates than Females  -15.8% lower (4-year grad rate)  -7.58% lower (6-year grad rate)	<b>Male students (Unique counts)</b>  <b>Fall 2018</b> -Tier 3: 601 -Tier 2: 5729 -Tier 1: 6554  <b>Spring 2019</b> -Tier 3: 1039 -Tier 2: 3574 -Tier 1: 5594  <b>Summer 2019</b> -Tier 3: 299 -Tier 2: 213	-11,945 total males Full-time, Fall 2018
<b>Race by Gender (based upon 2011 cohort)- African-American Student/ Gender Comparisons</b>	African-American Males graduate at lower rates than African-American Females  -16.25% lower (4-year grad rate)  -19.17% lower (6-year grad rate)	<b>African American Male students (total records, not unique students)</b>  <b>Fa 18-Su 19</b> -Tier 3: 141 -Tier 2: 2471 -Tier 1: 1193	-866 African American Males Full-time, Fall 2018

<p><b>Race by Gender (based upon 2011 cohort)-White Student Gender Comparisons</b></p>	<p>White Males graduate at lower rates than White Females</p> <p>-17.03% lower (4-year grad rate)</p> <p>-7.48% lower (6-year grad rate)</p>	<p><b>White Male students (total records, not unique students)</b></p> <p><b>Fa 18-Su 19</b></p> <p>-Tier 3: 1631</p> <p>-Tier 2: 19777</p> <p>-Tier 1: 14553</p>	<p>-9080 White Males Full-time, Fall 2018</p>
<p><b>Race by Pell Eligibility African-American Student Comparisons</b></p>	<p>African American Pell-Eligible students graduate at lower rates than Non-Pell-Eligible Students</p> <p>-16.2% (4-year grad rate)</p> <p>-15.2% (6-year grad rate)</p>	<p><b>African-American Pell-Eligible students (total records, not unique students)</b></p> <p><b>Fa 18-Su 19</b></p> <p>-Tier 3: 293</p> <p>-Tier 2: 4274</p> <p>-Tier 1: 1675</p>	<p>--1171 African American Pell Eligible Students Full time, Fall 2018</p>
<p><b>Race by Pell Eligibility White Student Comparisons</b></p>	<p>White Pell-Eligible students graduate at lower rates than White Non-Pell-Eligible Students</p> <p>-14.3% (4-year grad rate)</p> <p>-15% (6-year grad rate)</p>	<p><b>White Pell-Eligible students (total records, not unique students)</b></p> <p><b>Fa 18-Su 19</b></p> <p>-Tier 3: 565</p> <p>-Tier 2: 7133</p> <p>-Tier 1: 4027</p>	<p>-2880 White Pell-Eligible Students Full time, Fall 2018</p>
<p><b>Transfer Students</b></p>	<p>Transfer students graduate at lower rates than overall graduation rate</p> <p>-0% (4-year grad rate)</p> <p>-10% (6-year grad rate)</p>	<p><b>Transfer Students (Unique Counts)</b></p> <p><b>Fall 2018:</b></p> <p>--Tier 3: 118</p> <p>--Tier 2: 861</p> <p>--Tier 1: 1125</p> <p><b>Spring 2019:</b></p> <p>--Tier 3: 268</p> <p>--Tier 2: 802</p> <p>--Tier 1: 924</p> <p><b>Summer 2019:</b></p> <p>--Tier 3: 37</p> <p>--Tier 2: 66</p>	<p>--1817 New Transfer students Full time, Fall 2018</p>

Appendix D. Experiential Learning Audit, University of South Carolina

**EXPERIENTIAL LEARNING (EL) AT USC – COLUMBIA**  
**October 2017**  
**USC Connect**  
**Office of the Provost**

**BACKGROUND:** USC’s university-wide focus on integrating learning within and beyond the classroom began with USC Connect (2011). Our significant progress in coordinating and expanding integrative learning opportunities includes Graduation with Leadership Distinction (over 1,000 graduates). We continue to work toward facilitating and enhancing integrative learning for all students. As stated in the 2023 strategic plan, our goal is to “expand high impact experiential learning<sup>1</sup> within and beyond the classroom”.

**USC EXPERIENTIAL LEARNING WORKING DEFINITION**

**Sustained, supervised experience (45 hours or more) in a “real world” setting** (e.g., engagement with communities, professionals, or clients) that is **purposefully chosen**, **supervised** (including orientation and evaluation), **engages students in applying academics** (e.g., theories, concepts, frameworks), including **reflection** on learning (see full draft criteria, second page).

**CURRENT ESTIMATED STUDENT ENGAGEMENT**

Based on May 2016 graduating class (3,642 students) and experiential learning engagement 2015-2016

**APPROXIMATELY 75%<sup>2</sup> OF STUDENTS  
ENGAGE IN AT LEAST ONE EXPERIENTIAL LEARNING OPPORTUNITY**

- **60%** of students completed experiential learning through required courses
- Over **3,000** students (all graduation years) engaged in experiential learning through non-required courses or non-credit bearing opportunities in the following pathways:
  - **Peer Leadership:** Structured peer leadership roles (e.g., Student Success Supplemental Instruction Leader, Resident Mentors, Multicultural Assistance Peer Program Leaders)
  - **Research:** Office of Undergraduate Research grants (student may or not be enrolled in 399/499)
  - **Study Abroad:** Programs such as Global Classroom, Global Exchange, Global Partner, etc. (may or may not be enrolled in a USC course)
  - **Service-learning:** Programs such as Alternative Breaks and service-learning courses.

- **Work-related Experiences:** Internships through the Career Center, Sustainable Carolina, or other university entities or academic departments
- **1,500+ students** engaged in other opportunities which *could* meet experiential learning criteria with some added structure and/or emphasis on learning (e.g., peer leadership or community service programs, student government positions, leadership in academic areas)
- **Over 150 courses and 60 non-credit bearing opportunity types<sup>3</sup>** involve experiential learning

**CONCLUSION:** *Experiential learning is deliverable to all USC-Columbia students.* Ample opportunities are available (courses and non-credit bearing experiences); campus/external work experiences could provide EL for students needing options outside of courses or co-curricular activities.

**EL GOAL:** *For all students to be engaged in at least one, but ideally multiple, experiential learning opportunities during their undergraduate career.*

**STRATEGIES:** *To support the development of experiential (and integrative) learning, USC will*

- Further develop resources/messaging to support students in identifying purposeful engagements
- Increase efforts to connect academic and beyond the classroom learning with guided reflection throughout students' collegiate careers
- Finalize and implement systems to record and display verified completion of engagements (to be used for reporting, program assessment, and potentially student experiential learning transcripts)

<sup>1</sup>Experiential learning is a type of integrative learning which focuses on *learning* through experience in an applied setting.

<sup>2</sup>Estimate based on review of required courses, Beyond the Classroom Matters data, and discussions within academic/student affairs.

<sup>3</sup>As an example, "Study Abroad Global Partner" is one "opportunity type" including multiple options within that category.

Appendix E. Student Focus Group Questions  
2019-2020 Outreach

**QEP Student Focus Group Questions**

Please state your current academic major and academic year.

Please describe the significant types of beyond the classroom experiences that you engage in.

What motivates you to engage in these types of experiences?

Speaking for yourself and for your peers, what barriers do you experience or observe for why students are not engaging in significant beyond the classroom experiences?

What ideas do you have for how the university should support students to overcome these barriers or be engaged? How can we help students through potential strategies or programs?

What questions do you have for me about the Quality Enhancement Plan development process?

Do you have recommendations for additional student groups that I should approach about meeting?

## Appendix F. Pilot Study

**QEP Pilot Subcommittee Report  
June 3, 2020**

Althea Counts, Lara Ducate (Co-Chair), Elise Lewis, Julie Morris (Co-Chair)

**Rationale for Pilot Study**

The goal of our QEP pilot study committee was to develop and implement a task that could be integrated across various contexts and courses around the Columbia and Palmetto College Campuses in order to encourage students to more thoughtfully engage in reflection about their within and beyond the classroom experiences. As we have seen through UNIV 401 and the GLD ePortfolio process and heard anecdotally from both faculty and students, many students do not have the opportunity to reflect on their experiences throughout their university career. Many GLD students report that the ePortfolio was the first time they ever reflected on their university experiences in such a deep and thoughtful way and appreciate realizing how much they learned from their within and beyond the classroom experiences and noticing the many connections between them. As only about 8% of students participate in GLD, there are many students at UofSC who never get the opportunity to reflect in this way.

As our committee met, we tried to think of ways to provide a wider variety of reflection opportunities across student activities, giving all students (GLD-bound and non-GLD students) the chance to reflect on their experiences throughout their time at UofSC. This also helps GLD-bound students gain experience with reflection through repeated exposure rather than only at the point of the ePortfolio. The activities were designed to help students contemplate what they learned, how this connects to other courses and beyond the classroom experiences, and how they might use this new knowledge to solve problems in new contexts once they graduate. We decided to implement reflection tasks in three different settings common to the student experience to investigate how faculty, staff, and students responded to these tasks and how these assignments could benefit future students. These three settings were selected: courses, advising appointments, specifically transfer advising and students in the TRIO Opportunity Scholars Program (OSP), and student organizations.

**Reflection Activities**

Three reflection activities were created to be implemented in the areas identified as high student touch points. In addition to the activities themselves, a post-survey was developed for both the student participants and instructor/advisor/facilitator of each activity type (course, advisement, and student organizations).

*Courses*

Ten instructors, teaching twelve different courses, participated in the pilot study and required their students to engage in some degree of reflection during the semester. Eight classes incorporated reflection throughout the semester while two had their students reflect at a single point during the semester. Courses from the Columbia and PCC campuses were represented. Suggested questions are included in Sub-appendix A. Once courses transitioned to online, we also provided reflection questions that dealt specifically with the pandemic and how it affected students' studies and lives as an option for instructors. We asked the instructors to incorporate these assignments into their courses, list them on their syllabi, provide feedback, and give students a grade for their work to make sure students viewed it as an integral component of the course. The courses and instructors involved are listed below:

Biol 102 (two sections) (Salkehatchie) – Kilpatrick  
Biol 102 (Sumter) – Fernandes



PSYC 226 (Union) – Lowell  
SLIS 202 - Lewis  
SLIS 420 – Kitzie  
OSP English 102 – Cornet  
OSP Speech 140 –Blackman  
OSP Math 170 – Crooks-Monastra  
SPAN 110 – Moreno  
FORL 472/772 Technology and foreign language education – Moreno  
ECIV 530 Foundation Analysis and Design – Pierce

### *Advising*

Prior to transfer students' spring advising appointment, their advisors emailed them requesting the student complete the web-based advising reflection activity ([https://www.sc.edu/about/initiatives/center\\_for\\_integrative\\_experiential\\_learning/about/news/reflectionactivity.php](https://www.sc.edu/about/initiatives/center_for_integrative_experiential_learning/about/news/reflectionactivity.php) and Sub-appendix B). Student responses were emailed to the advisor and student to aid in discussions during the appointment. In a few cases, advisors asked the questions during the appointment to facilitate discussion when the student did not complete the activity beforehand. 274 transfer students received the invitation to participate with 27 responding. In addition to the transfer population, 134 first year students in the university's Opportunity Scholars were invited to participate with 10 responding.

### *Student orgs*

Leaders or facilitators of student groups/organizations were asked to encourage reflection at the end of their meetings by asking two questions, which the students could answer on paper or through a website; followed by a few minutes of group discussion related to their responses (Sub-appendix C). The groups who participated were Alpha Gamma Delta, Magellan Ambassadors, CIEL Student Advisory Council, Lancaster Research Club, and Union Research Club. 114 students from five groups responded through the on-line system (paper responses were not collected but all students were given the opportunity to participate in the post-survey).

## **Synopsis of Survey Data with Qualitative Theming**

### *Courses*

**Course reflection activity responses and Post-course activity survey: Students** 69 students responded to the survey at the end of the semester regarding the reflection tasks they completed during the semester. About 50% reported having reflected in their courses before and 85% agreed that it was useful. 70% felt that reflection enhanced their classes and 80% felt that it helped them connect their beyond the classroom experiences to their course content. 87% responded that the task helped them see the relevance to their future career and 78% recognize the value of reflecting in future courses. Three open-ended questions were included in the survey in hopes of gaining a better understanding of how students felt about reflective activities throughout the semester.

The first question was: *What did you like about the reflection activities during your class this semester?* There were 53 responses to this question. Generally, students enjoyed thinking about their goals for the course, liked having the chance to slow down and think more holistically about their progress and goals. Several themes emerged regarding the positive nature of reflection exercises. This included classroom activities (course progress and future/workplace themes) as well as interpersonal themes.

**Course progress** – this included data from students who indicated that reflective activities helped them stay organized or allowed them to dive deeper into the content. Positive

sentiments about reflective assignments with clear instructions and due dates are also included in this theme. The following examples illustrate the potential reflective assignments have in keeping a course on track and relevant to the students. These assignments may also serve as an assessment tool for student learning.

*Course Progress Examples:*

“I liked that it made me think back to the beginning of the semester- this helped me to see my growth throughout the semester and also kept me focused/ on track to achieve any goals I had set.”

“It's nice to start a class out with clear stated goals, so when it's the end of the semester you can measure your improvement and success”

**Future/Workforce** - This theme includes data that described how the course work was applicable to the students' future careers. It is worth noting that most of the courses in the pilot study were introductory courses (100-200 level), so seeing these types of connections being made early in a student career is a benefit of reflective practices.

*Future/Workforce Examples:*

“The reflections gave me the opportunity to step back and look at what I've been learning and to apply those topics to future learning and the workforce.”

“Reflecting was beneficial to me because it allowed me to combine what I have learned in this class and how what I learned can apply to real life scenarios. Rather than just memorizing facts, reflection activities gave me the chance to make a connection between the topics I learned in this course.”

**Interpersonal theme** - This theme encompassed a variety of data that included personal growth, critical thinking, understanding of diverse opinions, and validations. These data are more difficult to measure due to the personal nature of the topics. The data indicated that students who participated in these activities appreciated the time to reflect and look inward.

*Interpersonal theme examples:*

“They helped me look at more than just the class. They helped me look at myself and my overall behavior and personality.”

“I really enjoyed seeing other opinions and perspectives from my classmates during my class this semester.”

“It caused me to pause and think about the value of what I was doing. Otherwise, I might simply 'go through the motions' of learning and miss the real value of learning something new, always in a rush to turn in an assignment.”

**Student Work Samples**

From student work samples, there seems to be a variety of responses. Some students thought very carefully about what they already knew that had to do with their current course and wrote several paragraphs to answer the question, for example, while others did not. When asked their goals for the semester, students gave specific course-related examples as well as goals related to study or interpersonal skills for the course, such as staying on task, keeping up with assignments, dealing with anxiety, working well in a team, and gaining confidence for future courses, graduate school, or future careers. When reflecting on what they learned over the semester, many students also mentioned how they were able to adapt to online instruction and the general upheaval of the semester and handle more work than they had previously thought. Time management, fighting procrastination, and building confidence were common themes, especially after everything went online. Although students had a difficult time with the transition, they seemed proud

with how they handled it and more self-reliant as a result. Students also learned to reach out to their peers more for help and work together. Several students also commented on how challenging their courses were, but how much they still enjoyed them and how much they learned. Below are several quotes from students that were especially poignant in regard to what they learned about the course and themselves:

"I did not get an A on any of the exams in this class but, looking back, I feel like I learned so much more than I did in some other courses in which my exam grades were very high. In other words, the need to *immediately* be successful is caused by impatience and this course helped me learn to be more patient with the rate at which I learn new material. As for the skill of adaptability, I feel that this is something we have all learned. Switching to online classes and online tests was new and strange, but it taught me to be able to adapt and accept that life is unexpected, and I must be ready to change my plans every once in a while. The skill of adaptability will, I think, be the most useful throughout my life."

"Out of school, people I know are shocked that I study engineering (or anything science-y) because I am so active in the local art and political scene. I've had my political science professors candidly tell me that "I don't look like a STEM major." And until this semester, I agreed with them. I didn't interact with my CEC peers more than necessary because I felt like an outsider, the weird art student who accidentally signed up for engineering classes lost in a sea of identical future-engineers who just wish to make money after graduating. I didn't like how this made me feel, first it was eroding my love for civil/enviro engineering, and secondly, I was judging people I didn't know. Outside of school, I wouldn't do that. So to overcome this cognitive dissonance, I had to make an effort to get to know my peers. I realize though I may be still weird, but my peers aren't boring or plain by contrast (duhh). They are dedicated and multi-dimensional."

After evaluating students' responses, it is evident that many students carefully considered their goals for the semester, altered them when necessary, and then thought carefully about whether or not they met those goals, why or why not, and how what they learned will help them in their future careers. It was also interesting to note that students did not focus solely on course content in their reflections. They also considered other practical and personal skills and goals, such as how to work better with their classmates and rely more on themselves to get their work done on time. It is difficult to say to what extent these reflection assignments facilitated these thoughts or if students would have reflected on their goals and what they learned with or without being required to as part of their coursework, but it is likely that without the prompt, students would not have contemplated as deeply on their learning over the spring semester.

#### ***Post-course activity survey: Faculty***

Seven instructors from the Columbia campus including one from each of the PCC campuses participated in the survey at the end of the semester. Seven out of the nine respondents had reflected in their classes before, which makes sense since these instructors were chosen because of their connection to the CIEL office and engagement in integrative learning strategies. Seven of the instructors had their students engage in reflection throughout the semester, while two gave only one reflection assignment. All but one of the respondents found that the assignments were useful and enhanced their classes. One did not. Only 50% felt that students were able to relate previous content to their current course during the reflection assignments and that they helped students connect their course content throughout the semester. 77% agreed, however, that students could articulate how their course material would be relevant to students' future careers. 7 instructors agreed that implementing these assignments was manageable. 100% would implement these types of assignments again and felt that it was a positive experience for their students.

When asked what the instructors liked about these assignments, they responded that they appreciated implementing multiple reflections throughout the semester and felt it was useful to ask students about their goals for the course. One respondent felt it was useful for students to have time explicitly devoted to thinking about how their work can connect to other aspects of their academics and lives. Several other respondents noted that this was a useful forum for students to reflect on how COVID-19 had affected them during the spring semester. When asked how this assignment could be improved, respondents focused mostly on how they implemented them. They would use a different tool next time or try to integrate the assignment directly into their CMS to make sure students completed them and to facilitate feedback. Overall, the consensus from the instructors seemed to be that the reflection activities were beneficial to the students and their understanding of course material. They were not onerous in terms of implementation or assessment and would be interested in using similar assignments in the future, either in the same format or a slightly modified one.

### *Advising*

#### **Advising reflection activity responses: Students**

Before attending their advising appointments in the spring, students were asked to complete questions about why they chose their majors, their goals and plans after graduation, who has helped them to succeed in college, and a skill they have that will be useful to them in the future. 41 students filled out the questionnaire before their advising appointment. It was expected that when they arrived at their advising appointment, they would be able to discuss what they wrote with their advisor.

In their responses, most students provided a thoughtful reason in response to why they chose their major. The majority of students chose their major because they feel it will best prepare them for their future career goals, such as majoring in biology because they hope to be a physician's assistant or because they want to have many options for their career, such as business. A few others commented that they were interested in the subject. Regarding their academic goals, many students responded that they wanted to get good grades and perform well in their courses. Others mentioned career or internship goals. Two students also mentioned wanting to pursue graduation with leadership distinction. In answering the question about who has helped you during college, most students referenced a family member, instructors, or advisors. For the final question regarding a skill they had acquired, most had quite thoughtful answers. Some focused on interpersonal skills that they learned through working, such as how to lead and how to treat people fairly. Others mentioned more academic skills such as don't procrastinate and turn in work on time. Others mentioned skills such as adaptability, patience, and the importance of staying motivated.

#### **Post-advising activity survey: Students**

Students were sent reflection questions towards the end of the semester, after they met for their advisement session and discussed the pre-advisement questions. The questionnaire assessed the student's prior experience with reflection activities in advising, beyond the classroom experiences or in their classes. The survey also asked students if the activity was useful in preparing them for their advisement appointment in a deeper way and if it helped to make previous experiences relevant to future goals and activities. There were ten respondents to the questionnaire, and all were from the Columbia campus. 40% of the respondents were juniors and 20% were freshmen. Overall, the students had a positive response to the activity. 70% found the activity useful and 77% said it enhanced the advising appointment. Students felt that the activity helped them to see how their past experiences could be relevant to their future goals and activities. In addition, most of the

students would value similar activities in future advisement sessions. When asked what they liked about the reflection activity, students gave the following responses:

“Helps me think about what my advisement was and the process.”

“It helped me set time management skills to better succeed in my courses.”

“It got me to see how my past has helped me academically.”

There were no suggestions on improving the process. Based on the cumulative number of advisees assigned to participating advisors, there should have been a pool of 408 possible students. The return rate of 10 is so small, we cannot draw clear conclusions. The low number of responses completed was likely impacted by the pandemic and the requirement to complete the semester remotely. As students were trying to learn how to complete coursework virtually, the assessment was probably not a priority.

### ***Post-advising activity survey: Advisors***

There were a total of 9 advisors who completed the post-advisement survey. Survey questions asked advisors if they had prior experience implementing reflection before advisement sessions, if reflection was useful or enhanced the advisement session and if they would value similar activities in the future.

The advisors reported that a total of 21 students had completed the pre-advisement survey before advisement. Most of the advisor responses were neutral when discussing the value of the activity. This could possibly be due to post-reflection responses from students or the fact that most students did not complete the pre-advisement activity before their advisement session. Some advisor responses included:

“I liked that it gave the students who did do it something to discuss right when they walked in the door. Often students come in and want to discuss the classes they need and then they try and bolt. This allowed me to set an expectation that a deeper conversation was going to take place before we jump to the courses they need. Even for the students who did not submit anything to me or complete it on their own, I was able to incorporate it into the beginning part of their advisement.”

“What I liked about the activity for those that submitted it was how it gave me some information before they came in for advising to guide the questions, I was asking them. For example, if they mentioned that time management was a concern or getting involved, then I knew I wanted to bring that up at some point in our session. It helped me feel better prepared and have a more meaningful conversation.”

Advisors made suggestions on how to improve the process/activity. Some suggested that advisees have access to the activity when they come in for advisement because students are reporting they did not see the email or do not see the value in completing the pre-advisement questions. Other advisors also reported that they were not aware if students had completed the activity prior to advisement or that none of the students had completed it. The task was designed so that students entered their advisor’s name and email address when they completed the questionnaire so that the responses would automatically be emailed to the advisor, but if students didn’t have their advisor’s name or email, they wouldn’t receive the results.

### ***Student organizations***

Overall, students were more positive about the reflection activity designed for the student organization use than the facilitators, even though reflection itself, was valued by the facilitators. Based on the comments and recommendations provided by the facilitators, it is likely that the final step (group discussion) was not implemented. Without this discussion piece, a key component of the process, facilitators would be unable to gauge student insights. Thus, it is understandable that this activity was less valuable to the facilitators and why many recommendations include more discussion, feedback, and desire to see

their students' responses. Based on this, it is recommended that this activity be implemented again with additional training and follow-up with the facilitators to ensure discussion occurs post-activity. A different technology platform that allows real-time viewing and feedback of responses would also be valuable.

***Post- student organization activity survey: Students***

8 of 114 participated in the post-survey. Of the students participating, all had engaged in reflection in other academic or beyond-the-classroom experiences (such as community service, leadership, internships, research, etc) before, but not necessarily in courses (5 of 8, 62.5% had done so). All students agreed or strongly agreed that the reflection activities were useful, manageable, helped the student articulate how previous academic or beyond-the-classroom experiences could be relevant to current group/similar activities, as well as how the group could be relevant to future academic or professional endeavors. All students also expressed seeing value in reflection activities in future meetings/organizations. Agreement was more mixed when asked if the reflection activities enhanced the meetings (87.5% agree/strongly agree; 1 neutral) and more so, in helping the student process what was learned from the meetings in a deeper way (75% agree/strongly agree; 1 neutral; 1 disagree). Overall, students were positive and found value in reflection activities but differed in recommendations for improvement. It is important to note that all but one of the student groups met and completed the reflection activity before Spring Break while the post-survey was sent in mid-April. The length of time between activity completion and survey; and impact of COVID, likely impacted response rate.

***Post-student organization activity survey: Facilitators***

Five student groups participated in the pilot. One group had 2 facilitators for a total of 6. Five of the 6 facilitators (of 4 groups) responded to the post-survey. 60% of the advisors have implemented reflection activities in their meetings and activities before this and all of these have been doing so for the past 4-6 years. The reflection activity implemented received mixed reviews: 2 of 5 (40%) found the reflection activities to be useful to the students and enhanced the meetings (3 neutral). Implementation of the reflection activities was considered manageable by all. In terms of helping students in making connections: 4 of 5 (80%) agreed that these activities helped the students process what they learned from the meetings in a deeper way and helped the students articulate how the group's activities could be relevant to future academic or professional endeavors; while use of the activity to help students articulate how previous academic or beyond-the-classroom experiences could be relevant to current group/similar activities varied (2 agreed, 1 neutral, and 2 disagreed). Facilitator comments emphasize the value of including reflection activities in student organizations, but that implementation was not optimal and discuss and access to responses would be useful.

**Sub-appendix A: Reflection Activity - Spring 2020 QEP Pilot – Courses**

Suggested reflection topics for courses throughout the semester

1. Brainstorm everything you know about the main topics for this class. What skills have you learned in other classes that might relate to this class? They can be specific to the class topic or general study skills. What activities were most helpful to your learning for those other classes? Describe these skills and activities and how you've used them in other classes or in your life in general. You should describe at least 3 skills/activities. (first week)
2. After considering those skills/activities described in reflection 1, consider what goals do you have for this course? The goals should specifically relate to what you hope to learn

and what skills you hope to gain (not the grade you hope to get) How do you propose to meet these goals during the semester? Write down at least 3 goals and explain in 1-2 lines how you propose to achieve them. (second week)

3. Look back on the goals you wrote down towards the beginning of the semester. How are you progressing on your goals? What have you done to try to achieve them? What proportion of the class content (homework, participation in class, projects) do you regularly complete? Is this amount adequate for your understanding of the content and for your progress? If you continue to perform in this course as you have the first half of the semester, will you meet your goals? What might you change about your methods for achieving your goals? (midpoint)

4. Now that it is close to the end of the semester, report on how you have or have not achieved your goals. What skills have you learned in this class that you can use in future classes, career, or in your life in general? Report on at least three skills and all of your goals. What was your biggest achievement in this course? Describe something major you've learned about yourself in this course. (end of semester)

Reflection on a single project

1. Brainstorm what you already know about this topic. What have we already discussed in class? What questions do you still have about this topic? How do you hope to answer these questions? (pre-project)

2. Reflect on where you currently are in the research process. What methods have you used up until now to find your information? How has that worked so far? Have you begun the composition process? How is that going? What concerns do you have? What strengths do you notice about yourself and your project so far? What weaknesses? How can you address some of those weaknesses? (during project)

3. Think about how the research and writing process went for you. What went well? What would you change? What do you still want to know about this topic? How does what you learned relate to other material you've studied, to your life, to your future career, or to broader social issues? (end of project)

If someone is doing a group project, there are great ideas for reflecting on that on this site: [file:///Users/ducate/Downloads/Assignment\\_LinkonSherry\\_LearningByDoing.pdf](file:///Users/ducate/Downloads/Assignment_LinkonSherry_LearningByDoing.pdf)

Reflection topics for the end of the half-online semester due to Covid-19

1. Now that it is close to the end of the semester, report on how you have or have not achieved your goals for the semester.

2. How has moving to online instruction affected your goals this semester? What extra challenges have you faces as a result of the pandemic? What have you learned about yourself as you've dealt with this pandemic? What strategies have you used to complete your course work? What strategies have you used to manage your feelings and concerns about the pandemic?

3. What was your biggest achievement in this course? Describe something major you've learned about yourself in this course.

4. What skills have you learned in this class that you can use in future classes, your career, or in your life in general? How have those skills changed or been influenced by the pandemic?

Sub-appendix B: Reflection Activity - Spring 2020 QEP Pilot - Advisement

The following questions serve to help you reflect on the challenges and successes of the past school year and think about your plans and goals moving forward. Please respond

thoughtfully to each question. Your responses will be emailed to you and your advisor for discussion during your next appointment.

\*Required fields

Student First Name \*

Student Last Name \*

USC ID (letter + 8 numbers) \*

This is the ID number from the back of your Carolina Card.

Student Email \*

Academic Year \*

First Year

Sophomore

Junior

Senior

Other

Are you a transfer student? \*

Yes No

1. Why have you chosen your current major? What are you most excited to learn? \*

2. What are your upcoming academic or professional plans and/or goals? \*

3. Please identify a person or resource that has aided in your success in your college career so far and describe how this has contributed (or will contribute) to your academic success. \*

4. Share 1-2 skills or things you have learned from a past academic, personal and/or professional experience that could be valuable in future academic, personal and/or professional experiences? Briefly describe how these might be useful and/or valuable to your future experiences and/or goals. \*

Advisor's First Name \*

Advisor's Last Name \*

Advisor's Email \*

Sub-appendix C: Reflection Activity - Spring 2020 QEP Pilot - Student groups

Please implement the following at the end of a meeting or group activity 2-4 times through the semester. Students can submit their answers through an online *anonymous* survey (preferably; either [tinyurl.com/UofSCReflect](https://tinyurl.com/UofSCReflect) or QR code below) or, for those without mobile devices, on scrap paper that you would collect and submit back by campus mail (to: Julie Morris, Undergraduate Research, Legare College rm 120). A survey will be sent to you and your students at the end of the semester for evaluation and feedback of these activities. Please contact me with questions or concerns (Julie Morris, [jmorris@sc.edu](mailto:jmorris@sc.edu), 803-777-4649).

**The reflection prompt:** Please spend 1-2 minutes thinking of 1-3 words/phrases to describe what you're feeling or learned from today's event/activity or from this group/activity in general AND briefly, how could these ideas be applied to other activities, classes, future career? Or what you have learned/experienced elsewhere that could be applied here?

After the students have completed the reflection time, we encourage you to ask if anyone would like to share their thoughts and why for a few additional moments of group reflection and discussion.





Appendix G. QEP Rubric

Element	4	3	2	1
Student Learning Outcome 1: Students will demonstrate informed decision-making through participation in Engagements	Explores an Engagement topic in depth, yielding a rich awareness and/or information indicating intense interest and rationale for the Engagement. Consistently makes statements that are accurate and well-supported with evidence.	Explores an Engagement topic in depth, yielding insight and/or information indicating interest and rationale for the Engagement. Usually makes statements that are accurate and well-supported with evidence.	Explores an Engagement topic with some evidence of depth, providing occasional insight and/or information indicating mild interest or rationale for engagement participation. Usually makes several inaccurate statements and/or supports few statements with evidence.	Explores an Engagement topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest or rationale for engagement participation. Consistently makes inaccurate statements fails to provide supporting evidence for claims.
Student Learning Outcome 2: Students will evaluate the fit between Engagements and their own personal, academic, and professional goals	Evaluates the Engagement experience and generates greater understanding by expanding knowledge, skills, and abilities related to one’s personal, academic, and/or professional goals.	Develops an enhanced understanding of the Engagement experience and expands knowledge, skills, and abilities related to one’s personal, academic, and/or professional goals.	Explains an Engagement and demonstrates an attempt to expand knowledge, skills, and abilities related to one’s personal, academic, and/or professional goals.	Identifies the Engagement but demonstrates little to no pursuit to expand knowledge, skills, and abilities related to one’s personal, academic, and/or professional goals.
Student Learning Outcome 3: Students will describe connections between Engagements and additional learning environments, contexts or perspectives.	Makes explicit references to supplementary learning beyond Engagement and applies in innovative ways the knowledge and skills to demonstrate comprehension and performance in novel situations. Gives meaningful consideration to alternative points of view and/or interpretations and makes very good use of them in shaping the learning.	Makes references to supplementary learning beyond Engagement and shows evidence of applying the knowledge and skills to demonstrate comprehension and performance in novel situations. Considers alternative points of view and/or interpretations and makes some use of them in shaping the learning.	Makes references to supplementary learning beyond Engagement and attempts to apply knowledge and skills to demonstrate comprehension and performance in novel situations. Gives minimal consideration to alternative points of view and/or interpretations and makes very limited use of them in shaping the learning.	Makes vague references to supplementary learning beyond Engagement but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations. Rarely considers alternative points of view and/or interpretations.
Student Learning Outcome 4: Students will apply structured reflection principles through their learning experiences revealing insights to broader perspectives about educational and lifelong learning.	Demonstrates understanding of reflection process on Engagement in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Demonstrates understanding of reflection process on Engagement in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Demonstrates understanding of reflection process on Engagement with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Describes reflection on Engagement at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

Appendix H. Advising Philosophy

**Incorporating Experiential Planning in Academic Advising at UofSC**

The [Reinvention Collaborative](#), a national consortium of research universities, suggests that research institutions like UofSC should “adopt, scale, and render accessible high-impact learning experiences so that undergraduate students benefit from two or more of these enrichments as part of their integrated learning.” As an opportunity-rich environment, at UofSC student learning in the classroom is supplemented and enhanced through engagement in purposeful beyond-the-classroom experiences. With their academic advisor, students critically plan, reflect on, and make meaning of their integration in beyond-the-classroom activities. Beginning in students’ first semester at UofSC, using [My UofSC Experience](#), academic advisors help students plan and engage in educationally purposeful experiential activities including internships, study abroad, student organization membership, undergraduate research, and campus leadership opportunities. As the only mandated interaction with a representative of the university, academic advisors will play a key role in the university’s reaccreditation as student integration and reflection on experiential and integrative education is being written into UofSC’s new Quality Enhancement Plan, a critical component of the Southern Association of Colleges and Schools accreditation process. Additionally, internal research suggests that the discussion of experiential and integrative learning in advisement is positively linked to greater overall satisfaction with advising (see report below).

**Sample Four-Year Integration Plan**

Conversations about experiential and integrative learning should be woven through a student’s academic advisement over their four years at UofSC. See below for a sample four-year integration plan.

		Topics	Questions	Advisor Checklist
Year 1	Fall	Introduction to experiential and integrative learning opportunities at UofSC	What kind of activities do you want to get involved in during your time at UofSC? At the end of your four years, what would you like on your resume/co-curricular transcript?	Show students the <a href="#">Sample Co-Curricular Transcript</a>
	Spring	Look at My UofSC Experience Student Record together  Planning future involvement	What kinds of beyond-the-classroom activities did you participate in during the fall semester? What did you learn from your experience in those activities? Looking at the recommended experiences by major, what interests you? What interests you beyond your major? How would these experiences supplement your learning in the classroom?	<a href="#">Integrative and Experiential Learning Recommendations by Major</a> <a href="#">My UofSC Experience Student Search</a>
Year 2	Fall	Internship Planning Study Abroad Undergraduate Research Peer Leadership Opportunities	<b>Internships</b> Are you planning on participating in an internship this summer? What kind of experience are you looking for in an internship? Do you have a resume prepared? What would you like to change or improve about your resume before you start applying for internships? What experiences do you need to engage in this fall and spring to bolster your resume? <b>Study Abroad</b> Have you considered studying abroad? If you have, where would you like to go? Why?	<a href="#">Career Center Student Services</a>  <a href="#">Study Abroad Program Directory</a>  <a href="#">Faculty Research Database</a>  <a href="#">Undergraduate Research Funding</a>

			<p><b>Undergraduate Research</b> Have you considered engaging in undergraduate research? Do you know of any faculty with similar research interests to your? Are you familiar with the Magellan Grant?</p> <p><b>Peer Leadership</b> What do you know about peer leadership opportunities at UofSC? Are you interested in this kind of experience? What do you want to get out of serving in a leadership capacity? How would engaging in in this experience relate to and enhance your learning?</p>	
	Spring	Have a conversation regarding the knowledge and skills related to engagements (connecting to their selected major and/or career pursuits.) Discuss Graduation with Leadership Distinction	<p>Question about knowledge and skills...</p> <p>Are you interested in graduating with Leadership Distinction? Which pathway interests you? What experiences within that pathway have you already completed? What experiences within that pathway do you wish to complete?</p>	<p><a href="#">GLD Pathways</a></p> <p><a href="#">My UofSC Experience Student Search</a></p>
Year 3	Fall	<p>Creating Meaning</p> <p>Final Planning</p>	<p>What experiences are you actively engaged in this semester/year? What are you learning in these experiences? How have you integrated topics you've learned in the classroom in this/these experience(s)?</p> <p>Looking at your resume/co-curricular transcript, what is missing? Thinking back to your first-year, what did you hope to accomplish that you have not yet?</p>	<p><a href="#">My UofSC Experience Student Search</a></p> <p><a href="#">GLD Pathways</a></p>
	Spring	GLD Check-In (For students pursuing and/or eligible)	<p>Are you planning on pursuing GLD? Is there coursework you need to complete next year for your GLD Pathway? What experiences do you still need to complete? What's your plan for accomplishing these tasks/activities?</p>	
Year 4	Fall	<p>Career Planning</p> <p>GLD Completion</p>	<p>Based on the experiences you've had at UofSC, how have those experiences shaped your career goals? What do you hope to accomplish in your final semester at UofSC?</p>	<p><a href="#">My UofSC Experience Student Search</a></p> <p><a href="#">Career Center Student Services</a></p> <p><a href="#">e-Portfolios and UNIV 401</a></p>
	Spring	Integrating curricular and co-curricular learning	<p>Looking back on your four years at UofSC, what have you accomplished? How have your experiences and learning in the classroom complemented each other?</p>	<p><a href="#">My UofSC Experience Student Search</a></p>

**Impact of Advisor Recommending Beyond-The-Classroom/Experiential Learning Opportunities on Overall Satisfaction with Advising at UofSC**

**Quick Findings**

Research suggests that students report greater overall satisfaction with academic advising when they discuss beyond-the-classroom and experiential learning opportunities with their academic advisor.

**Summary**

In 2005, the Association of American Colleges and Universities (AAC&U) launched Liberal Education and America’s Promise (LEAP), a national public advocacy and campus action initiative. The LEAP initiative identified “Essential Learning Outcomes” for a modern liberal education. These outcomes include knowledge of diverse cultures and geography, practical skill development, personal and social responsibility, and integrative and applied learning. LEAP further identified ten high-impact practices shown to enhance student learning, engagement, and retention. These ten practices are: first-year seminars, common intellectual experiences, learning communities, writing intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, ePortfolios, service learning, internships, and capstone courses/projects.

Academic advisors play a key role in connecting students intentionally to high-impact practices both in and beyond the formal curriculum that align with a student’s educational, career, and personal goals. High-quality advisors help students make meaning of their co-curricular activities. According to Lowenstein (2005) “an excellent advisor does the same for the student’s entire curriculum that the excellent teacher does for one course.” He further suggests, “learning transpires when a student makes sense of his or her curriculum just as it does when a person understands an individual course, and the former is every bit as important as the latter (p. 69).”

Data from the 2019 Academic Advising Student Survey were analyzed to determine the impact of advisors discussing and recommending beyond-the-classroom activities such as study abroad, internships, peer leader positions, Graduation with Leadership Distinction, etc. on overall student satisfaction with advising.

The Academic Advising Student Survey is administered to a stratified random sample of students at the University of South Carolina during the spring semester of odd years. In spring 2019, the instrument was sent to 12,000 students and yielded an 11% response rate (n=1,087). The dataset was coded to include a variable that indicated whether advisors had recommended beyond-the-classroom activities to student’s during advisement. In spring 2019, 710 students indicated their advisor had recommended beyond-the-classroom activities while 377 students reported that their advisor had not recommended beyond-the-classroom activities. The data was analyzed to find difference in means on overall satisfaction with advising between students whose advisors had recommended beyond-the-classroom activities and those whose advisors had not. An independent samples T-test yielded significant differences in overall satisfaction with advising for students who been encouraged to engage in beyond-the-classroom activities (M=3.39, SD=0.03) and students who had not (M=2.04, SD=0.46);  $t(1,085)=-27.55, p =.000$ .

