



# **INFUSING STUDENT-SUCCESS PRINCIPLES “ACROSS THE CURRICULUM” & CO-CURRICULUM**

**Orient.** **Advising** **FYE** **Gen Ed.** etc.

Personal Validation----→-----→-----→-----→-----→

Self-Efficacy-----→-----→-----→-----→-----→

Personal Meaning----→-----→-----→-----→-----→

Active Involvement----→-----→-----→-----→-----→

Social Integration---→-----→-----→-----→-----→

Personal Reflection----→-----→-----→-----→-----→

Self-Awareness-----→-----→-----→-----→-----→

“We believe that mattering is important to all adult learners. For some it may be the single element that makes the difference in their completing their degrees.”

—Schlossberg, Lynch, & Chickering.

*Improving Higher Education Environments for Adults*

“It’s more than just being nice. It’s a form of basic validation. It says: I recognize you as a person with an identity, a character, [and] needs. You’re not just a number, a raw material called ‘student’ to me.”

— Laura Rendón, *Validating culturally diverse students: Toward a new model of learning and student development.*



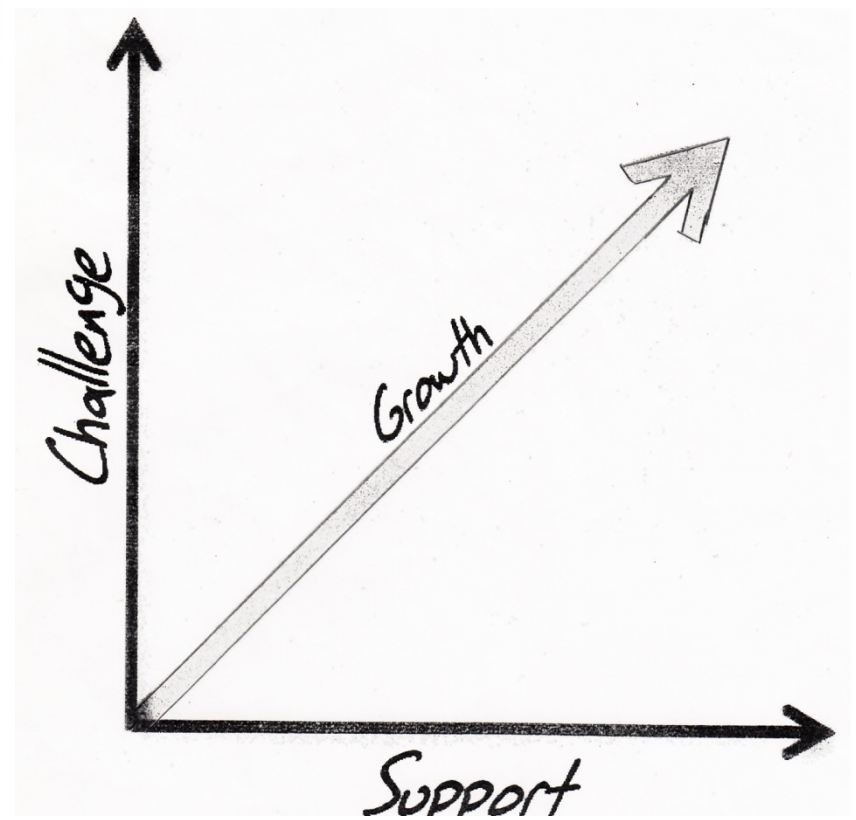
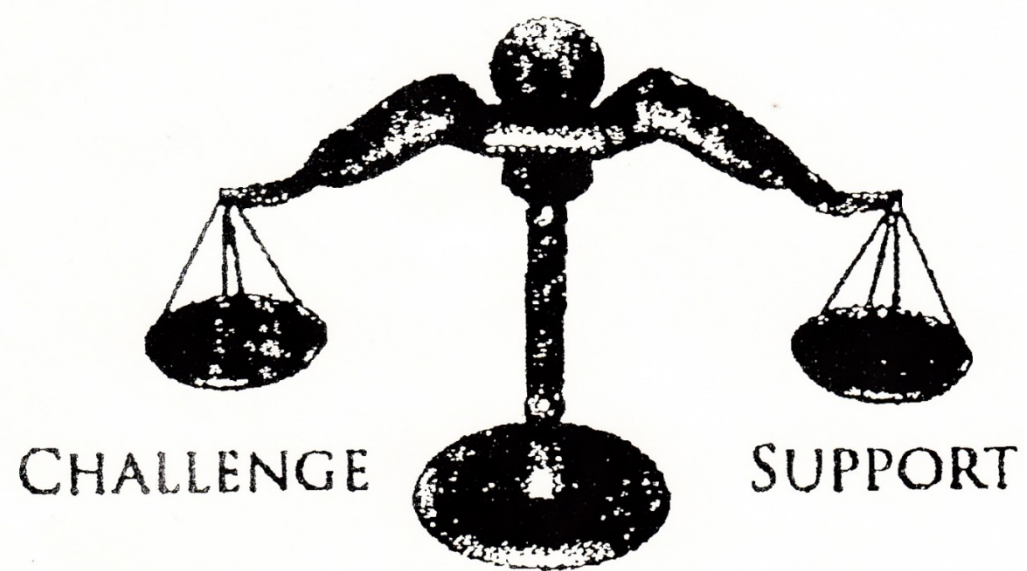
“They treated you like you were the only person there, calling you by your first name and all.”

—Adult learner, quoted in *Improving Higher Education Environments for Adults* (Schlossberg, Lynch, & Chickering)

FALL TERM:		WINTER TERM:		CONCENTRATION/PREPARATION FOR MAJOR		EXPERIENTIAL/COCURRICULAR LEARNING	
Course	Units	Course	Units	Course	Units		Date
TOTAL		TOTAL		TOTAL			

**IMPORTANT!** The student is responsible for filing a Graduation Application to graduate.





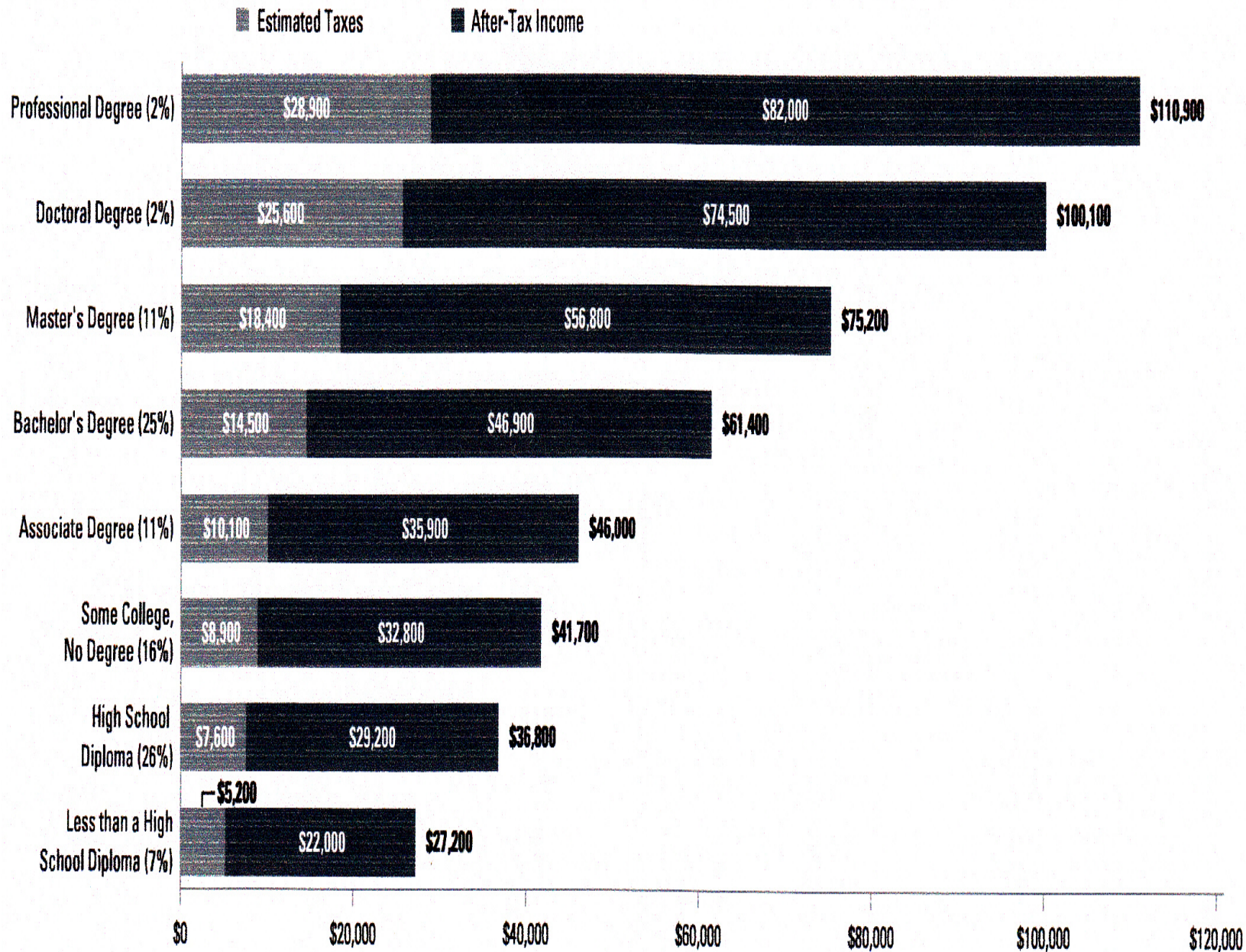
# **The Charge of the Commission for Adult Learners is to:**

1. Provide a visible University-wide body whose primary purpose is to contribute to a supportive climate for adult learners.
- .
- .
- .
- 5.

“Too often in the academy, we insist that our students pursue and achieve a whole host of academic purposes without first helping them to formulate systems of meaning to inform these purposes.”

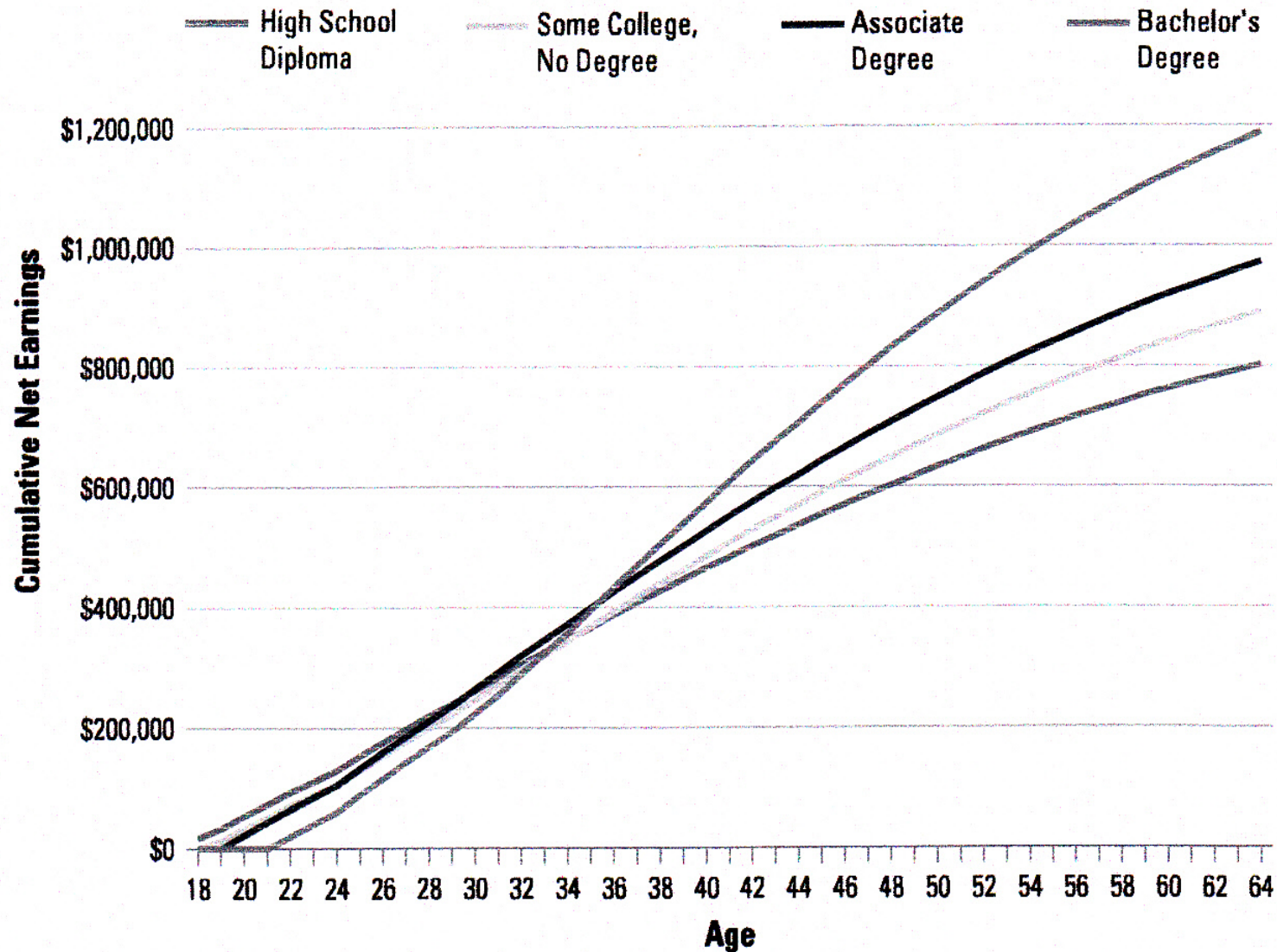
—Nash & Murray, *Helping College Student Find Purpose*

**FIGURE 2.1** Median Earnings and Tax Payments of Full-Time Year-Round Workers Age 25 and Older, by Education Level, 2015





**FIGURE 2.2A** Estimated Cumulative Full-Time Earnings (in 2014 Dollars) Net of Forgone Earnings and Payment for Tuition and Fees and Books and Supplies, by Education Level

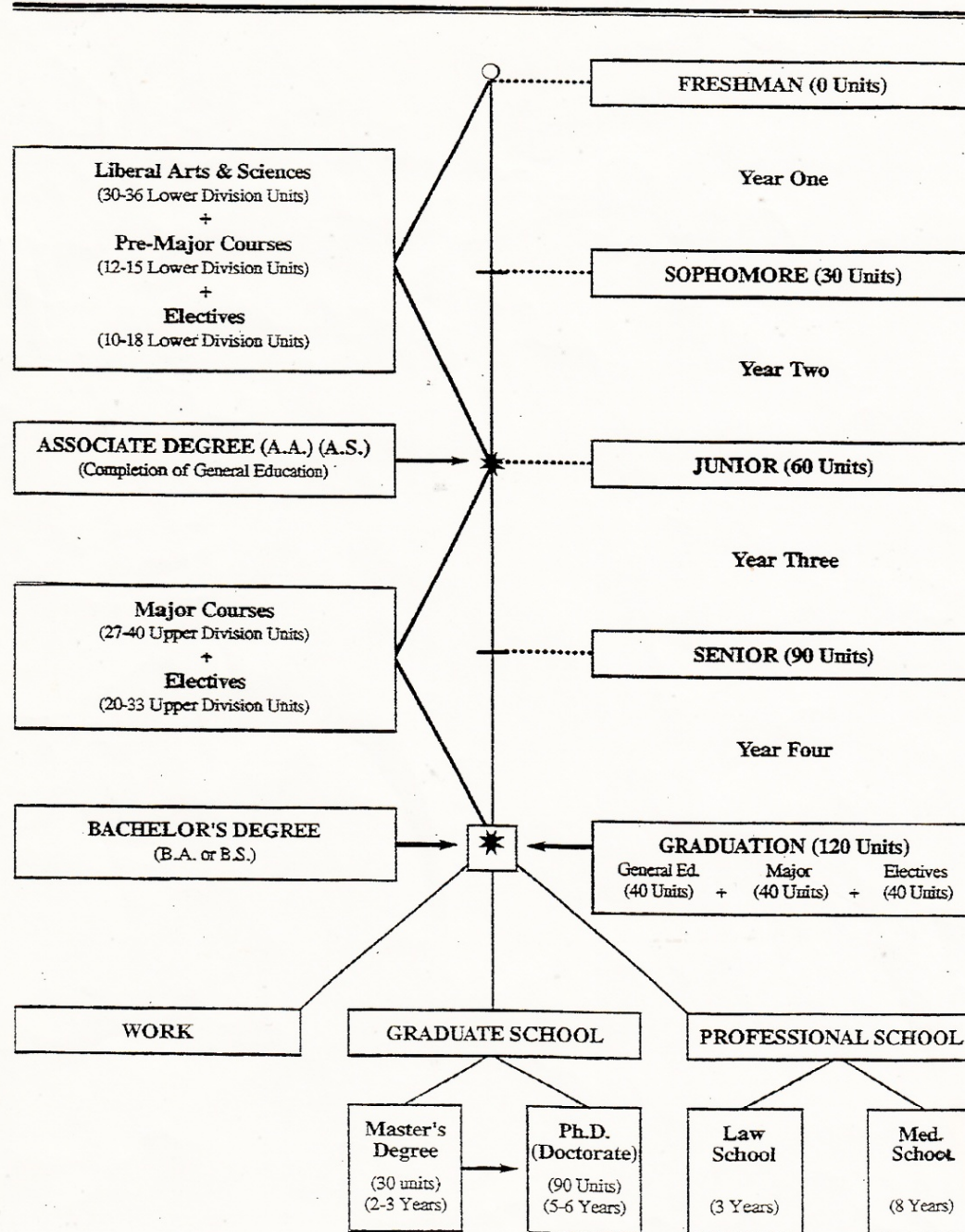


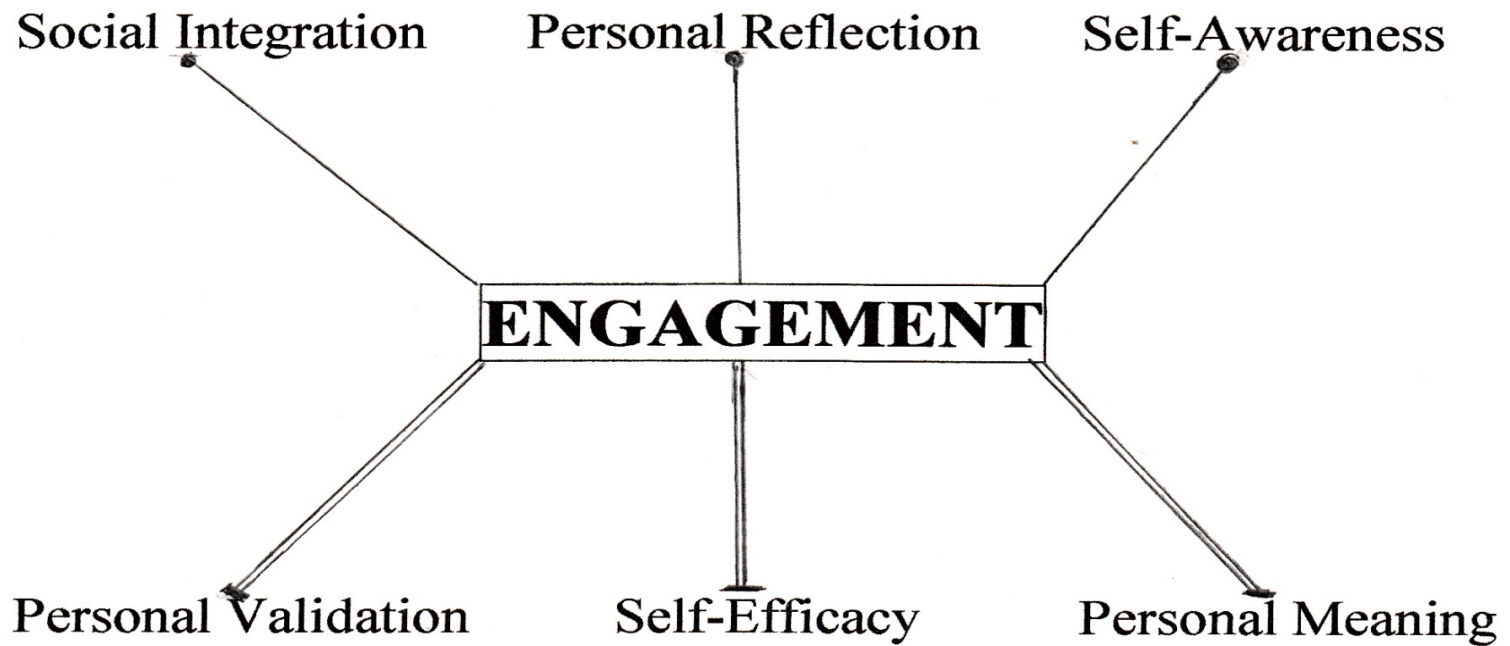
# **Non-Economic (Personal) Benefits of Higher Levels of Education**

- \* Increased Knowledge & Thinking Skills
- \* Better Physical Health
- \* Improved Self-Confidence & Communication Skills
- \* Higher Self-Esteem & Better Mental Health
- \* Higher Rates of Voter Participation & Civic Involvement
- \* Improved Quality of Life for Self & Children



# TIMELINE TO THE FUTURE: A SNAPSHOT OF THE COLLEGE EXPERIENCE AND BEYOND





====> = Preconditions/Prerequisites

—●= Augmenting Factors/Enhancers

“Why is it, in spite of the fact that teaching by pouring in, and learning by passive absorption, are universally condemned, that they are still so entrenched in practice?”

—John Dewey, American philosopher and educator, 1916



THE CHRONICLE OF HIGHER EDUCATION

A. J

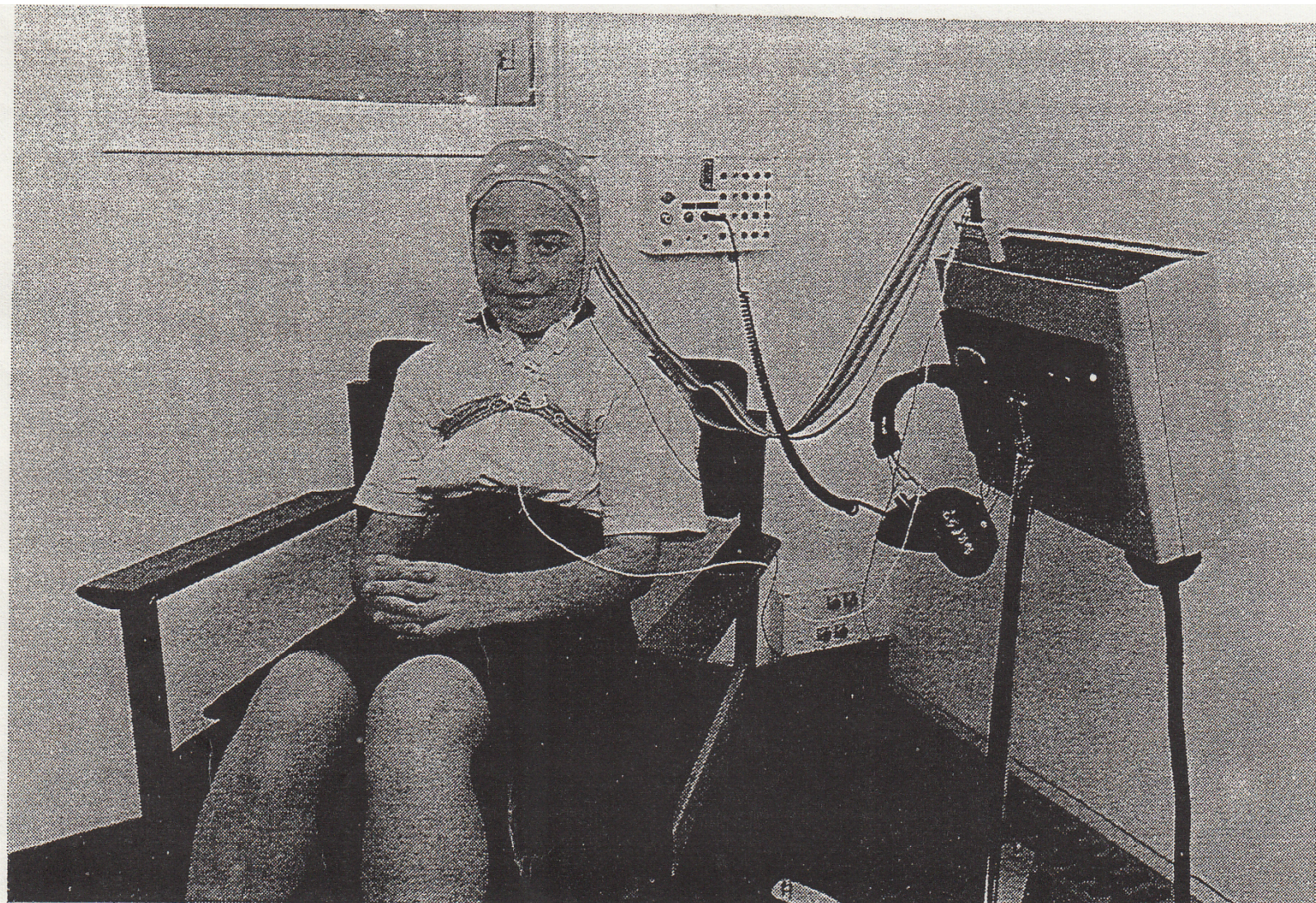
“We do not learn from experience . . . we learn from reflecting on our experiences.”

—John Dewey

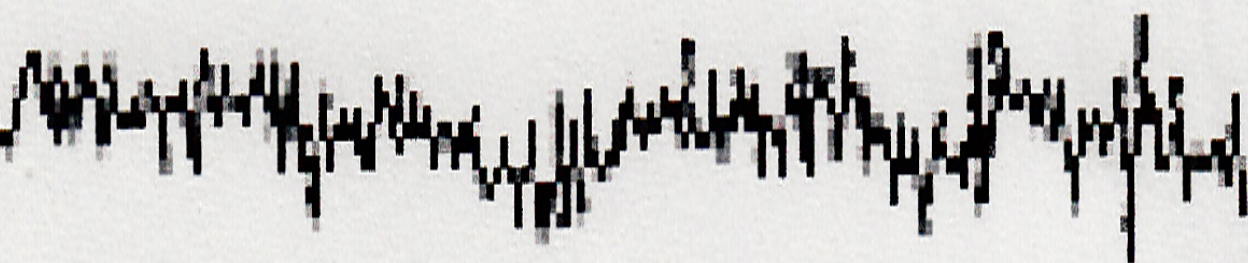






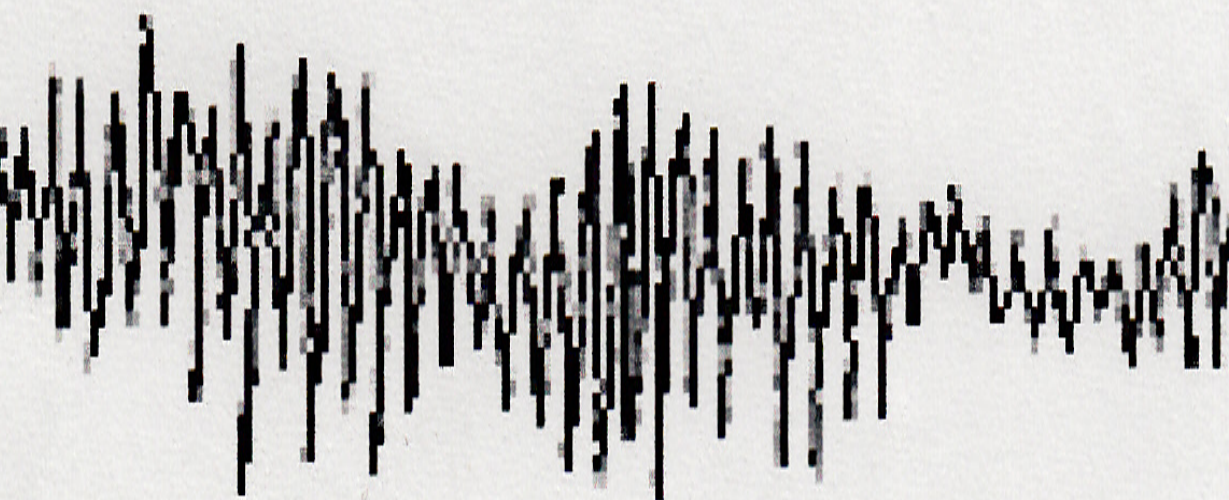






BETA:

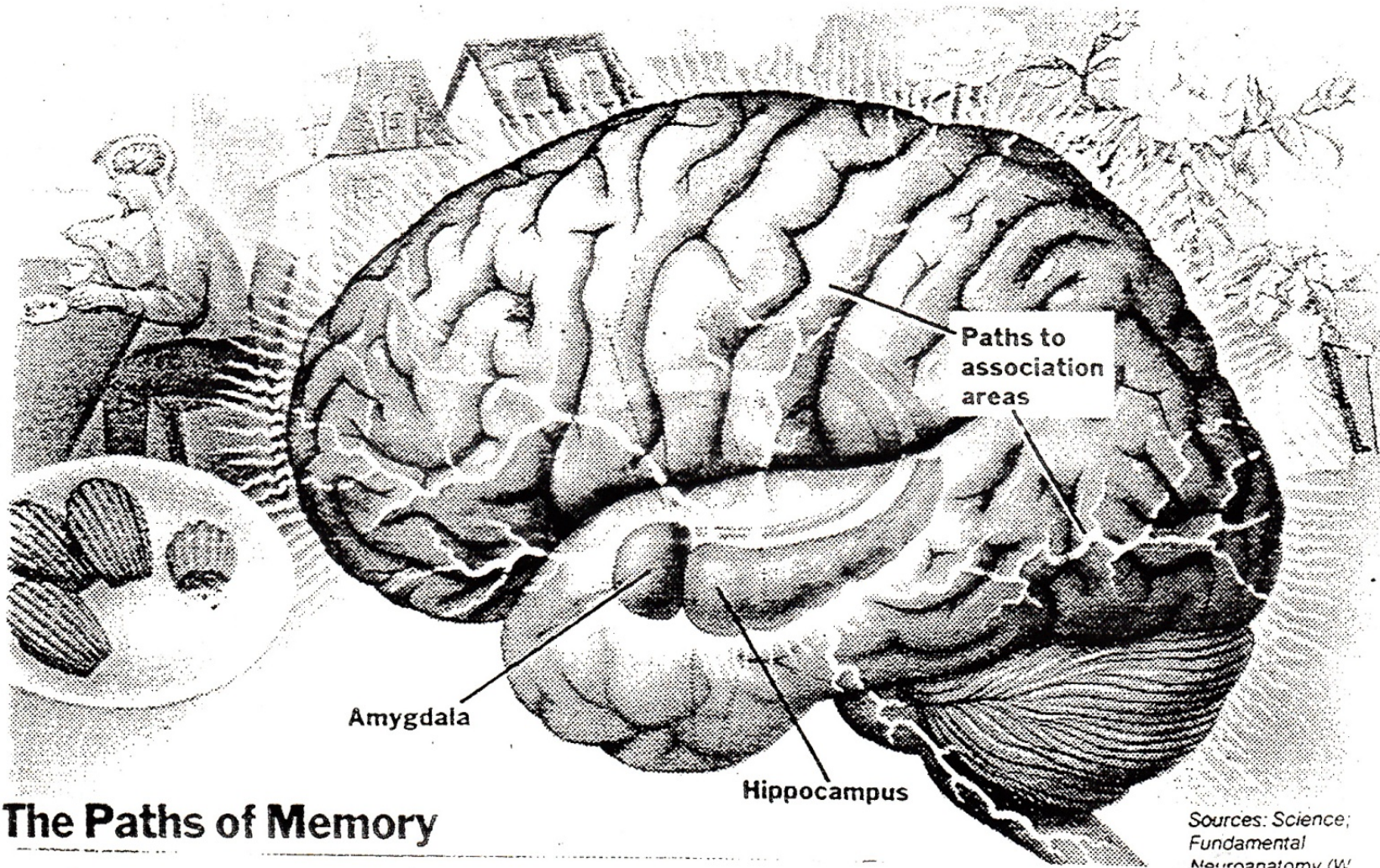
Alert/Working



ALPHA:

Relaxed/Reflecting

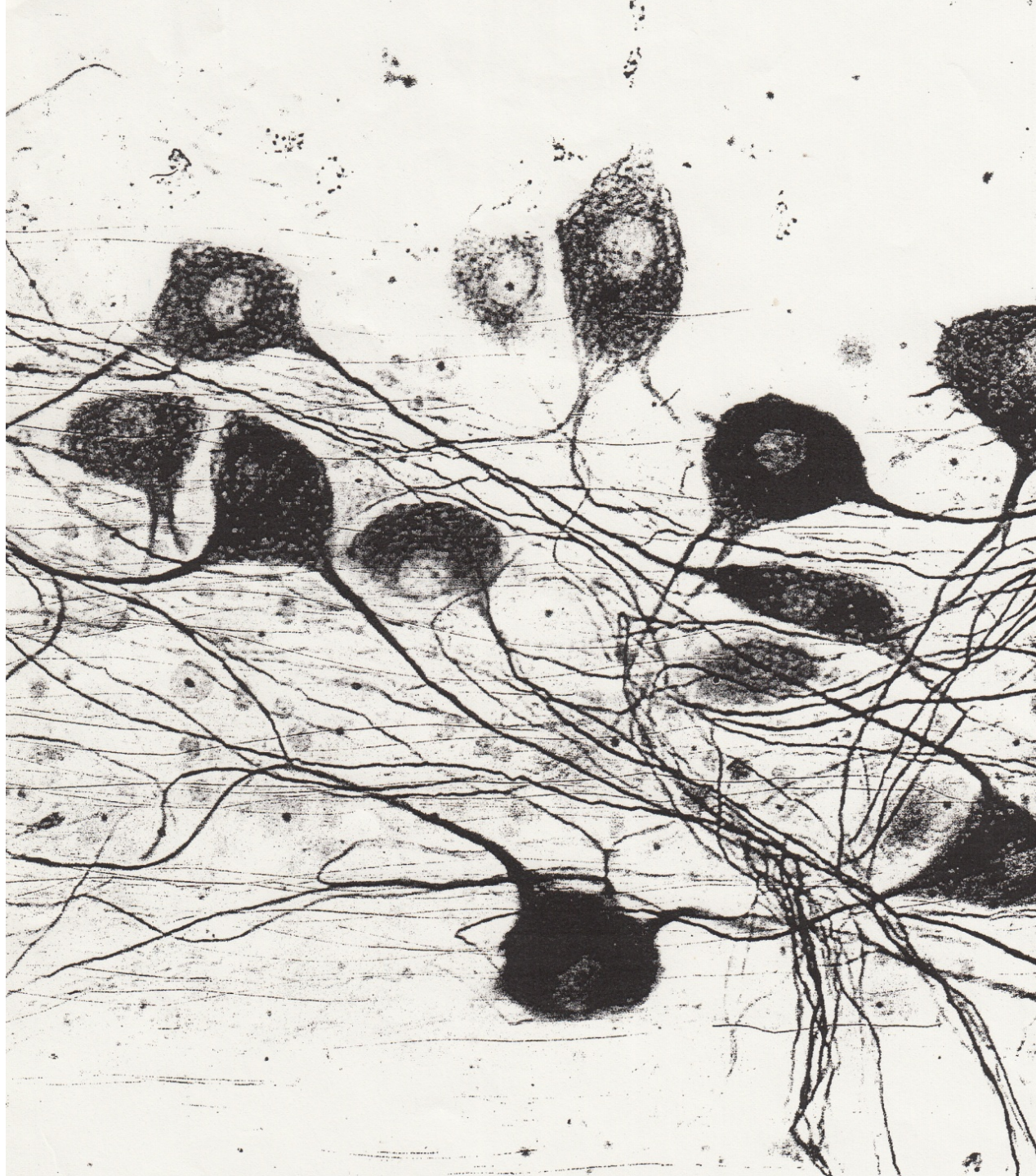




## The Paths of Memory

Sources: Science;  
Fundamental  
Neuroanatomy (W)



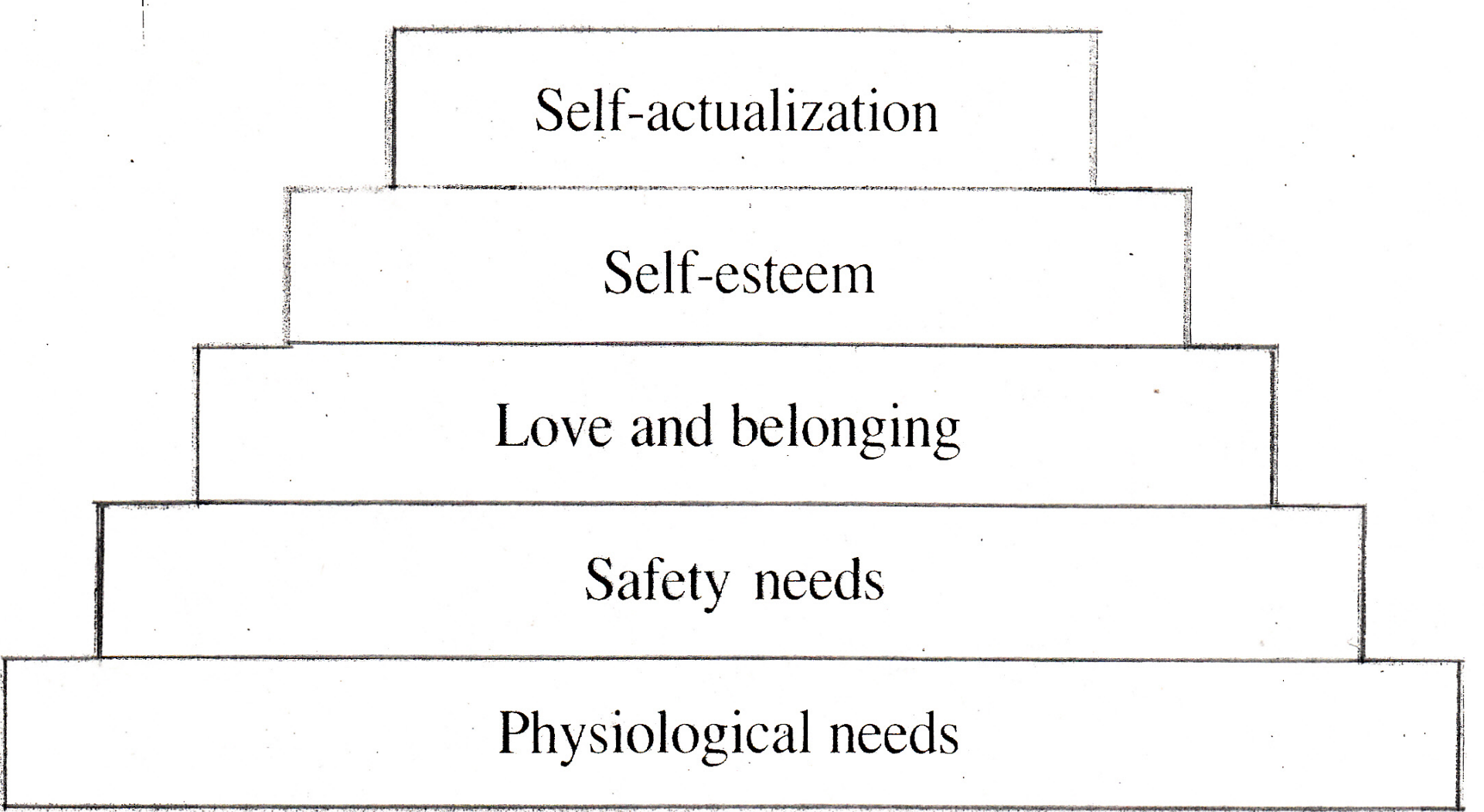


# One-Minute Paper Questions Designed to Promote Connection-Making

- What *example or illustration* cited in today's class could you relate to the most? Why?
- What *relationship* did you see between today's topic and another topic previously covered in this *course*?
- What was discussed in class today that seemed to *connect* with what you're currently learning or previously learned in other course(s)?

“I write to understand as much as to be understood.”

—Elie Wiesel, Nobel prize winner and  
Holocaust survivor



Self-actualization

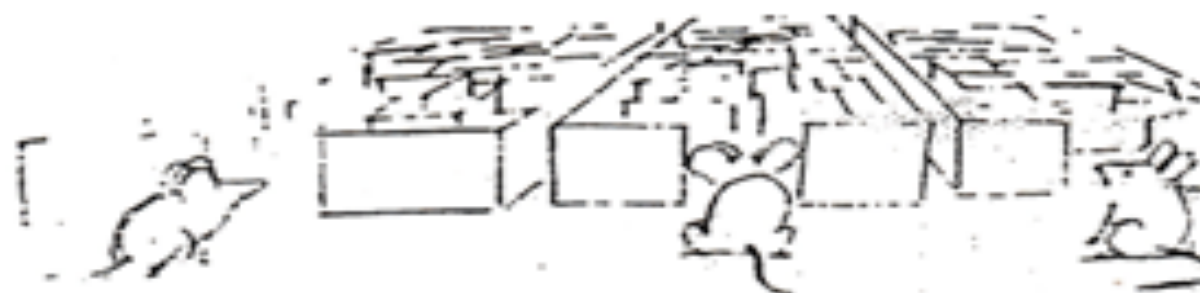
Self-esteem

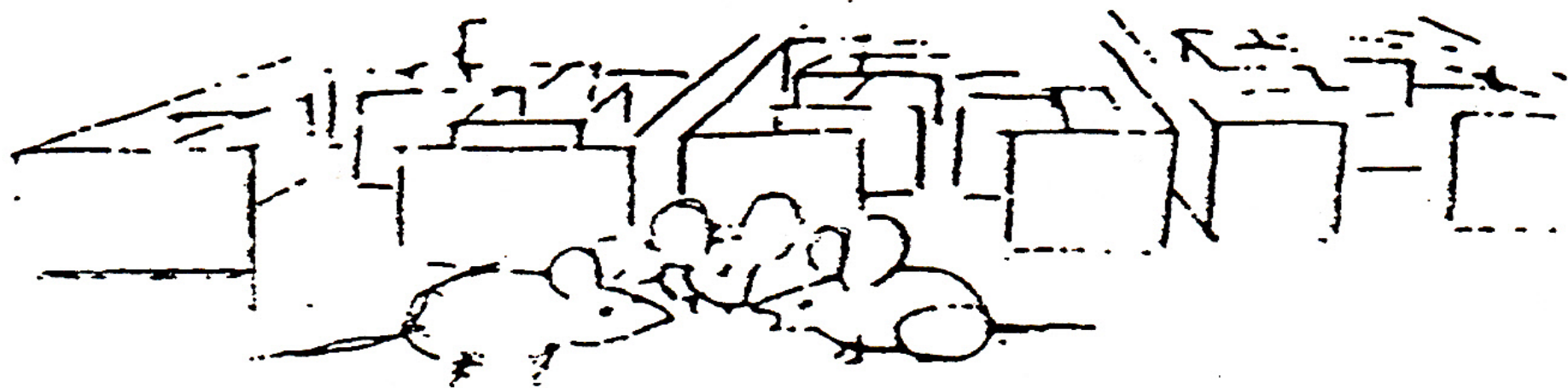
Love and belonging

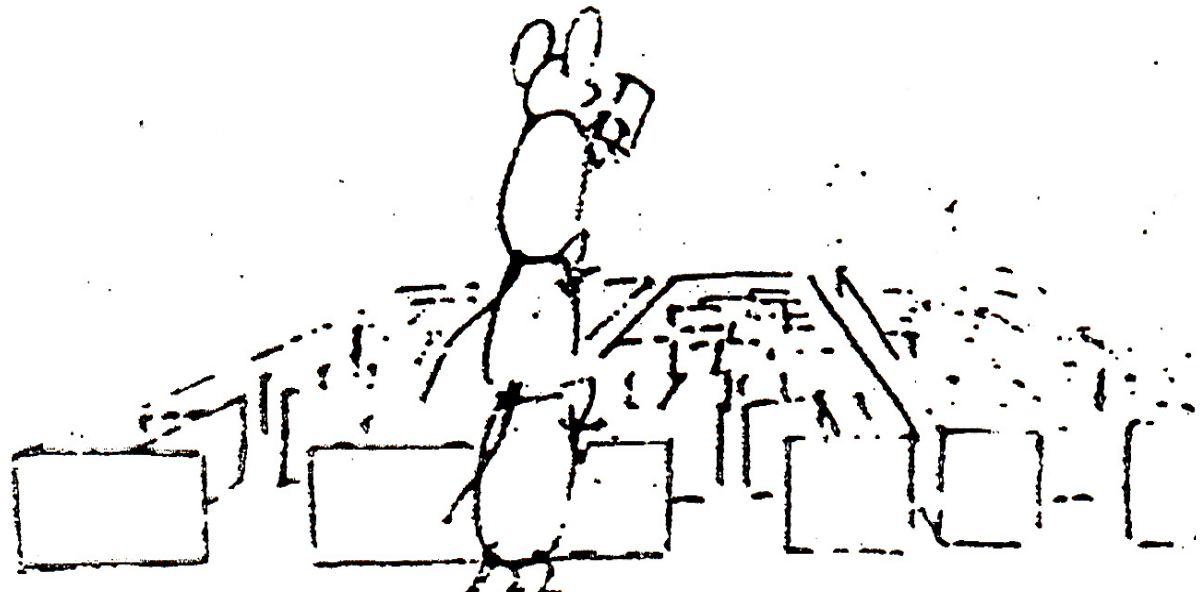
Safety needs

Physiological needs











# Note Well!

- Those were gifted ITALIAN rats
- Raised by Joe Cuseo, Ph.D, LSD, PCP
- In Astoria, Queens (NY)



*Know Thyself*

# One-Minute Paper Questions for Stimulating & Assessing Higher-Order Thinking Skills

- What do you think were the *central* or *most important* ideas covered or points made in today's \_\_\_\_? (**Analysis**)
- What could you take away from today's \_\_\_\_ and *put to use* in your life? (**Application**)
- Was there anything you learned in today's \_\_\_\_ that could be *connected* to, or *integrated* with something else you've learned? (**Synthesis**)
- What would you say was the major *strength* and *weakness* associated with today's \_\_\_\_? (**Evaluation**)

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