

USCCONNECT

**Integrating learning within
and beyond the classroom**

A portrait of Lesley Joseph, a young Black man with a short haircut, wearing a dark, vertically striped button-down shirt. He is smiling and looking towards the camera. The background is dark and out of focus.

USCONNECT

**Integrating learning within
and beyond the classroom**

added a minor in
environmental studies to
expand his knowledge base



researched water treatment
and climate change
vulnerability



focused service project at
Green Quad's educational
organic garden

a desire to be an agent
for change by using
the world's resources
responsibly

Lesley Joseph

Civil and Environmental Engineering
Class of 2011

 UNIVERSITY OF
SOUTH CAROLINA
www.sc.edu/connect

SACS Criteria

- A well-defined issue related to enhancing student learning
- Embedded in university's on-going planning and assessment
- Broad participation
- Building on current research/best practice
- Potential to be *transformative*

***Stretched* faculty & staff: Working hard with fewer resources**

Dedicated faculty and staff: Excited and engaged –generating new knowledge and renewing programs to prepare next generation

A university continually pressing forward, developing points of distinction, making a difference

- ❑ **Research I (Carnegie)**
- ❑ **Community Engaged (Carnegie)**
- ❑ **Flagship University of South Carolina**

Development Process

- **Carolina Core (2005-present)**
- **Focus Carolina (2009-2010)**
- **Program standards and assessments
(on-going)**
- **QEP Proposal Process (2009-2011)**

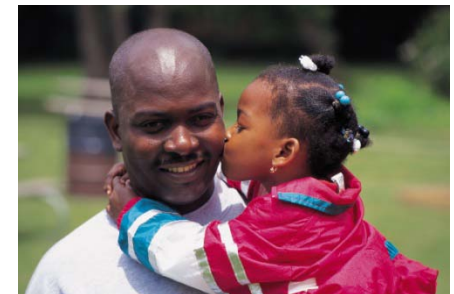
Within-the-Classroom (WTC):
Experiences in a university classroom, on-campus laboratory, or *virtual classroom*



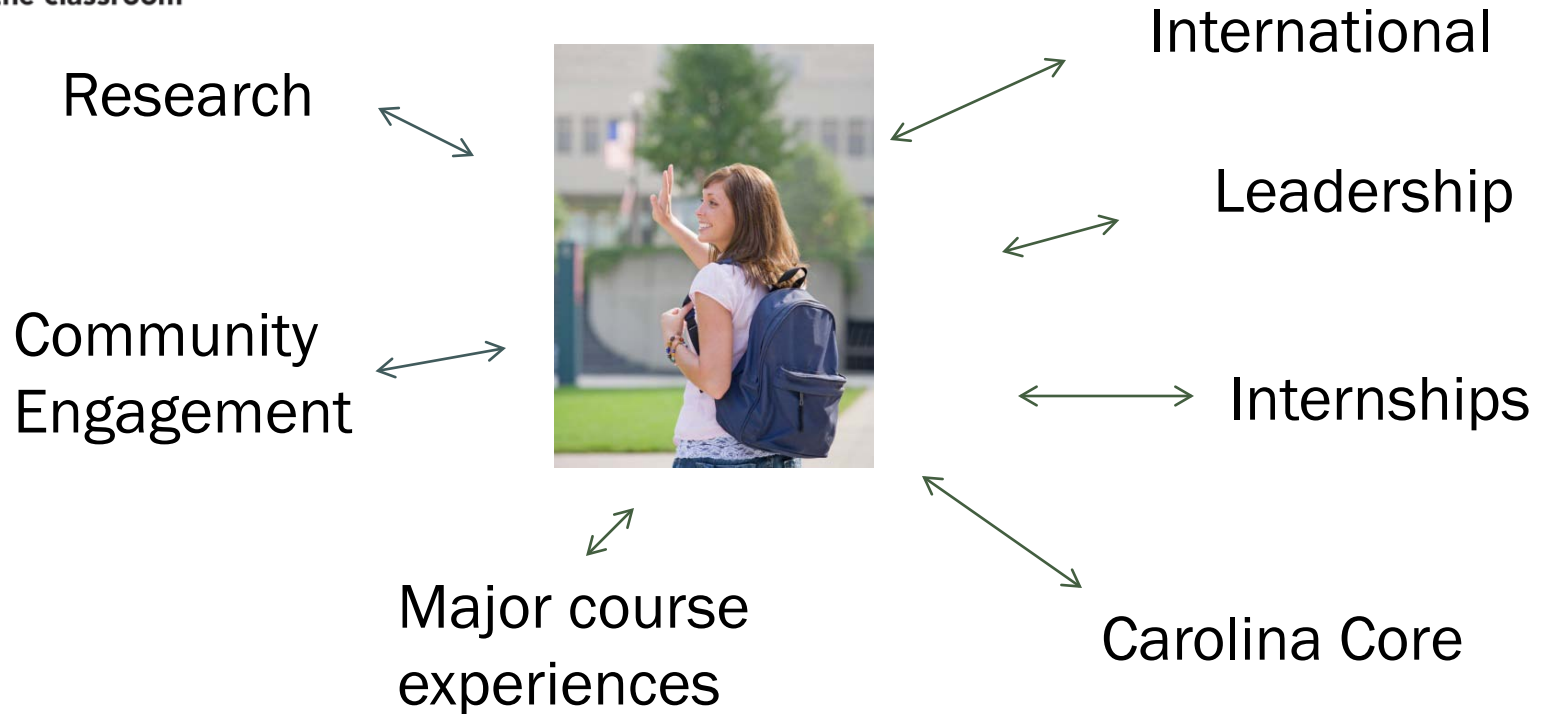
Key Elements

Beyond-the-Classroom (BTC):
Experiences outside a classroom setting (may or may not be for credit).

- Short term: Lecture by world leader, MLK service day, leadership seminar
- Long term: Living & Learning Community, research project, service learning course

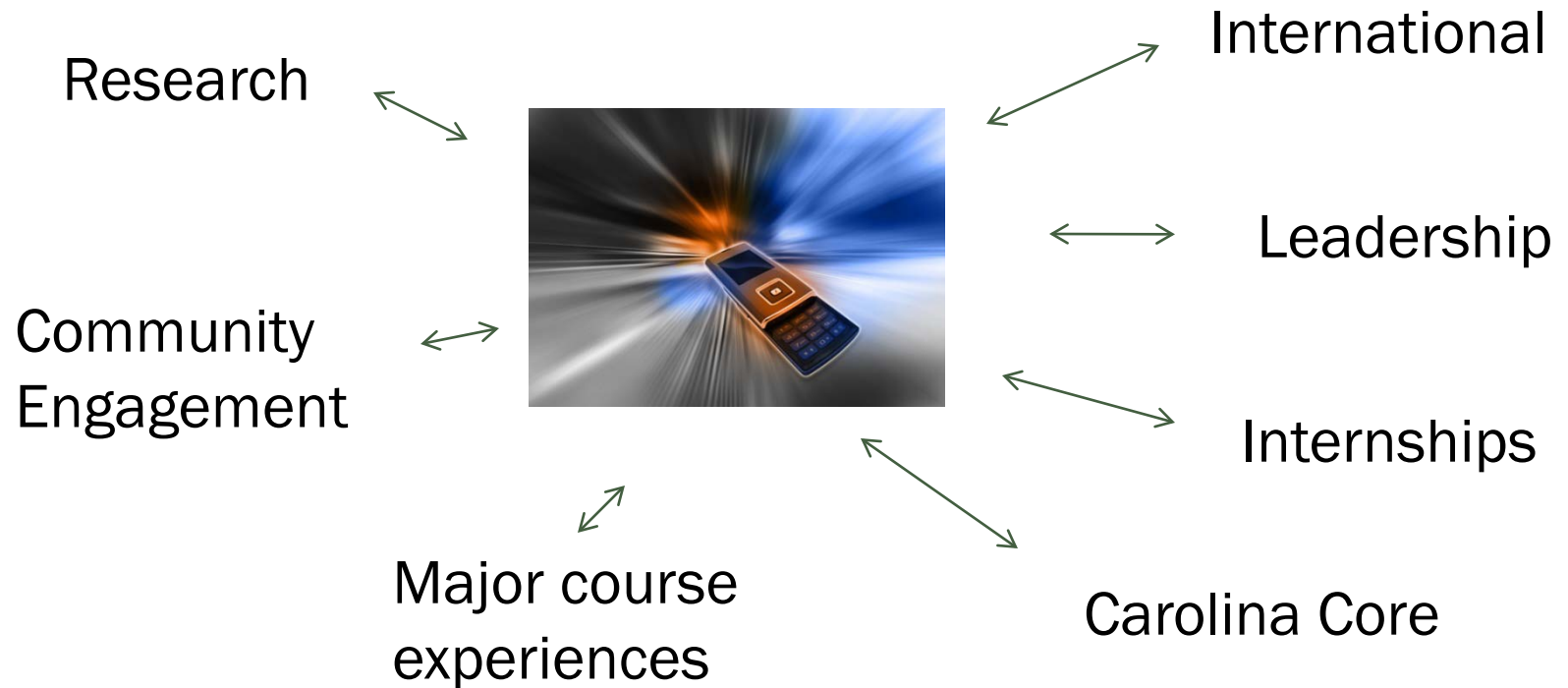


Step 1: Intentionally select experiences



With faculty/staff support, students choose and participate in within and beyond the classroom experiences consistent with their needs, interests, career, and life goals.

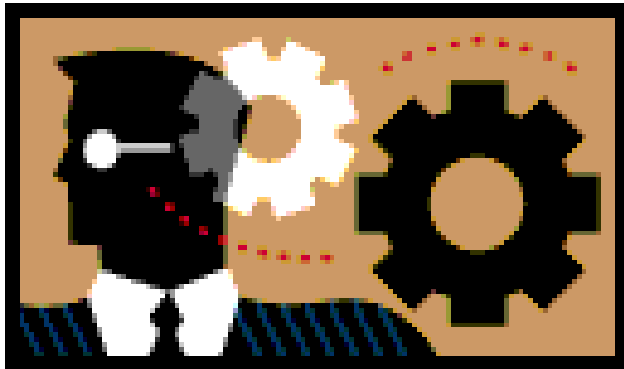
Step 1: Intentionally select experiences



Innovative technology supports coordination and selection of opportunities.

Step 2: Meaningfully connect experiences to one another

**Students connect WTC
and BTC experiences
through reflection,
discussion, creation,
application & synthesis.**



Integrative Learning!

Assessment of Integrative Learning

The student

- ❑ Gives examples of how BTC experience contributed to his/her learning
- ❑ Gives clear description of how BTC experiences are consistent/inconsistent with concept/theory
- ❑ Thoughtfully connects examples across experiences
- ❑ Poses solutions to problems incorporating BTC and WTC experiences

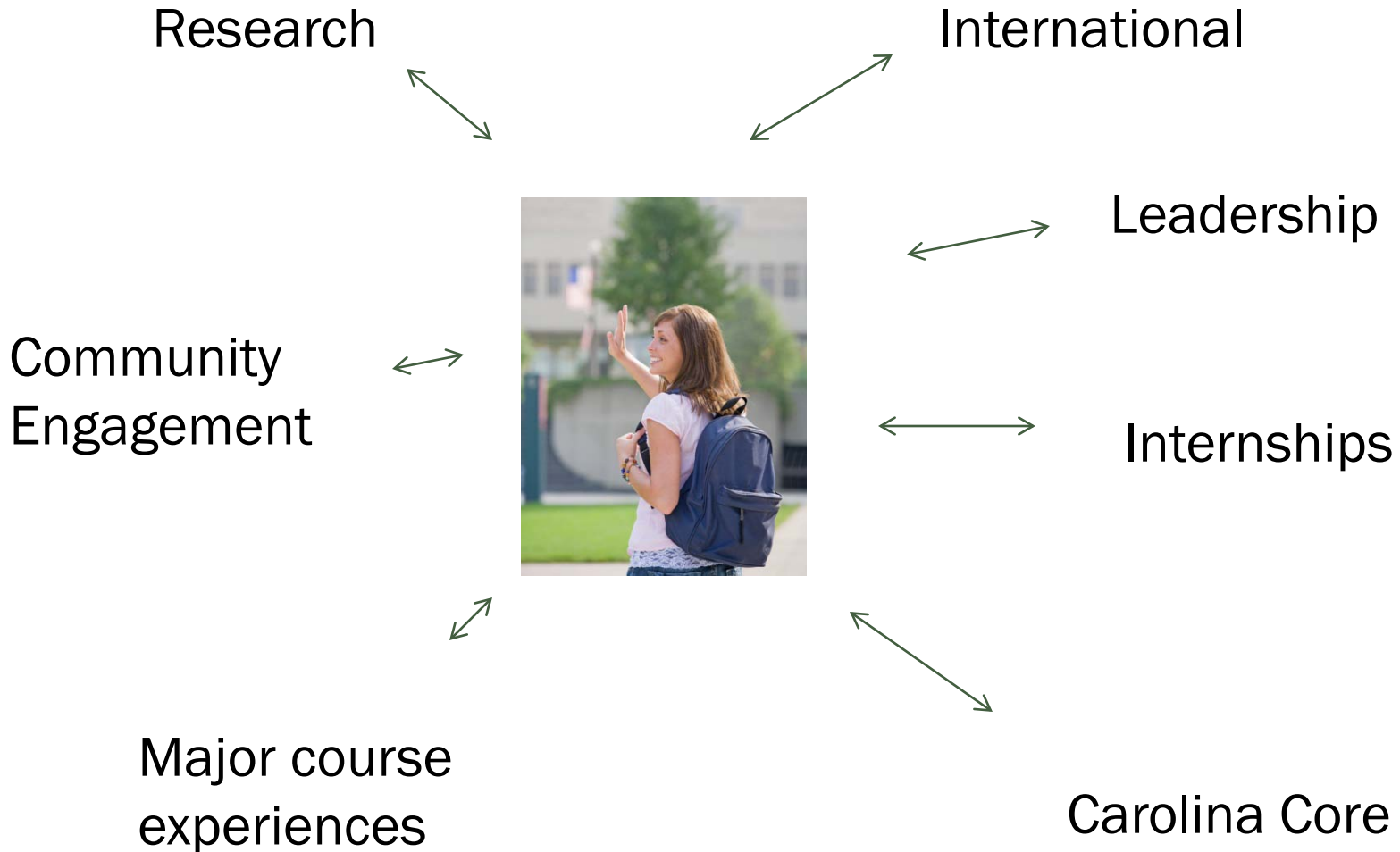
How will we know students meet USC Connect goals?

- **Baseline measures**
- **Participation rates**
- **Student perceptions (survey, focus grp)**
- **Faculty, staff, and/or independent rater assessments of student work/products/assignments (existing or new)**
- **Carolina Core Outcomes data**

What's So Special ????????

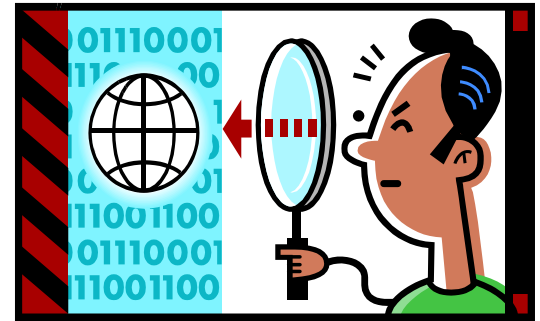
Integrative Learning focus at a Major Research University

What are faculty/staff ARE already doing?



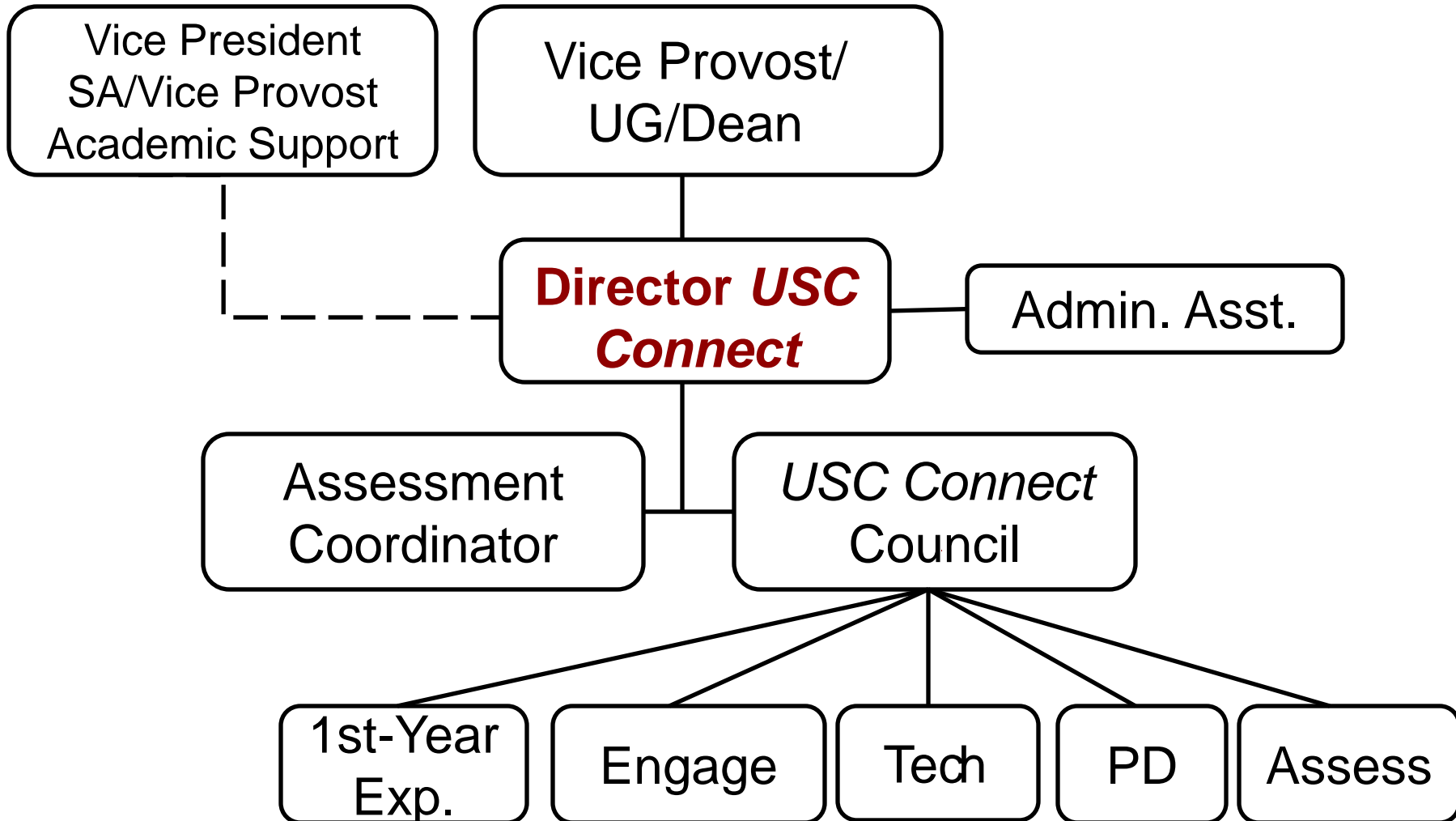
What Can Faculty/Staff do to ENHANCE experiences??

- Be aware
- Be translators of integrative learning for students
- Support students' increased involvement
- Enhance existing experiences



- Explore new BTC possibilities and integrative learning relative to own area

What support will be available?



What support will be available?

- ◆ **University resources/support for BTC experiences**
- ◆ **Improved technology/efficient access to information**
- ◆ **Orientation of students through first-year experiences and beyond**
- ◆ **Center for Teaching Excellence/Div Student Aff**

➤ **University Technology Services**

- **Web development/calendaring system (2011-12)**
- **OneCarolina**
 - × **2011—student records, classes**
 - × **2012—student portal services (publish and subscribe to information resources)**
- **Blackboard**
 - × **Courses and e-portfolio (current)**
 - × **Outcomes/Assessment (2012)**

Technology and USC Connect

- **Other potential technology innovations**
 - **Swipe card technology for tracking participation**
 - **Mobile applications**
 - **Gaming interfaces (Center for Digital Humanities)**
 - **Intelligent suggestion systems (if you like X, you'll like Y)**
 - **Student planning**
 - **Social networking**

First-year Experiences and USC Connect

- **Pre-matriculation Materials and Orientation**
- **First Year Reading Experience**
- **University 101**
 - Provide orientation to beyond the classroom experiences and integrative learning
 - Require BTC experience and reflection
 - Develop integrative learning focus in materials
 - Faculty and peer leaders training
 - Linked sections

- **Involve Faculty/Staff**
 - **USC Connect in New Faculty Orientation**
 - **Co-hort Programs/Grants**
 - **Faculty Fellows**
 - **Workshops and Seminars (including unit specific professional development)**
- **On-line Resources**
- **Evaluate Efforts**

CTE and USC Connect

- **Coordinate efforts:**
 - **CTE Associate Director of Integrative Learning**
 - **USC Connect Professional Development Committee and USC Connect Council**
 - **Work with Division of Student Affairs**

- **Assess Faculty/Staff needs (surveys)**

Summary of Benefits

- ❑ **Easier access to information for all**
- ❑ **More efficient use of resources**
- ❑ **Greater collaboration between Academic and Student Affairs ; Columbia and Regionals**
- ❑ **Support for developing programs and teaching strategies (faculty, staff, GTAs)**
- ❑ **Better prepared students/graduates**

Next Steps

❑ Spring 2011:

- Communication of proposal throughout USC
- Continued solicitation of input
- SACS review and feedback (March 29-31)

❑ Summer 2011: Finalization of proposal

❑ Fall 2011: Implementation

For Further information:
<http://www.sc.edu/provost/qep/>

SACS QEP Proposal

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