Bridging Academic and Social Integration:
The Role of Student Affairs

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Stephen F. Austin State University,
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Statement of the Issue

• Academic/Social Integration as separate processes.
  – In order to impact student learning and persistence, we are going to need to find ways to connect these two processes.

• Student Affairs should take the lead.
  – We are the experts in student engagement.
  – We generally have the staff and resources.
  – It’s not about individual programs, it’s a change in philosophy.

• A question of resources.

• A change in culture.
Michael will discuss the "change in culture."

Dr. Adam Peck, 11/12/2010
Presentation Overview

- Presentation of Models
  - Resource Model
  - Programming Model

- Example Programs

- Discussion
AP Presents this
Dr. Adam Peck, 11/12/2010
Resource Model

- Using existing resources to improve existing programs.
AP Presents this.
Dr. Adam Peck, 11/12/2010
Resource Model

- Student Affairs Resources
  * Money
  * Time
  * Energy

- Academic Affairs Resources
  * Credit
  * Expertise
  * Legitimacy

Engagement
AP Presents this.
Dr. Adam Peck, 11/12/2010
Examples of Resource Model

• Service Learning Program

• Early Alert Program

• Achieving College Excellence Workshop
AP Presents this.
Dr. Adam Peck, 11/12/2010
Service Learning Program

• Problem
  – Retention and academic performance issues along with low student engagement.
• Resistance
  – Service Learning is a pedagogical/andragogical method and faculty are resistant to any implication that others may want them to teach in a certain way.
  – There were “turf” issues.
• Collaboration
  – Service Learning mini-grants.
  – Service Learning Guide.
  – Community Partner’s Breakfast.
  – Service Learning Advisory Board.
Michael, you present this. I think it's pretty self-explanatory.

Dr. Adam Peck, 11/12/2010
Collaborations for High-Impact Learning

"By its very definition, civic responsibility means taking a healthy role in the life of one’s community. That means that classroom lessons should be complemented by work outside the classroom. Service-learning does just that, tying community service to academic learning.”

Senator John Glenn
The John Glenn Institute for Public Service and Public Policy Chair, National Commission on Service-Learning

This Service Learning Guide is a collaborative effort of the Office of the Dean of Student Affairs, Office of Student Affairs Programs and the Teaching Excellence Center. It is based on the principle that student learning is deeply enhanced by participation in high-impact programs that promote the student’s active involvement and investment in their own learning. It is further guided by the belief that these kinds of learning experiences are often the product of dynamic collaboration between academic, student affairs and community partners. While we hope that this guide will assist faculty and students in creating these kinds of learning opportunities; it represents only the beginnings of what we believe will be a truly interdisciplinary, broad and wholly integrated approach to active learning and civic engagement. This is only the beginning.

We gratefully acknowledge the contributions of countless faculty, staff and community partners who have contributed to our understanding of this topic at Stephen F. Austin State University and look forward to the continued refinement of this program over time.

Contributors:
Dr. Adam Peck, Dean of Student Affairs
Michael Preston, M.S., Director of Student Affairs Programs
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Logistical and Technical Support:
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Dr. Jerry Williams, Department Chair, Sociology, Anthropology and Gerontology
Michael Presents This - I put this in here so you could show the service learning guide. Point out that it was collaboratively developed with the TEC and that we pulled in an area that gave us resistance to become meaningfully involved.

Dr. Adam Peck, 11/12/2010
Assessment of the Program

- Of faculty who have used Service Learning in their course(s), 93% believe that it has been effective in helping them meet their course objectives and learning outcomes.

- The definition of Service Learning preferred by the committee is, “A teaching method which uses service as a means of teaching course concepts and meeting course objectives.” Nearly 73% of faculty selected the preferred definition of Service Learning from our list of definitions.

- Nearly half (44.7%) of faculty responding to the survey indicated that they had used Service Learning in a class that they had taught. Of those that indicated that they had used Service Learning, 77.97% identified the preferred definition of Service Learning.
Michael covers this.
Dr. Adam Peck, 11/12/2010
Early Alert Program

- **Problem**
  - Behavioral Intervention Strategy.
  - Frequent absenteeism.
  - Low first-year retention.
  - Academic success issues.

- **Resistance**
  - Connection to judicial processes.
  - Non-academic connection to academic function.

- **Collaboration**
  - Referrals significantly increased.
  - Faculty satisfaction with follow-through improved.
  - Increased engagement in the residence halls, residential retention improved.
AP covers this
Dr. Adam Peck, 11/12/2010
Assessment of the Program

There were 811 students reported to Early Alert Program in fall 2009. A total of 904 referrals were created (some students are referred to more than one track).
The breakdown is below:
- 472 Attendance
- 396 Academic
- 36 Behavioral

There were 234 students reported to Early Alert Program in spring 2010. A total of 284 referrals were created (some students are referred to more than one track).
The breakdown is below:
- 171 Attendance
- 108 Academic
- 5 Behavioral

Impact: Nearly 75% of all students who were referred to the program in fall 2009 returned for spring 2010. The table on the following page breaks down fall to spring retention by classification and residential status.
AP Covers this
Dr. Adam Peck, 11/12/2010
AP covers this
Dr. Adam Peck, 11/12/2010
Achieving College Excellence Workshop

• Problem
  – First-Year Retention.
  – High DFW rate for math and reading course.
  – Study skills lacking.

• Resistance
  – Cultural difference relating time and consultation.

• Collaboration
  – High turnout from students.
  – Assessment very favorable.
Assessment of the Program

Q17. Please indicate your level of agreement with the following statements: - I feel I am able to do college level work.

- Strongly agree: 48.02%
- Moderately agree: 44.25%
- Neither agree nor disagree: 8.41%
- Moderately disagree: 1.33%
- Strongly disagree: 0%
AP covers this
Dr. Adam Peck, 11/12/2010
Q20. Please indicate your level of agreement with the following statements: I feel that I am able to do college level work.

- Strongly agree: 58.75%
- Agree: 36.25%
- Neither agree nor disagree: 3.75%
- Disagree: 1.25%
- Strongly disagree: 0%
AP covers this
Dr. Adam Peck, 11/12/2010
Assessment of the Program

“During summer I wanted to do well in college; the ACE Workshops motivated me to do better, gave me tips on how to study better, and helped drill me to practice writing things down. The speakers were all really "into" what they were talking about, and helped me feel more college-ready than if I hadn't gone.”

“The best thing about the ACE workshop is that so many people took time out of their day just to help students to be successful at SFA. I also like that you not only do you get information about the session that you attended but information on how to be successful overall.”

“I liked the lunch because it was free!!!”
AP covers this
Dr. Adam Peck, 11/12/2010
Programming Model

• Creating new programs or enhancing existing programs in a way that both academic and student affairs goals are aligned.
Michael covers this. You might mention that the inflatables are presented ironically. To some faculty, this is what we do. This might explain the dissonance as we begin to challenge that paradigm.

Dr. Adam Peck, 11/12/2010
Programmatic Model

Student Affairs Goals
* Involvement/Service
* Strategic Initiatives
* Student Persistence

Academic Affairs Goals
* Program- Level Learning Outcomes
* Course Objectives
* Student Learning
Michael, you are covering this. This slide is intended to illustrate some of the goal dissonance we may experience. We need to make the point that these goals are different but compatible. It is important that we understand each other's goals.

Dr. Adam Peck, 11/12/2010
High Impact Practices

High Impact Activities Increase Odds Students Will:

- Invest time and effort
- Interact with faculty and peers about substantive matters
- Experience diversity
- Get more frequent feedback
- Reflect & integrate learning
- Discover & integrate learning
- Discover relevance of learning through real-world applications
AP will cover this.
Dr. Adam Peck, 11/12/2010
What Are High Impact Programs?

- 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

(George Kuh, 2008)
AP will cover this.

Dr. Adam Peck, 11/12/2010
Examples of Programming Model

- The Week of Reflection
- The SFA Way
MP introduces the programs, but AP covers the actual programs on the next slide.

Dr. Adam Peck, 11/12/2010
The Week of Reflection

• Problem
  – Consumerist notions of education.

• Resistance
  – Lack of understanding.

• Collaboration
  – Worked with the Teaching Excellence Center.
  – Developed course guides.
  – Collaborated on events.
  – Day of gratitude.
AP covers this.
Dr. Adam Peck, 11/12/2010
The Week of Reflection
At Stephen F. Austin State University
A week to think about what you've learned this year and how it has changed you.

Reflection Week 2010 - Schedule of Events

Monday, April 26
Today’s reflection theme is Wednesday’s storms of life.

- Opening Event: Game Show
  Start by the main stage, 1:30 p.m. to 1:30 p.m. in the Student Union Lounge of the Student Union. Prizes for answering questions about Wednesday.

- Open House at Campus Recreation
  Attend the Open House at the Campus Recreation Center. All employees with a work ID are invited to come and play the Recreation Center’s free games. In addition, there will be guided tours. There is no admission charge. Visit sfasustudentrecreation.com.

Tuesday, April 27
Today’s reflection theme is School.

- Leading You to a New Learning:
  Laze away the day by journaling on the reflection wall and making your own “Waxing Poetic” — 10 a.m. to 1 p.m. in the Student Union Lounge of the Student Union. The event will feature free coffee and prizes.

- The Week before Singing
  Lecture by Jay T. Gruen
  The SPA History Committee will present this year’s lecture. Speaker, Jack Sarach, author of the Pulitzer-winning book “Where the Sun Never Sets: The True Story of the United States of Rorwalk,” will discuss how the U.S. government’s involvement in the Middle East has shaped the American experience. The lecture is open to the public at 1 p.m. in the Texas Classroom in the Student Union. There is no admission charge.

Wednesday, April 28
Today’s reflection theme is Service.

- Community Service Impact: Photo Display
  Reflect on the impact of your community service activities this year. Start this week with handmade items at 11 a.m. in the Student Union Lounge of the Student Union. The event will feature free coffee and prizes.

Thursday, April 29
Today’s reflection theme is Diversity.

- A toe in the World
  Experience the richness of diversity through traditional foods and music. Step by step: 11 a.m. to 1 p.m. in the Student Union Lounge of the Student Union. The event will feature free coffee and prizes.

- Thursday April 29
  “Reflections on an American with George Fordham”
  The College of Liberal and Applied Arts and the Arkansas State University presents, “An Evening with George Fordham,” at 7 p.m. in the Student Union. Free for students. Ticket is required for faculty, staff, and the general public. Information is on the purchase of tickets at www.sfasu.edu/arts. The event is sponsored by the College of Liberal and Applied Arts and the Arkansas State University.

- Friday, April 30
  Today’s reflection theme is Scholarship.

- Reflection Lunch
  A free lunch featuring Dr. Michael Throckmorton, Jr., President of the University of Arkansas, and Director of the Arkansas Center for the Arts.

Day of Giving:
Take a moment to pay tribute to those who have helped you develop and grow. Step 1: Sign up on the http://www.giveback.com website from 10 a.m. to 1 p.m. until 1 p.m. and wide a program note to anyone in any community. We will deliver your note along with a small gift to any person you nominate. This event is sponsored by the Board of Student Affairs and the Teaching in Culture Center.
AP covers this.
Dr. Adam Peck, 11/12/2010
<table>
<thead>
<tr>
<th>Day</th>
<th>Today's Theme</th>
<th>Question of the Day</th>
<th>Probing Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wellness</td>
<td>How have you grown this year in mind, body and spirit?</td>
<td>How have you grown in mind, body and spirit? How have you grown in mind, body and spirit?</td>
</tr>
<tr>
<td>2</td>
<td>Leadership</td>
<td>How did you lead others?</td>
<td>What have you learned about leadership? How have you learned about leadership?</td>
</tr>
<tr>
<td>3</td>
<td>Service</td>
<td>How did you make a difference with what you have learned?</td>
<td>What have you learned about service? How have you learned about service?</td>
</tr>
<tr>
<td>4</td>
<td>Diversity</td>
<td>What have you learned about yourself and others this year?</td>
<td>What have you learned about diversity? How have you learned about diversity?</td>
</tr>
<tr>
<td>5</td>
<td>Scholarship</td>
<td>How has what you've learned this year changed you?</td>
<td>How has what you learned this year changed you? How has what you learned this year changed you?</td>
</tr>
</tbody>
</table>
AP covers this.
Dr. Adam Peck, 11/12/2010
THE WEEK OF REFLECTION - A GUIDE FOR FACULTY

Compiled by the Teaching Excellence Center at Stephen F. Austin State University

At Stephen F. Austin State University

About the Week of Reflection

Continued from page 1,
“Knowledge without thought is utter lost.” By this standard, we often don’t realize how much effort it takes to be a college campuses each year.

There are a myriad of disappointment statistics about how little students retain of what they have learned in class. Plenty of resources have documented the fragmented nature of instruction that seems to preclude and prevent students from gaining meaningful learning in which the discipline is the ultimate goal. The result is that students expect less and less to be mastered by their college experiences. The value of education, like that of most certainly, seems to plummet in the lowest common denominator.

In response, the Teaching Excellence Center and the Division of University Affairs present “A Week of Reflection.” This week is intended to encourage faculty to pause and reflect upon everything that they have learned both inside and outside of the classroom this year, and how it has changed them.

In addition to daily words on a variety of themes, this classroom guide is intended to assist faculty in participation. We encourage all faculty who are interested to use this guide in planning instruction in their courses during this week.

Examples are used with permission from “Keep the Change: Using Reflection to Frame the Transformative Qualities of Learning” by Adam Black, "About Congreg., Inc.," from "Making Property Public: Reflections on the Critical Role of Higher Education" by James A. Grunig and "An Excellent Education" by John F. H. Stobart.

Classroom Reflection Guide

Metacognition is thinking about how we think as well as about how we act and how we behave in every situation. It can be learned and improved. It can be controlled and directed. It is a flexible, changeable, and powerful tool.

It is absolutely necessary to know what you know and what you don’t know. It is absolutely necessary to have a clear understanding of your own personal development as well as to be able to learn from your mistakes.

This is absolutely necessary. Not only may be interesting to know that you have a certain level of understanding, but it is also important to know what level of understanding you have about that subject.

Classroom Reflection Guide

In this guide, we encourage you to reflect on your teaching and learning experiences. This guide provides activities and questions that can help you think more deeply about your teaching and learning experiences.

Monday, April 20
Open House of National Honor Society Among the Open House activities held at the open House, members of the National Honor Society will be available to answer questions about the society.

Tuesday, April 21
Open House of American Association of College Teachers Among the Open House activities held at the American Association of College Teachers, members will be available to answer questions about the association.

Wednesday, April 22
Open House of Student Government Among the Open House activities held at the Student Government, members will be available to answer questions about the government.

Thursday, April 23
Open House of Student Union Among the Open House activities held at the Student Union, members will be available to answer questions about the union.

Friday, April 24
Open House of Student Activities Among the Open House activities held at the Student Activities, members will be available to answer questions about the activities.

Saturday, April 25
Open House of Student Services Among the Open House activities held at the Student Services, members will be available to answer questions about the services.

Sunday, April 26
Open House of Student Housing Among the Open House activities held at the Student Housing, members will be available to answer questions about the housing.

(Continued on next page)
AP covers this.
Dr. Adam Peck, 11/12/2010
Assessment of the Program

Learning Outcome 1: The student will think about learning in a new way.
* Of respondents to the Week of Reflection survey, 68% said that the Week of Reflection encouraged them to think about what they were learning in a way they had not considered before.

Learning Outcome 2: The student will think about how what they are learning is changing them.
* Of respondents to the Week of Reflection survey, 70% said that the Week of Reflection caused them to think about how what they are learning is changing them.

Learning Outcome 3: The student will express an increased commitment to meeting personal goals.
* Of respondents to the Week of Reflection survey, 68% said that the Week of Reflection caused them to increase their commitment to meeting personal goals.

Learning Outcome 4: The student will express an increased commitment to meeting educational goals.
* Of respondents to the Week of Reflection survey, 68% said that the Week of Reflection caused them to increase their commitment to meeting educational goals.

Learning Outcome 5: The student will express an increased desire to learn more from classes.
* Of respondents to the Week of Reflection survey, 61% said that the Week of Reflection caused them increase their desire to learn more from classes.

Learning Outcome 6: The student will express an increased desire to learn more from cocurricular experiences.
* Of respondents to the Week of Reflection survey, 74% said that the Week of Reflection caused them increase their desire to learn more from cocurricular experiences.
AP covers this.
Dr. Adam Peck, 11/12/2010
The SFA Way

- **Problem**
  - Growing incivility.
  - Lack of ethical education.

- **Resistance**
  - Reconciling values.

- **Collaboration**
  - Collaboration between Student Government, Faculty Senate and Office of the University President.
  - In a short time, the program has become a valued “tradition.”
  - Recognition by Board of Regents.
Michael covers this.
Dr. Adam Peck, 11/12/2010
THE SFA WAY
MP covers this. Click on the file logo to make the video play.

Dr. Adam Peck, 11/12/2010
Assessment of the Program

Q3. How did you hear about the SFA Way? (Check all that apply)

- Classroom discussion: 25.24%
- Course syllabus: 8.74%
- The Pinelop: 14.90%
- A fellow student: 24.27%
- SPA freshman Convocation: 20.16%
- Other (please specify): 54.37%
MP covers this.
Dr. Adam Peck, 11/12/2010
Assessment of the Program

Q1: What are the five core principles of the SFA Way?

- Respect, Loving, Forestry, Togetherness, Self-Reliance: 6.12%
- Respect, Caring, Responsibility, Unity, Integrity: 70.48%
- Integrity, Honesty, Charity, Hope, Allegiance: 10.84%
- School spirit, Supportive, Academic, Curriculum, Diversity: 13.25%
MP covers this.
Dr. Adam Peck, 11/12/2010
Assessment of the Program

Q11. Please indicate your level of agreement with the following statement: - I agree with the root principles of the SFA Way.
MP covers this.
Dr. Adam Peck, 11/12/2010
Assessment of the Program

“I believe the program is a great idea and will help SFA tremendously”

“I think that the SFA Way is a wonderful idea and I completely agree with the principles. I think that it will take a while for it to become a force on campus, but I can't wait for it to be something that students talk about and for it to be a level that people hold themselves to.”

“It's a great pledge and everybody should take part to sign it.”
MP covers this.

Dr. Adam Peck, 11/12/2010
Ancillary Effects

- Increased collaboration
- Sense of common purpose
- Improved Reputation of Student Affairs Area
- Better utilization of scarce budget resources
- Better student outcomes (learning, retention, etc.)
AP will cover this, but I'd like MP up there with me. This will lead into the discussion.

Dr. Adam Peck, 11/12/2010
Discussion

1) Do you believe that Student Affairs has a role in the Academic Integration of students?

2) In what best practices do you engage related to student affairs collaboration in academic integration?

3) What role (if any) should academic personnel play in the Social Integration of Students?
Both do the discussion with any time that remains.

Dr. Adam Peck, 11/12/2010