SUMMER ADVISOR AND SUPERVISOR SYMPOSIUM
BREAKOUT SESSION BLOCK 1: 10:00 – 10:50 AM

Using Co-Curricular Mapping to Promote Student Learning Outside of the Classroom – MSC 2400 Gates Ballroom
- Presenter:
    - Dr. Adam Peck
- Abstract:
    - A student majoring in communication doesn't take public speaking every year. They likely take this class once at the beginning of their program and then takes progressively complex courses that help them reach a deeper understanding of communication across their time at the institution. This may lead some to ask, can student affairs practitioners truly claim to offer a "co-curriculum" if we don't ensure that students will gain different and more complex skills from their experiences outside of the classroom during their entire time at the institution?

        In Learning Reconsidered, Keeling (2004) and his contributors were among the first to see a need to holistically map the learning environment both inside and outside of the classroom, writing, "It is quite realistic to consider the entire campus as a learning community. Mapping the learning environment for sites in which learning can occur provides one approach to supporting transformative learning that identifies strength in collaboration - linking the best efforts of educators across the institution to support student learning" (p 14). While the practice of mapping the co-curriculum appears to be gaining some traction (as evidenced by webpages of a variety of student affairs programs around the country), we lack a systematized approach to conduct these mapping exercises and few if any programs reflect an integration of classroom learning with learning outside of the classroom.

        When many in our field still labeled what we do "extra-curricular," there was little need to map learning. For many, learning wasn't the objective of these experiences. They were intended to provide students with productive ways to use their time outside of the classroom, to make friends and perhaps learn something that might be useful to them throughout their life. But in this context, evidence of learning that was little more than anecdotes more than sufficed to tell our story. But if we wish to play a larger role in student learning at our respective institutions, we must find the ways that learning inside the classroom intersects with learning beyond the classroom.

        This session will provide step-by-step instructions for conducting co-curricular mapping. This process can help clarify how students experience our educational offerings and ensure more deep and robust learning over time.

Shaping Co-Curricular Experiences: Communicating Student Learning with a Classroom Essential – MSC 2500
- Presenters:
    - Kelly Cox & Caitlin Hoover

- Abstract:
  - A class syllabus communicates to students what they can expect, what they will learn, and a "road map" if you will for that course. Why do we not provide the same type of thing for our co-curricular or employment experiences? This session will explore how we communicate student learning to students involved in student organizations or employment using a classroom staple, the syllabus. We will introduce how to create a transformational syllabus as a communication tool to share with students. Additionally, we will share best practices for syllabus design and how student affairs professionals can adapt this tool in furthering the work we do with students. This session will discuss measuring student learning and helping students document their own learning. A template and examples of a transformational syllabus will be shared.

It's Not You, It's Me… But, Maybe It Really Is You – MSC 2501
- Presenters:
  - Kyle McCracken & Brandon Carlson

- Abstract:
  Learning how to work and develop difficult supervisees is hard enough, but when it is time to coach an employee out of a position, or worse, terminate an employee, those conversations can be overwhelming. This session aims to discuss the art and science of difficult dialogue surrounding accountability in a manner that involves example-based scenarios, discussion about the accountability process, and highlights contextual inputs that you should consider before having the tough conversation. Additionally, this program aims to provide attendees with practical strategies that can be utilized to effectively "coach-out" or terminate employees that may be hindering the success of your team.

Advisor Best Practices – MSC 2502
- Presenters:
  - Cruz Rios, Lydell Graham & Amy Loyd

- Abstract:
  This session provides an opportunity for attendees to learn some best practices from panelist in different functional areas within the division who advise a variety of different student organizations. The panelist advise different types of student organizations from cultural groups, to Student Government Association to Freshmen Leadership Organization. The panelist will answer a few prepared questions from the moderator, then we will take questions from the attendees.