Building Bridges across the Curriculum & Co-Curriculum:
Promoting Partnerships between Academic & Student Affairs

Wichita State University
Wichita, KS

Student Affairs Workshop
Sept. 15th, 2015
2 PM

Joe Cuseo
Professor Emeritus, Psychology; Educational Consultant, AVID for Higher Education
jcuseo@earthlink.net
Getting on the “Same Page”:
Working Definitions of Learning, Development, & Education

1. **Defining Student Learning & Student Development**
   Positive, enduring change in any component (element) of the self resulting from an environmental experience (e.g., the college experience).

2. **Major Components (Elements) of the Self where Learning May Take Place**

   - **Intellectual**: acquiring broad-based knowledge, learning how to learn, and learning how to think critically.
   - **Emotional**: understanding, managing, and expressing emotions.
   - **Social**: improving the quality and depth of interpersonal relationships.
   - **Ethical**: building moral character—making sound ethical judgments, developing a clear value system for guiding personal decisions, and demonstrating consistency between our convictions (beliefs) and our commitments (actions).
   - **Physical**: acquiring knowledge about the human body and applying that knowledge to prevent disease, preserve wellness, and promote peak performance.
   - **Spiritual**: devoting attention to the “big questions”, such as the meaning or purpose of life, the inevitability of death, and the origins of human life and the natural world.
   - **Vocational**: exploring career options and pursuing a career path that is consistent with our talents, interests, and values.
   - **Personal**: developing a strong sense of personal identity, a coherent self-concept, and capacity to manage personal affairs and resources.
3. **Key Routes (Avenues) through which Learning May Take Place**

Learning may be manifested in any of the aforementioned components of self by positive change in students’ *affect, behavior, or cognition*—as summarized by the following “ABC” mnemonic:

- **A** = *Affective learning*: positive change in attitude, motivation, values, interests, feelings or emotions.

- **B** = *Behavioral learning*: positive change in actions, habits, skills, competencies or proficiencies.

- **C** = *Cognitive learning*: positive change in knowledge, quality of thinking, or breadth of perspective.

4. **Education**: an inclusive learning process that embraces: (a) *academic* learning occurring through the formal (course) curriculum, and (b) *experiential* learning taking place outside the formal curriculum.

   - **Academic Learning**: vicarious learning tied to the formal curriculum that takes place through *classroom-based* lectures/discussions, course readings and course-related assignments.

   - **Experiential Learning**: learning that takes place *outside the classroom*, either on or off campus, which may either be:

     (a) formally connected to the course curriculum (“co-curricular” experiential learning), or

     (b) independent of the course curriculum (“extra-curricular” experiential learning).

---

**Unifying Campus Culture by Identifying Common Educational Outcomes**

1. **Student Retention (Persistence)**: students *remain, re-enroll, and continue* to make progress toward degree completion.

2. **Educational Attainment (Completion)**: students that *persist in college until they reach* their intended degree, program, or educational goal.

3. **Academic Achievement**: The quantity and quality (nature) of student *learning/cognitive development* that takes place during the college experience—particularly *deep learning* (beyond memorization), *durable learning* (beyond the test), *higher-order thinking* skills (critical/creative thinking), and
communication skills (written/oral).

4. **Personal Development**: Holistic (whole-person) development/learning that occurs during the college experience—e.g., identity formation, character development, social and emotional intelligence, diversity tolerance/appreciation, civic responsibility, and leadership.

5. **Student Advancement**: Students aspire to do, proceed to do, and succeed at doing beyond college completion—e.g., educational and/or occupational plans, placement, performance and advancement.

---

**Unifying Campus Culture by Identifying**

*Common Learning Principles & a Common Language of Student Success*

1. **PERSONAL VALIDATION**: Learning and development are fostered when students feel personally significant—i.e., when they feel recognized as individuals, that they matter to the institution, and that the institution cares about them as “whole persons.”

2. **SELF-EFFICACY (GROWTH MINDSET) & GRIT**: Learning and development are maximized when students believe that their personal effort matters—when they think they can influence or control educational outcomes and continue to grow intellectually.

3. **PERSONAL MEANING & PURPOSE**: Learning and development take place when students find meaning or purpose in their college experience—i.e., when they perceive relevant connections between what they’re learning in college, their current life, and their future goals.

4. **ACTIVE INVOLVEMENT (ENGAGEMENT)**: Learning and development increase proportionately with the depth of student involvement in the learning process—i.e., the amount of time and energy students invest in their college experience—both inside and outside the classroom.

5. **REFLECTION**: Learning and development are strengthened when students reflect on their experiences, think deeply about them, and transform them into a form that connects with what they already know or have previously experienced.

6. **SOCIAL INTEGRATION**: Student learning and development are promoted by human interaction, collaboration, and the formation of interpersonal relationships between the student and other members of the college community—peers, faculty, staff, administrators, and alumni.

7. **SELF-AWARENESS**: Students learn and develop when they are aware of themselves, remain mindful of their learning strategies, styles, habits, and ways of thinking, and gain self-insight into their personal talents, interests, values and needs.

---
Unifying Campus Culture by Designing Comparable Educational *Materials & Artifacts*

* Creating co-curricular programs and products that *parallel* those found in the formal curriculum.

For example:

1. **Co-Curricular Syllabus** (comparable to the traditional course syllabus) that provides a one-page outline of the co-curricular event’s learning objectives, content, and process of educational delivery.

2. **Co-Curricular Assessment**—e.g., students write a one-minute paper after experiencing a co-curricular program or event, which asks them to evaluate the experience in terms of how it contributed to their learning or development—particularly with respect to its intended educational outcome(s).
   [For more information on the one-minute paper, see Appendix A, p. 8.]

3. **Co-Curricular Schedule** (comparable to the schedule of classes issued each term) that contains the titles, dates, times, and brief descriptions of co-curricular events to be offered during the semester.
   Note: Ideally, a co-curricular events schedule would be attached to, and included as a section within the traditional schedule of classes.

4. **Co-Curricular Catalogue** (comparable to the traditional course catalogue) that contains:
   - a mission statement for the co-curriculum
   - educational goals and objectives of the co-curriculum
   - annually offered programs and activities
   - names and educational background of student development and student-service professionals.

   Note: Ideally, a co-curricular catalogue would be incorporated within the traditional college catalogue as a special, clearly identifiable subsection.

5. **Co-Curricular Honors Program** (comparable to the academic honors program) that recognizes students who make outstanding contributions to student life or community life outside the classroom—e.g., campus involvement/leadership or service to the local community.

6. **Co-Curricular or Student Development Transcript** (comparable to the traditional registrar-issued transcript of completed courses) that formally lists and documents students’ co-curricular achievements—both for personal recognition and for future use
by students when they apply to career positions or graduate schools.

Note: Ideally, a co-curricular transcript would be incorporated within or appended to the student’s course transcript.

Creating a Unified Culture through Organizational Structures that Stimulate & Sustain Cross-Divisional Partnerships

1. Capitalize on naturally occurring or already existing cross-divisional “intersection points”—i.e., cross-functional areas where Academic and Student Affairs cross paths with respect to program administration or delivery.

For example:

* New-student orientation (Student Affairs) and convocation (Academic Affairs)
* First-year seminar (“extended” first-year orientation course) taught by faculty and student development professionals who received joint training
* Academic advising (intersecting with career counseling and personal counseling)
* Leadership and community-based learning experiences
* Residential life-based academic programming (e.g., “living-learning” experiences such as tutoring or academic advising conducted in student residences)
* Transitional programming for graduating students—e.g., sophomore-year courses/programs for graduating 2-year college students who are transferring to 4-year institutions; senior-year seminars/programs for graduating 4-year college students who are transitioning to careers or graduate school.

2. Incorporate courses into the curriculum that integrate student development theory with academic learning.

Examples: first-year experience course; service-learning courses; senior/sophomore seminar; interdisciplinary courses with experiential components; leadership development course.

3. Create structured opportunities for Academic and Student Affairs professionals to collaborate on campus issues (e.g., cross-functional teams, task forces, ad hoc committees, or joint research projects that address topics of mutual interest and concern—such as accreditation, assessment, and/or student retention).

4. Arrange office locations that intentionally place faculty members and Student Affairs professionals within physical proximity of each other—to increase the likelihood of dialogue, interaction, and potential collaboration.

5. Organize discussion groups or “critical-moment learning teams” of faculty and student affairs professionals after a high-impact event or critical incident has taken place on campus (e.g., racial incident or student suicide).

6. Arrange for temporary exchanges of Academic & Student Affairs professionals who are willing to “crossover” to another division of the college and gain an expanded perspective (e.g., via reassigned time, internal sabbatical, or temporary positional exchange).
7. Create *administrative positions* that involve *integration of* Academic & Student Affairs responsibilities (e.g., Director of the First-Year Experience; Coordinator of Student Success; Dean of Student Learning).

------------------------------------------------------------------------------------------------------------

**Creating a Collaborative Campus Culture through Intentional Faculty Recruitment, Orientation, Development, & Reward Strategies**

1. Intentionally *recruit and select* faculty members who have an interest in and commitment to student development (e.g., via intentional position announcements, interview questions, and hiring criteria).

2. During *new-faculty orientation*, alert faculty to professional advancement opportunities that involve partnerships with Student Affairs.

3. Include workshops on partnering with Student Affairs as a component of *faculty development* programming.

   Examples:

   * Student Development professionals make professional presentations to faculty on their “turf.” For instance, some faculty development programming or a piece of new-faculty orientation is devoted to providing faculty with information on student development theories and their compatibility with learning theories.

   * Student Life professionals create a newsletter for faculty that includes information on student development research, theory and practice.

4. Provide prestigious *awards* to faculty for contributions to student life (e.g., a “student service award” presented to a faculty member at graduation, convocation, or on “awards night”).

5. Create *incentives* for faculty to participate in campus initiatives that involve collaboration between Academic and Student affairs (e.g., mini-grants, travel funds, campus space).

6. Weigh faculty collaboration with Student Affairs seriously in the *faculty retention-and-promotion* process (e.g., as a heavily weighted form of faculty “service”).
The Co-Curricular “One-Minute Paper”:
A Strategy for Assessing Experiential Learning Outside the Classroom

A “one-minute paper” which may be defined as a short (one minute or less) writing activity engaged in after completion of a learning experience—in response to a question posed at the end of a learning experience (e.g., “What was the most memorable or useful thing you learned today?”). The nature of the question can vary, depending on the nature and objective of the learning experience, but the one constant among all types of one-minute papers is that it provides immediate feedback on how students respond to a specific learning experience.

Using one-minute papers to assess specific co-curricular events—immediately after the students experience them—can provide assessment data with high validity because student memory of the experience is vivid and details can be readily recalled. In contrast, the standard, end-of-the-program or end-of-the-term evaluation requires students to reconstruct and retrieve experiences from long-term memory that may date back to the beginning of the term. In addition to this program-assessment advantage of one-minute papers, these quick written reflections also encourage students to actively reflect upon and find personal meaning in the event they have just experienced, which should promote deeper learning and integration of the co-curricular experience with the academic experience of writing. Lastly, collection of minute papers at the end of a co-curricular event can provide an immediate and accurate headcount of how many students participated in the experience, thus generating useful quantitative data in addition to the qualitative data provided by the students’ written comments. Such combined use of qualitative and quantitative data again reinforces the current recommendation that these approaches should be viewed as complementary rather than contradictory methods of evaluation.

There are some who insist that an out-of-class experience only qualifies as a bona fide learning experience if it’s tied to a course in the curriculum. For example, volunteerism tied to a course is defined as service learning; otherwise, it’s just a volunteer experience. Others argue, as do I, that students can learn from community-based experiences without having those experiences tied back to formal course work—if students intentionally and reflect deeply on their “hands on” experiences. Such reflection can be generated by having students respond to carefully crafted, thought-provoking questions—such as those identified later in this manuscript—after out-of-class experiences they have, either on or off campus. “Community-based learning” shouldn’t pertain only to student experiences in communities beyond the borders of the campus; it should also include learning experiences that occur within the context of the campus community. In my view, the university is a community, and experiential learning can take place on campus as well as off.

Listed below is a wide variety of one-minute paper questions and prompts that may be used immediately following co-curricular experiences to generate the reflection needed to convert them into bona fide learning experiences.

*What do you think was the major purpose or objective of today’s program?
* What do you think was the most important point or central concept communicated in today’s program?
* What would you say was the most interesting idea or most useful strategy discussed in today’s program?
* What was the most enlightening example or most powerful image you experienced in today’s program?
* What was the most convincing argument (or counterargument) that you heard in today’s program?
* During today’s program, what idea(s) struck you as things you could or should immediately put into practice?
* Among the ideas or strategies discussed in today’s program, which one(s) do you think you are most likely to actually use on a regular basis?
* Have you personally experienced any of the events that were discussed in today’s program?
* Did you see any connections between what was discussed in today’s program and what is being covered in any of your course(s)?
* What stands out in your mind or what do you recall most vividly about today’s program?
* What was the most surprising and/or unexpected idea expressed in today’s program?
* What do you think was the most puzzling, confusing, or disturbing idea that surfaced in today’s program?
* What helped and/or hindered your understanding of today’s program?
* What questions remain unanswered about the issue addressed in today’s program?

One-minute paper questions may also be intentionally worded to promote and assess students’ higher-level (higher-order) thinking about the co-curricular program they just experienced. Listed on the next page are prompts that may be included one-minute paper questions to elicit different forms of higher thinking. Since these prompts are designed to assess transferable thinking skills, may be applied to a wide variety of co-curricular learning experiences.
Question Prompts for Triggering Different Forms of Higher-Order Thinking

1. **ANALYSIS (ANALYTICAL THINKING)**—breaking down information into its essential elements or parts.
   Trigger Questions:
   * What are the main ideas contained in ______?
   * What are the important aspects of ______?
   * What are the key issues raised by ______?
   * What are the major purposes of ______?
   * What hidden assumptions are embedded in ______?
   * What are the reasons behind ______?

2. **SYNTHESIS**—integrating separate pieces of information to form a more complete and coherent product or pattern.
   Trigger Questions:
   * How can this idea be joined or connected with ______ to create a more complete or comprehensive answer?
   * How could these different ______ be grouped together into a more general class or category?
   * How could these separate ______ be reorganized or rearranged to produce a comprehensive understanding of the big picture?

3. **APPLICATION (APPLIED THINKING)**—using knowledge for practical purposes to solve problems and resolve issues.
   Trigger Questions:
   * How can this idea be used to ______?
   * How can this theory be put into practice to ______?
   * What could be done to improve or strengthen ______
   * What could be done to prevent or reduce ______?

4. **BALANCED THINKING**—carefully considering reasons for and against a particular position or viewpoint.
   Trigger Questions:
   * Have I considered both sides of ______?
   * What are the strengths (advantages) and weaknesses (disadvantages) of ______?
   * What evidence supports and contradicts ______?
   * What are arguments for and counterarguments against ______?

5. **MULTIDIMENSIONAL THINKING**—thinking that involves viewing yourself and the world around you from different angles or vantage points.
Trigger Questions:
* Have I taken into consideration all factors that could influence ______ or be influenced by ______?
* How would ______ affect different dimensions of myself (emotional, physical, etc.)?
* What broader impact would ______ have on the social and physical world around me?
* How might people living in different times (e.g., past and future) experience ______?
* How would people from different cultural backgrounds interpret or react to ______?

6. CRITICAL THINKING (EVALUATION)—making critical judgments or assessments.

Trigger Questions for Evaluating Empirical Evidence:
* What examples support the argument that ______?
* What research evidence is there for ______?
* What statistical data document or back up this ______?

Trigger Questions for Evaluating Logical Consistency:
* If ______ is true, does it follow that ______ is also true?
* If I believe in ______, should I practice ______?
* To draw this conclusion means that I’m assuming ______?

Trigger Questions for Evaluating Morality (Ethics):
* Is ______ fair?
* Is ______ just?
* Is this action consistent with the professed or stated values of ______?

Trigger Questions for Evaluating Beauty (Aesthetics):
* Does ______ meet established criteria for judging artistic beauty?
* What is the aesthetic merit or value of ______?
* Does ______ contribute to or detract from the beauty of the environment?

Trigger Questions for Evaluating Practicality (Usefulness):
* Will ______ work?
* What practical value does this ______ have?
* What are potential benefits and drawbacks would result if this ______ were put into practice?

Trigger Questions for Evaluating Priority (Order of Importance or Effectiveness):
* Which one of these ______ is the most important?
* Is this ______ the best option or choice available?
* How do these ______ rank from first to last (best to worst) in terms of their effectiveness?

7. CREATIVE THINKING—generating ideas that are unique, original, or distinctively
different.

Trigger Questions:
* What could be invented to ______?
* Imagine what would happen if ______?
* What might be a different way to ______?
* How would this change if ______?
* What would be an innovative approach to ______?

For more detailed information relating to the topics included in this handout, contact: Joe Cuseo (jcuseo@earthlink.net)

GO SHOCKERS!