Principles of Co-Curricular Learning

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Vice Chancellor for Student Affairs
Overview

• Organizational Structure
• Strategic Plan
• Student Learning and Engagement
  – Principles of Co-Curricular Learning
• Connection To Retention
• Next Steps
Organizational Structure

Vice Chancellor
Zebulun R. Davenport, Ed.D.

Assessment and Planning
Robert W. Aaron, Ph.D.

Assistant Vice Chancellor
Tralicia Powell Lewis

Finance and Administration
Jim Adkins

Dean of Students
Jason T. Spratt

External Affairs and Special Projects
Andrea K. Anderson

Campus Recreation
Matt Rota-Autry

Counseling and Psychological Services
Julia M. Lash, Ph.D.

Educational Partnerships and Student Advocacy
Amy K. Wylie

Student Health Services
Stephen F. Wintermeyer, M.D.

Campus Center
Joe Hayes

Housing and Residence Life
Aaron J. Hart, Ed.D.

Student Conduct
Brian Tomlinson

Student Involvement
Chad Ahren, Ph.D.

Campus Pride and Traditions

Principles of Co-Curricular Learning
Vision

To impact the success of students by delivering nationally recognized programs and services that broaden the educational experience and promote campus and civic engagement.
The mission of the Division of Student Affairs is to…

Provide quality co-curricular programs and services that facilitate intellectual growth and personal development, creating pathways to success for all students.
Values

• Students First
• Integrity
• Diversity
• Social Justice
• Best Practices
• Collaboration
• Civic Engagement
• Health & Wellness
Goals

• #1: Campus Life
  Improve and enrich campus life while ensuring that the Division and its departments meet nationally recognized standards for programs, services, and facilities.

• #2: Campus Climate
  Foster an inclusive, welcoming, supportive, and affirming community that contributes to student success.
Goals

• #3: Campus and Community Partnerships
  Create and sustain mutually beneficial relationships that advance student learning, maximize resources, and facilitate civic engagement.

• #4: Division Effectiveness
  Demonstrate excellence in professional practice through effective leadership and responsible stewardship of resources.
Student Learning and Engagement

Student Affairs:

Partners with our colleagues in Academic Affairs whereby the classroom provides the FORMAL learning and the out of classroom provides FORMATIVE learning creating a holistic experience for our students.

We contribute to the academy by grounding our programs and services in learning objectives.
Student Learning and Engagement

Principles of Co-Curricular Learning (PCLs)

- PCLs are based on IUPUI’s **Principles of Undergraduate Learning (PULs)** and **Principles of Graduate and Professional Learning (PGPLs)**
- Provide a conceptual framework for learning outside of the classroom
- PCLs complement the PULs and PGPLs
  - Address learning both **inside** and **outside** of the classroom
Student Learning and Engagement

Development of PCLs

• Reviewed relevant student affairs literature and analyzed student learning models at other institutions

• Recognized the overlap between literature, other institutional models, and what we had drafted

• *We knew we were on the right track!*
Student Learning and Engagement

Development of PCLs

• Adapted the existing PULs to accommodate our work and added two new domains:

  **Intrapersonal Development**
  The ability of students to be aware of their emotions, behaviors, and motivations, analyze their strengths and weaknesses, and take responsibility for their decisions and actions.

  **Interpersonal Development**
  The ability of students to navigate social and organizational systems such that they acknowledge and respect the values of others in their interactions while creating conditions of mutual benefit for themselves and those around them.

http://studentaffairs.iupui.edu/about/assessment/learning-outcomes.shtml
Principles of Co-Curricular Learning

1. Communication Skills
2. Critical Thinking
3. Integration and Application of Knowledge
4. Intellectual Depth, Breadth, and Adaptiveness
5. Understanding Society and Culture
6. Values and Ethics
7. Intrapersonal Development
8. Interpersonal Development
Principles of Co-Curricular Learning

Development of PCLs

Consulted with key campus constituents:

– Academic Affairs (M. Fisher, S. Hundley)
– Assessment (T. Banta, S. Kahn)
– Graduate Learning (S. Queener)
– Undergraduate Learning (K. Johnson, S. Baker)
– Higher Education (L. Patton Davis)

Assessments targeted to students with whom we have ongoing contact:

(e.g., Student Leaders, Employees, Resident Advisors)
Connecting Student Affairs to Retention

Retention

• Complex issue with many factors. There is a lot that we know and can control and much that we cannot control.

• Students who are engaged tend to persist at higher rates compared to those who are not.

• Connecting and engaging with the students on our campus is a plus.
Correlation between Engagement and Student Success

There are many touch points for students both in and out of the classroom.

Out of classroom examples:

- Leadership opportunities
- Student employment
- Resident advisors
- CAPS
- Student mentors
- Internships
- Student Activities Programming Board
- Residential Based Learning Communities
- Service scholars (community service and civic engagement)
- Student organizations
- Fraternities and sororities
- Student governance
- Democracy Plaza
Connection to Retention

• Robbins et al (2009) established three determinants of academic success:
  1. **Self-Regulatory Control**
     (ability to self-manage & self-regulate attitudes & feelings)
  2. **Motivational Control**
     (ability to respond to prescribed behaviors)
  3. **Social Control**
     (Reinforce learning environments and maintain appropriate interactions with formal and informal networks)
Connection to Retention

• Academic Success is defined as:
  – Academic Performance
  – Academic Retention
Connection to Retention
Adapted Model from Steven Robbins Meta-analysis Research

Co-Curricular Alignment Project

• The Division conducted a co-curricular alignment in the fall 2013 semester.

• All functional units selected at least one program from each area and mapped it to the PCLs.
  – 51 programs or points of service for students
  – Connected to over 140 outcomes within the eight learning domains.
  – The next slide shows how these programs and services align with the eight PCL domains
Co-Curricular Alignment

PCL 1: Communication
PCL 2: Critical Thinking
PCL 3: Integration & Application of Knowledge
PCL 4: Intellectual Depth, Breadth, & Adaptiveness
PCL 5: Understanding Society & Culture
PCL 6: Values & Ethics
PCL 7: Intrapersonal Development
PCL 8: Interpersonal Development
Integration of PCLs into Retention Model

• The Co-Curricular Alignment data were linked back to the Retention Model by mapping the percent of programs and services by the determinants for academic success:
  – Self-Regulatory Control = 48%
  – Motivational Control = 16%
  – Social Control = 36%

• On the next slide, note how the PCLs are aligned with the academic success determinants (Robbins et al, 2009)
Connection to Retention
Adapted Model from Steven Robbins Meta-analysis Research

PCLs: Next Steps

Next Steps for sharing details of our process:
- Faculty Council Executive Committee
- School of Liberal Arts Faculty Assembly
- Faculty Council
- Graduate School Council
- General Education Task Force

Next Steps for further developing of our learning outcomes:
- Create a common set of sample questions mapped to PCLs for use when developing measures for assessing learning (under review)
  - Develop/adapt existing instruments for assessing learning

Spring 2014: Data Collection