Learning Outside of the Classroom:
The Curricular Approach in Student Affairs

Campus Living

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Agenda

- Introduction-LO, Who we are, Campus Living info
- Residential Curriculum Basics
- Elements of the Curriculum
- Assessment Tools we use
- Considerations for your area
- Activity
- Wrap Up
Learning Outcomes

Participants will be able to:

• Describe why Campus Living moved to a curricular model
• Identify three types of assessment tools used by Campus Living
• Establish the educational priority for their own office
Learning and Development in Residence Halls

- Change from the “Wellness Wheel” approach
- Focus on Student Development switched towards Student Learning
- Non-measurable become measurable
- Development of Learning Communities
- Seminal Documents
  - Student Personnel Point of View
  - Student Learning Imperative
  - Learning Reconsidered
<table>
<thead>
<tr>
<th>Traditional Programming Approach</th>
<th>Curricular Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>General topical requirements for students</td>
<td>Clearly defined goals and strategy for student learning</td>
</tr>
<tr>
<td>Reactionary</td>
<td>Professionals assess and implement plans</td>
</tr>
<tr>
<td>Group-focused experiences</td>
<td>Emphasis on individual learning</td>
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<tr>
<td>Delivery relies on standalone sessions</td>
<td>Multiple strategies employed for intentional interactions</td>
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*Adapted from ACPA RCI Plenary presentation*
Campus Living Mission

Campus Living supports the University at Buffalo’s mission by providing residential environments that assist students to be academically and personally successful.
Residential Curriculum

- Preparation began in 2010
- Implemented in 2011
- Past “learning” was limited to activities by RA
- Cornerstone of the Curriculum:
Educational Priorities: Exploration and Engagement

Students living on campus at the University at Buffalo will benefit from an environment designed to encourage learning through:

- **Exploration** of who they are, how they interrelate with others, how they fit into a community, and the skills they need to be a successful UB student and graduate.

- **Engagement** in opportunities to learn with and from other community members.
Academic Success

- Identify resources and develop techniques for academic success

Self
- Explore and describe aspects of their own identity
- Develop strategies to meet personal, academic and professional goals

Interpersonal
- Recognize how their expression of individual views affects others
- Recognize differences and commonalities among people and understand their value in a global society
- Develop strategies to work through conflicts with others

Community
- Identify their roles and responsibilities as community members
- Identify how their actions impact their local and global community
<table>
<thead>
<tr>
<th><strong>EDUCATIONAL STRATEGY</strong></th>
<th><strong>BRIEF DESCRIPTION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>One on Ones</td>
<td>Students will have the opportunity to participate in one on one meetings with student staff members for personal support and guidance</td>
</tr>
<tr>
<td>Academic Interventions</td>
<td>Students will have the opportunity to meet with professional staff to discuss strategies for improving their academic performance</td>
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</tbody>
</table>
How do we know it is working?
Assessment Instruments & How we use them

- Educational Benchmarking (EBI) Surveys
- Focus Groups
- Rubrics
- On The Spot Survey
- Data Mining
- Self Assessment
Concept Map

Collaborative Skills
- Listen actively
- Earn professional confidence of colleagues
- People Skills
- Negotiate
- Clarity
- Vision
- Concreteness
- Sharedness
- Technical Competence
  - Organise Information Sources effectively
  - Use Information Technology effectively

Leadership Qualities
- Proactive
  - Look for opportunities to implement change
  - Anticipate and prevent problems
  - Take action
- Can-Do People
  - Embrace responsibility to make things happen
  - Say-Do Ration
  - Talk the talk and walk the walk
- Reflections + Self Assessment
## How I Rank Myself In Aspects of Leadership

(To be used during one on one)

<table>
<thead>
<tr>
<th></th>
<th>I definitely have this quality</th>
<th>I’m pretty good at this</th>
<th>I need to work on this</th>
<th>I need help with this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consciousness of Self: I am aware of my own strengths I bring to the group.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Consciousness of Self: I recognize areas that I can grow as a leader</td>
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<td></td>
<td></td>
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<tr>
<td>Consciousness of Self: I am aware how I contribute to the groups purpose</td>
<td></td>
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<tr>
<td>Consciousness of Self: I am open to receiving feedback on my performance.</td>
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</tr>
<tr>
<td>Common Purpose: I understand my position as it is stated in the constitution.</td>
<td></td>
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<tr>
<td>Common Purpose: I welcome new members to the group.</td>
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<td></td>
</tr>
<tr>
<td>Common Purpose: I contribute to the development of group goals.</td>
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</table>
### Conduct Hearing Rubric

<table>
<thead>
<tr>
<th><strong>Low Understanding</strong> 1 point</th>
<th><strong>Medium Understanding</strong> 2 points</th>
<th><strong>High Understanding</strong> 3 points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student does not understand the purpose of the Community Standards Program</td>
<td>• Student has a limited understanding of the purpose of the Community Standards Program</td>
<td>• Student recognizes the purpose of the Community Standards Program as necessary to maintain order in the community and provide an academically supportive environment</td>
<td></td>
</tr>
<tr>
<td>• Student does not recognize their responsibility for complying with Community Standards</td>
<td>• Student recognizes their responsibility for complying with Community Standards</td>
<td>• Student recognizes their responsibility for complying with Community Standards and the consequences for choosing not to</td>
<td></td>
</tr>
<tr>
<td>• Student does not understand the purpose of the policy they were charged with and how their actions were contradictory to the Community Standards</td>
<td>• Student has some understanding the purpose of the policy they were charged with or how their actions were contradictory to the Community Standards</td>
<td>• Student understands the purpose of the policy they were charged with and how their actions were contradictory to the Community Standards</td>
<td></td>
</tr>
<tr>
<td>• Student does not understand why sanction(s) have been imposed</td>
<td>• Student understands sanction(s) have been imposed as a means of holding them accountable</td>
<td>• Student understands sanction(s) have been imposed for a variety of reasons (holding them accountable, for their learning, benefit for the community)</td>
<td></td>
</tr>
<tr>
<td>• Student could not identify an alternative choice they could make in a similar situation</td>
<td>• Student could identify alternative choice(s) they could make in a similar situation, but is unsure of whether or not they would make any changes does not plan on altering their future behavior</td>
<td>• Student could identify alternative choice(s) they would make in a similar situation, and has a clear plan of how to alter future behavior</td>
<td></td>
</tr>
</tbody>
</table>
Big Picture of Assessment

- Focus our assessment on 2-3 outcomes per year
- Utilize information to make major changes and tweaks
- Reexamined what we do/what our focus is
- Do not assess what you already know
- Still have satisfaction, cleanliness, noise etc. to assess (Priority is education but we are still service providers)
Activity

Consider a curriculum for your unit...
Q and A
Comments
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