JOHNS HOPKINS
UNIVERSITY

Impact of Co-Curricular Activities on Student Learning

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Overview

This session will discuss:

- Culture in a Decentralized Environment
- Barriers to Implementation of Co-Curricular Learning
- Common Factors Uniting the Community
- Co-Curricular Definition
- Engaging the Community
- Impact on Research

Learning Outcomes

Participants will be able to:

- Engage key stakeholders and facilitate their participation in a meaningful conversation regarding co-curricular learning.
- Identify one idea, desire, or need to unite their higher education community in a common goal.
- Define assessment in the co-curricular space from an institutional perspective and evaluate its impact on learning.
- Establish co-curricular assessment of learning measures as a crucial data point in determining programmatic improvements and allocation of resources.

Decentralized Environment

Barriers to Participation

Johns Hopkins University: "America's First Research University"

- Private R1
- Highly Decentralized
- Geographically Dispersed
- 9 Schools
- ≈ 6,000 UG; 20,000 Grad
- ≥ 260 programs of study

Johns Hopkins University: 9 Schools or "Divisions"

- Krieger School of Arts and Sciences (Homewood)
  - Advanced Academic Programs or AAP (Homewood, Montgomery Co., & D.C.)
- Whiting School of Engineering (Homewood)
  - Engineering for Professionals (Howard County & Homewood)

- School of Education (adjacent to Homewood)
- Peabody Institute (Mount Vernon)
- Carey School of Business (Inner Harbor)

- Paul H. Nitzhe School of Advanced International Studies or SAIS
  - (D.C., Bologna, & Nanjing)
- School of Medicine (East Baltimore)
- Bloomberg School of Public Health (East Baltimore)
- School of Nursing (East Baltimore)

Johns Hopkins University is HIGHLY Decentralized

- Budget
- Governance
- Decentralization has grown out of our mission as a research university
  - Empowering faculty
  - Fueling innovation and flexibility
  - Limiting bureaucracy
- Decentralization is not just how we operate it is truly the JHU culture

Disadvantages of a Decentralized Model

Threat to Overall JHU Accreditation

- Mission of the Central JHU is lost
- Models and assessment plans greatly differ between schools
- Assessment maturity varies between units

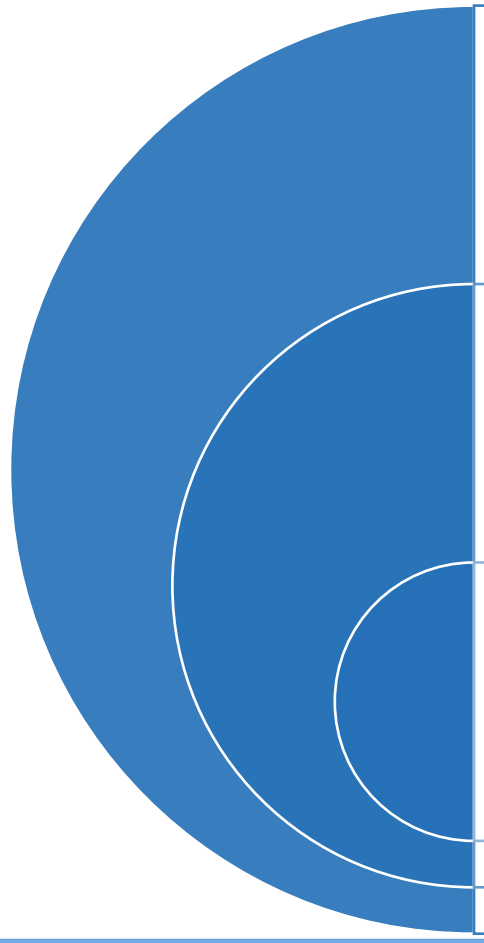
Challenges to Central JHU

- Gathering data from the varying schools
- Getting buy in from some schools
- Creating a culture of assessment in a decentralized university
- Central administration ability to oversee all 11 schools and units

Resources

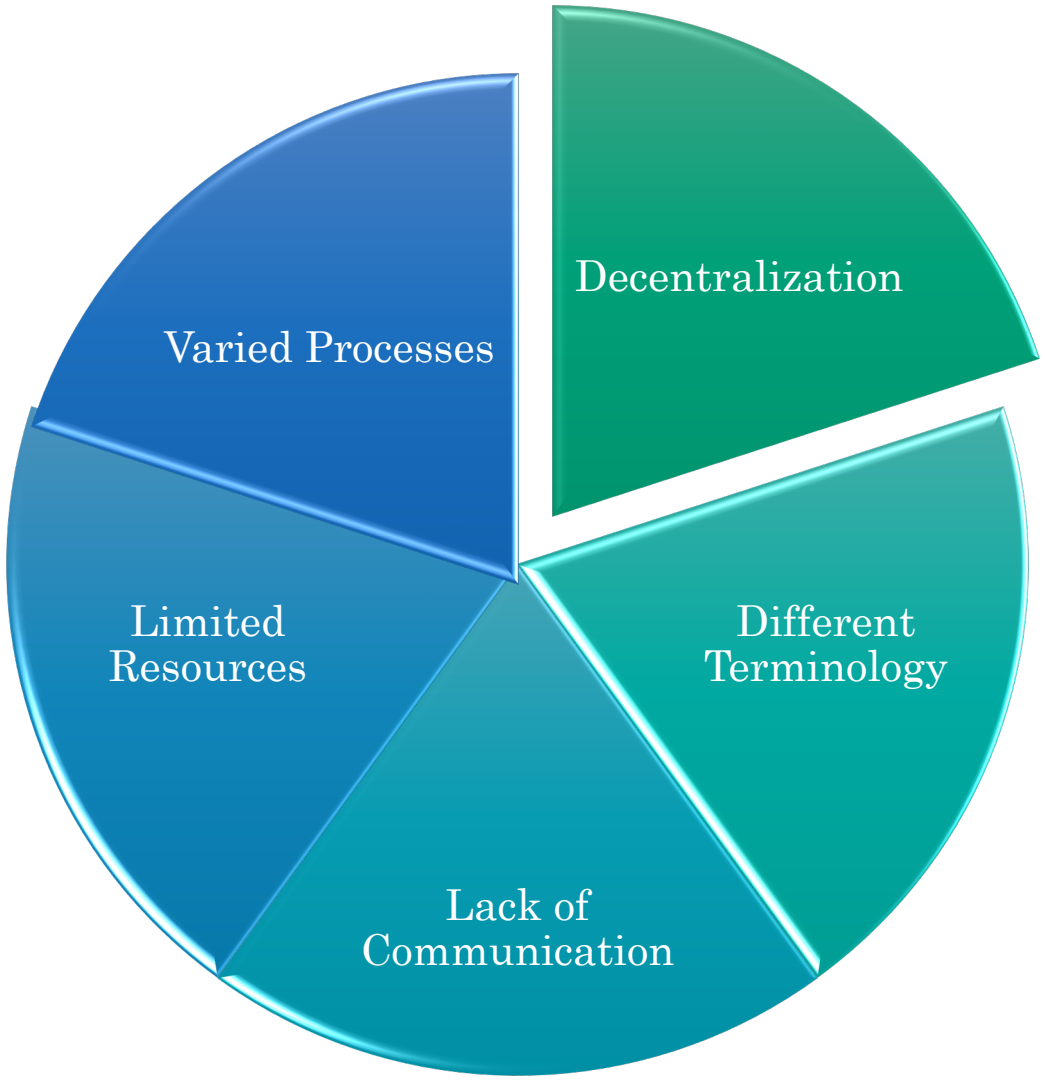
- Limited assessment staff to collaborate with university-wide
- No centralized assessment software – an added expense for each school
- Each school creates an assessment team

Benefits Collaboration



Shared Increase Perceived Value	• Outcomes • Processes • Definitions
Transparent Central Assessment Unit Led	• Offerings • Processes • Results
Collaborative Improve Use and Sharing of Results	• Learning Experiences • Application of Results • Data Analysis • Improvement

Barriers to Collaboration



Overcoming Barriers to Collaboration

Engaging Stakeholders	Curricular Space
	Co-curricular Space
	Supporting Departments
	Supporting Staff
Unified Vision	CLR
	Lifelong Learning
	Educating the Whole Person
	Defining Terms

Unified Vision

Vision for a CLR that Fits JHU Identity and Culture

CLR - Definition

IMS Global Learning Consortium. Comprehensive Learner Record: Exploring A New Transcript for Lifelong Learning. https://www.imsglobal.org/article/edtech-leaders/clr

"a dynamic, real-time portfolio, which is both a display of curricular, co-curricular, and experiential artifacts of learning"

"evidence of learning, behind the degree program and presents it in a more meaningful way to employers"

"digital evidence of students' outcomes, across all aspects of learning are visible to learners and shareable to employers, not locked away in files"

Equitable

Enabling economic and social mobility

Transparent

Based on shared open standards

Verifiable

Digitally confirmed to be active and authentic

Relevant

Carries meaning in education and employment

Interoperable

Machine readable, exchangeable, actionable

Private

Access limited by the learner

Portable

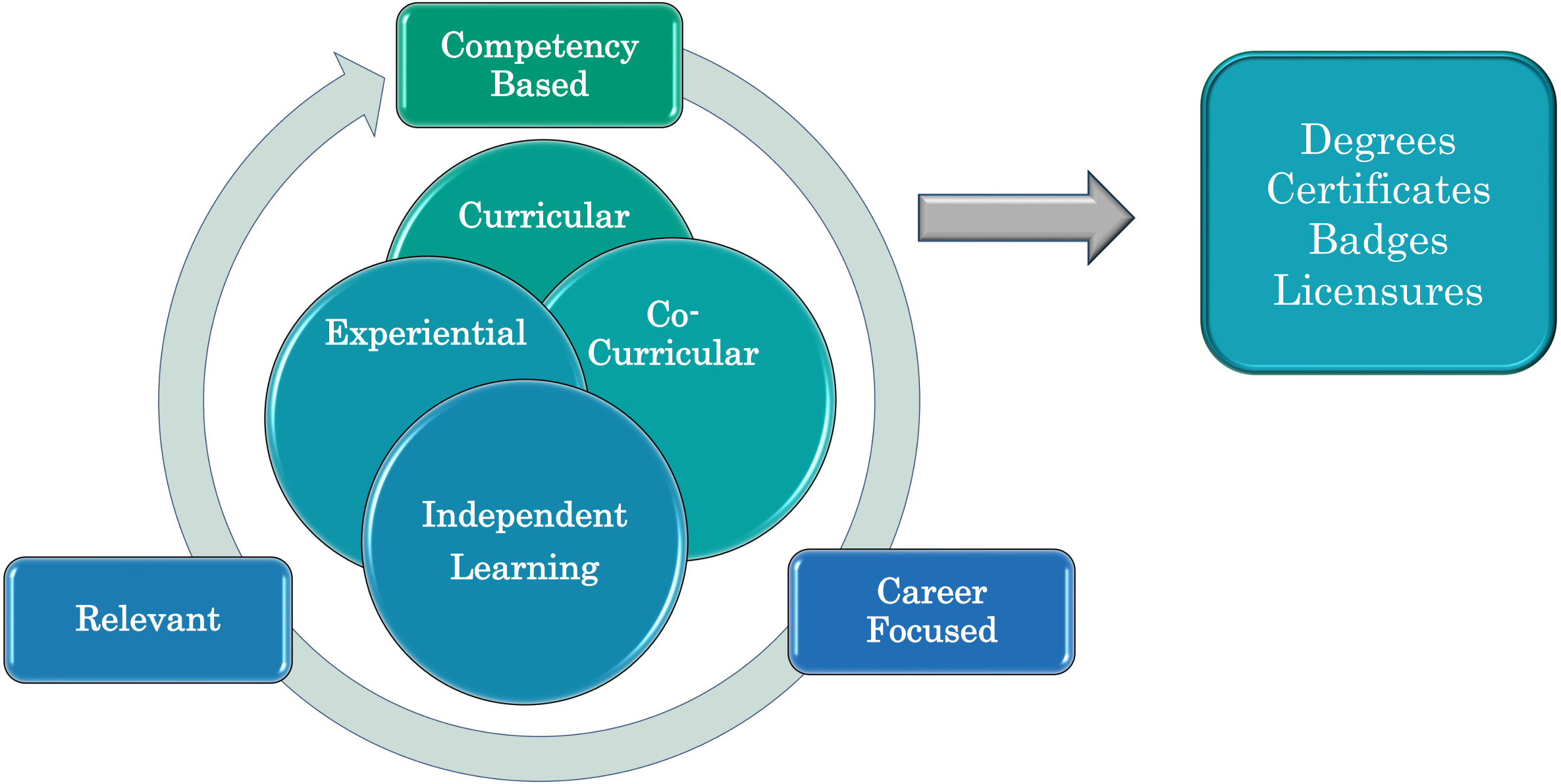
Useful for a wide variety of purposes

Secure

Protected against unauthorized access

IMS GLOBAL Learning Consortium

CLR Attributes


Competency Based
Curricular
Experiential
Co-Curricular
Independent Learning
Relevant
Career Focused
Degrees
Certificates
Badges
Licensures

Engaging the Community

Successfully Engaging Stakeholders Across the Institution

Kotter
The *enhanced* 8 Step Process for Leading Change

Kotter: The 4 Change Principles

1

Leadership ✣ Management

In order to capitalize on windows of opportunity, leadership must be paramount – and not just from one executive. It's about vision, action, innovation and celebration, as well as essential managerial processes.

2

Head ✣ Heart

Most people aren't inspired by logic alone, but rather by the fundamental desire to contribute to a larger case. If you can give greater meaning and purpose to your effort, extraordinary results are possible.

3

Select Few ✣ Diverse Many

More people need to be able to make change happen – not just carry out someone else's directives. Done right, this uncovers leaders at all levels of an organization; ones you never knew you had.

4

"Have To" ✣ "Want To"

Those who feel included in a meaningful opportunity will help create change in addition to their normal responsibilities. Existing team members can provide the energy... if you invite them.

Strategies Used @ Johns Hopkins University

University-wide committees

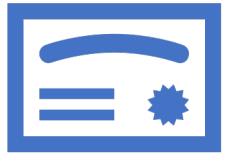
University Council on Learning Assessment (UCLA)

Faculty and staff assessment champions

Exchange best practices

Identify synergies

University-wide assessment management system



Partner with other university-wide strategic initiatives

Student Services Excellence Initiative (SSEI)

"One University" initiative

Lifelong learning

Engaging Stakeholders @ JHU

- Student representation
- All academic divisions
- Administrative/Student Support divisions

- Representatives from divisions curricular and co-curricular
- Instructional designers
- Instructional technologists

- Assessment
- Co-Curricular outcomes
- AEFIS implementation
- Training courses

- Replicate overall JHU implementation
- Train faculty, staff, administrators, and students
- Faculty Fellows

- Representatives from all divisions
- Undergraduate
- Graduate

Implementation Projects @ JHU (Focused on Early Wins)

- Academic Programs
- Non-Credit Pilot
- Co-Curricular
- Doctoral Programs

Defining Co-Curricular Learning

Unifying Understanding of the Term

What is Co-Curricular Learning?

- Co-curricular tenets
- Differentiated from extra-curricular
- Comparison to curricular
- Need of a common definition

Comparison of Learning Spaces

Curricular	Co-Curricular	Extra-Curricular
Learning Curriculum Driven	Learning Aligned with Curriculum	Learning Independent of Curriculum
Stated Learning Objectives	Stated Learning Objectives	Optional Learning Objectives
Classroom Dependent	Outside the Classroom	Outside the Classroom
Activities Curriculum Driven	Activities Enhance Curriculum	Activities Not Part of Curriculum
Assessed	Assessed	Not Assessed
Required	Optional OR Required	Optional
Assigned Credit	No Assigned Credit	No Assigned Credit

Proposed Definition

Co-curricular activities:

- deliver learning experiences that complement curricular instruction, thereby enhancing and supporting student learning and engagement;
- reside within a program or outside the departmental and programmatic structure in divisions such as student affairs, athletics, and life design;
- connect to a curriculum and can be mapped to university, school, unit, or program learning objective;
- assess learning objectives connected to students' program of study, divisional learning objectives or career stated objectives; and
- are always assessed and learning assessment data collected inform course, activity, and program improvements.

Additional Components of the Definition

Depending on institution's structure, needs and goals:

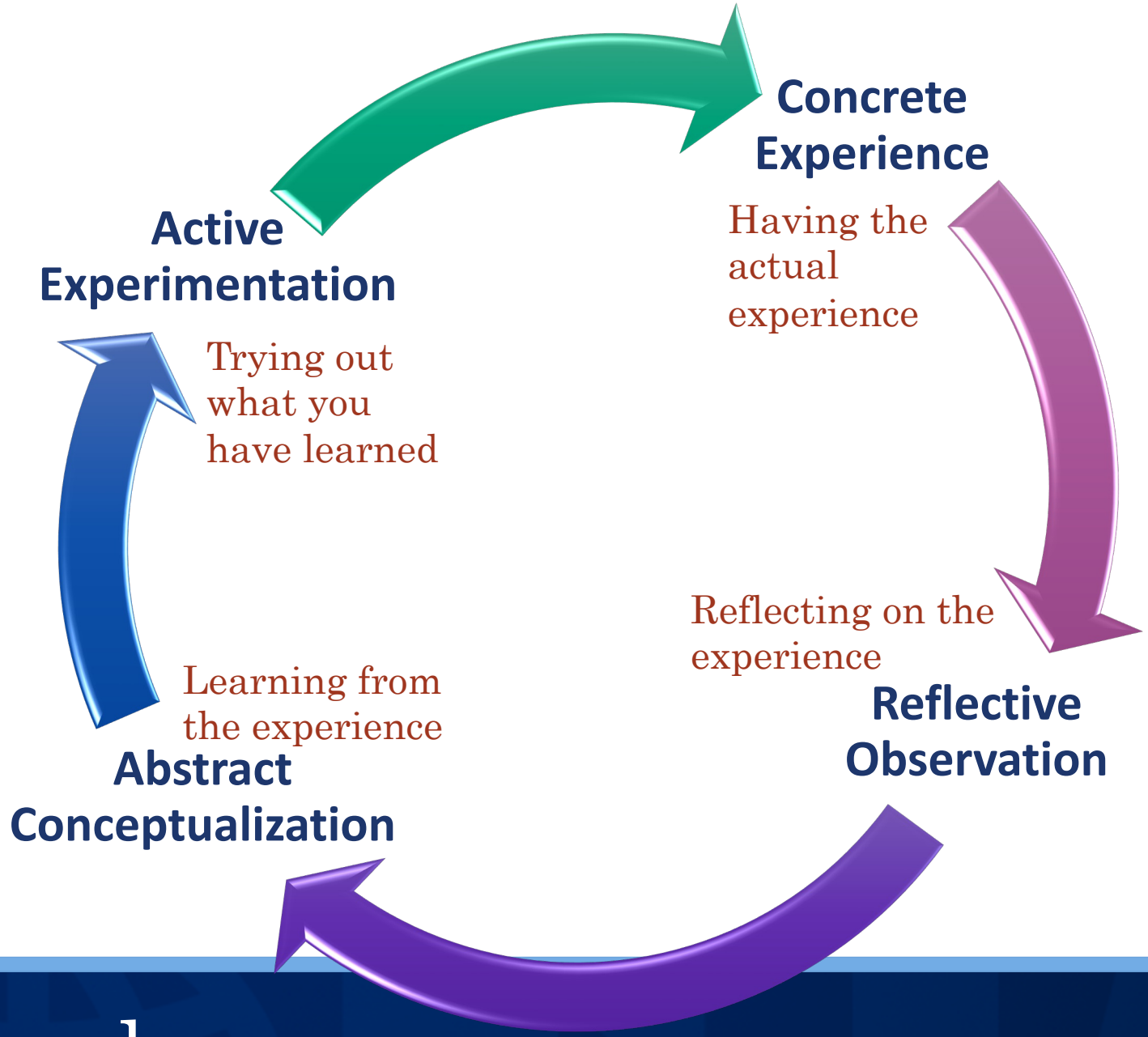
- In most cases co-curricular learning is voluntary, but there may be instances where it is required depending on program.
- Often credit is not assigned to these types of activities, but in instances where it is assigned, it does not typically count toward the degree requirements.

Additional components of the definition may be needed at your institution to accommodate institutional and programmatic goals. You may have variations of the definition within your institution.

Importance of Co-Curricular Learning

- Understand impact on student learning
- Role of co-curricular learning in educating the whole person
- Authentic application of learning
- Empathy as a vehicle for learning
- Research ability to conduct meaningful studies

Kolb's Experiential Learning Theory



Theoretical Framework

Kuh's High Impact Practices

- First Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

Applying the Theory

Applying the Theory: Co-Curricular Space

- CAS (Council of the Advancement of Standards in Higher Education)
  - ✓Student Affairs
  - ✓Academic Advising
  - ✓Career Services
  - ✓Civic Engagement and Service-Learning Programs
- Program Driven Activities
- Community Driven Activities

Career &
Self-Development

Leadership

Communication

Professionalism

Critical Thinking

Teamwork

Equity & Inclusion

Technology

NACE Competencies for Career-Ready Workforce

Challenges of Assessing Co-Curricular Learning Activities

- Decentralization within institutions
- Inconsistent organization of services and assessment processes
- Existence of activities as both curricular and co-curricular
- Focus on operational and program metrics rather than learning assessment
- Need for leadership support and organizational stability to map activities
- Lack of feedback loop between curricular and co-curricular units

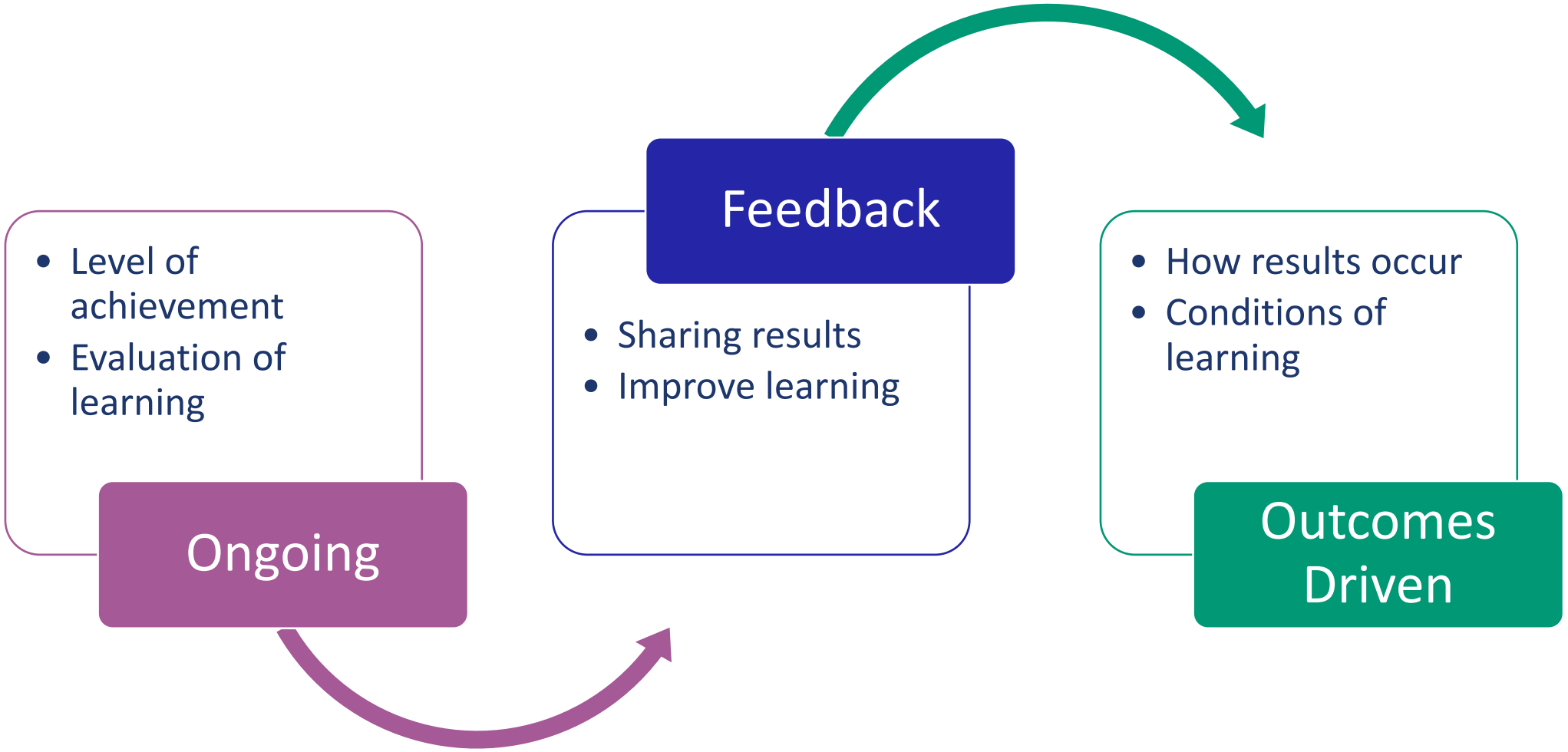
Authentic Assessments

Authentic assessments require:

- application of knowledge in different situations;
- critical thinking, judgment and innovation to what is relevant in each situation;
- application of knowledge and skills in complex real-world/realistic situations;
- replication of contexts in the workplace or personal life; and
- assessment of the student's ability to negotiate a complex task.

Ultimately, authentic assessments need to allow opportunities for growth and improvement through feedback.

Formative Assessment - Assessment **FOR** Learning



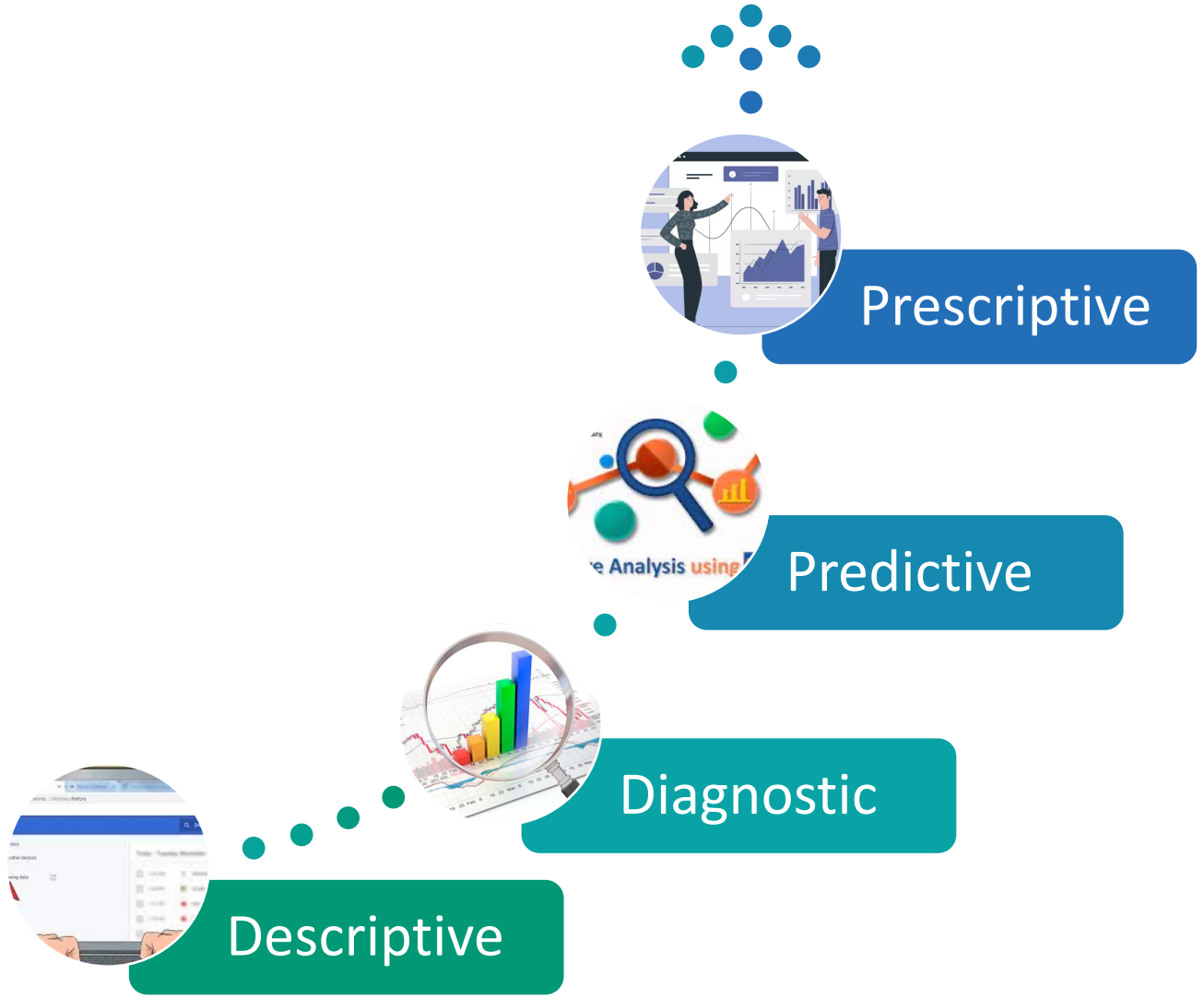
Impact on Research

Case Study Design:

- Needs Assessment
- Results
  - highlights the importance of including learning and its effect in all spaces, experiential, curricular, or co-curricular
  - impacts how we view learning in higher education
  - emphasizes co-curricular spaces and role in the application of knowledge in authentic settings
    - leading to long and lasting retention of skills and abilities
    - play a crucial part in student satisfaction and engagement

Assessment for Improvement

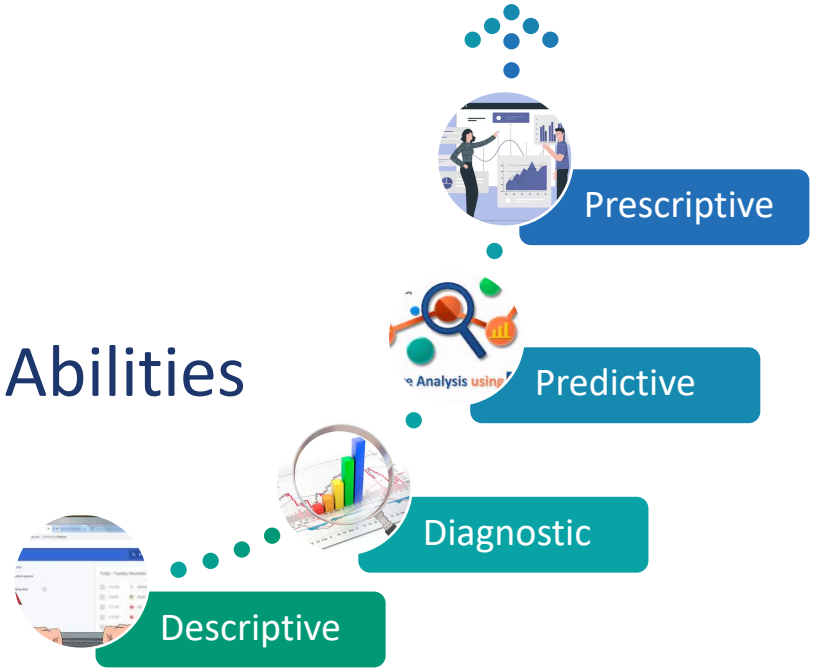
Using Data Analytics and Visualization to Drive Improvement



Data Analytics for Student Success

Using the Data Analytics Model :

- Mapping to Learning Outcomes
- Tracking Growth on Performance
- Tracking Attainment of Knowledge, Skills, and Abilities
- Diagnosing:
  - what we did
  - where to go
  - how to improve course delivery and program design for optimum student success



Data Sources for Analysis:

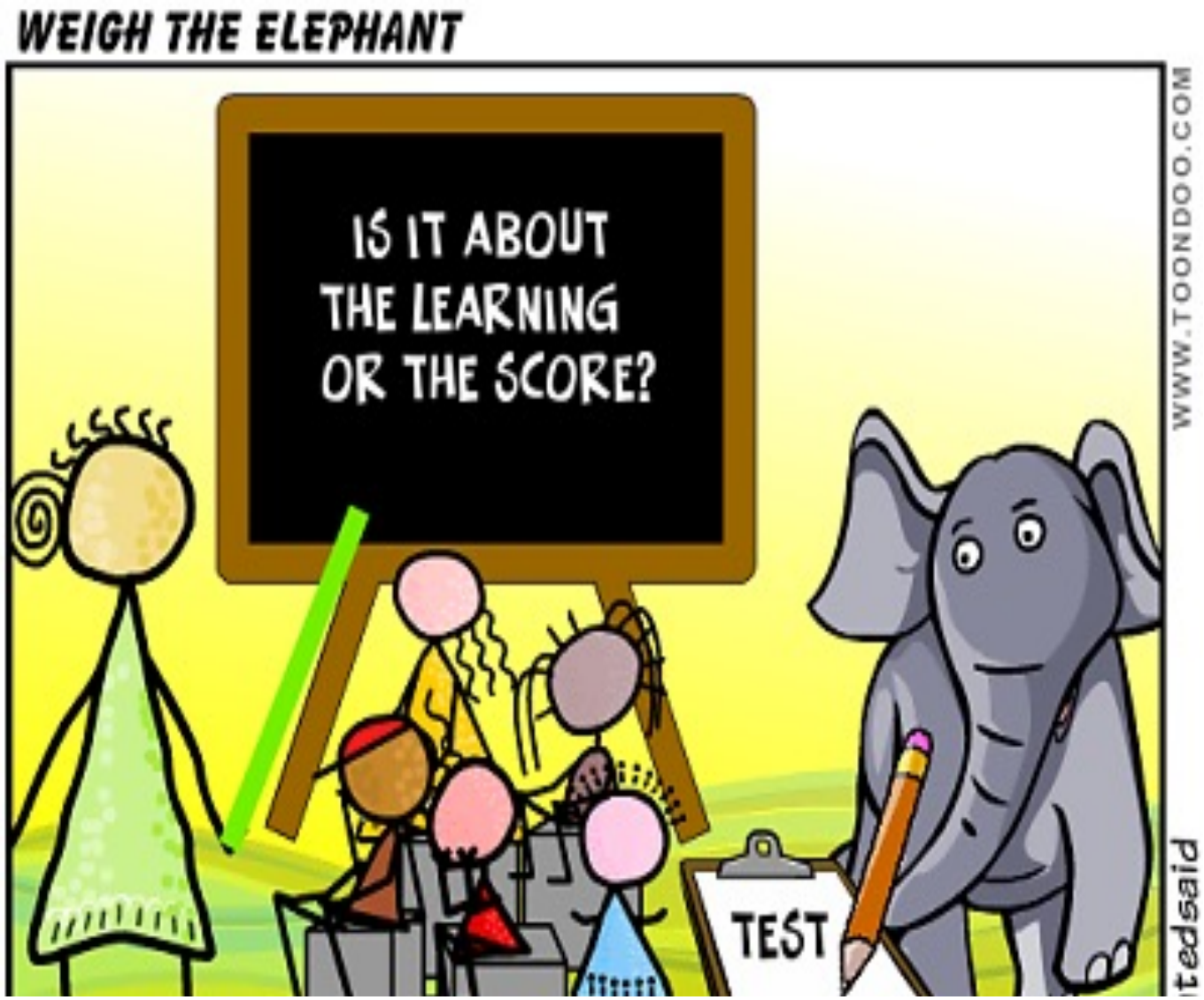
- Learning Assessment
- Time to Graduation
- Satisfaction
- Engagement Data
- Diversity Data
- Equity Practices
- UDL Design Practices
- Employment and Career Placement
- Career Choices
- Etc….

Data Visualization Tools:

- Tableau
- Power BI
- Open Source

Need For Data Management

- Easy Access
- Easy Retrieval
- Common Place for Data
- Visual Representation for Ease of Prediction



Summary

- Theory driven practices
- Engaging stakeholders
- Communication across divisions
- Succeeding in a decentralized environment
- Creating a vision for the future to include and impact research
- Data Analytics for Success
- Sharing Results
  - Annual Assessment Conference

Discussion

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