

Welcome to the 2015 Summer Advisor and Supervisor Symposium!

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Presentation materials available at:
<http://silo.tamu.edu/symposium2015>



Setting the Stage: Learning and Reflection at Texas A&M

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Division of Student Affairs Summer Advisor and Supervisor Symposium
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The Big Question

What do we believe as an institution about student learning and growth?



Student Learning

Learning is a complex, holistic, multi-centric activity that occurs throughout and across the college experience.

(Keeling, 2004, p. 5)



Involvement

An involved student is one who devotes considerable energy to academics, spends much time on campus, participates actively in student organizations and activities, and interacts often with faculty.

(Astin, 1984, p. 292).



Reflection

- Process involving experience and uncertainty
- Identifies significant questions
- Creates dialogue with oneself and others
- Addresses perspectives, values, and context to lead to insights
- Provides newfound clarity

(Jay & Johnson, 2002)



Undergraduate Learning Outcomes

- Master the depth of knowledge required for a degree
- Demonstrate critical thinking
- Communicate effectively
- Practice personal and social responsibility
- Demonstrate social, cultural, and global competence
- Prepare to engage in lifelong learning
- Work collaboratively



Texas A&M Strategic Plan

STRATEGY 2:

- commit to a University culture that ensures ALL students engage in high impact learning experiences in their curricula, co-curricular, and extra-curricular experiences.

STRATEGY 3:

- review and enhance ALL academic units' curricular, pedagogical, and career preparation activities.

stratplan.tamu.edu



Quality Enhancement Plan

Aggies Commit to Learning for a Lifetime

- Intentionality
- Making and tracking commitments
- Reflection
 - All reflect learning for a lifetime

<http://provost.tamu.edu/initiatives/quality-enhancement-plan>



High Impact Practices

- Invest time and effort
- Interact with faculty, staff, and peers
- Experience diversity through contact with people different from themselves
- Receive frequent feedback
- Integrate, synthesize, and apply knowledge
- Become aware of values and beliefs

<http://studentaffairs.tamu.edu/DAAggiesCommit>



Division of Student Affairs Strategic Plan

Goal 1: Enrich the learning experience of students by cultivating an environment of intellectual curiosity

<http://studentaffairs.tamu.edu/know>



Division of Student Affairs Strategic Plan

Goal 2: Contribute to student success,
including retention and timely graduation

<http://studentaffairs.tamu.edu/know>



Division of Student Affairs Strategic Plan

Goal 3: Create an inclusive environment that develops global citizens and leaders who productively engage in a wide spectrum of ideas, perspectives, and cultures

<http://studentaffairs.tamu.edu/know>



The Symposium Focus

- Reflection
- Leadership
- Employment
- Engagement
- Success
- Advising
- Coaching
- Learning!



References

Astin, A. W. (1984). Student Involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25, 297-308.

Jay, J. K., & Johnson, K. L. (2002). Capturing complexity: A typology of reflective practice for teacher education. *Teaching and Teacher Education*, 18, 73-85.

Keeling, R. P. (2004). *Learning Reconsidered: A campus-wide focus on the student experience*. Washington, DC: ACPA and NASPA.



The background of the slide is a dark red, semi-transparent image of the Texas State Capitol building in Austin. The building's iconic dome is at the top center, and the main entrance with its portico is visible below. In the foreground, there are silhouettes of trees and a statue on a pedestal.

Questions?

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