5. Alignment of the CSUCI Co-Curricular Programs with the Institutional Mission-Based Learning Outcomes

Committee: George Morten (Convener), Greg Sawyer, Kristen LaBonte, Jaimie Hoffman, Virgil Adams, Eddie Washington, Colleen Bennett, Leah Kirklin, Trae Cotton Sarah Hawkins, and Toni Rice. Standard Coordinators – Bleicher/McNeill

A key contributor to student success at CSUCI is the high degree of complementarity between the University's curricular and co-curricular programs. Our co-curricular programs have been designed and implemented to support student learning and personal development. As such, these programs bear directly or indirectly on educational effectiveness at CSUCI, and are well aligned with our institutional mission-based learning outcomes. Co-curricular programs at CSUCI are provided either individually or jointly by the Divisions of Student Affairs, Academic Affairs, and Finance and Administration.

The Division of Student Affairs implements several programs that directly support the institutional mission-based objectives of graduating students with multicultural and international perspectives. First, Student Affairs has organized a series of cultural and international celebrations to introduce the campus community to other cultures and views (see Exhibit 5.1). Second, Student Affairs supports the Multicultural and Women's & Gender Student Center (see Exhibit 5.2). As its name suggests, the Center provides a venue for discussion of issues stemming from differences in ethnicity, culture, gender and sexual orientation. The MWGSC is the co-curricular arm of the mission based Center for Multicultural Learning and Engagement (see Exhibit 5.3). The CMLE will bring curricular and co-curricular education together in a way that will require collaboration on student learning inside and outside the classroom. The other mission based centers under development will provide students with significant co-curricular programs that will include trips abroad, workshops and conferences all designed to enhance the student's educational perspective and learning opportunities.

Other examples of learning-centered co-curricular programs offered by the Division of Student Affairs include the résumé and interview skills workshops (see Exhibit 5.4 and Exhibit 5.5). These learning opportunities provide students with ways to reflect on their academic preparations and to convey the breadth and depth of competencies acquired inside and outside the classroom while at the same time prepare for the annual CSUCI Career Fair and future job searches (see Exhibit 5.6). CSUCI students also have the opportunity to learn effective leadership skills via their involvement in student organizations including clubs and student government and attendance at leadership trainings and retreats. Through these activities students draw on skills learned in class such as communication, organization, management and problem solving to address real issues of concern to students. Still other examples of co-curricular programs are: Be A Part From The Start and EOP Summer Bridge Critical Thinking Presentation (see Exhibit 7). To date, CSUCI students have organized speech and debate tournaments, political forums, contemporary issues lectures, an annual student awards ceremony, and diversity programs to enhance their own learning (see Exhibit 5.8 – Exhibit 5.12).

The Division of Student Affairs also utilizes the "Dimensions of Development" (formerly "Nine Dimensions of Wellness") as a model from which to develop co-curricular events and activities (see Exhibit 5.13). Grounded in Arthur Chickering's Theory of Identity Development, CSUCI's Dimensions [of Development] serve as a guide for students as they embark upon their post-secondary educational journey. The Dimensions of Development assist students as they engage in self-reflection and continuous improvement over time. The components that make up the Dimensions are: Values and Integrity, Expression (of emotions), Health, Intellectual, Intra/Interpersonal, Citizenship, Creativity, Cultural and Life and Career Planning. Further, some of the Dimensions either directly or directly support the four mission pillars of the institution (i.e., programming within the cultural dimension can support the international perspectives, multicultural perspectives and interdisciplinary education pillars). The Dimensions have been employed in Housing and Residential Education, Student Government planning and event planning throughout all aspects of Student Life (see Exhibit 5.14 and Exhibit 5.15). They have also been introduced into the classroom through the Psychology of Leadership course (see Exhibit 5.16). Recently, a student artist developed a crest that represents the Dimensions and pillars of the university and development is underway on crests to represent each individual dimension (see Exhibit 5.17).

The co-curricular portfolio (which includes a co-curricular transcript) is a mechanism by which students have the opportunity to display their involvement with campus activities (see Exhibit 5.18). The transcripts allow students to chronicle their leadership development and other co-curricular activities, the ways that they have used the "Dimensions" and how their out-of-class learning has served to enhance their in class experiences. Additionally, the transcript provides an opportunity for students to determine the ways in which their co-curricular involvement complements the four pillars represented in the university mission (see Exhibit 5.19).

These and other co-curricular programs offered by the Division of Student Affairs are well aligned with the institutional mission-based learning outcomes. They enhance the students' overall educational experience by providing them with opportunities to apply in-class learning in out-of-class situations. In this way student learning is not limited to the classroom.

Within the Division of Academic Affairs, the CSUCI Library supports the institutional mission-based learning outcomes both directly and indirectly. Computer literacy courses are offered multiple times a semester and enable the campus community to effectively present, interpret, and manipulate information with a variety of computer programs. Library Media Services have assisted over 100 students during the 2005-06 year with presenting final capstone projects in poster format in lieu of a traditional term paper. For instance, Media Services helped in support of a complex translation assignment for a Spanish course which enabled students to edit films for film-dubbing, a hands-on approach for language learning (see Exhibit 5.20). The library provides a setting where students gain a multinational perspective. Upon entering the library, students view the flags of the world hanging from the ceiling, a portrait of Cesar Chavez painted by the community in March of 2005, and a large format television that presents the news (see Exhibit 5.21). In addition, the library sponsors events such as the Art Walk in September of 2006 where the campus community celebrated the tradition of Italian chalk-painting and the annual Children's Reading Celebration and Young Author's Fair which commends books, young

authorship, and literacy and regularly draws approximately 125 people to campus. The library offers Book, Movie and Pizza twice a semester which is an educational outreach event to screen films for the campus that have been made from books and engages students in discussion of topics related to the film (see Exhibit 5.22). The Campus Reading Celebration invites all members of the campus community to read the same book and to talk with each other in both formal and informal venues throughout the academic year. By having the entire campus community read the same book everyone has a common intellectual experience that can generate shared discussions of the book (see Exhibit 5.23). The CSUCI Library provides a variety of mediums that engage students in interactive learning based on a multinational and interdisciplinary perspective.

Also within Academic Affairs, the Advising Center offers learning assistance workshops throughout the year. Examples of workshop topics include time management and goal setting, test taking strategies, and study strategies.

In gathering evidence for this report, the WASC Accreditation Committee found many co-curricular learning based programs. These programs are highly complementary to the curricular programs, and are well aligned with the University's educational mission.

Exhibits:
5.1   Cultural and International Celebrations
5.2   Multicultural and Women's & Gender Student Center (MWGSC)
5.3   Center for Multicultural Learning and Engagement (Senate Policy: 05-06)
5.4   Resume workshop
5.5   Interviewing Skills workshop
5.6   Career fair materials
5.7   Be a Part from the Start and EOP materials
5.8   Club Roster
5.9   Important Club Dates
5.10   2006-07 Calendar of Events
5.11   Outstanding Club or Organization
5.12   Outstanding Student Leader
5.13   Chickering's Dimensions of Development
5.14   Housing Education
5.15   Student Leadership Training
5.16   Psychology of Leadership Course Syllabus
5.17   Crest designed by student artist
5.18   Co-curricular Portfolio
5.19   Co-curricular Transcript
5.20   Spanish course translation
5.21   Library TV
5.22   Library Pizza and a Movie
5.23   Campus Reading Celebration