Building a Culture of Integrative Learning:
A Story of Institutional Impact

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In 2010, the University of South Carolina was poised to begin a new initiative to enhance undergraduate education. Development grew from the university's strategic planning process which recommended, in part, that we build on the university's newly revised general education requirements and increase efforts in community engagement. The result was the creation of USC Connect, an initiative spanning academic and student affairs, to enhance learning through the integration of within and beyond the classroom experiences. While initially developed as part of the university's accreditation process, USC Connect has become institutionalized and contributes significantly to collaboration across campus, professional development of faculty and staff, and most importantly student engagement and opportunities for integrative learning. The challenges faced at USC in implementing such an initiative are typical of those at other comprehensive research universities (e.g, communication, siloed programs, and competing priorities). Our goal is to share our journey to provide strategies and perhaps a small measure of inspiration to others engaged in similar pursuits.

As we began our journey, the context of higher education included the work of the Carnegie Foundation and the Association of American Colleges and University (AAC&U) to address "the fragmented landscape of general education courses, preparation for the major, co-curricular activities, and the 'real world' beyond campus" (Huber & Hutchings, 2005). AAC&U published a position statement and VALUE rubric on integrative learning (AAC&U, 2009). Their early work with a variety of institutions described promising practices (e.g., ePortfolios as a vehicle for integrative learning). Research on high impact practices was coming to the fore at the same time and highlighted the impact of opportunities such as undergraduate research, study abroad, service learning, and capstone experiences on student success. Key elements of those experiences were identified such as significant time and effort, meaningful interactions, frequent and substantive feedback (Kuh, 2008). All of these findings and recommendations are consistent with the **Boyer report** (1998), upon which the Reinvention Collaborative is based, which advocates for undergraduates' active

engagement in research and inquiry as opposed to learning as "simple transmission of knowledge" to include preparation for "whatever may lie beyond graduation" (p. 12).

Simply put, our definition of "integrative learning" is the articulation and application of learning across academic work (e.g., developing an understanding of concepts, theories, and frameworks) and purposeful beyond the classroom experiences (e.g., internships, service learning, research, study abroad and peer leadership opportunities). Through integrative learning students intentionally explore how their experiences "in the classroom" and "beyond the classroom" work together to deepen understandings and inform decision-making and future actions.

Engagement of Students, Faculty, and Staff

The Office of USC Connect reports to the Provost's Office with an indirect line to the Division of Student Affairs. It began with an annual budget of $400,000-500,000 which has grown to almost $700,000 after 6 years. While a centralized office was created to lead USC Connect, the initiative is realized through the work of faculty, staff, and students throughout the university. Staff grew from a director and administrative assistant in the first year to six full-time staff, a graduate assistant, and two undergraduate interns. Other significant players include 20 faculty fellows, USC Connect pathway partners (i.e., Undergraduate Research, Leadership and Service Center, Study Abroad), the USC Connect Council (faculty, staff, and students) and the Student Advisory Council.

USC Connect includes centralized engagement resources (e.g., searchable database, recommendations by major, calendar of events), faculty/staff development opportunities (workshops, conferences, grants, faculty fellowships), systematic promotion of learning within and beyond the classroom as important components of students' education experience, and the expanded use of ePortfolios. Most notably, a graduation distinction appearing on the transcript and diploma lifted visibility of the initiative and motivated students to engage in integrative learning.

Student Engagement

Success of USC Connect can be attributed to student interest and collective buy-in from campus partners (including administration, faculty, and staff). The early years of USC Connect were focused on bringing awareness to the definition of integrative learning and contextualizing its meaning within current initiatives and institutional foci. There were many questions: What did we mean by integrative learning? What specific actions were expected of faculty, staff, and students? How was this initiative different from what we were already doing? Campus buy-in was a process, but once formalized, opportunities emerged for how to engage students at early and continued points across their USC careers. Collaborations across academic affairs and student affairs were key to ensuring students received a coherent message about the value of their comprehensive collegiate experiences, primarily through curricular and co-curricular offerings, all leading to the opportunity for significant reflection and learning.

Graduation with Leadership Distinction (GLD). A substantial reason for campus support is the success of Graduation with Leadership Distinction. The initiative began in 2013 with the first

graduating class of 89 students in spring 2014 growing to a total of more than 1500 graduates as of Spring 2018. This faculty senate-approved distinction merged the University's foci on leadership and integrative learning. Students are awarded "leadership distinction" in a specific pathway (community service, diversity and social advocacy, global learning, professional and civic engagement [including internships and peer leader roles], and research). Specific criteria align with each pathway: A core beyond the classroom experience equivalent to approximately 300 hours, enhancement activities complementing the pathway and individual learning, approved coursework, a public presentation, and a successfully evaluated ePortfolio focused on integrative learning with application to leadership. Students are encouraged to start the GLD process early in their careers to support thoughtful engagement, and to ensure all criteria are met prior to graduation. This shift from a capstone only experience (i.e., a junior and senior year experience) to one also focused on early outreach and support for engagement in high-impact activities (Kuh, 2008), positions USC Connect to influence students across the spectrum of their collegiate careers.

An ePortfolio is the culminating component of Graduation with Leadership Distinction and sets a high standard which aligns with ePortfolio as a high impact practice (Van Scoy, et. al., 2018). As such, it requires a significant investment in reflective writing and identification of key learning moments spanning integration of within and beyond the classroom experiences. Furthermore, participants articulate a solution-oriented mindset through the identification of a society-based problem and develop associated plans highlighting individual knowledge and expertise. Examples of culminating **ePortfolios are posted on-line**. Most students pursuing Graduation with Leadership Distinction complete a one-credit course dedicated to integrative learning and ePortfolio development, and evidence supports its effectiveness from GLD completion and course value perspectives. Additional options for ePortfolio support include advisement in one-on-one or small group environments facilitated by trained USC Connect staff, faculty, and campus partners. These additional methods provide flexible coaching mechanisms to accommodate students' personal schedules and learning styles.

Integrative Learning for All Students. As USC Connect's mission is to advance integrative and experiential learning for all undergraduate students, collaborations across the campus and specifically within academic and student affairs are paramount. Examples of these partnerships include:

- *Admissions, orientation, and on-going presentations.* USC Connect is part of USC's admissions and orientation events. GLD serves as an incentive to encourage students to attend USC for the unique opportunity to earn a university distinction focused on beyond the classroom engagement and integrative learning, one that can prove valuable when determining post-graduation steps, including when applying for jobs or graduate schools. USC Connect staff, graduate assistants, and Student Advisory Council members present regularly at student organization meetings and in academic courses so that students continue to hear the integrative learning message as they progress.
- *First-Year Seminar.* The USC Connect message is carried over into the first-year seminar course, a noted high-impact practice (Kuh, 2008) with founding origins at USC, completed by approximately 80% of first-year students. The course textbook is customized to the USC campus, and thus chapters dedicated to USC Connect, Graduation with Leadership Distinction, and the importance of beyond the classroom engagement are included. Furthermore, the UNIV101 course requires a beyond the classroom activity and reflection

as part of the course curriculum. The seeds for integrative learning and reflection are planted early in a USC's student academic career.

- *USC Connect Pathway Partners.* USC Connect was developed with a goal of elevating existing high-impact practices (Kuh, 2008). Early years focused on strengthening partnerships across targeted areas (i.e., Study Abroad, Undergraduate Research, Leadership and Service Center, Career Center). Partners have been key in providing the high-quality experiences that support students' reflections and connections to academic learning, developing criteria and guidelines for GLD and ePortfolios, providing access to students for pilot projects and focus groups, verifying student experiences per GLD requirements, and serving as members of the USC Connect Council to provide general feedback and insights.

Integrative Learning Resources. One of our earliest efforts was the initiation of a **searchable database** in 2012 to help students identify opportunities of interest. By encouraging campus partners within academic and student affairs areas to submit entries, the database provides a uniform hub to support students' awareness and selection of key engagement opportunities.

Collaborative efforts across faculty, advisors, and support staff have helped generate tailored recommendations of experiences by academic discipline, aptly named **Recommendations by Major**. A combination of identified coursework, leadership opportunities, internship, global, advocacy and research examples (spanning student affairs and college opportunities) provide tangible ways for students to engage. Recommendations by major are becoming companion pieces to the academic curriculum maps for each major.

Experiential Learning. USC is building on the successes of GLD and the general awareness of integrative learning raised through USC Connect to emphasize **experiential learning** for all students beginning Fall 2018. The goal is for every USC undergraduate to engage in at least one high-impact experiential learning opportunity (ELO) before graduation. ELOs can be credit-bearing or non-credit-bearing, and therefore span academic colleges and beyond the classroom provider environments. Significant efforts have been placed towards bringing awareness to campus providers and current students, as well as collecting engagements that meet the defined experiential learning criteria. A co-curricular record is also being advanced, and therefore accurate tracking of student engagements by providers is being emphasized. The mission of USC Connect is unchanged, but core functions now include the experiential learning focus.

Faculty/Staff Engagement

With over 2,000 faculty and staff, outreach regarding USC Connect and integrative learning has taken careful planning. To raise visibility in the first three years, it was important to recognize USC Connect through university communications (e.g., on-line and print news stories), directed e-mails, and messaging by high level administrators. For example, when the president called for graduates awarded Graduation with Leadership Distinction to have their accomplishment individually announced as they crossed the graduation stage, it instantly raised awareness of GLD.

We focus on engaging faculty who teach undergraduates (particularly tenured and clinical faculty), USC Connect pathway partner staff, and those promoting opportunities to undergraduates (e.g., advisors, instructors of our first-year seminar, living and learning community leaders). We approach engagement in multiple ways: Professional development workshops and conferences;

integration of USC Connect into academic and student affairs programs (including curriculum integration and advisement); integrative learning course development grants; and direct engagement of faculty and staff in integrative learning through the GLD process (see figure 1).
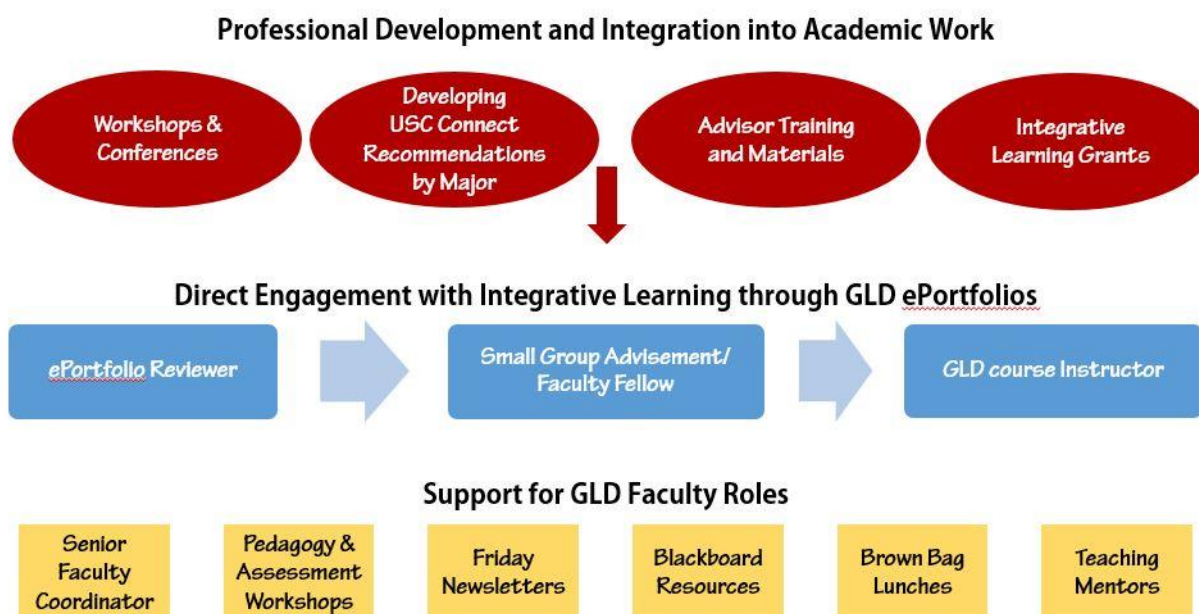
Professional Development and Integration into Academic Work

Workshops & Conferences

Developing USC Connect Recommendations by Major

Advisor Training and Materials

Integrative Learning Grants

Direct Engagement with Integrative Learning through GLD ePortfolios

ePortfolio Reviewer → Small Group Advisement/ Faculty Fellow → GLD course Instructor

Support for GLD Faculty Roles

Senior Faculty Coordinator

Pedagogy & Assessment Workshops

Friday Newsletters

Blackboard Resources

Brown Bag Lunches

Teaching Mentors

Figure 1: Faculty and staff engagement in integrative learning and Graduation with Leadership Distinction (GLD).

Workshops and Conferences. USC Connect has partnered with the Center for Teaching Excellence to support sessions related to integrative learning with over 70 workshops offered over 6 years with attendance of more than 800 faculty and staff. The Office of the Provost and USC Connect also hosted an annual one-day conference on integrative learning from 2012-2016. Over 100 faculty and staff from across the university attended each year. During the conference, general sessions included updates on the initiative and student participation (e.g., number of student completing GLD), faculty perspectives and the impact of working with GLD students on their teaching, and most importantly, students sharing their experiences and comments on value of the GLD process. Faculty also attended break-out and poster sessions on integrating various beyond the classroom experiences into their curricula, such as study abroad or service-learning, or on incorporating the principles of integrative learning into their classes.

Integration of USC Connect and GLD into Academic and Student Affairs Programming. From the beginning we asked faculty and staff to consider how integrative learning is (or could be) part of their programming for students. Our first step with faculty was to develop Recommendations by Major (see Integrative Learning for All Students). These recommendations began very simply by asking program representatives to complete a form listing opportunities they would recommend students engage in to enhance their work in the major in each USC Connect pathway. Their recommendations were entered into a pamphlet design and posted as pdfs on our website. Faculty were also asked to identify how they support students in integrating learning from beyond the

classroom opportunities into the academic program. The process of completing the forms was a concrete step in engaging faculty in considering integrative learning from a program perspective.

Once again, Graduation with Leadership Distinction proved to be a catalyst in program integration. Peer leadership programs in the Division of Student Affairs were the first to develop handouts for their students demonstrating how student engagement as a peer leader could lead to earning GLD. We asked academic programs to consider the same step and integrated their recommendations into our presentations on GLD in classes for specific majors. Over time, some areas went further. For example, the School of Journalism and Mass Communications aligned curriculum for a new major with GLD including courses incorporating student engagement beyond the classroom related to USC Connect pathways and an ePortfolio in their senior seminar.

Advisement: All new advisors receive training on USC Connect and Graduation with Leadership Distinction. We communicate regularly with faculty and staff advisors through the University Advising Center (e.g., workshops, newsletters) and provide materials such as posters and informational table tents specifically distributed to advisors. Annual presentations at USC's Advising Conference provide an opportunity for direct engagement and discussion with advisors on how to engage students in discussing beyond the classroom engagements and learning.

Integrative Learning Grants. From 2012-2016, USC Connect, in partnership with the Center for Teaching Excellence, provided 53 grants of up to $3500 each to faculty who wanted to revise or create a course to include integrative learning. Part of the commitment for receiving the grant was to participate in a Community of Practice (CoP) on integrative learning throughout the year to brainstorm ideas and share challenges and achievements regarding the grants. Through this CoP, faculty were able to connect with others who had similar interests in integrative learning and gain ideas for how they might incorporate it into more of their classes, as well as learn more about the goals and initiatives of USC Connect. Grantees also committed to making at least one presentation on integrative learning to others on campus after their projects were completed. While the grants did support the growth of integrative learning and grantees shared their results with others, we found a wide range of interpretations and determined that we needed a catalyst to help develop a more shared understanding of integrative learning. Once again, GLD provided a vehicle for growth.

Direct Engagement with Graduation with Leadership Distinction. Once GLD was established we recruited faculty and staff to support the effort. The first step for new partners has typically been to review ePortfolios. After attending a training session on the rubric, volunteers grade 3-4 ePortfolios. This first exposure provides graders with an in-depth introduction to integrative learning as well as the final step in the GLD process (i.e., ePortfolio).

Once a faculty or staff member has been involved with ePortfolio assessment, s/he may be invited to be a GLD ePortfolio small group advisor working with three to four students to complete their GLD ePortfolios.   In 2016, the small group advisement process was expanded to create a Faculty Fellows program to create a cadre of experts to spread integrative learning practices through advocacy at the individual department and college level and promote scholarship related to integrative learning. A total of 25 Faculty Fellows have served in this role. The commitment begins during the spring semester when fellows are trained and work with a small group of students. At

the end of the semester, those same Faculty Fellows assess ePortfolios from other GLD students, thereby experiencing the entire ePortfolio writing and assessment process. Faculty see first-hand the kind of reflective and critical thinking involved in compiling an ePortfolio and how students grapple with connecting within and beyond the classroom experiences. This typically leads faculty to think about how they could change their own class assignments to bring in more reflection on learning and connections between experiences. In the fall, Faculty Fellows help educate other faculty about the benefits of GLD and integrative learning through presentations to their department, networking around the university, or larger presentations within or beyond the university. Besides a small honorarium, Faculty Fellows are supported in pursuing scholarship opportunities addressing integrative learning (i.e., presentations, publications, grants).

Faculty Fellows or professional staff with ePortfolio experience may be recruited to teach one of the 30 sections of our one-credit, integrative learning ePortfolio course. Course instructors attend training sessions on how to engage students (e.g., reflective writing, effective feedback) and review assessment protocols. Instructors have access to a collection of resources and a course coordinator supports instructors through regular contact and consultations throughout the semester. Faculty who have taught the course have noted that the experience significantly transforms their views and practices on how they teach their own core courses (see Impact: Faculty). In contrast to course development grants, engagement with integrative learning ePortfolios in the GLD process, whether as a reviewer, Faculty Fellow, or instructor appears to have a greater impact in terms of how an individual uses the experience to enhance his/her other work with students and in enthusiasm for sharing the importance of integrative learning with others.

Impact

Impact of USC Connect ranges from increased collaboration across campus, growth in teaching strategies related to integrative learning, and increased recognition of the value of student engagement in beyond the classroom opportunities. Since 2011 hundreds of faculty and staff have participated in integrative learning workshops, conferences, and grants with 95 faculty and staff engaged at in-depth levels to support and assess student learning through GLD ePortfolios.

Our most comprehensive data relate to Graduation with Leadership Distinction. Since its inception in 2013, a total of 1520 students have earned GLD. With a current yearly count of more than 400 GLD recognitions, the number of annual graduates equal nearly 10% of USC's graduating baccalaureate degrees. Through our significant recruitment efforts and collaborative partnerships across the institution, 100% of USC's academic colleges and schools are represented in GLD registrations and graduate counts. The initiative also has long-term staying power as year to year active applications equal approximately 1,000 (across all participant academic years), and many first-year students request to initiate applications shortly after arriving on campus.

Student Learning

Assessment of student learning is focused on collecting evidence related to **four learning outcomes.** In brief, the four learning outcomes are that students will describe learning from beyond the classroom experiences; articulate connections between beyond the classroom experiences and academic concepts, theories, and/or frameworks; make connections across multiple experiences, fields of study, and/or perspectives; and pose solutions to problems (i.e., make recommendations) that incorporate learning from both beyond the classroom and within the classroom experiences.

Direct Measures. The first-year seminar, University 101, provides an ideal opportunity to evaluate early students' understanding of integrative learning through a baseline assignment assessed with the first two USC Connect Learning Outcomes. A total of 738 integrative learning assignments were randomly sampled and subsequently assessed by trained evaluators across a four-year timeframe (2012-2016). Ratings were based on a 4-point scale where 3 equaled "meets expectations". Student scores were highest on criteria focused on the identification of BTC experience(s) (2.8), describing the detail and complexity of Beyond The Classroom (BTC) experience(s) (2.6), and how BTC experience(s) contributed to learning (2.6). Conversely, scores were lowest in areas related to students' ability to explain/connect BTC experience(s) to concepts, theories or frameworks (2.1). The results of this study demonstrate that given an introductory integrative learning assignment, students' understanding of integrative learning is limited, yet their ability to articulate the significance of collegiate beyond the classroom experiences is approaching expectations.

The most convincing evidence of students' ability to integrate learning originates from the analysis of Graduation with Leadership Distinction ePortfolios. As shown through Table 1, GLD ePortfolios provide strong evidence that students can meet expectations when articulating integrative learning. When comparing to University 101 assignments, Learning Outcome 1 performance noticeably improves while connections between beyond the classroom learning and concepts or theories (Learning Outcome 2) increases greatly by more than one scaled point. While not directly assessing the same students, this analysis provides evidence that students can advance their understanding of integrative learning from an introductory phase to one more advanced across a collegiate career. Students completing the GLD ePortfolio also consistently demonstrate the ability to make complex connections and apply learning to solve problems (Learning Outcomes 3 and 4).

Indirect Measures. In addition to capturing direct evidence of student learning through evaluated assignments, additional data inform the overall success of Graduation with Leadership Distinction (GLD). Data collected through impact surveys show that GLD graduates 96% of participants stated confidence in "ability to articulate my (University of South) Carolina experience." Further evidence of the program emerges through student comments, such as: "I have learned how to articulate the lessons I have learned from outside the classroom and connect them to my education to describe how they will benefit my future goals." Furthermore, senior exit surveys supported through the University Career Center share insights regarding impact of GLD post-graduation. GLD graduates held a higher percentage of employment* as compared to USC graduates (+5.4%). Furthermore, reported average salaries for GLD graduates are competitive as compared to a national average (NACE National average, 2017) and USC graduates, generally.

*employment defined as: part-time or full-time position, volunteer, military, and graduate degree programs.

Table 1. Mean scores of Graduation with Leadership Distinction ePortfolios by Learning Outcome.

Learning Outcome	Focus	GLD ePortfolio Section	Mean scores (4-pt. scale, 3=meets expectations)					Overall Mean Unweighted
			2013-2014 N=89	2014-2015* N=216	2015-2016 N=370	2016-2017 N=430	2017-2018 N=428	
1	Articulate beyond-the-classroom learning	Key Insights	3.45	3.26	3.32	3.31	3.33	3.34
2	Describe how beyond-the-classroom learning relates to concepts/theories	Key Insights	3.30	3.08	3.17	3.26	3.23	3.20
3	Make complex connections	Analysis/ Key Insights	3.37	3.02	3.09	3.21	3.13	3.17
4	Make recommendations based on learning	Leadership	3.17	2.90	3.00	3.10	3.14	3.04

*Reviews based on a revised GLD rubric designed to increase reliability.

Faculty

When USC Connect was first established, many faculty members were unsure about the goals of the office, their message of integrative learning, how it affected students, and the role of faculty in regard to integrative learning. Once GLD was added to the initiative, it provided a tangible way to engage students and faculty in the initiative. As mentioned above, faculty can attend presentations and the year-end conference, become faculty fellows, and/or teach the capstone course to engage more in integrative learning. Each of these opportunities gives the office more visibility across the university and engaged faculty bring discussions of integrative learning and GLD back to their departments.

Faculty who have been involved with USC Connect and especially those who have taught the GLD ePortfolio course report a change in their teaching philosophy and practices. One faculty member in foreign languages, for example, revised her beginning German sequence after seeing how difficult it was for her GLD students to reflect on the connections between their within and beyond the classroom experiences. Reflection tasks were added four times during the semester to have students think about their goals for the semester, what they had learned in previous language classes that could help them that semester, how they were progressing on their goals, and finally whether they had met their goals and how they would apply skills learned in the class to other classes. Students were encouraged to think not only about what they learned specific to language, such as grammar and vocabulary, but also intercultural learning, study skills, and interpersonal skills. Class time was spent helping students brainstorm responses and modeling the types of

replies that were expected. The instructor hoped that students would continue this kind of reflective thinking in other classes, whether assigned or not. She noted that if students were engaged in similar activities in every class, they would be much better prepared to write their ePortfolio at the end of their studies and would be better able to identify the connections and benefits of their within and beyond the classroom experiences throughout their college experience.

Other faculty members who have worked with USC Connect, either teaching the course or working individually with students, have also commented on the changes the initiative have inspired in their teaching. Faculty members note that they now think much more purposefully about how to promote reflection in their classes or in other beyond the classroom activities, such as study abroad or service learning. They are also more mindful about making connections between within and beyond the classroom experiences by asking students to explicitly relate what they learn in class to what they have experienced outside the classroom to assist them in making connections between in-class theories and how they are applicable to the real world. The basis of the key insights now guides how they teach more abstract concepts. After regularly encouraging connection-making in their classes, faculty noticed that their students more readily search for how their classroom experiences impact what they do or encounter outside the classroom and vice-versa, which also makes the classes more relevant to students.

On a personal level, one instructor noted that she has become more adept herself at making connections outside of the classroom from current events, her own experiences, or related readings that are not part of class and then more readily thinks to share these ideas with her students. Instructors have also become more aware of the wide array of activities students engage in outside of the classroom and how that impacts their education. These faculty are now more cognizant of how their students are spending their time in general (e.g., all of the activities they are engaged in) which helps them better appreciate their students' context and diversity.

While academia can be somewhat insular with faculty tending to focus on their own departments and research, becoming involved with the USC Connect initiative encourages faculty to become more purposeful in making their own connections between their research, classes and events outside of their discipline, recognizing students' extracurricular activities, and then helping students to make those same connections. While not all faculty have embraced this new way of thinking and teaching, USC Connect reaches more faculty each year and is slowly changing the culture of the university in regard to integrative learning.

More quantifiable results in relation to faculty have also been collected:

- Faculty Fellows, USC Connect staff, and other professionals supporting integrative and experiential learning practices, generated approximately 20 recognized publications and 30 national/regional professional presentations to date.
- ePortfolios have been introduced or modified in six colleges with influence from Faculty Fellows, or others with a USC Connect affiliated role (i.e., GLD ePortfolio reviewer).
- Campus surveys found faculty confidence with describing integrative learning increasing over the implementation of the initiative (from 38% to 71% in four years).

- USC Connect conference attendee evaluations were consistently positive. For example, in 2016, conference survey respondents reported a better understanding of undergraduate education at USC (69%) and of integrative and experiential learning (also 69%). A total of 89% agreed information at the conference was valuable. Attendees noted that the conference provided a new or renewed appreciation for integrative learning, connections with others interested in the topic, and innovative ideas for bringing integrative learning and its principles into their classrooms and experiences.

Such metrics demonstrate the advancing perspectives on the value of holistic college experiences.

Application to Other Institutions

Research universities have great capacity to provide a wide variety of purposeful high impact experiences to students (e.g., undergraduate research, study abroad), but it is a challenge to help students meaningfully integrate learning across experiences and academics in ways that deepen understanding and clarify the application of learning to a variety of contexts. USC Connect has demonstrated the potential for research universities to deliver meaningful integrative learning in tangible ways. Components important to the success of USC Connect included support from and collaboration across academic and student affairs, specific structures to support integrative learning (e.g., a structured program; support and training for faculty, staff, and students), and commitment from university leadership.

Key to the success of USC Connect was its alignment with the University's mission and strategic priorities. USC Connect built on the general education core foci on communication, analysis, and problem-solving and enhanced them by encouraging their integration with beyond the classroom experiences, which also supported the university's efforts for broader community engagement. As leadership emerged as a University priority, we merged the graduation distinction initially conceived as solely recognizing integrative learning to emphasize the application of learning to leadership. The institutionalization of the distinction through official approval by Faculty Senate for inclusion in the academic bulletin communicated the university's commitment to the integration of within and beyond the classroom learning.

We found that a graduation distinction can effectively communicate what is meant by integrative learning and motivate participation. Prior to our implementation of the distinction, faculty, staff, and students reported confusion about the definition of integrative learning and its relevance to them. Requirements of the distinction clarified the components of integrative learning: Purposeful beyond the classroom experiences, related course work, and demonstrations of learning across experiences (a presentation and ePortfolio). Key elements of the success of the distinction included support at the highest levels of the administration and a design which helped stakeholders view the distinction as attainable and valuable.

We found the greatest impact on teaching and learning was through faculty and staff engagement in a series of opportunities focused on assessing and supporting ePortfolio

development: Assessing ePortfolios, direct engagement with 3-4 students in developing ePortfolios, and teaching an ePortfolio course. Faculty and staff found this work rewarding as evidenced through self-reports and their recurring participation. Overall, their engagement provided a shared, in-depth understanding of integrative learning that could be readily applied to their own teaching and learning contexts, thus supporting the ultimate goal of creating a culture of integrative learning.

We have made significant progress in providing integrative learning opportunities to our students. Systematic assessment of students' ePortfolios provides clear evidence that integrative learning is achievable. The growth of Graduation with Leadership Distinction has shown that value of integrative learning can be embraced by a wide audience. Our preliminary data on providing Experiential Learning for all students indicates that approximately 75% of undergraduates currently complete some type of experiential learning (a type of integrative learning). As we move to ensure 100% of our students engage in experiential learning we will stay focused on ensuring in-depth learning and quality connections between within and beyond the classroom experiences as the cornerstone or our work.

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