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Educating the Whole Student: Strategies for Faculty

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Goals

1. Participants will learn how to include oversight of student learning outside the classroom as part of a campus-wide assessment committee's purview.
2. Participants will learn several assessment strategies to ensure that academic and non-academic student learning are included in program-level assessment.
3. Participants will be able to judge whether their current campus-wide assessment committee structure needs to be restructured.
4. Participants will be able to apply strategies to educate faculty about the importance of educating the whole student.

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Southern Illinois University Campus Description (Fall 2014)

- Student Headcount: 13,461 undergraduates; 3,893 graduate students; 635 professional
- Employee Headcount: 5,141 total; 1,445 faculty; 1,605 graduate assistants; 215 undergraduate assistants
- FTE Student/FTE Faculty Ratio: 14.82/1
- Operating Budget FY14: $440,956,100
- Resident Tuition/Fees: $12,252 undergraduates; $15,492 graduate

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Update From Last Year

- Last year we started a discussion on campus about the importance of educating the whole student by:
  - Reinstating the Co-Curricular Assessment Committee
  - Launching a *Community of Professional Practice*
- Today we will:
  - Briefly review the work we started last year
  - Present some of our new initiatives

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"Co-Curricular"

Not used consistently and is often referred to as learning, extracurricular, or not mentioned at all, but…

- 80% of a student's time at college is spent on non-academic activities. (Wilhite, M., & Banset, L.,1999)
- Experiences that take place in student organizations, residence halls, and other similar social settings are just as important to the education of students as the learning that takes place within the classroom." (ACPA, 1996)

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"Co-Curricular"

- College should be "a seamless experience in which class time and out-of-class time complement one another perfectly and inevitably."
- "Co-Curricular activities allow [students] to apply the knowledge and skills they learn inside the classroom." (Gutowski, J., 2006)

Co-Curricular Includes

- Student Affairs
- Advising
- Career Services
- Learning Support Services (Tutoring, SI, etc.)
- Honors Program
- Writing and other Centers
- Library
- Information Technology
- Student Health Services

- Student Activities
- Student Organizations
- Leadership Development
- Greek Life
- Service Learning
- Student Rights/ Responsibilities
- Housing & Learning Communities
- Dining
- Wellness Center

Successful Co-Curricular Programs

- Help the whole student
- Know the other co-curricular services and programs and actively refer students to the appropriate expert
- Have SLO's that focus on how students should benefit from interactions with the program:
  - Know (knowledge)
  - Do (behaviors)
  - Appreciate (feel and value)

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Co-Curricular Assessment

- "There must be an assessment of quality and value — in terms of student learning — in every program and activity. [We must] challenge the structures and language of learning — to move beyond ideas of separate learning inside and outside the classroom." (Keeling, 2006, p. 12)
- Co-Curricular Assessment is assuming a major role as we move deeper into comprehensive assessment of student learning.

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Bridges

- "The best way to improve the quality of the undergraduate experience is to bring together the two groups that spend the most time with students – faculty and student affairs personnel." (Banta and Kuh, 1998)

- Include other co-curricular services in addition to student affairs

Reasons

According to Joe Cuseo, there are five reasons why academic and student affairs' professionals need to join forces:

1. To enhance student *retention* (persistence to graduation);
2. To maximize student *learning;*
3. To advance institutional *assessment, accountability, and quality;*

Reasons

4. To fulfill the overarching collegiate goals of *liberal education* and *holistic development;*
5. To build *campus community* by bridging the historical "persistent gap" between the administrative divisions of Academic & Student Affairs.

Whole Student

Brown (2011) calls for educators "to re-examine what we mean when we say, the 'whole student.'"

He further states:

> The whole student is more than a combination of cognitive-emotional dimensions. The whole student is more than the dimensions of student life that are reflected in the departments and programs that make up student affairs. The whole student is more than a schema that intertwines these dimensions like DNA. The whole student is much deeper and richer than the sum of his or her parts (para. 15).

Source: Brown, R. D. (2011, Spring). Educating the whole student: Our heritage and future challenges. *Developments, 9*(1).

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Activity #1

1. What does the phrase "the whole student" typically mean when it is used at your institution (academic, co-curricular, etc.)?

2. What do you believe the phrase "whole student" should mean?

3. Do you think academic and co-curricular units agree on the definition of "whole student"?

4. Who do you think is responsible for caring for the "whole student"?

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Challenges for SIUC

- Student Affairs dissolved (2011)
- Absence of recognition of the importance of assessment of co-curricular student learning
- Reconvened co-curricular assessment committee (2013)
- Student Affairs reinstated (2015)
- Campus emphasis has centered more on academic concerns than whole student support strategies

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Strategies

- Colby, et al. (2003), emphasized the importance of *intentionality* in creating a culture, curriculum, co-curriculum and community of understanding the importance of educating the whole student.
- They found that in successful institutions leaders at the highest level made "'*intentional'* efforts including serving as champions for, dedicating resources to and enacting a variety of strategies to create and support a university-wide culture around a particular set of shared values."
- Efforts were not simply promoting particular curricula, but emphasizing the values that underlie certain teaching approaches. Learning outcomes and curricular and co-curricular reform were then based upon these shared values. Source: Colby, A., Ehrlich, T., Beaumont, E., & Stephens, J. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility.* San Francisco: Jossey-Bass..

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Educating Assessment Committees

Started educating members of all assessment committees

- Campus-Wide Assessment Committee
- Co-Curricular Assessment Committee, and
- College-Wide Assessment Team)

about the importance of considering the whole student when assessing program-level student learning outcomes.

- Reactions have been mixed.

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Co-Curricular Résumé

- Registrar prefers we not call them transcripts or records.
- Many co-curricular units are swiping ID's at service points and events.
- Card swipe data are stored in spreadsheets.
- Fed into OrgSync and linked to 4 learning objectives.
- Learning activities could lead to Badges or Credit.
- Eventually would like to post on student transcripts.

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Goals for Creating

- **Increase student engagement** through co-curricular learning
- **Equate** co-curricular opportunities **to learning opportunities**
- Develop co-curricular resume for **student documentation** and **program data**
- **Implement badging system** to measure and reward primary learning outcomes

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Strategies to Involve Faculty

- Currently only involving faculty with close ties to co-curricular (i.e., University Core Curriculum director, faculty within University College)
- By starting small we hope to encourage more faculty involvement
- Faculty committee to review reflection papers prior to granting badge
- Eventually faculty involvement prior to granting academic credit

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Activity #2

1. Does your institution track student engagement in non-curricular events?
2. If yes, how do you track it? If not, why not?
3. Does your institution issue badges for non-curricular activities and events?
4. Does your institution issue academic credit for participation in non-curricular events?
5. If yes, what criteria do you use?

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Academic Advisor Syllabus Project

- Started with the College of Education and Human Services
- Slowly getting buy-in from other departments
- In anticipation of our upcoming site visit as a means to collect assessment data from co-curricular units
- Will be requiring academic advisors to submit assessment plans

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ADVISEMENT SYLLABUS
College of Business

Office Location:	Rehn Hall, Room 121	**Email:**	advisement@business.siu.edu
Office Hours:	Monday – Friday	**Telephone:**	618-536-4431
	8:00am – 4:30pm		

Purpose:
The College of Business Advisement team is a friendly, knowledgeable, and professional staff dedicated to student success. We are here to guide you throughout your academic career from application all the way through graduation. This syllabus was created to assist you with negotiating the escalating responsibilities of your academic career starting with the transition to college and continuing through graduation.

Advising Philosophy:
Academic Advising is a teaching and learning process dedicated to student success. The collaborative relationship between students and advisors is intended to assist in the development of meaningful educational, career, and personal goals that are consistent with students' interests, values, and abilities. Advisement's function is to TEACH, GUIDE and SUPPORT students and other stakeholders in the University community.

Objectives of Advising:
As a result of advising, you should be able to...
* Construct an academic plan to meet graduation requirements and make informed decisions about your academic future
* Register for classes as advised
* Understand and adhere to the university's academic policies, procedures and deadlines
* Navigate and use Salukinet, SIU Online, SIU email and the SIU website
* Interpret your Degree Audit
* Take responsibility for your actions
* Be engaged in your educational experience
* Prepare for your post-educational academic/professional career

Advisor responsibilities:
To support the core values of the College of Business advising program, advisors will...
* Assist students in understanding the purposes and goals of higher education and its effects on their lives and personal goals
* Encourage individualistic goals and decision making
* Be knowledgeable of policies, procedures, student services and reference information
* Recommend curricular and co-curricular activities and organizations in addition to applicable campus resources
* Maintain confidentiality and uphold FERPA Regulations

Advisee responsibilities:
To achieve your ultimate academic goal, you will...
* Come prepared to each appointment with questions or material for discussion and make regular email and telephone contact with your advisor each semester ~ respond and take action as required
* Be knowledgeable of and take responsibility for your academic progress and status including: grades, GPA, academic history, academic schedule and standing
* Learn and comprehend campus policies, procedures, and requirements for graduation
* Accept responsibility for your own actions and decisions
* Make progress toward career goals
* Make progress toward graduation

This list is not exhaustive and we recognize that no single academic advising interaction is sufficient to review all above topics. The primary purpose of an academic advising program is to assist students in the development of meaningful education plans that are compatible with their life goals (CAS, 2005).

FRESHMAN YEAR

You will:	Advisors will:
• Complete the Math Placement Test and the College of Business Online Student Handbook Orientation	• Review and answer questions about the College of Business Student Handbook
• Report all previously earned credit including Advanced Placement, dual credit, and proficiency credit to your advisor	• Explain University Core Curriculum (UCC) and Professional Business Core (PBC)
• Set up an SIU.EDU email account to be checked on a daily basis	• Review Curricular Guides for Business Majors
• Use the Schedule of Classes, Salukinet, Degree Audit, and Curricular Guides to build an academic schedule	• Review Registration steps via Salukinet
• Meet with your Department Director/Chair	• Demonstrate and explain Degree Audit
• Begin creating a professional resume and visit the Business Placement Center (BPC) in Rehn 113	• Introduce College of Business and Campus resources
• Become familiar with and use the Academic Success Center in Rehn 10	• Answer questions and make appropriate referrals
• Attend the Career Fair	

SOPHOMORE YEAR

You will:	Advisors will:
❀ Come prepared to advisement appointments - bring questions, concerns, projected schedule and your degree audit ❀ Participate in co-curricular activities ❀ Explore connections between your interests, strengths and potential career in the BPC ❀ Research internships related to your field of study ❀ Schedule an interview coaching session in the BPC ❀ Explore study abroad opportunities ❀ Attend the Career Fair	❀ Explain prerequisite coursework and curricular progress ❀ Review eligibility for junior core courses ❀ Discuss schedule of College events and opportunities ❀ Check SSC for notifications requiring action and make appropriate recommendations ❀ Discuss minors that will enrich the student's academic experience given the student's interests

JUNIOR YEAR

You will:	Advisors will:
❀ Continue to monitor degree audit and create a graduation plan ❀ Engage in leadership positions with student and/or community organizations ❀ Research career options and graduate programs ❀ Schedule a mock interview in the BPC ❀ Participate in SIU's Externship Program ❀ Participate in an internship ❀ Network in your field to ensure faculty and professional references	❀ Complete a Senior Check and compare with student's graduation plan ❀ Make appropriate referrals to pre-professional advising, graduate programs, career counseling, etc ❀ Discuss applicable elective choices within the major ❀ Refer student to faculty for recommendations

SENIOR YEAR

You will:	Advisors will:
❀ Apply for graduation ❀ Have your resume critiqued in the BPC ❀ Begin job search process six to eight months before you plan to graduate ❀ If considering graduate or professional study, take appropriate exam and apply ❀ Order cap, gown, and graduation invitations ❀ Update student contact information ❀ Report job offer to BPC ❀ Join the SIU Alumni Association	❀ Complete a graduation clearance, notify student of any potential graduation problem ❀ Assist students with referrals for letters of recommendation

CoB Advisement Syllabus – Mapping for Student Outcomes by Year – update 3-25-15

FRESHMEN YEAR-STUDENTS Will:

SFA - Compete the Math Placement Test and the College of Business Online Student Handbook Orientation

SFB - Report all previously earned credit including Advanced Placement, dual credit, and proficiency credit to your advisor

SFC - Set up an SIU.EDU email account to be checked on a daily basis

SFD - Use the Schedule of Classes, Salukinet, Degree Audit, and Curricular Guides to build an academic schedule

SFE -Meet with your Department Director/Chair

SFF -Begin creating a professional resume and visit the Business Placement Center (BPC) in Rehn 113

SFG - Become familiar with and use the Academic Success Center in Rehn 10

SFH - Attend the Career Fair

SOPHOMORE YEAR-STUDENTS Will:

SSA - Come prepared to advisement appointments - bring questions, concerns, projected schedule and your degree audit

SSB - Participate in co-curricular activities

SSC - Explore connections between your interests, strengths and potential career in the BPC

SSD - Research internships related to your field of study

SSE - Schedule an interview coaching session in the BPC

SSF - Explore study abroad opportunities

SSG - Attend the Career Fair

JUNIOR YEAR-STUDENTS Will:

SJA - Continue to monitor degree audit and create a graduation plan

SJB - Engage in leadership positions with student and/or community organizations

SJC - Research career options and graduate programs

SJD - Schedule a mock interview in the BPC

SJE- Participate in SIU's Externship Program

SJF - Participate in an internship

SJG - Network in your field to ensure faculty and professional references

SJH - Attend the Career Fair

SENIOR YEAR-STUDENTS Will:

SSRA - Apply for graduation

SSRB - Have your resume critiqued in the BPC

SSRC - Begin job search process six to eight months before you plan to graduate

SSRD - If considering graduate or professional study, take appropriate exam and apply

SSRE - Order cap, gown, and graduation invitations

SSRF - Update student contact information

SSRG - Report job offer to BPC

SSRH - Join the SIU Alumni Association

	Objectives of Advisement	FRESHMEN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
1	Construct an academic plan to meet graduation requirements and make informed decisions about your academic future	SFB/SFD/SFE	SSA/SSD/SSE		SSRD
2	Register for classes as advised	SFD			
3	Understand and adhere to the university's academic policies, procedures and deadlines	SFA			SSRA
4	Navigate and use Salukinet, SIU Online, SIU email and the SIU website	SFC/SFD		SJA	SSRA/SSRF
5	Interpret your Degree Audit	SFD		SJA	
6	Take responsibility for your actions	SFG	SSA/SSC	SJC/SJD/SJE/SJF	SSRE/SSRF/SSRG
7	Be engaged in your educational experience	SFB/SFE/SFF/SFG/SFH	SSA/SSB/SSC/SSD/SSE/SSF/SSG	SJC/SJD/SJE/SJF/SJG/SSH	SSRB/SSRC/SSRD/SSRH
8	Prepare for your post-educational academic/professional career	SFF	SSC/SSD/SSE/SSG	SJD/SJE/SJF/SJF/SJH	SSRB/SSRC/SSRD/SSRE/SSRG/SSRH

SFA = Student Freshmen Outcome A; SSA=Student Sophomore Outcome A; SJA=Student Junior Outcome A; SSRA=Student Senior Outcome A

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Strategies to Involve Faculty

- Using the mapping exercise developed by the College of Business, other units are discovering that in order to gather useful data they need to work with the faculty.
- Previously, advisors never followed up with the faculty to ensure students were successful.
  - For example, during the freshmen year, advisors encourage students to check their campus e-mail every day.
  - Now advisors will ask faculty whether students are actually responding to their e-mails.

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Conversations About Student Learning and Engagement (CAStLE)

- Launched a *Community of Professional Practice* during the fall 2014 semester consisting of faculty and staff (we hope to add graduate and undergraduate students) interested in assessment
- Named it "Conversations About Student Learning and Engagement" (CAStLE)
- Currently two noon meetings a month
- Plan to create webinars for off-campus faculty, academic advisors, and staff of local community colleges

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Activity #3

1. What strategies are you using on your campus to involve/educate faculty about the need to educate the whole student?

2. How successful do you believe your strategies have been?

3. What challenges have you encountered?

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Thank you!

Questions?

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