

## **Process for Developing the Principles of Co-Curricular Learning**

IUPUI Division of Student Affairs

Fall 2012/Spring 2013

The Division of Student Affairs (formerly the Division of Student Life) developed a plan for assessing student learning in the co-curriculum during the 2009-2010 academic year. Many of the Division's programs and services were mapped to the IUPUI Principles of Undergraduate Learning (PULs). From there, individual units began to write specific learning outcomes for each program in order to better understand a variety of learning points for students who interacted with its programs and services.

In the following years as more Division units came on board with the assessment plan, professional staff members began to realize that the PULs were not necessarily capturing all of the opportunities for learning offered through the units' programs and services.

In the fall of 2012, the Vice Chancellor of Student Affairs charged the Director of Assessment and Planning to assemble a group with the purpose of analyzing the PULs and adapting them to ensure alignment with the co-curricular learning opportunities available through the Division's various programs and services. A subcommittee comprised of members of the Leadership Team was formed, chaired by the Vice Chancellor for Student Affairs and the Division's Director of Assessment and Planning. The committee reviewed key literature in student affairs assessment (ACPA: College Student Educators International & NASPA: Student Affairs Administrators in Higher Education, 2004; Keeling, 2006; Upcraft & Schuh, 1996), and it also reviewed learning outcome sets from divisions of student affairs at other institutions. Many of these other institutions had also referred to the same literature in the development of their learning outcomes, so there are similarities across institutions. The subcommittee drafted a revision of the PULs, vetted it throughout Division units and the full Leadership Team for feedback, and then incorporated this feedback into the document.

The resulting document is entitled the Principles of Co-curricular Learning (PCLs). The overall Principles of Undergraduate Learning were kept as is, along with their original core definitions. Many individual outcome statements were edited or adapted to better fit the co-curricular environment. Finally, two additional domains were added at the end of the document that address intrapersonal and interpersonal development, issues that are crucial components of college student development as expressed in the literature explored by this committee.

Later in the spring semester of 2013, the Vice Chancellor and the Director of Assessment and Planning vetted the draft PCLs with the following key campus administrators and faculty in order to gain additional feedback to further refine the document: Sarah Baker (University College), Trudy Banta (Planning and Institutional Improvement), Mary Fisher (Academic Affairs), Stephen Hundley (Academic Affairs), Kathy Johnson (University College), and Susan Kahn (Planning and Institutional Improvement). In the summer of 2013 they met with Sherry Queener (Graduate School) and Lori Patton Davis (School of Education) to seek additional feedback.

On the advice of these administrators, in the fall 2013 semester the Vice Chancellor introduced a presentation entitled, "PCL Road Show," in order to vet the PCLs with the General Education Task Force, the Graduate School Council, Faculty Council Executive Committee, and finally the full Faculty Council.

The Division's main goal was to have all of its units align key programs and services with the new PCLs and expand the assessment of learning program Division-wide for the 2013-2014 academic year.

## References

- ACPA: College Student Educators International, & NASPA: Student Affairs Administrators in Higher Education. (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, DC: Authors.
- Keeling, R. P. (Ed.). (2006). *Learning reconsidered 2: A practical guide to implementing a campus-wide focus on the student experience*. Washington, DC: National Association of Student Personnel Administrators (NASPA).
- Upcraft, M. L., & Schuh, J. H. (1996). *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.

## Past Assessment of Learning Reports (all links open as PDFs)

- [2012-2013](#)
- [2011-2012](#)
- [2010-2011](#)
- [2009-2010 \(original plan\)](#)

*For more information:*

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