

A photograph of the Iowa State University campus, featuring a large domed building on the left and a wide walkway with trees in the foreground. The entire image is overlaid with a semi-transparent red filter. Two thin, horizontal gold lines are positioned above and below the main text.

# IOWA STATE UNIVERSITY

**Division of Student Affairs**

*Invest in yourself by connecting with us*

The background of the slide is a photograph of the Iowa State University campus, featuring the Old Capitol building with its prominent dome on the left and other university buildings in the distance. The entire image is overlaid with a semi-transparent red filter. A thin horizontal line is positioned below the subtitle.

# Co-Curricular Learning Domains

INTEGRATING THE CCLDs INTO YOUR DEPARTMENT, PROGRAMS, & SERVICES

IOWA STATE UNIVERSITY

## During this workshop participants will

---

- Evaluate the importance of a co-curricular learning framework for the Division of Student Affairs and for their department
- Recognize the Co-Curricular Learning Domains and Dimensions that link directly to student learning within their department, programs, and services
- Write student learning outcomes that reflect the Co-Curricular Learning Domains & Dimensions
- Identify methods and tools to assess and measure student learning
- Discuss how the Co-Curricular Learning framework can be integrated into their assessment plan
- Build a plan and timeline for integrating the Co-Curricular Learning framework into their department, programs, and services

# Agenda

---

- Review the Co-Curricular Learning Domain Framework
- Discuss benefits and challenges of the CCLD Framework
- Review expectations for adoption and integration of the CCLDs
- Define the CCLDs and apply them to your department, programs & services
- Use the CCLDs to write student learning outcomes and determine criteria
- Determine assessment methods and tools
- Clarify goals
- Create a plan

# What is the Division of Student Affairs Co-Curricular Learning Framework?

---



At Iowa State University, we believe that learning is an activity that happens anywhere and everywhere on campus. Further, we believe that the activities associated with the college experience, especially those that help emerging adults gain the cognitive and social skills necessary to be successful outside of college, should be rooted in a **common set of definitions and goals**.

In the Division of Student Affairs, we call these definitions and goals the Co-Curricular Learning Domains, or CCLDs. The **five Co-Curricular Learning Domains, definitions, and related dimensions** provide both a **framework and a language for describing/defining the learning that occurs through the co-curricular programs and services** offered in the Division of Student Affairs.

## Turn to a Partner or Self-Reflection

---

Share a story about how you, your department, service or program directly helped a student learn and grow.



- What are the benefits of the Co-Curricular Learning Framework for ISU Students?
- What are the benefits of the Co-Curricular Learning Framework for Division of Student Affairs?
- What challenges and concerns do you anticipate having about adopting and integrating the CCLDs into your department, programs, and services?
- What are the benefits the Co-Curricular Learning Framework for you and your department?
  - What are you excited about?



## Goals for Division of Student Affairs Departments

---

- Design, engage, assess, and report using the language of the domains and dimensions
- Bolster assessment and evaluation to demonstrate our impact on student learning
- Help students identify and reflect on the learning they are experiencing
- Tell our story using the domains and dimensions

Iowa State University Division of Student Affairs  
Co-Curricular Learning Domain (CCLD) Usage Rubric

	Usage Level		
	Low (minimum standard)	Moderate	High (goal/ideal standard)
<b>Program/Service (development &amp;) Delivery</b>	Identify learning objectives/ outcomes associated with chosen domain/ dimension(s).	Actively inform participants/clients what they should be learning, how it will be measured, and why it matters.	Share with participants/clients and stakeholders what they has been learned how it was measured, and what has changed/ been developed to meet unmet needs.
<b>Training and Professional Development</b>	Share the CCLD website, videos, and materials with staff.  Have a discussion on the CCLDs and their relation to departmental programming during at least one staff meeting semester.	Occasionally spend time discussing the broad use of the CCLDs during staff meetings, one on one meetings or planning sessions.	Regularly discuss how the CCLDs are being applied to programs and services, measured, and reported. Assign work teams or leads to focus on integration and use of CCLDs.
<b>Assessment</b>	Reflect and document the extent to which programs and services contributed to intended learning within the domains/dimensions.  (Did what you deliver match what you intended to deliver?)	Incorporate CCLDs into your formal assessment plan.  Measure extent to which learning objectives were achieved using <i>indirect</i> assessment measures.	Moderate usage + Measure extent to which learning objectives were achieved using <i>direct</i> assessment measures.
<b>Reporting/ Storytelling</b>	Submit departmental CCLD Program/Service Mapping to the Director of Research & Assessment.  Incorporate CCLDs program service mapping and reflection on delivery into communication plans and formal reporting plans.	Low usage + list intended learning outcomes and indirect assessment results.  Incorporate CCLDs program service mapping and reflection on delivery, and indirect assessment measures into communication plans and formal reporting plans.	Moderate usage + direct assessment evidence demonstrating achievement of learning outcomes.  Capture and share student stories about learning within the domains & dimensions.
<b>Planning for the future</b>	Root future programming and services in one domain and associated dimension(s) and demonstrate tie between the domain and initiative(s) in development.	Low usage + Incorporate CCLDs into strategy sessions, strategic plans, assessment plans, etc., and indicate metrics and/or reporting methods to be used.	Moderate usage + Review existing programs' links to CCLDs on a regular basis, as well as measurement and reporting methods.  (Are mappings, metrics, measuring still accurate and sufficient given where things are today as compared to when planned or initially linked?)

<p><b>Assessment</b></p>	<p>SEMESTER</p> <p>Reflect and document the extent to which programs and services contributed to intended learning within the domains/dimensions.</p> <p>(Did what you deliver match what you intended to deliver?)</p>	<p>Incorporate CCLDs into your formal assessment plan.</p> <p>Measure extent to which learning objectives were achieved using <i>indirect</i> assessment measures.</p>	<p>Moderate usage + Measure extent to which learning objectives were achieved using <i>direct</i> assessment measures.</p>
--------------------------	---	--	--

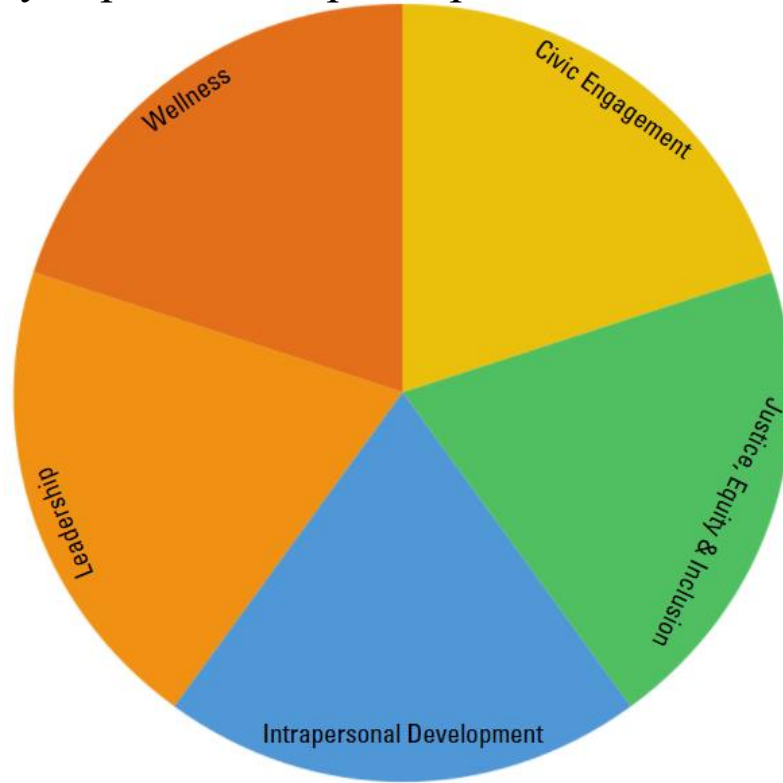
Iowa State University Division of Student Affairs  
Co-Curricular Learning Domain (CCLD) Usage Rubric

	Usage Level		
	Low (minimum standard)	Moderate	High (goal/ideal standard)
<b>Program/Service (development &amp;) Delivery</b>	Identify learning objectives/ outcomes associated with chosen domain/ dimension(s).	Actively inform participants/clients what they should be learning, how it will be measured, and why it matters.	Share with participants/clients and stakeholders what they has been learned how it was measured, and what has changed/ been developed to meet unmet needs.
<b>Training and Professional Development</b>	Share the CCLD website, videos, and materials with staff.  Have a discussion on the CCLDs and their relation to departmental programming during at least one staff meeting semester.	Occasionally spend time discussing the broad use of the CCLDs during staff meetings, one on one meetings or planning sessions.	Regularly discuss how the CCLDs are being applied to programs and services, measured, and reported. Assign work teams or leads to focus on integration and use of CCLDs.
<b>Assessment</b>	Reflect and document the extent to which programs and services contributed to intended learning within the domains/dimensions.  (Did what you deliver match what you intended to deliver?)	Incorporate CCLDs into your formal assessment plan.  Measure extent to which learning objectives were achieved using <i>indirect</i> assessment measures.	Moderate usage + Measure extent to which learning objectives were achieved using <i>direct</i> assessment measures.
<b>Reporting/ Storytelling</b>	Submit departmental CCLD Program/Service Mapping to the Director of Research & Assessment.  Incorporate CCLDs program service mapping and reflection on delivery into communication plans and formal reporting plans.	Low usage + list intended learning outcomes and indirect assessment results.  Incorporate CCLDs program service mapping and reflection on delivery, and indirect assessment measures into communication plans and formal reporting plans.	Moderate usage + direct assessment evidence demonstrating achievement of learning outcomes.  Capture and share student stories about learning within the domains & dimensions.
<b>Planning for the future</b>	Root future programming and services in one domain and associated dimension(s) and demonstrate tie between the domain and initiative(s) in development.	Low usage + Incorporate CCLDs into strategy sessions, strategic plans, assessment plans, etc., and indicate metrics and/or reporting methods to be used.	Moderate usage + Review existing programs' links to CCLDs on a regular basis, as well as measurement and reporting methods.  (Are mappings, metrics, measuring still accurate and sufficient given where things are today as compared to when planned or initially linked?)

Think about your department. In your workbook, circle the domain that represents the learning students experience when they interact with your programs, services, and staff



Now think about all of the programs and services offered by your department. Which domain most directly connects to each program or service? Be sure to ask yourself, what should students learn when they experience or participate in this service, program, or event?



### Student Success

- Transition support for all students entering ISU
- Course-based, residential and course-based and residential learning community options
- Discipline-specific, thematic, interdisciplinary

### Peer Mentor Program

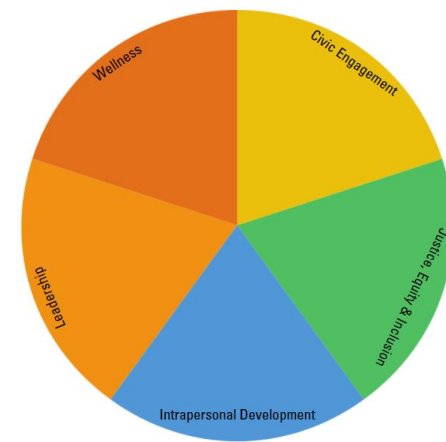
- University-Wide Professional Development, August professional development event, supplemental workshops
- Peer Mentor survey to evaluate effectiveness of mentor support
- Resources: Peer Mentor Handbook, Canvas resource, website, social media

### Coordinator Professional Development

- May Institute
- Mid-Year Institute
- Early Career Professional Development Series
- Workshops, Teaching & Learning Circles
- Committee work; topical work-groups
- Resources: Assessment workbook, New Coordinator Handbook, Peer Mentor Supervisor Handbook, English Links Guidebook, website

### LC Central Administrative Program

- Administration of the paperwork: Request for Proposal documentation (annual funding request which details goals, objectives and intended outcomes for individual learning communities); Annual Report documentation (individual LC program evaluation which details met goals, assessment of outcomes met, intended changes for the next iteration of the individual LC, and use of funding allocation)
- Assessment: retention reports; general LC survey; NSSE data; annual reports; assessment guides
- Budget: allocations and budget amendments between departments and central office
- Curriculum : Course seat reservation via Office of the Registrar; English Links
- Focused efforts on ways to close the equity gap (i.e. critical mass of women in STEM courses, increased involvement of students of color, first-generation, Pell-eligible, and international student populations)
- Resources: individual consultation, marketing both internal and external audience), website and social media
- Advisory committee and oversight of committee structures



## Write a student learning outcome using the CCLDs

---

### WHAT ARE LEARNING OUTCOMES?

Goals that describe “the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (Suskie, 2018, p. 75).

### HOW DO I WRITE LEARNING OUTCOMES?

Students (who \_\_\_\_\_) will be able to \_\_\_\_\_.

Suskie, L. (2018). *Assessing student learning: A common sense guide*. John Wiley & Sons.

Students who attend a meeting with an academic coach will be able to articulate their academic strengths and areas for growth.

Students who attend a meeting with an academic coach will be able to make choices to expand their knowledge and skills to help them achieve their academic goals.



Students who attend a meeting with an academic coach will be able to articulate their academic strengths and areas for growth.

## Create Criteria

---

Criteria help us know when a learning outcome has been met by describing what meeting that outcome entails or looks like.

- Student shared at least one academic strength during the conversation with the coach
- Student shared at least one academic area for growth with the coach
- Student created a SMART Goal focused on improving within an indicated area of growth

**Service/Program:** Academic Coaching Meetings



**Domain:** Intrapersonal Development



**Dimension:** Self-Awareness & Understanding



*Students who attend a meeting with an academic coach will be able to articulate their academic strengths and areas for growth*

Criteria 1

Criteria 2

“Student affairs staff members need to have more than programs, activities, and experiences they think would contribute to student learning. They need to have the empirical evidence to be confident that these programs, activities, and experiences actually do contribute to student learning.”

Schuh, J. H., & Gansemer-Topf, A. M. (2010). The role of student affairs in student learning assessment. *NILOA Occasional Paper*, 7, 1-14.

# Current assessment methods and tools

# New assessment methods and tools

# What is *Academic Coaching*?

Academic Coaching is the one-on-one process of helping a student examine academic concerns and perceived barriers to success. Coaches provide individual semester-long support, assess the student's strengths and needs, and devise a personalized plan of action in the following areas:

- Time management
- Procrastination
- Exam preparation
- Note taking
- Reading strategies

Students can also work through our [resources](#) on their own.

## ACADEMIC COACHES...

- Are trained in evidence-based strategies to facilitate each session
- Work to empower the student towards positive behavior change
- Have excellent oral and written communication skills

## STUDENTS WHO MEET WITH AN ACADEMIC COACH WILL BE ABLE TO...

- Articulate their academic strengths and areas for growth
- Take responsibility for their learning
- Manage adversity to promote personal growth
- Make choices to expand their knowledge and skills to help them achieve their academic goals
- Practice purposeful leadership by collaborating and finding common ground with their coach in effort to reach their academic goals



+ [Instructions to Schedule an Academic Coaching Meeting](#)

+ [No-Show & Cancellation Policy](#)

+ [Preparing for Your Coaching Meeting](#)



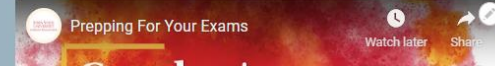
[Request a Workshop](#)

[Academic Coaching FAQ](#)

[Worksheets](#)

[Workshop Schedule](#)

## COACHES' CORNER ON YOUTUBE



**Publish your learning outcomes publicly.  
Help students and stakeholders know what they  
will learn when they interact with you.**



**Align assessment with your outcomes.  
Choose methods and tools that will help you  
point to progress in or accomplishment of  
your stated learning outcomes.**

### Appointment Details

Academic Coaching  
04/07/2022 3:30pm - 4:15pm CT

Care Unit  
Academic Support x

Location  
Academic Success Center [1060 Hixson-Lieo] x

Service  
Academic Coaching x

Course  
Start typing to search all courses

Meeting Type  
In-person x

Date of visit  
04/07/2022

Meeting Start Time  
3:30pm to Meeting End Time  
4:15pm

All times listed are in Central Time (US & Canada).

Attendees  
**Leif Olsen**  
Administration, Advisor, Professor, Student  
 Attended

### Summary Details For Sean

Strengths  
Areas of Growth

SMART Goal  
Specific Resources & Referrals

Student articulated their academic strengths and areas for growth  Yes  No  N/A

Student took responsibility for their learning  Yes  No  N/A

Student managed adversity to promote personal growth  Yes  No  N/A

Student made choices to expand their knowledge and skills to help them achieve their academic goals  Yes  No  N/A

Student practiced purposeful leadership by collaborating and finding common ground with their coach in effort to reach their academic goals  Yes  No  N/A

Student left the meeting with a specific plan  Yes  No  N/A

### Appointment Summary

**B I** | | | | Paragraph |

### Attachments

Attach File  
 No file chosen

## Commit to a method/tool and envision the results

---

1. Circle one assessment method or tool you will commit to using to measure each student learning outcome
2. With your group discuss:
  - What data, findings, and results can you envision collecting for this learning outcome using the selected method/tool?
  - What ideas do you have for using and sharing the data?



## Goals to work towards

---

### **By Fall 2022**


- > Identify at least one learning outcome that integrates the CCLD framework for each of your department's programs and services
- > Determine at least one specific assessment method or tool that will measure accomplishment of, or progress in each outcome
- > Design and implement the assessment method for each outcome
- > Collect, analyze, and use the data
- > Share your data, findings, and impact with us

- Identify at least one learning outcome that integrates the CCLD framework for each of your department's programs and services
- Determine at least one specific assessment method or tool that will measure accomplishment of or progress within each outcome
- Design and implement the assessment method or tool for each outcome
- Collect, analyze, and use the data
- Share your data, findings, and impact with us

## Create your plan to implement the CCLDs

---

Task	Assigned to	Due Date



*“We come to college not alone to prepare to make a living, but to learn to live a life” –  
M.J. Riggs, ISU Class of 1883*