STUDENT ACADEMIC SUCCESS WORKING GROUP
WORKING GROUP MEMBERS:
Mahogany Baker - Student
Elizabeth Theta Brown - Associate Professor, Mathematics & Statistics
Tyson Brown - Alumnus
Chrissy Donald - Student
Wilson Friend - Alumnus, Parents Council
Vesna Hart - Director-International Cooperation, Ctr. for Global Engagement
Demetria Henderson - Visiting Assistant Professor, College of Business
Monyette L F Martin - Assistant Director, Admissions
Aaron Noland - Assistant Dean, Libraries & Educational Technologies
Renee Staton - Professor, Graduate Psychology
Jordan Todd - Asst. Dir. DEEP Impact & Multicultural Prgms., Ctr. for Multicultural Student Services
Colleen Waller - Asst. Dir. Employer Outreach and Development, University Career Center

WORKING GROUP CO-CHAMP Jordan Todd   Email: toddja@jmu.edu

TITLE: Co-Curricular Experience/Education Gen Ed Requirement

PROBLEM: **Defining Student Development and Co-Curricular Learning**

- Theory, research, and scholarship around student development explores how students "grow and develop holistically, with increased complexity, while enrolled in a postsecondary educational environment (p. 6, Patton, Renn, Guido, Quaye, and Forney, 2016).
- Student growth and development can be examined using a psychosocial lens, cognitive lens, or environmental lens
  Theories and perspectives that have guided this work include, but are not limited to:
    ◊ Theory of Moral Development (Kohlberg, 1958; Rest, 1979)
    ◊ Intellectual and Ethical Development (Perry, 1968)
    ◊ Developmental Vectors and Educationally Influential Environments (Chickering, 1969; Chickering and Reisser, 1993)
    ◊ Developmental Ecology (Bronfenbrenner, 1979)
    ◊ Evolution of Consciousness (Kegan, 1982)
    ◊ College Impact Model (Astin, 1984)
    ◊ Theory of Self Authorship (Baxter Magolda, 2001)
    ◊ Learning Partnership Model (Baxter Magolda and King, 2004)
    ◊ Reconceptualized Model of Multiple Dimensions of Identity (Abes, Jones, and McEwen, 2007)
    ◊ Intersectionality (Crenshaw, 1989; Jones and Abes, 2003)

Importance of Extra and Co-curricular Experiences
- The educational experience extends beyond time spent *in* the classroom as much of the reflecting and meaning-making process takes place without the instructor
- Extra and co-curricular experiences (residence hall, student organizations and leadership, peer education, service-learning) are designed to develop the whole student (see selected list of theories above for context)
    ◊ Many of these experiences are also considered high impact practices (Kuh, 2008)
- Extra and co-curricular experiences help students gain transferable skills that prepare them for participation in their community, the workforce, and democratic life
    ◊ National organizations within the co-curricular landscape have validated these outcomes, including the NACE Career Readiness Competencies (2021)
    ◊ Transferable skills are also evidenced in JMU's NSSE Survey (OIR, 2017)
- Most (if not all) extra and co-curricular experiences are "opt-in" experiences (i.e., not mandatory)

WORKING GROUP LEADERSHIP

Hakseon Lee,
Leadership Council

Marquis McGee, WG CC

Rudy Molina, WG CC

Fawn-Amber Montoya, WG CC

PROBLEM STATEMENT continued:

Issues with "Opt-In" extra and co-curricular experiences

- Advantage students who have the knowledge and means to seek out opportunities
  - ◇ Many of these students are continuing generation students who have had a sibling or guardian attend and graduate from a four-year institution
  - ◇ Many opportunities are after 5PM, on weekends, or during the summer – precluding students who may have family obligations or work to finance their education or other financial obligations (many of these students are first-generation and/or BIPIOC)
  - ◇ For students that work on campus jobs their daytime schedules are not as flexible because they have scheduled their on-campus jobs between classes.
- Some experiences have a participation fee that cannot be charged to a student's account while other programs have no-show fees that result in student account holds. Scholarships may not cover fees or additional experiences.
- Programs meet critical learning outcomes that support the advancement of equity and justice in society (self-awareness, cultural competency, critical thinking). A selection of theories and perspectives that support this work are listed above.
  - ◇ Overwhelming majority of students do not experience these programs
- Lack of centralized student development and co-curricular learning priority and outcomes has created the following issues:
  - ◇ An excess of opportunities for students in one area (social programming) and a lack of opportunities for students in others (DEI, well-being)
  - ◇ Competition between staff units over financial and staff resources and time "in front" of students, which decreases morale and opportunities for intra/inter-division collaboration

RECOMMENDATION:

- Establish a committee of Faculty and Student affairs personnel who will work together to evaluate how co-curricular activities can be woven into the general education curriculum. For example, the committee will evaluate opportunities for how cluster 2 goals could be expanded from "To introduce students to cultural, historical, aesthetic, and theoretical expressions of and questions about human experience." to " Students will engage with cultural, historical, aesthetic, and theoretical expressions of and questions about human experience"
- Establish a committee of Faculty and Student affairs personnel who will identify content and pedagogical tools that Student Affairs co-curricular programming could support
- Within student affairs, create a co-curricular education curriculum with 4-5 learning domains/clusters (one must be DEI/SJI focused) with student learning outcomes grounded in culturally relevant theory and research
  - ◇ Student Affairs in beginning work on a curricular approach (see T*he Curricular Approach to Student Affairs: A Revolutionary Shift for Learning Beyond the Classroom* by Kathleen G. Kerr, Keith E. Edwards, James F. Tweedy, Hilary Lichterman and Amanda R. Knerr)
  - ◇ Students Affairs has appointed a team that has begun meeting with units to discuss unit-level expertise, develop and map learning outcomes, identify key programs and student touchpoints. These meetings will continue through the spring semester
- Implementation Model
  - ◇ Academic and Student Affairs establish a curricular and co-curricular experience partnership to identify existing general education courses that are best suited for a co-curricular experience designation/requirement
    - ♦ Identify existing gen ed courses and co-curricular experiences (i.e. Make Your Mark On Madison, DEEP Impact Dialogues, Alternative Spring Break Trips, Experiential Learning Trips, etc.) to create Co-Curricular credit requirement
  - ◇ Create new department in Student Affairs (Student Development and Co-Curricular Engagement) to support staff learning and implementation of a co-curricular approach with the following staffing by the end of year 10. Director will report to VPSA with a dotted line to the Vice Provost for Faculty and Curriculum
    - ♦ 1 Director at $90,000
    - ♦ 2 Associate Directors at $60,000
    - ♦ 3 Assistant Directors at $50,000
    - ♦ 3 Coordinators at $42,000
    - ♦ 2 Administrative Assistants at $35,000
    - ♦ 4-6 Student Assistants at 10hr/week at $11.50/hr.
  - ◇ Establish $3,000-$4,000 grants for instructional faculty and Student Affairs Educators by end of year 10 who are teaching hybrid courses within general education or the major (details outlined below)

STUDENT ACADEMIC SUCCESS WORKING GROUP , GENERAL EDUCATION REQUIREMENT

RATIONALE:

- Creates a robust and meaningful partnership between Academic Affairs and Student Affairs, validating Student Affairs as a contributing member in student learning and the educational mission of the institution
- Exposes all students to critical reflective experiences that promote engagement with others
  - ◊ Improving campus climate and post-college outcomes necessitates engaging majority students in critical reflective experiences aligned with specific action items and learning outcomes (Hikido and Murry, 2016)
- Creates environments where intentional engagement/interaction across difference can occur
  - ◊ Benefits of a "diverse" campus can only be realized with intentional interactions and experiences across difference (Hurtado, 2008)
- Alleviates barriers to participation for BIPOC students across all intersections
  - ◊ Students must engage in the co-curricular experience by default
- Supports alignment with university vision for engagement and R-2 designation
  - ◊ The curricular approach to Student Affairs is now a part of the University's vision marker – the appropriate time to integrate this requirement into the common educational curriculum (General Education)
  - ◊ High impact practices become inherent in the curriculum and student experience and supports existing university initiatives that are seeking to operationalize engagement (i.e. the ChangeMaker Implementation Task Force)
  - ◊ Physical and technological infrastructure can be considered in conjunction with other university projects (QEP and Re-Engineering Madison)
  - ◊ Embedding co-curricular experiences within the educational landscape helps explicitly define JMU's hybrid institutional identity among peer institutions

SUCCESS:

- By end of Year 1

  - ◊ Establishment of a Faculty and Student Affairs committee to define co-curricular opportunities for collaboration.
  - ◊ Student Affairs has finalized student learning and development goals and outcomes that will frame co-curricular learning experiences (a draft of goals and outcomes has been completed)
  - ◊ Student Affairs has mapped outcomes to applicable units and units have identified their key programs and student touchpoints
  - ◊ Identify general education clusters that Student Affairs could provide co-curricular support.
  - ◊ A list of general education courses has been identified that have potential to receive eventual co-curricular designation (outcomes will be reviewed in conjunction with SA outcomes to determine alignment)
- By end of Year 5
  - ◊ Stand-alone co-curricular experiences have been identified (.5 – 1 credit each) – students are requirement to have 4 credits by graduation. Requirement will count for students enrolling for FA28
  - ◊ Existing general education courses have been identified and/or courses created that meet co-curricular designation – of the current 41 credit gen ed requirement, 12-18 of those credits should have the co-curricular experience designation
    - Courses to be co-taught by an instructional faculty member and a Student Affairs Educator
- Years 6 -10
  - ◊ An assessment plan has been developed with pilot assessment of outcomes/experiences beginning in Year 7 and again in Year 9
    - ♦ Assessment process should be joint responsibility of Student Affairs, General Education, and CARS
  - ◊ Working groups are established in each academic college to identify major courses that would meet a co-curricular designation with the goals to create an co-curricular credit requirement in each major by the end of Year 10

Success Measures <u>Continued</u>

- By end of Year 10
    - ◊ Stand-alone co-curricular experiences have been identified – students are required to have 6 credits by graduation. Requirement will count for students enrolling for FA33
    - ◊ Existing general education courses have been identified and/or courses created that meet co-curricular designation – of the current 41 credit gen ed requirement, 12-18 of those credits should have the co-curricular experience designation
        - ♦ Courses to be co-taught by an instructional faculty member and a Student Affairs Educator
    - ◊ Students are required to complete at least 12 credits in their major from course with the co-curricular designation. Requirement will count for students enrolling for FA33
        Courses to be co-taught by an instructional faculty member and a Student Affairs Educator
    - ◊ Full assessment of co-curricular experience to be completed at the end of year 10 by Student Affairs, General Education, and CARS
    - ◊ **FINAL Co-Curricular Credit Hours: 30-36**
        - ♦ **12-18 via hybrid gen-ed/co-curricular courses**
        - ♦ **12 via hybrid major/co-curricular courses**
        - ♦ **6 via stand-alone co-curricular experiences**

Key References

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