Framing Co-Curricular Student Learning at Mercy
Summary: Co-Curricular Learning

• Industry Research
• Industry Best Practices
• Mercy College Applications
• Assessment Strategies for Middle States and Beyond
Co-Curricular Learning: Industry Research

• The critical need for collaboration between academic and student affairs professionals
  • All institutions need the best information about the quality of student learning taking place
  • Faculty are more attuned to knowledge acquisition and intellectual development while student affairs professionals have greater experience with skills development (time management, decision making) and cognitive processes (moral reasoning, ethics)
  • The combination of perspectives translates to an understanding that affective and cognitive development are intertwined and that curricular, co-curricular, and extra-curricular activities are not exclusive to one another
Co-Curricular Learning: Industry Research

• Participation in co-curricular activities and programs enhances likelihood of student success (achievement, persistence, involvement)
  • Many educators believe participation improves abilities and skills in terms of critical thinking, interpersonal communication, leadership development, personal/social maturity and self-confidence and direction
  • The creativity and expansiveness of an institution’s portfolio of co-curricular learning activities, programs and services further enhances its retention efforts—these are the unique sticking points that generate the multi-dimensionality of the commitment to student engagement (rooted in mattering and sense of belonging)
Co-Curricular Learning: Industry Research

• Learning Reconsidered was a 2004 publication by the two leading associations in Student Affairs (NASPA and ACPA)

• Presented a transition in how higher education viewed students and learning, and presented a more integrated use of resources to support the education of the “whole student”

• Co-curricular programming allows students to learn through action, contemplation, reflection and emotional engagement as well as information acquisition

• Co-curricular refers to activities, programs and services that complement what students are learning in the classroom

• Extra-curricular examples are now beginning to be included under the co-curricular banner because of the connectivity to student learning
Co-Curricular Learning: Industry Research

• After Learning Reconsidered, shifts within the field in terms of student learning included:
  • Emphasis on demonstration (an ability to “do” or “apply” supersedes “knowing”)
  • How learning is both classroom and non-classroom based (a shared responsibility)
  • Learning is a process based on three interdependent student experiences (understanding academic content and processes, personal/social development and identity formation)
  • Responsibility for learning takes varied forms- some entities on campus produce it, others facilitate it, and some support it
Co-Curricular Learning: Industry Best Practices

Best practices endorse collaborations:

- Structural- Hybrid offices co-run by faculty and staff (civic learning centers, academic support offices and academic advising)
- Structural- faculty as student org advisors, academic-based student orgs, academic program tie-in (journalism and the school newspaper)
- Programmatic- new student orientation, living/learning communities, service learning, internships, study abroad
Co-Curricular Learning: Mercy Applications

• There are 6 essential student learning outcomes that are:
  • intentionally broad and represent the inductive, top-down structure that our new Division of Student Affairs operates
  • linked upward to both institutional and strategic planning goals
  • universal for attachment to other non-academic units (OSS, COP, etc.)

• Program markers have been drafted at each individual unit level to represent how and where specific and measurable learning occurs

• The Maverick Experience was developed to serve as the universal delivery platform for these 6 SLOs and center the portfolio of programs and services provided by the DSA, thus ensuring connectivity and continuity
Motivations

• Middle States Requirements/Recommendations
  • **College-Level Requirement:**
    *Develop and disseminate co- and extra-curricular learning outcomes to measure student learning in the student life and student support areas; develop and implement assessment methods and a timeline for assessment in these areas; and collect, analyze, share, and use assessment results to improve student learning outside the classroom.*
  • **Division-Level Recommendation:**
    *Student Affairs currently does not have Student Learning Outcomes or a systematic assessment program. The site team recommends that the new Senior Director and Director of Student Success and Assessment Initiatives provide leadership to the division in establishing Student Learning Outcomes consistent with the College’s Mission and implementing methods of assessment of those learning outcomes for the division.*
Motivations

• Foundations of Excellence Self-Study, 2012-13
  • First-year students and returning faculty administered surveys to gather feedback about a student’s first year experience at the College
  • Nine recommendations with action plans for implementation beginning in AY2013-14 were made

• Mission Statement, Division of Student Affairs
  • The mission of the Division of Student Affairs at Mercy College is to promote student learning and holistic development by providing intentional opportunities for engagement outside the classroom. Through these programs and services, the DSA supports students’ academic development, inspires personal growth, and fosters interpersonal connections and collaboration to prepare students as leaders for success in our diverse community and in their chosen career fields.
Context/Operative Terms

• Orientation
• FYE (First Year Experience)
• Student Learning
• Co-curricular and extra-curricular activities
• At-risk intervention
• Persistence and retention
• Student engagement
• Student Success
• Assessment
THE MAVERICK EXPERIENCE

Overview:
• Roadmap (different pathways, access to resources, etc.)
• Sequential support (orientation to commencement and beyond)
• Recognition (sense of belonging and connectivity)

Campus Connectivity:
• **Assists in achieving its mission** of providing a transformative educational experience that produces graduates who are engaged citizens
• **Supports the institutional learning goal** of applying knowledge of personal, ethical and social responsibilities toward effective decision-making.
• **Supports each of the four goals**, as outlined in the strategic plan

Student-Centered  |  Empowerment  |  Diversity  |  Community
THE MAVERICK EXPERIENCE

Comprehensive:
- Address personal and social development cues in a sequential manner
- Recognize unique needs of our varied populations (veterans, non-traditional, commuter, first gen, etc.)

Collaborative:
- Focus on quality over quantity in terms of programming
- “On-demand” and staple programs

Centralized:
- PACT- “one stop model”
- Expanded to integrate all DSA units to maximize effectiveness
- Ongoing professional development

Student-Centered | Empowerment | Diversity | Community
<table>
<thead>
<tr>
<th>Cohort</th>
<th>Objectives</th>
<th>Developmental Focus Areas</th>
</tr>
</thead>
</table>
| Orientation | • To inform about the expectations that foster academic success  
• To create a welcoming campus environment that encourages personal interaction and social learning  
• To introduce the various campus support services | • Transition  
• Competence |
| FYE | • To streamline outreach efforts regarding academic/enrollment policies to ensure full understanding  
• To provide staple events and programs addressing autonomy, responsible decision-making and inventorying interests  
• To foster community participation through initial attendance at campus events and programs | • Belonging  
• Emotional recognition  
• Identity |
| 2YE | • To streamline outreach efforts to concentrate on strengthening academic focus, exploration of high impact practices and confirm major as a means for a fluid transition into the third year  
• To provide staple events and programs that address mattering and marginality  
• To evolve community participation beyond simple involvement and into active engagement | • Mattering  
• Cognitive maturity  
• Intellectual and ethical |
| 3YE | • To streamline outreach efforts on academic policies and program requirements to ensure compliance with graduation criteria  
• To provide staple events and programs that address emotional literacy and resilience  
• To encourage recognition of the leadership cycle and transition into leadership roles both on- and off-campus | • Emotional regulation  
• Purpose  
• Mature relationships & networks |
| 4YE | • To streamline outreach efforts on academic policies and programs as a means to ensure a timely graduation  
• To provide staple events and programs that address a successful transition from college  
• To encourage a healthy transition from the physical community to a more borderless one that still offers inclusion and participation | • Integrity  
• Emotional intelligence |
<table>
<thead>
<tr>
<th>SUMMER</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic Heritage</td>
<td>LGBT History</td>
<td>Indigenous Awareness</td>
<td>World AIDS Day</td>
<td>MLK Birthday</td>
<td>Black History</td>
<td>Her-story</td>
<td>API Heritage</td>
<td>Sexual Assault Awareness</td>
<td></td>
</tr>
<tr>
<td>Domestnic Violence Awareness</td>
<td>Human Rights Awareness</td>
<td>Chinese New Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Orientation:**
- Health forms
- Transcripts
- Placement tests
- Financial Aid

![Timeline of events](image-url)
EMOTIONAL

Students will express individual ownership for one's emotional intelligence.
INTELLECTUAL
Students will recognize the influence of knowledge on motivation and purpose

Athletics:
Identify strategies to implement a healthy focus on both academic and athletic pursuits

Accessibility:
Locate the appropriate networks and resources to support academic achievement and success

Career Services:
Identify both interpersonal and technical skills that provide tangible opportunities for growth and mastery

Health & Wellness:
Demonstrate an understanding of impact of behavior on academic performance

International:
Locate the appropriate networks and resources to support understanding of requirements to stay compliant

PACT:
Articulate their own knowledge of their degree requirements and their role in the advising process

Residential Life:
Recognize the need for positive individual participation as a contribution to communal etiquette

Student Conduct:
Demonstrate better decision-making skills

Student Life:
Demonstrate action steps to identify, seek out and participate in co- and extra-curricular activities
OCCUPATIONAL

Students will identify and articulate professional interests and opportunities

Career Services:
Identify career-related experiences through high impact practices and secure participation

Health & Wellness:
Translate personal values into tangible professional pursuits

PACT:
Identify professional opportunities associated with chosen field of study
SPIRITUAL

Students will demonstrate an ability to think in ethical ways about character and civility.

**Athletics:**
Describe the connection between athletic teamwork and civic participation.

**Health & Wellness:**
Demonstrate respect for the experiences of others.

**Student Life:**
Define the value of thinking in complex ways about societal issues and problems.

**Student Conduct:**
Recognize the impact of negative behavior on communal identity and values.

**Residential Life:**
Define participation in a residential community that promotes inclusiveness and respect.
Students will recognize the impact of one's behaviors and viewpoints on others.
ENVIRONMENTAL

Students will demonstrate an ability to respect the contrasting and shared experiences

Health & Wellness: Apply positive coping techniques when encountering conflict

International: Discuss both the commonalities and differences between one’s home culture and US culture

Student Life: Define the cultural and social forces and individual beliefs that shaped one’s selfhood

Residential Life: Demonstrate open-mindedness as a tool to enhance cross cultural understanding in a residential environment
Assessment Strategies

• Traditional co-curricular assessment centered on efficiency models
  • Focus on process
  • How well is this office/service functioning (satisfaction)?
  • Focus on numbers (participation)
    • Attendance
    • Service visits/usage
    • Student/staff ratios
    • Retention and graduation rates

• Newer co-curricular assessment focuses on effectiveness models
  • Indirect measures (surveys, NSSE)
  • Direct measures (demonstration via observation, performance, objective self-reporting such as reflection papers and projects)
  • Strong connection and use of CAS standards
Connection to Assessment

• Programs at the student’s level (first-year, second-year, etc.)
• The organic learning environments beyond the classroom condense based on the population being targeted (first and second year students from School of Health Sciences), creating more definitive learning goals
• Assessment efforts become more specific and measurable
