

Principles of Co-Curricular Learning

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IUPUI

DIVISION OF STUDENT AFFAIRS

INDIANA UNIVERSITY–PURDUE UNIVERSITY
INDIANAPOLIS

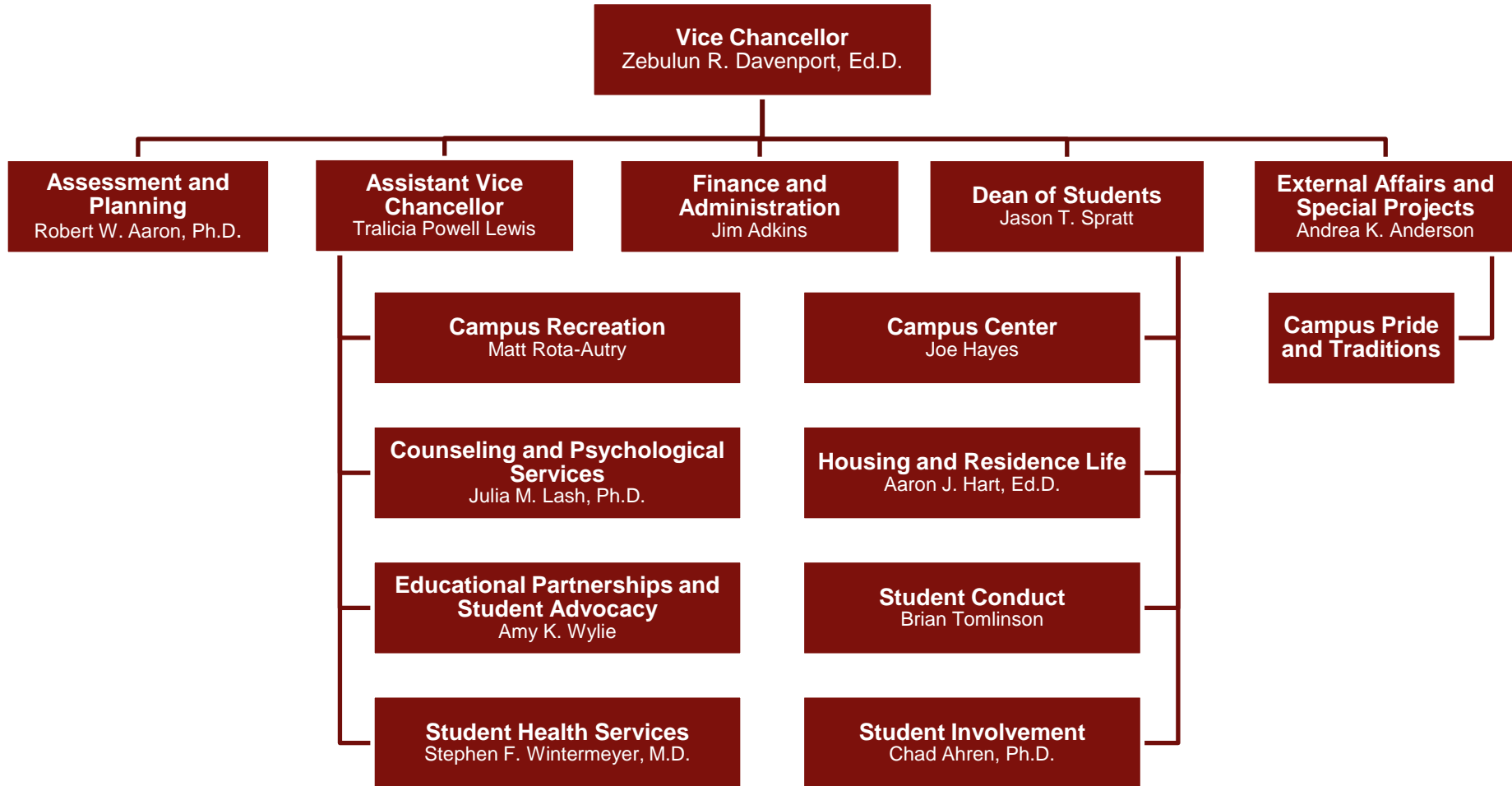
Office of the Vice Chancellor

Overview

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



Organizational Structure



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**.



Mission

*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)



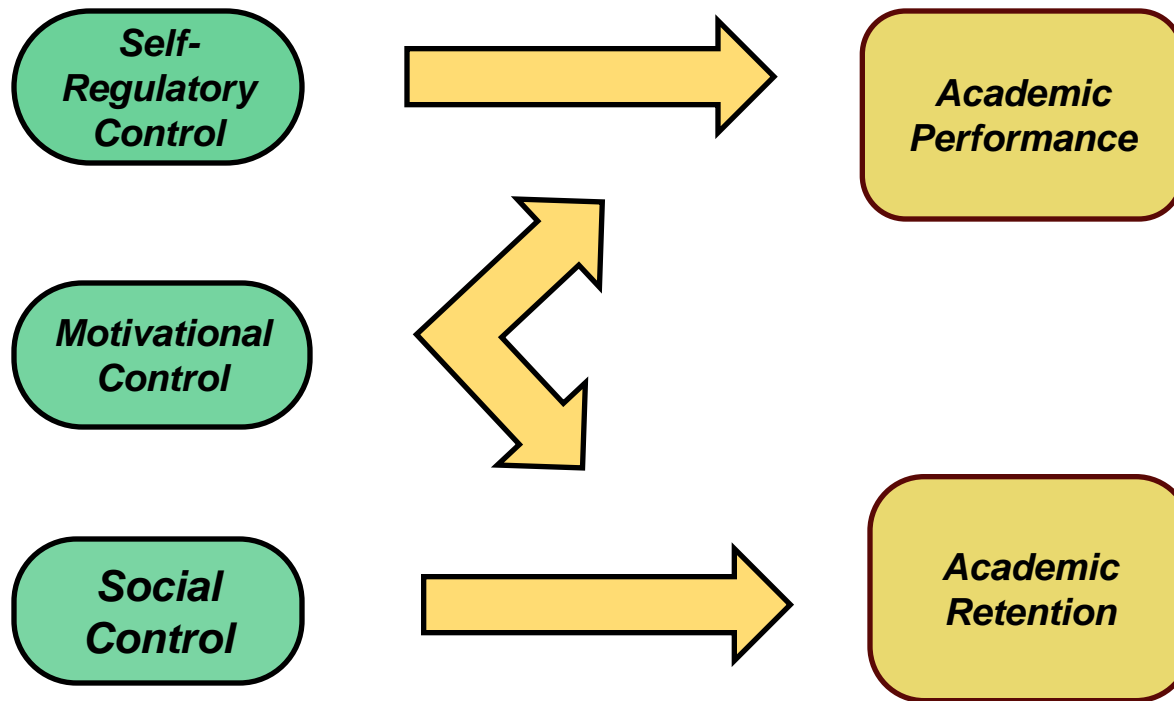
Connection to Retention

- Academic Success is defined as:
 - Academic Performance
 - Academic Retention



Connection to Retention

Adapted Model from Steven Robbins Meta-analysis Research



Robbins, S. B., Oh, I., Le, H., & Button, C. (2009). Intervention effects on college performance and retention as mediated by motivational, emotional, and social control factors: Integrated meta-analytic path analyses. *Journal of Applied Psychology, 94*(5), 1163-1184.

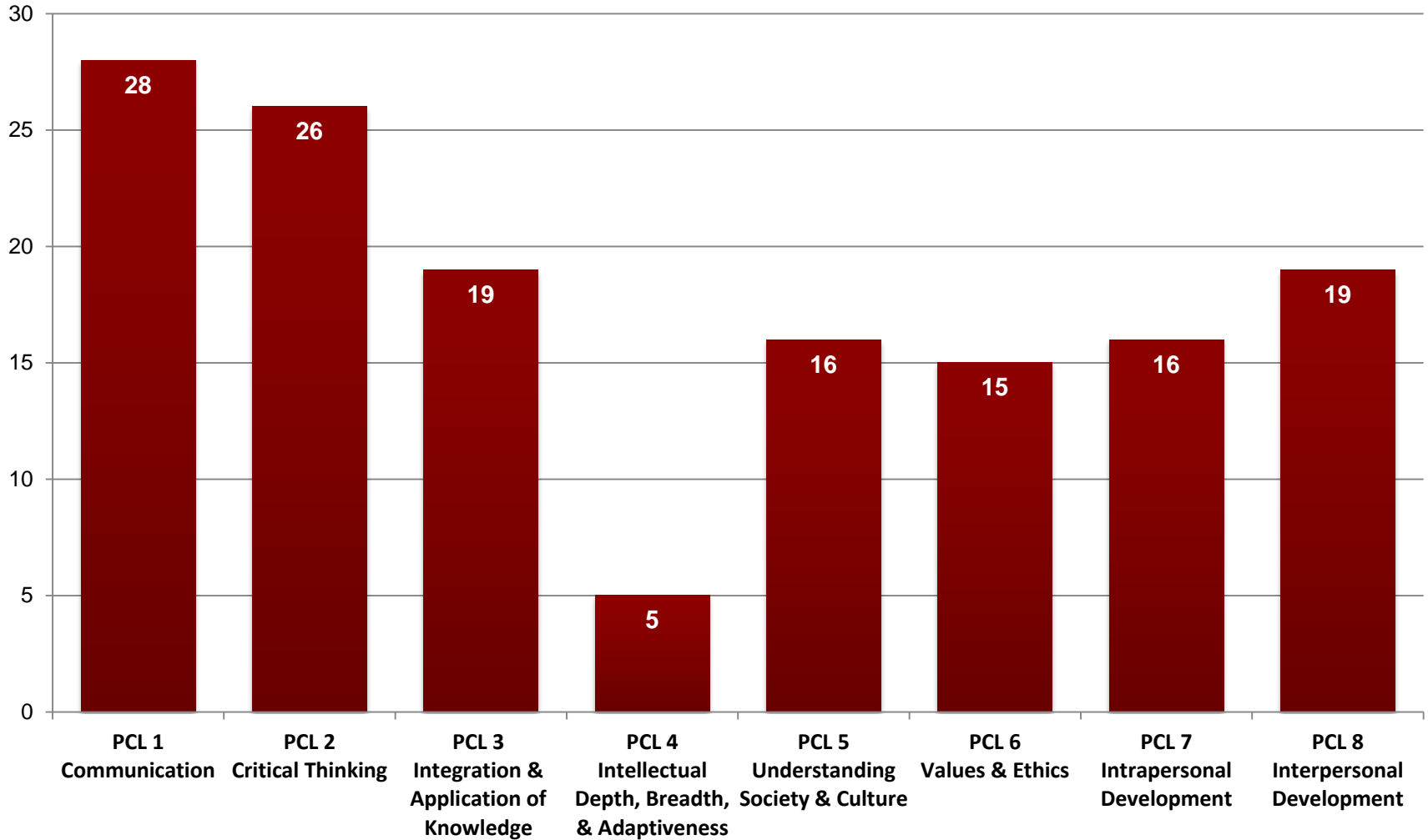


Co-Curricular Alignment Project

- 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



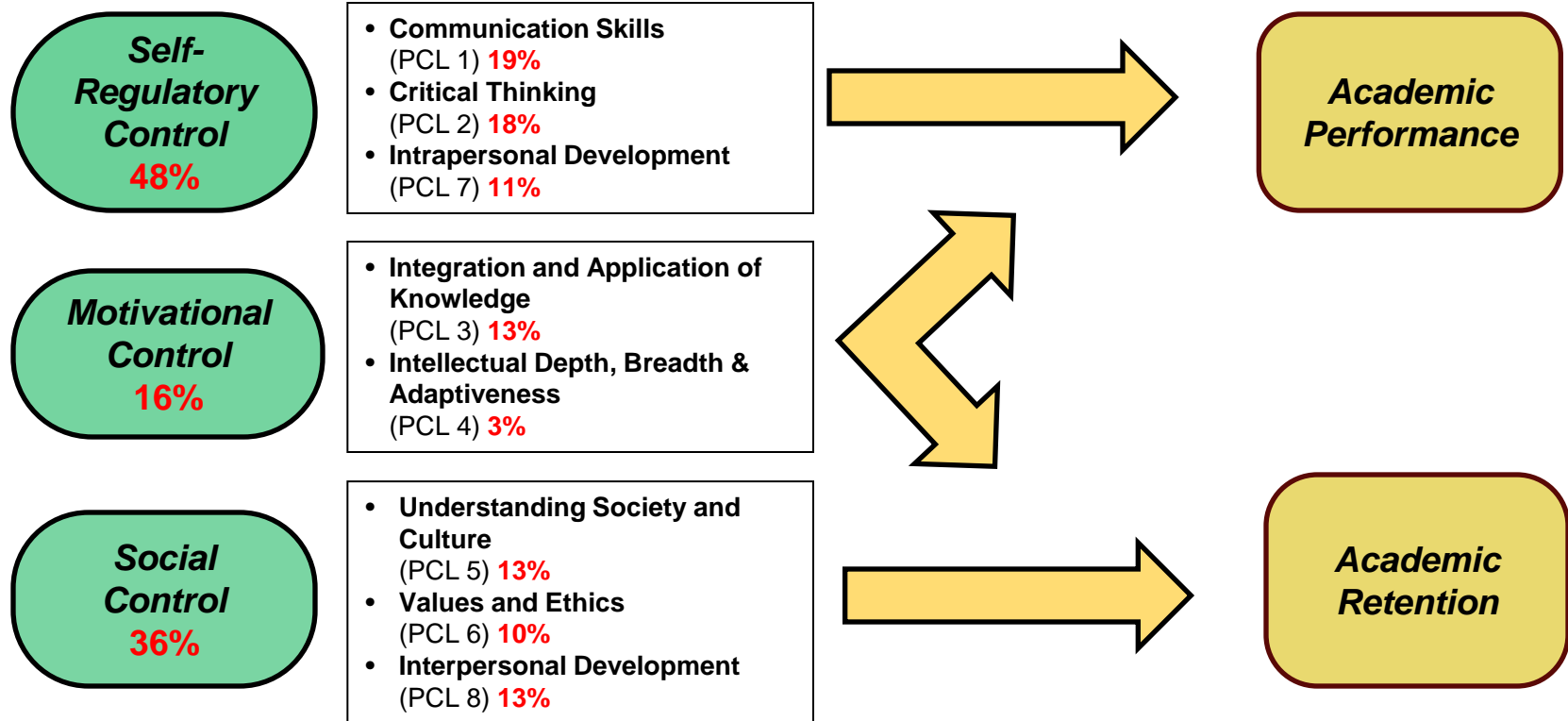
Integration of PCLs into Retention Model

- 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

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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

