

IOWA STATE UNIVERSITY
DIVISION OF STUDENT AFFAIRS

CO-CURRICULAR LEARNING DOMAINS

DEPARTMENT IMPLEMENTATION WORKBOOK



<https://www.studentaffairs.iastate.edu/CCLDs>

What are the Co-Curricular Learning Domains & Dimensions?

The Co-Curricular Learning Domains are the Division of Student Affairs promise of what students will learn when they interact with our programs, services, and staff. Take a moment to familiarize yourself with the domains and dimensions. As you read through the definitions and dimensions consider how they might show up in your daily work. What are students learning when they interact with you?

CIVIC ENGAGEMENT

Supporting the process of students becoming responsible, engaged citizens who contribute to global and local communities.

CIVIC RESPONSIBILITY

Having a sense of commitment to the welfare of one's communities and understanding the need to contribute meaningfully to society.

SOCIAL RESPONSIBILITY

Advocating for issues and contributing to communities in ways that are congruent with their values and expressing dissent accordingly.

GLOBAL PERSPECTIVE

Understanding and analyzing the interconnectedness of global societies and local communities. This includes the use of resources, propagation of ideas, and the navigation of today's complex geopolitical landscape.



INTRAPERSONAL DEVELOPMENT

A reflective process through which students are able to develop, define, and integrate their personal identities, values, and beliefs into everyday actions, choices, and decisions.

SELF-AWARENESS & UNDERSTANDING

Articulating one's identities, values, beliefs, strengths, and areas for growth.

ETHICS

Developing and clarifying a personal code of values, ethics, and beliefs that inform and guide one's actions.

PURPOSE-DRIVEN

Connecting one's personal code to actions, decisions, and choices.

ACCOUNTABILITY & INTEGRITY

Taking responsibility for both positive and negative outcomes associated with one's actions; managing adversity in a flexible and ethical manner that promotes personal growth.



Supporting students in their identity and awareness development processes, and challenging them to move toward broader understanding of complex environments. Future professionals need skills in awareness advocacy, social justice and equity concepts, inclusive programming, and collaboration.

AWARENESS OF DIVERSITY AND APPRECIATION FOR DIVERSE EXPERIENCES

The attitudes, skills, and knowledge through which individuals and systems respond respectfully, empathically, and effectively to people who are different. This includes differences in viewpoint, political ideology, culture, language, class, race, ethnic background, religion, sexual orientation, disability, and other elements of diversity in a manner that recognizes, affirms, and values the worth of individuals, communities, and families, and protects and preserves the dignity of each.

CULTURAL COMPETENCY

Having an awareness about one's own cultural identity and views about difference, and having the ability to build on the various cultural and community norms of peers and community members. It is the ability to understand differences while celebrating the variations in our communities.

IDENTIFYING AND ADDRESSING INEQUALITY

The capacity for and demonstration of skill in identifying inequalities in communities and articulating ways to address those inequalities through the promotion of justice.

**JUSTICE, EQUITY,
AND INCLUSION**



A relational and ethical process of people together attempting to accomplish positive change.

PURPOSEFUL

Having a commitment to a goal or activity, collaborating and finding common ground with others.

INCLUSIVE

Understanding, valuing, and actively engaging diversity in group, including different views, approaches, styles and aspects of individuality.

EMPOWERING

A sense of self-claiming ownership and expecting to be involved; creating an environment that promotes participation.

ETHICAL

Leadership is a relational and ethical process of people together attempting to accomplish positive change. The action of leaders should be based on shared values, the desire to cause real change and a commitment to mutual purposes.

PROCESS-ORIENTED

Being aware of the dynamics among people in groups, reflective, challenging, caring, and collaborative.

LEADERSHIP



An active process through which people become aware of, and make choices toward, a successful existence.

OCCUPATIONAL

Engaging in work that is meaningful, enjoyable, and aligns with personal values.

PHYSICAL

Pursuing regular physical movement, a nutritious diet, adequate sleep, and practicing safe behaviors.

EMOTIONAL

Possessing a positive attitude and the ability to identify and express a wide variety of feelings in an appropriate manner.

SPIRITUAL

Expanding our sense of purpose and meaning in life based on a core set of values and beliefs.

SOCIAL

Establishing a sense of connection and belonging through positive interpersonal relationships.

INTELLECTUAL

Seeking to expand knowledge, skills, and creative abilities.

ENVIRONMENTAL

Choosing a lifestyle of committed effort toward sustaining the Earth's natural environment.

FINANCIAL

Making responsible decisions to live within your means and setting financial goals today that will positively impact your financial future.

WELLNESS



Co-Curricular Learning Domain (CCLD) Usage Rubric

	Usage Level		
	Low (minimum standard)	Moderate	High (goal/ideal standard)
Program/Service (development &) Delivery	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.
Training and Professional Development	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.
Assessment	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.
Reporting/ Storytelling	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 withinin the domains & dimensions.
Planning for the future	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



CIVIC ENGAGEMENT



JUSTICE, EQUITY, AND INCLUSION



INTRAPERSONAL DEVELOPMENT



LEADERSHIP

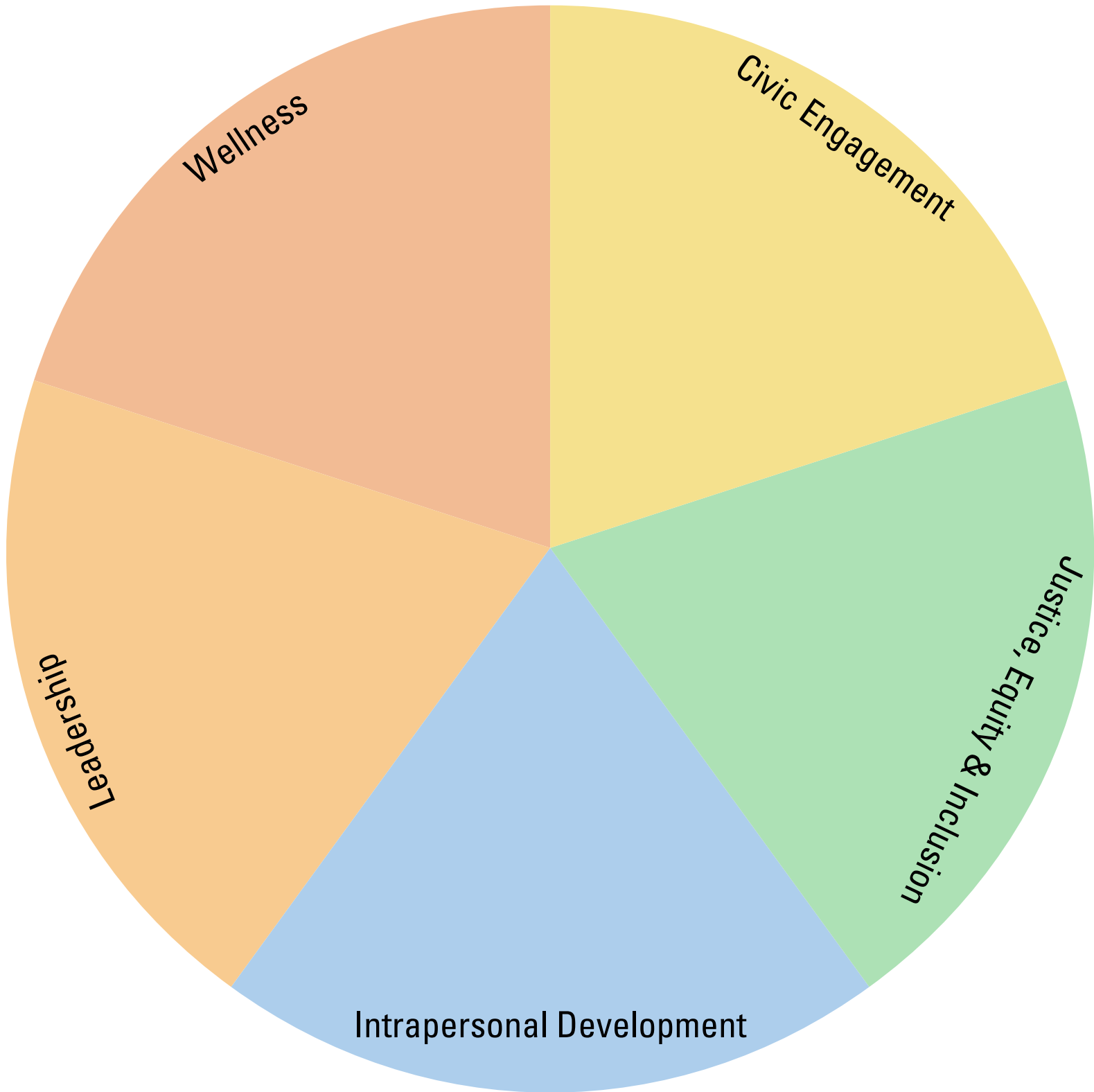


WELLNESS

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

Tell us why you circled that one

Map Your Programs & Services to the CCLDs



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 do students learn when they experience or participate in this service, program, or event?

KNOWING or REMEMBERING	COMPREHENDING or UNDERSTANDING	APPLYING	ANALYZING	SYNTHESIZING or EVALUATING	CREATING
Cite	Arrange	Adapt	Analyze	Assess	Adapt
Define	Associate	Apply	Appraise	Assemble	Anticipate
Draw	Classify	Compute	Detail	Build	Collaborate
Enumerate	Convert	Coordinate	Determine	Choose	Combine
Find	Describe	Demonstrate	Calculate	Compare	Communicate
Label	Discuss	Develop	Categorize	Construct	Compose
List	Explain	Dramatize	Classify	Debate	Construct
Locate	Exemplify	Employ	Compare	Estimate	Create
Match	Identify	Establish	Contrast	Formulate	Design
Memorize	Interpret	Examine	Correlate	Generate	Facilitate
Name	Locate	Extrapolate	Critique	Hypothesize	Forecast
Recall	Match	Illustrate	Defend	Integrate	Generate
Recite	Paraphrase	Implement	Detect	Judge	Initiate
Record	Report	Instruct	Dissect	Justify	Model
Recognize	Research	Interview	Distinguish	Manage	Negotiate
Select	Sort	Manipulate	Examine	Organize	Organize
State	Summarize	Modify	Inspect	Predict	Perform
Tabulate	Translate	Operate	Inventory	Prescribe	Plan
		Order	Research	Prepare	Produce
		Practice	Solve	Prioritize	Propose
		Predict	Summarize	Produce	Reconcile
		Prepare	Test	Propose	Revise
		Produce		Recommend	Resolve
		Utilize		Structure	Structure
				Synthesize	Substitute
Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies
Lecture	Questions	Practice	Problem solving	Projects	Simulations
Video	Discussion	Demonstrations	Case Studies	Problem solving	Critiques
Illustrations	Review	Presentations	Critical Incidents	Case studies	Complex case study
Examples	Test	Projects	Discussion	Plan development	Design/ development
Visuals	Reports	Role play	Questioning	Constructing	Product generation
	Exercises	Micro-teach	Test	Simulation	Producing
Lower order thinking			Higher order thinking		

Service/Program



Domain



Dimension



Learning Outcome



Criteria #1



Criteria #2



*Current Assessment
Methods + Tools*

**NEW ASSESSMENT
METHODS & TOOLS**

