Welcome!

- **Use the question box for questions and information exchange.**
- **Archive, PowerPoint, and Resources available next week.**
- **PowerPoint can be downloaded in the handouts pane.**
- **Follow the Twitter feed: #WCETwebcast.**

Megan Raymond
Assistant Director, Programs & Sponsorship
WCET

mraymond@wiche.edu
@meraymond
Welcome to #WCETWebcast
May 18, 2017

• The webcast will begin shortly.
• There is no audio being broadcast at this time.
• An archive of this webcast will be available on the WCET website next week.
Acknowledging Knowledge Outside of the Classroom: A Look at Two Approaches

May 18
Overview

Introductions
University of South Carolina’s Beyond The Classroom Matters
University of California, San Diego’s suite of Engaged Learning Tools
Moderated Discussion
Q&A
Questions from the Audience

- **If you have a question during the presentation, please add your questions to the question box.**
- **We will monitor the question box and have time for Q&A at the end of each section.**
Moderator

William Preston Davis

• Director of Instructional Services
• Northern Virginia Community College
Presenters

Bob Askins
- Senior Associate Registrar
- University of South Carolina

Pam Bowers
- Associate VP for Planning, Assessment and Innovation
- University of South Carolina

Kim Elias
- Engaged Learning Tools Coordinator
- University of California, San Diego
University of South Carolina

Bob Askins
Senior Associate Registrar

Pam Bowers
Associate VP for Planning, Assessment and Innovation
University of South Carolina

Carnegie Classification:
• RU/VH
• Community Engagement

~ 33,000 students
~ 26,000 undergraduates
~ 7,000 first-year students
Beyond The Classroom Matters™

Incorporates records of each student’s involvement in non-credit, educationally purposeful support and enrichment programs into institutional data to produce a comprehensive student record.

“The impact of college is largely determined by individual effort and involvement in the academic, interpersonal, and extracurricular offerings on a campus,” Pascarella & Terenzini

CAS Categories (Council for the Advancement of Standards in Higher Education)

• Academic Advising Programs
• Alcohol & Other Drug Programs
• Campus Activities Programs
• Campus Religious and Spiritual Programs
• Career Services
• Civic Engagement & Service-Learning Programs
• Clinical Health Services
• Commuter and Off-Campus Living Programs
• Counseling Services
• Disability Resources and Services
• Education Abroad Programs & Services
• Financial Aid Programs
• Fraternity and Sorority Advising Programs
• Health Promotion Services
• Housing and Residential Life Programs
• International Student Programs and Services
• Internship Programs
• Learning Assistance Programs
• Lesbian, Gay, Bisexual and Transgender Programs and Services
• Multicultural Student Programs & Services
• Orientation Programs
• Parent and Family Programs
• Recreational Sports Programs
• Sexual Violence-Related Programs & Services
• Student Conduct Programs
• Student Leadership Programs
• Transfer Student Programs and Services
• TRIO & Other Educational Opportunity Programs
• Undergraduate Research Programs
• Veterans and Military Programs & Services
Engagement Catalog

Beyond The Classroom Matters (BTCM) is the official record concerning student involvement in university sponsored, purposeful activities outside of courses and degree programs.

Catalog Structure
The Engagement Catalog describes the educational purpose and delivery method of support and enrichment programs. A BTCM student involvement record is created by the sponsoring department when a student participates in a catalogued activity. BTCM records are stored in a central records repository, and contribute to a comprehensive educational record for each student. The BTCM catalog is for information purposes only and does not constitute any contractual agreement between a student and the University of South Carolina. The University reserves the right to make changes in cataloged programs at any time.

Term: Fall 2016

Filter: type keywords to filter table results

<table>
<thead>
<tr>
<th>CAS LABEL</th>
<th>CAMPUS LABEL</th>
<th>ENGAGEMENT LABEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Research Programs</td>
<td>Undergraduate Research</td>
<td>Undergraduate Research</td>
</tr>
<tr>
<td>Transfer Student Programs and Services</td>
<td>Educational Support</td>
<td>Transfer Success Consultation</td>
</tr>
<tr>
<td>Student Leadership Programs</td>
<td>Student Programming Advisor</td>
<td>USC Connect Student Advisory Council</td>
</tr>
<tr>
<td>Student Leadership Programs</td>
<td>Peer Educator</td>
<td>Career Ambassadors Peer Program</td>
</tr>
</tbody>
</table>
# Beyond The Classroom Matters Catalog

## Undergraduate Research

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Student works with a mentor to conduct a discipline specific research project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>CAS Label</td>
<td>Undergraduate Research Programs</td>
</tr>
<tr>
<td>Campus Label</td>
<td>Undergraduate Research</td>
</tr>
<tr>
<td>Division</td>
<td>Research</td>
</tr>
<tr>
<td>Department</td>
<td>Undergraduate Research</td>
</tr>
<tr>
<td>Unit</td>
<td>Undergraduate Research</td>
</tr>
<tr>
<td>Sub-Category</td>
<td>Magellan Scholar Grant</td>
</tr>
<tr>
<td>Tier</td>
<td>3</td>
</tr>
<tr>
<td>Institutional Goal</td>
<td>Learning</td>
</tr>
<tr>
<td>Time on Task</td>
<td>60 - 89 hours</td>
</tr>
<tr>
<td>Participation Entry</td>
<td>Open - any student can participate (no required credentials)</td>
</tr>
<tr>
<td>Minimum Credit Hours</td>
<td>No requirements for credit hours or years completed</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>No GPA requirement for participation</td>
</tr>
<tr>
<td>Other Requirements</td>
<td>No additional requirements</td>
</tr>
<tr>
<td>Paid/Unpaid</td>
<td>Student receives no compensation</td>
</tr>
<tr>
<td>Expectations (1)</td>
<td>Individual training</td>
</tr>
<tr>
<td>Expectations (2)</td>
<td>Individual orientation</td>
</tr>
<tr>
<td>Activity (1)</td>
<td>Apply technical knowledge</td>
</tr>
<tr>
<td>Activity (2)</td>
<td>Communicate verbally</td>
</tr>
<tr>
<td>Knowledge/Skills (1)</td>
<td>Inquiry and analysis</td>
</tr>
<tr>
<td>Knowledge/Skills (2)</td>
<td>Critical and creative thinking</td>
</tr>
</tbody>
</table>
Each element of catalog entry is defined.
High Impact Practices – Key Elements

• High performance expectations, clearly communicated.
• Significant investment of student time and effort, over extended period.
• Interactions with faculty and peers on substantive matters.
• Experiences with diversity, people and circumstances not familiar.
• Frequent, timely, constructive feedback.
• Periodic, structured opportunities for reflection on learning.
• Real-world application of learning.
• Public demonstration of competence.

Enter records by uploading file or enter individual records by scanning ID card, or manual entry.
Beyond The Classroom Matters
Comprehensive Student Record

Student records are:

- defined in catalog entry
- created by sponsoring department
- collected in Student Records Repository
- interfaced with Banner records
- managed in data warehouse
Student View of Records

- Records are sortable by term or category
- Each entry is linked to catalog description
- Advisor has access to student records
Student can select activities (left) to create a personalized Experiential Learning Record and can store multiple documents (below)
Experiential Learning Record

- Each entry linked to catalog description
- Two ELR format options
Beyond The Classroom Matters

Which student populations are participating, in which programs?

Example records in this dashboard are filtered by

**Term:** Summer 2016  **Campus:** Columbia  **Engagement:** Undergraduate Research
Core Principles of Improvement
Carnegie Foundation Improvement Research

1. Make the work problem-specific and user-centered.
2. Variation in performance is the core problem to address.
3. See the system that produces the current outcomes.
4. We cannot improve at scale what we cannot measure.
5. Anchor practice improvement in disciplined inquiry.
6. Accelerate improvements through networked communities.

http://www.carnegiefoundation.org/improvement-research/approach
Lessons Learned

• It’s not a technology project, primarily.
• Requires defining educational purpose, intentional program structure.
• Requires calibration of language across multiple departments.
• It is a technology project.
Beyond The Classroom Matters

Comprehensive Student Record

Links records of educational activities for each student, within and beyond the classroom.
University of California, San Diego

Kim Elias

Engaged Learning Tools Coordinator
Poll: In the NACE Job Outlook 2016 survey, which attribute (of the following) has the **least significant** influence on an employer's decision to hire one candidate over another?

- Major.
- Has held a leadership role.
- Has been involved in extracurricular activities.
- High GPA 3.0 or above.
What we want
What we have
What we highlight is what gets valued
COLLABORATIVE EFFORT of faculty and staff, students, community members.

PARTNERSHIP INITIATIVE between Teaching + Learning Commons, Registrar’s Office, and Career Services.
Highlighting what we value
Posted > 1 Week Ago

- We are seeking an advanced undergraduate or master’s student who has experience in iOS...
  UC San Diego: Qualcomm Institute/Calit2

- Software Design: Optimizing Pathology Workflow With Software Integration and Artificial...
  UC San Diego: Pathology

- Graphic Designer
  UC San Diego: Neurosciences

  Type of Position: Volunteer
  Start Date: 09/26/2016
  Compensation: Volunteer
  Duration: indefinite
  Location: UCSD
  Apply By: 10/24/2016
  Approximate Hours / Week: 6-10

  Opportunity/Position Function: Graphic Design/Multimedia
  Opportunity/Position Description: The Shiley-Marcos Alzheimer's Disease Research Center is seeking a student interested in assisting with outreach and recruitment efforts in order to build and retain a sustainable cohort of research subjects to meet investigator needs. More specifically, a graphic designer with expertise using digital technology and web-based techniques would be an incredible asset to our center. The applicant would obtain many opportunities to showcase their work as well as build their portfolio and resume with many small scale and larger projects that will be viewed on a local and national level.

  Disciplines: All Disciplines, Visual Arts
  Skills and Qualifications: Applicant should have experience creating flyers and/or brochures using InDesign or some similar program. Applicant would ideally also have social media expertise and web design experience.
Enhanced Electronic Transcript

All credits are in quarter units. Cumulative summaries on this record may reflect adjustments for repeated courses and/or other adjustments made in accordance with UCSD academic policies.

UC San Diego Course
Sum Ses I 2016
Subject  Course  Course Title  Units  Grade  Points  Repeat
Course #  Memory and Amn  4.00  C  8.00

Course Title Description
Memory and Amnesia
This course will provide a survey of current research and theory concerning human memory and amnesia from both cognitive and neuropsychological perspectives. Topics may include short-term (working) memory, encoding and retrieval, episodic and semantic memory, interference and forgetting, false memory, eyewitness memory, emotion and memory, famous case studies of amnesia, and the effects of aging and dementia on memory.

Instructor(s) of Record
Joe Triton  jtriton@ucsd.edu

Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.4%</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>13.2%</td>
<td>9</td>
</tr>
<tr>
<td>A-</td>
<td>13.2%</td>
<td>9</td>
</tr>
<tr>
<td>B+</td>
<td>7.4%</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>8.8%</td>
<td>6</td>
</tr>
<tr>
<td>B-</td>
<td>7.4%</td>
<td>5</td>
</tr>
<tr>
<td>C+</td>
<td>2.9%</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>8.8%</td>
<td>6</td>
</tr>
<tr>
<td>C-</td>
<td>4.4%</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>11.8%</td>
<td>8</td>
</tr>
<tr>
<td>F</td>
<td>2.9%</td>
<td>2</td>
</tr>
<tr>
<td>P</td>
<td>8.8%</td>
<td>6</td>
</tr>
<tr>
<td>NF</td>
<td>1.5%</td>
<td>1</td>
</tr>
<tr>
<td>W</td>
<td>4.4%</td>
<td>3</td>
</tr>
<tr>
<td>Class GPA</td>
<td>2.74</td>
<td></td>
</tr>
</tbody>
</table>
Total Students: 68
Co-Curricular Record (CCR)

Date: September 27, 2016

Student Name: Test Student
Student ID: Test Student

Activity / Position: Alternative Breaks, Center for Student Involvement - Co-coordinator
Competencies: Coordinated in an intensive project-based community service experience that explored concepts of leadership and community development.

Dates: 2015 - 2016
Activity / Position: Internship Program, Women's Center - Intern
Competencies: Participated in a year-long internship experience facilitating programs and services focused on gender and social justice issues.

Understanding Global Context
Leadership
Civic Engagement/Social Responsibility
Teamwork/Cross-Cultural Collaboration
Leadership
Civic Engagement/Social Responsibility

UC San Diego
Submission Process

- ELT Coordinator “Roadshow”
- Submit Opportunities
- CCR Evaluation Committee Review
- Validate Students at End of Quarter

Committee meets monthly
Competencies

Critical Thinking / Problem Solving
Research Ability
Oral, Written & Digital Communication
Teamwork / Cross-Cultural Collaboration
Understanding Global Context
Leadership

Professionalism / Integrity
Self-Reflection
Career Development
Digital Information Fluency
Civic Engagement / Social Responsibility
Innovation / Entrepreneurial Thinking

UC San Diego
Portfolium
Review + Share

Reflective tools
Write cover letter and resume
Prepare applications
Advising and exploration

Graduate / professional programs
Job search process
On campus jobs
Awards and scholarships

UC San Diego
Translating the Value of Your UCSD Experience

April 14th; 11:00-12:00 PM
Teaching + Learning Commons Room 1505, Geisel Library

Learn how to discover, capture, and share your experience inside and beyond the classroom, and how you can translate its value as you apply for jobs and/or graduate/professional programs. Learn what employers are looking for when hiring, and practice how to speak to your experiences and the skills you developed.

VISIT ILEAD.UCSD.EDU FOR MORE INFORMATION
Moderated Discussion

Bob Askins
- Senior Associate Registrar
- University of South Carolina

Pam Bowers
- Associate VP for Planning, Assessment and Innovation
- University of South Carolina

Kim Elias
- Engaged Learning Tools Coordinator
- University of California, San Diego
Questions from the Audience
Contact Information

Bob Askins  RFASKINS@mailbox.sc.edu  |  @rfa803
Pam Bowers  PJBOWERS@mailbox.sc.edu
William Preston Davis  wdavis@nvcc.edu  |  @LazyPhilosopher
Kim Elias  klelias@ucsd.edu
Learn More and Stay Connected

Visit WCET’s New Website to learn about our Focus Areas, Initiatives, Events, Membership and Sponsorship: http://wcet.wiche.edu/

Join WCET: learn more about the benefits of joining our community: http://wcet.wiche.edu/join-wcet
Additional Information and Resources

Access to the resources discussed during this webcast, including the archive, will be available next week.

http://wcet.wiche.edu/connect/webcasts
Learn More and Stay Connected

WCET Leadership Summit
June 14-15
Salt Lake City, UT

WCET Annual Meeting
October 25-27
Denver, CO
Thank you Supporting Members for your commitment to WCET and e-Learning

- Colorado State University
- Cooley LLP
- Lone Star College System
- Michigan State University
- University of Missouri - Columbia/Mizzou Online
- University of North Texas
Thank you WCET Annual Sponsors

• Barnes & Noble LoudCloud
• Blackboard
• MaxKnowledge
• Pearson Learning Solutions
• Realizelt
• Wiley Education Services
• Ed Map

• Carolina Distance Learning
• Ilos videos
• Learning Objects, a Cengage Company
• Soomo Learning
• Drexel University
• Schoology
• MediaSite

Learn about Sponsorship Opportunities: http://wcet.wiche.edu/get-involved/sponsorship