Learning Reconsidered &
The New Professional

NWACUHO New Professionals Drive-In Conference
October 6, 2006
Oregon State University

Tom Scheuermann
Director, University Housing & Dining Services, and
Assistant Professor, College of Education
Oregon State University
tom.scheuermann@oregonstate.edu
Learning Reconsidered
(and the New Professional)

Learning Reconsidered:
A campus-wide focus on the student experience
ACPA + NASPA

Learning Reconsidered 2:
A *practical guide to implementing* a campus-wide focus
on the student experience
ACPA, NASPA, ACUHO-I, ACU-I, NIRSA, NACADA, NACA

small, but profoundly rich texts . . .
Learning Reconsidered
(don’t miss the credits)

for background, context, antecedent documents, see:

LRC 2 – Authors, Partner Associations, Introduction
(including why these books were written -- LRC, 3)
Learning Reconsidered

my goals today:

inform you

engage you

empower you

encourage you

(raise more questions than I answer)

your goals . . . ?
5 years of CIRP data show that the #1 reason noted by incoming freshmen as “very important” in “deciding I want to go to college” is . . . .

(tlmattim)
Learning Reconsidered

- What is “learning”? 

- What does it mean to “reconsider” learning?

*Your thoughts \(ightarrow\) index card f/b+ volunteers to share w/group
Learning Reconsidered

- **Learning:**

  “a comprehensive, holistic, transformative activity that integrates *academic learning* and *student development*, processes which have often been considered separate, and even independent of each other.”

  (LRC, 4)

  *Are these processes independent of each other on your campus?*
Learning Reconsidered
Major Components - LRC (1)

1. *Context* of higher education
2. Student learning outcomes (*Content*)
3. Designing the future for student affairs (*Collaboration*)
4. Assessment and Evaluation (a *Countability*)
5. Professional Preparation and Development (*Competencies*)

(plus 16 recommendations for consideration and implementation)
Learning Reconsidered

1. **The current CONTEXT of higher ed.: Responding to change**

   1. “Democratization” of Higher Ed...implications of nearly universal access
   2. Complex and destabilizing effects of temp and long term economic trends—uncertainties (e.g. job markets, funding, scholarships, federal aid)
   3. Diversification of students, e.g. returning adult students, grad and prof sts
   4. New kinds of post-secondary institutions (e.g. for-profits, distance ed)
   5. Changing, increasing expectations re: outcomes of a “college education”

*Is this the context on your campus?  (cont’d. next slide)*
Learning Reconsidered

1. The current CONTEXT of higher education: Responding to change (cont’d.)

6. Continuing evolution of IT and increasing applications of IT → teaching

7. Development of global economies . . . Need for cultural competence

8. Changing patterns in faculty – esp. teaching vs. research, PTime, adjuncts

9. Administrative and divisional restructuring w/in + between colleges/univs (LRC, 6-7)

Dang -- that’s a lot of change to respond to . . .
2. **STUDENT LEARNING OUTCOMES** (housing/res life-related)

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Developmental Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge acquisition:</td>
<td>living-learning communities</td>
</tr>
<tr>
<td>Humanitarianism:</td>
<td>community-based learning</td>
</tr>
<tr>
<td>Civic Engagement:</td>
<td>resident hall government</td>
</tr>
<tr>
<td>Inter/Intrapersonal Competence:</td>
<td>paraprofessional roles (e.g. RAs)</td>
</tr>
<tr>
<td>Persistence + Acad Achievement:</td>
<td>faculty and staff mentoring (FIR)</td>
</tr>
<tr>
<td></td>
<td>(LRC – TABLE at 18-19)</td>
</tr>
</tbody>
</table>

*Let’s check out Table 1 -- clear opportunities for us to act on . . .
3. DESIGNING THE FUTURE FOR STUDENT AFFAIRS

**possibilities:**

- New org. structures in Higher Education – e.g. collaborations that incorporate innovative learning methods + blur StuAff / AcadAff lines
- A greater diversity of administrative arrangements, incl. traditional admin structures (e.g. CAO & CSAO report to Pres), and new positions and roles
- New responsibilities of student affairs professionals: partners, developers...
- A new campus emphasis at comprehensive institutions on the *graduate* student experience
- An expansion of responsibility of academic advising to help students design a college experience that will lead to learning outcomes they/institution seek (LRC 21-22)

*Bold moves . . . Your role in this design?*
Learning Reconsidered

4. Assessment and Evaluation -- our potential roles in StuAff

Leadership in assessing student learning

Assessment tools and methods – innovative?

Partnership in assessment: StuAff + Faculty colleagues

Can you be -- are you -- a catalyst for any of the above?

(LRC, 23-24)
Learning Reconsidered

5. **Professional Preparation & Development—Competencies**

*student affairs professionals should have an understanding of:*

- Various learning theories, and how to apply them
- Higher education environment, career dev, knowledge bases
- Social justice, group development; multi-cultural competence
- Needs of students at various points in their development; leadership development approaches
- How to apply various counseling theories
- Psychosocial, wellness, and career development theories, and methods
- Factors that contribute to academic success

(LRC 26-27)

*So what do you and I need to learn, to more effectively engage students?*
Learning Reconsidered

The T.S. view of [Student - Centered Learning] (i.e. “I don’t care what your org chart looks like, I want to learn here...now.”)

<table>
<thead>
<tr>
<th>Org Units</th>
<th>Dev Learning Exp</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>Living-learning comm.</td>
<td>&quot;pull&quot; value, learning</td>
</tr>
<tr>
<td>Res Life</td>
<td>Comm.-based learning</td>
<td>take adv of opp's</td>
</tr>
<tr>
<td>Colleges</td>
<td>Res hall gov’t</td>
<td></td>
</tr>
<tr>
<td>Student Aff.</td>
<td>Resident assistants</td>
<td></td>
</tr>
<tr>
<td>Acad Supp Svcs</td>
<td>Faculty + staff mentoring</td>
<td></td>
</tr>
<tr>
<td>Acad Progs/Depts</td>
<td>Jobs on/off campus</td>
<td></td>
</tr>
<tr>
<td>Student Orgs</td>
<td>Peer mentoring programs</td>
<td></td>
</tr>
<tr>
<td>Staff &amp; Faculty</td>
<td>Collaboration</td>
<td></td>
</tr>
</tbody>
</table>

(Student Learning Outcomes table)
Learning Reconsidered 2

Major Components

A. Self-Assessment
B. Rethinking learning
C. Organizational applications
D. Collaborative Strategies
E. Checklist – personal/professional development
F. Examples of learning outcomes
G. Related sources on learning
Learning Reconsidered 2

A. Template A: Self-Assessment of a Student Affairs Practitioner

(LRC 2, 50)

1. How do I contribute to learning at my institution?

2. How do I contribute to integrated learning at my institution?

3. Is integrated learning one of my top daily priorities?

4. One example of an integrated learning program at my institution is _____________________________.

5. One example of a new program that I would like to help establish to promote integrated student learning is _____________________________.

*Discuss in small groups; record hilites to share → NP*
Learning Reconsidered 2

B. Rethinking Learning: Why Reconsider Learning?

Our model of learning is out of date and inaccurate

Our ideas about learning are embedded in positivist epistemology

The construction of meaning no longer occurs only in the academic context

Constructivism is a challenge to positivism

(LRC2, 3-4)

Do you agree? Disagree?
C. Some next steps: applications for you / your organization

- Developing Learning Outcomes (incl. writing them) – Ch. 4
- Examples of Learning Outcomes, charts, urls -- Ch 4, 32-41
- Integrating LRC 2 into Strategic Planning – Ch. 6
- Enhancing Professional Development – Ch. 7

*A tall order, but – what’s the alternative to not acting?*
D. Creating Strategies for Collaboration

Why collaboration matters (so why does it?)

Collaboration between faculty and student affairs educators

Creating a culture of collaboration:

> Start small
  > Identify and support champions
  > Focus on real problems
  > Initiate the conversation
    > Expect and manage conflict
    > Evaluate the outcomes

How collaborative is the culture at your institution?

What can you do to enhance it?
Learning Reconsidered

E. Personal / [New] Professional Checklist; I have:

___ read LRC 2; discussed it with colleagues
___ bought into the student-centered deal
___ completed the StuAff Self-Assessment (p 50)
___ shared my responses with StuAff colleague(s)
___ discussed Faculty self-assessmt w/fac. colleague(s) (p 51)
___ drafted Learning Outcomes for my unit (p 17)
___ [checked in with my supervisor, mentor(s) on LRC/2]
___ assessed my institution’s internal environment (p 43)
___ clarified my competencies/needs for prof. devel. (p 59)
___ taken the first steps to putting LRC into practice (p 65)
Learning Reconsidered

Bibliography, References:
see LRC 2, 85-88

+ 

F. Examples of Competency-Based Programs at Oregon State University:

Austin Entrepreneurship Program @ Weatherford Residential College
http://students.bus.oregonstate.edu/LAYCL177/website/aeptick.htm

College Student Services Administration (CSSA) Program
http://oregonstate.edu/education/programs/cssacomp.html

See also, in following slides:

CAS Standards (2006) -- Housing/RL, Learning Assistance Programs

Teaching as a Subversive Activity – "Good Learners"
Learning Reconsidered

G. Related Sources on Learning

The *CAS Standards* and housing, learning

**Student Learning and Development Outcome Domains**
from: *Housing & Res Life and Learning Assistance Programs*

- Intellectual growth
- Enhanced self-esteem
- Career choices
- Meaningful interpersonal relationships
- Collaboration
- Appreciating diversity

- Effective communication
- Realistic self-appraisal
- Leadership development
- Interpersonal relationships
- Social responsibility
- Appreciating diversity

- Clarified values
- Healthy behavior
- Independence
- Satisfying and productive lifestyles
- Spiritual awareness
- Personal and educational goals

(CAS Stds 2006, 210-12; 239-240)
GOOD LEARNERS

- Good learners have confidence in their ability to learn...they have a profound faith that they are capable of solving problems, and if they fail at one problem, they are not incapacitated in confronting another.

- Good learners tend to enjoy solving problems. The process interests them, and they tend to resent people who want to “help” by giving them the answers.

- Good learners seem to know what is relevant to their survival and what is not. They are apt to resent being told that something is “good for them to know,” unless, of course, their crap detector advises them that it is good for them to know -- in which case, they resent being told anyway.

- Good learners prefer to rely on their own judgment. They recognize, especially as they get older, that an incredible number of people do not know what they are talking about most of the time.

- Good learners are usually not fearful of being wrong. They recognize their limitations and suffer no trauma in concluding that what they believe is apparently not so.
Good learners are emphatically not fast answerers. They tend to delay their judgments until they have access to as much information as they imagine will be available.

Good learners are flexible. While they almost always have a point of view about a situation, they are capable of shifting to other perspectives to see what they can find.

Good learners have a high degree of respect for facts (which they understand are tentative) and are skillful in making distinctions between statements of fact and other kinds of statements.

Good learners know how to ask meaningful questions; they are persistent in examining their own assumptions . . .[and perhaps most importantly]

Good learners do not need to have an absolute, final, irrevocable resolution to every problem. The sentence “I don’t know,” does not depress them, and they certainly prefer it to the various forms of semantic nonsense that pass for “answers” to questions that do not as yet have any solution -- or may never have one.

Learning Reconsidered / 2

Questions?

How will you *reconsider learning*? Apply it:
> individually?
> as a unit, organization?
> in your professional organizations, with colleagues?

*Let’s discuss . . .*
Learning Reconsidered and Learning Reconsidered 2, may be ordered from a variety of sources, including ACPA, NASPA, and ACUHO-I:

ACPA (ACPA Publications):
http://www.myacpa.org/pub/pub_othermedia.cfm

NASPA (NASPA Bookstore):
http://207.97.193.139/

ACUHO-I (Online Bookstore):
https://www.shop-edmap.biz/acu/
Learning Reconsidered / 2

Thank you

I wish you success on your campuses!

(to get this PPT online – visit the NWACUHO website)