What students do in college
– within and beyond the classroom –
matters for their persistence and success.

Advisors help students understand the possibilities and the connections.

Pam Bowers, pam.bowers@sc.edu
Experiential Learning Opportunities (ELO)

- Courses and programs are designated as ELO through a university review/approval process; information about approved experiences is recorded in BTCM. Records provide supplemental information about students’ experiences (internship employer, for example).
  - Students/advisors can monitor participation in ELO-designated courses and programs in each student’s My UofSC Experience records, maintained in the BTCM system.

Engaged Learning Programs (ELP)

- Engaged Learning Programs include non-credit, educationally purposeful programs and events that have previously not been centrally documented in university information systems. (Student Affairs and Academic Support programs and events)
• 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
Expectations for involvement beyond the classroom:
• Orient yourself to UofSC using resources provided (find your way, make friends, identify opportunities)
• Engage in career exploration and development
• Get help when you need it; as human beings, we all need help at some point
• Advance your self-knowledge and sense of purpose through involvement – engage curiosity
• Practice civic engagement and leadership, guided by the tenets of the Carolinian Creed
• Engage in at least one Experiential Learning Opportunity – more than one, if possible; consider Graduation with Leadership Distinction
Beyond The Classroom Matters
A supplemental information system for experiential and engaged learning.

Criteria for cataloging in the BTCM system:

1. Educational purpose of program/event must be clearly defined
2. Intentional design/structure for achieving the purpose must be defined
3. Completion of program must be defined (what is required to ‘earn’ a record)
4. Attendance/participation must be monitored, as defined for completion
5. Fidelity of implementation must be assured for program/data integrity

Similar to a course syllabus.
Beyond The Classroom Matters

Student records are
- defined in catalog entry
- verified by sponsoring department
- integrated with academic records
- managed in data warehouse
Students can access their records for reflection on learning.

Students can keep a record private.

Each record is linked to the catalog entry that describes the program’s educational purpose and design.

https://my.sc.edu/
Advisors can access their students’ records.

Students may keep a record private from advisor view.

Each record is linked to the catalog entry that describes the program’s educational purpose and design.

University Advising Center >> Advisor Toolbox >> Advising Technology Access:
https://sc.edu/about/offices_and_divisions/advising/advisor_toolbox/online_training_technology/index.php
Catalog entries document each program’s educational purpose and describe the program’s structure for engaging students to achieve the purpose.
We judge ourselves by what we feel capable of doing, while others judge us by what we have already done.

*Henry Wadsworth Longfellow*

Staff, faculty, students, and employers indicate the value of documenting learning from purposeful engagement beyond the classroom and helping students articulate knowledge and skills that are transferable to the workplace.
Coming In Fall 2019

Students can select records to report on an official supplemental transcript.

Supplemental transcript documents each student’s purposeful engagement and learning in student affairs programs.
Which student interview response would a prospective employer value more?

“I feel capable of being a leader” or
“I led an Alternative Break student group trip to help rebuild after Hurricane Florence; I led the planning for the trip, communicated with the agency to set up the project, and resolved problems that occurred during the trip . . . .”

“I feel capable of being an effective part of a work team”
or
“I served on the Homecoming Commission . . . I was part of a team that planned and executed more than 20 programs and events during Homecoming Week.”
Engagement data is available for analysis and reporting.

### Alternative Break Participants

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>83.3%</td>
</tr>
<tr>
<td>Male</td>
<td>3</td>
<td>16.7%</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 or More Race</td>
<td>1</td>
<td>5.6%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>5</td>
<td>27.8%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>1</td>
<td>5.6%</td>
</tr>
<tr>
<td>White</td>
<td>11</td>
<td>61.1%</td>
</tr>
<tr>
<td><strong>Classification</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>3</td>
<td>16.7%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1</td>
<td>5.6%</td>
</tr>
<tr>
<td>Junior</td>
<td>6</td>
<td>33.3%</td>
</tr>
<tr>
<td>Senior</td>
<td>7</td>
<td>38.9%</td>
</tr>
<tr>
<td>Graduate</td>
<td>1</td>
<td>5.6%</td>
</tr>
<tr>
<td><strong>PELL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Eligible</td>
<td>12</td>
<td>66.7%</td>
</tr>
<tr>
<td>PELL Eligible</td>
<td>6</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>First Generation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Generation</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Not First Generation</td>
<td>18</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>
Integrated institutional data improves visibility of student engagement and analysis of impact on student success.
Advisors guide each student’s My UofSC Experience

Student/Advisor Conversation Starters:

- Participation in Welcome Week activities?
- Career exploration to develop or affirm alignment of self-knowledge, major choice, career goals?
- Career management activities to develop career readiness skills, resume, job search skills?
- Activities to advance well-being: physical, emotional, social, occupational, intellectual, spiritual?
- Activities to pursue existing or identify new interests?
- Involvement in communities – residential, academic?
- Plans for internship, study abroad, research?
- Interest in a student leadership role?

Expectations for involvement beyond the classroom:

- Orient yourself to UofSC using resources provided (find your way, make friends, identify opportunities)
- Engage in career exploration and development
- Get help when you need it; as human beings, we all need help at some point
- Advance your self-knowledge and sense of purpose through involvement – engage curiosity
- Practice civic engagement and leadership, guided by the tenets of the Carolinian Creed
- Engage in Experiential Learning Opportunities; consider Graduation with Leadership Distinction

Students: You are the author of My UofSC Experience

https://www.nationalwellness.org/page/Six_Dimensions
My UofSC Experience

First-Year Advisor Demonstration & Considerations
Hello University,

I want to share some exciting news exclusive to you as a first-year UofSC student. The University of South Carolina is excited to launch My UofSC Experience, which captures a list of the engagements in which you participate inside and outside of class, including research, student organizations, community service, study abroad courses, internships, or even a visit to the Career Center. You can login at my.sc.edu and under the "Academics" tab, click the "View My UofSC Experience" link to see the engagements we have for you.

As your First-Year Academic Advisor, I have access to an advisor view of your records. Therefore, when you come in for advisement, we will spend some time reviewing your curricular and co-curricular experiences to see if there are some additional opportunities you can consider.

If you don’t see a specific activity or have some technical issues, email SABTCM@mailbox.sc.edu. Please know that there will be additions to the catalog of engagements and experiences as colleges, schools and student affairs units add their activities to our already extensive list of opportunities at UofSC.

I think this tool will be extremely helpful as you build your professional resume, apply for an award, or want to reflect on your UofSC Experience. We have also created a website to provide more information and examples on how this new feature benefits you.

I look forward to working with you soon!

View "My UofSC Experience" Here

Paige McKeown
Advisor suggestions

• Every Academic Advisor should...
  1. Ask student a question about engagement.
  2. Review the BTCM “advisor view” with their advisee.
  3. Make suggestion(s) about possible experiential learning opportunities
Possible scenario

• Ask the student a question about co-curricular engagement:
  – *i.e. When you are not in class, how do you spend your time?*
  – Develop your own go-to engagement question.
  – See slide 15

• “*Let’s look at your My UofSC record*”
  – Advisor discusses MyUofSC transcript. (And value of the record.)
  – Introduce EL requirement/encouragement.
  – Talk about the importance of engagement.

• Make a suggestion (based on current major and/or based on interest)
  – Opportunities Database: [https://sc.edu/about/initiatives/usc_connect/choose_experiences/search-the-database.php](https://sc.edu/about/initiatives/usc_connect/choose_experiences/search-the-database.php)
  – Recommendations by Major: [https://sc.edu/about/initiatives/usc_connect/choose_experiences/recommendations_by_major/index.php](https://sc.edu/about/initiatives/usc_connect/choose_experiences/recommendations_by_major/index.php)
Advisors (anticipated) Questions
**Time?**

- **Question:** How am I supposed to add another technology to my workflow? I do not have enough time.

- **Answer:**
  - Consider how you spend your 30 (45) minutes.
  - Ask someone to shadow your appointments and provide suggestions/strategies on workflow.
  - Keep in mind approx 75% of students are already participating in ELO through major requirements or other means.
  - You may be doing this already. BTCM elevates the conversation.
  - BTCM is a tool just like DegreeWorks and EAB. Each serves a unique and valuable purpose. As Academic Advisors, you need to make individual judgement calls on your advisees. It is the hope that in “holistic advising” you are discussing more than solely curricular/major requirements.
• **Question**: Why can only the FYA access BTCM at this point? Who has access to view all student records?

• **Answer**: Student Privacy
  – The University sent the message to first-year/transfer students that only their academic advisor of record (FYA) can see their full engagement record.
  – This enables students to make an informed decision on if they want to select something as “private.”
  – Role-based access: other groups pending.
  
  – Three access groups
    • Students
    • Academic Advisors
    • Providers
Difference?

**Question:** How is BTCM/My UofSC experience different from what I can see in other student information platforms (Self Service, Navigate, etc)?

**Answer:**

• Navigate will only include a portion (tutoring, SI, etc.)
  – A list of Navigate users can be found here: [https://sc.edu/about/offices_and_divisions/advising/advisor_toolbox/online_training_technology/navigate/index.php](https://sc.edu/about/offices_and_divisions/advising/advisor_toolbox/online_training_technology/navigate/index.php)

• BTCM will provide a holistic record of all the student’s engagements (Service Saturdays, Study Abroad, etc.)

• BTCM records are available to students.
Names?

• **Question**: There are so many names (BTCM, ELO, USC Connect, GLD, and now My UofSC Experience). What do I call what? How do I explain this to students in simple terms?

• **Answer**: “My UofSC Experience” encompasses BTCM and ELO
  – BTCM is behind the scenes (same as Banner & EAB)
  – GLD has its own identity
  – Self-Service is only curricular
College ELO/BTC Experiences?

• **Question**: My college has internships and other experiential learning opportunities. How can those be included? How can my college provide experiences?

• **Answer**: Contact Pam Bowers
Advisor Question:
I recommend beyond-the-classroom/co-curricular opportunities to my advisees.
I RECOMMEND BEYOND-THE-CLASSROOM/CO-CURRICULAR OPPORTUNITIES TO MY ADVISEES.
Student Question:
My academic advisor recommends beyond-the-classroom/co-curricular opportunities such as study abroad, internships, peer leadership positions, graduation with leadership distinction, etc.
The following survey conducted in 2014 led to the Advising Re-envisioning report and funding of the University Advising Center, 25 First-Year Advisors, an advisor training and certification program, and implementation of new advising technologies. This same survey was conducted in 2017. Comparison data is included below. Percentages shown indicate the number of undergraduate students who “agree” or “strongly agree” with the statement.

<table>
<thead>
<tr>
<th>Topic</th>
<th>2014</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of assigned academic advisors to all undergraduate students</td>
<td>30%</td>
<td>67% (95% as of Fall 2018)</td>
</tr>
<tr>
<td>Total survey responses</td>
<td>1448</td>
<td>1445</td>
</tr>
<tr>
<td>I know who my academic advisor is and/or how to get advised in my college or school</td>
<td>81% (n = 1175) agree/strongly agree</td>
<td>93% (n=1350) agree/strongly agree</td>
</tr>
<tr>
<td>As a result of academic advising, I understand the requirements of my major.</td>
<td>68% (n=988)</td>
<td>85% (n=1238)</td>
</tr>
<tr>
<td>My academic advisor provides me accurate information about courses, programs, and major requirements</td>
<td>65% (n=947)</td>
<td>81% (n=1181)</td>
</tr>
<tr>
<td>My advisor and I discuss the purpose and expectations of academic advising.</td>
<td>42% (n=809)</td>
<td>74% (n=1069)</td>
</tr>
<tr>
<td>My academic advisor explains the purpose and requirements of the Carolina Core.</td>
<td>55% (n=802)</td>
<td>75% (n=1089)</td>
</tr>
<tr>
<td>My advisor helps me choose a major that is best for me.</td>
<td>39% (n=573)</td>
<td>72% (n=988)</td>
</tr>
<tr>
<td>My academic advisor recommends beyond-the-classroom/co-curricular opportunities such as study abroad, internships, peer leadership positions, graduation with leadership distinction, etc.</td>
<td>42% (n=614)</td>
<td>59% (n=862)</td>
</tr>
<tr>
<td>My academic advisor refers me to campus resources (such as the Student Success Center, Career Center, Counseling Center, Student Disability Services, etc.)</td>
<td>43% (n=633)</td>
<td>64% (n=922)</td>
</tr>
<tr>
<td>My academic advisor and I talk about career opportunities and/or graduate school.</td>
<td>42% (n=605)</td>
<td>57% (n=927)</td>
</tr>
<tr>
<td>I prepare for advising prior to meeting with my academic advisor.</td>
<td>74% (n=1085)</td>
<td>86% (n=1244)</td>
</tr>
<tr>
<td>My academic advisor is available when I need to meet with him/her.</td>
<td>72% (n=1045)</td>
<td>79% (n=1142)</td>
</tr>
</tbody>
</table>
Advisor resources

• Advisor Toolbox
  – [https://sc.edu/about/offices_and_divisions/advising/advisor_toolbox/online_training_technology/btcm/index.php](https://sc.edu/about/offices_and_divisions/advising/advisor_toolbox/online_training_technology/btcm/index.php)

• Paige McKeown can meet with First-Year Students
• Amanda Lucas can meet with Transfer Students
• Questions? Pam, Claire, Paige
• In development: Videos, resources, checklists, etc.
Q&A