Council for the Advancement of Standards Learning and Development Outcomes

The Council for the Advancement of Standards in Higher Education (CAS) promotes standards to enhance opportunities for student learning and development from higher education programs and services. Responding to the increased shift in attention being paid by educators and their stakeholders from higher education inputs (i.e., standards and benchmarks) to the outcomes of students attending higher education, in 2003 CAS articulated sixteen domains of learning outcomes. However, in 2008 after the publication of *Learning Reconsidered 2* (2006), CAS reviewed the learning outcomes it had promoted and decided an integration of both learning outcome documents would enhance the profession's efforts in promoting student learning and development. Consequently, CAS hosted a "think tank" involving writers of *Learning Considered 2*, CAS directors, and prominent practitioners and faculty members in student affairs to make recommendations for a revised learning outcomes document.

Upon recommendations of the think tank, CAS revised the student learning and development outcomes into six broad categories (called domains): knowledge acquisition, construction, integration and application; cognitive complexity; intrapersonal development; interpersonal competence; humanitarianism and civic engagement; and practical competence. To comply with CAS standards, institutional programs and services must identify relevant and desirable learning from these domains, assess relevant and desirable learning, and articulate how their programs and services contribute to domains not specifically assessed. For each of the domains, CAS offers examples illustrating achievement of the student learning outcomes.

This learning outcomes model further defines or clarifies each of the six domains by identifying learning outcome dimensions. Offering dimensions of learning within corresponding domains allows for a more focused assessment approach based on institutional mission and priorities. The revised CAS learning outcomes document heightens the differentiation of interpersonal competence and intrapersonal development (though certainly the two influence each other), highlights the integration of humanitarianism and civic engagement, and adds the dimensions of global perspective and technological competence to important learning outcomes.

The CAS Board of Directors reviewed and approved the six domains, learning outcome dimensions, and examples of learning and development outcomes at its October 2008 meeting. The domains and learning outcome dimensions will be embedded in each functional area standard. The examples will be referenced in each functional area standard and will appear in the the 7th edition of the *CAS Professional Standards for Higher Education.*

Reference

Keeling, R. (Ed.). (2006). *Learning reconsidered 2: Implementing a campus-wide focus on the student experience.* American College Personnel Association, Association of College and University Housing Officers-International, Association of College Unions-International, National Academic Advising Association, National Association for Campus Activities, National Association of Student Personnel Administrators, National Intramural-Recreational Sports Association.

COUNCIL FOR THE ADVANCEMENT OF STANDARDS LEARNING AND DEVELOPMENTAL OUTCOMES
INTEGRATING CAS AND LEARNING RECONSIDERED OUTCOMES[1]

STUDENT OUTCOME DOMAIN[2]	DIMENSIONS OF OUTCOME DOMAINS	EXAMPLES OF LEARNING AND DEVELOPMENT OUTCOMES
Knowledge acquisition, construction, integration, and application	Understanding knowledge from a range of disciplines	Possesses knowledge of human cultures and the physical world; possesses knowledge of [a specific] one or more subjects
	Connecting knowledge to other knowledge, ideas, and experiences	Uses multiple sources of information and their synthesis to solve problems; knows how to access diverse sources of information such as the internet, text observations, and data bases
	Constructing knowledge	Personalizes learning; makes meaning from text, instruction, and experience; uses experience and other sources of information to create new insights; generates new problem-solving approaches based on new insights; recognizes one's own capacity to create new understandings from learning activities and dialogue with others
	Relating knowledge to daily life	Seeks new information to solve problems; relates knowledge to major and career decisions; makes connections between classroom and out-of-classroom learning; articulates career choices based on assessment of interests, values, skills, and abilities; provides evidence of knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences, for example in resumes and portfolios
Cognitive complexity	Critical thinking	Identifies important problems, questions, and issues; analyzes, interprets, and makes judgments of the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions[3]
	Reflective thinking	Applies previously understood information, concepts, and experiences to a new situation or setting; rethinks previous assumptions
	Effective reasoning	Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; is open to new ideas and perspectives
	Creativity	Integrates mental, emotional, and creative processes for increased insight; formulates a new approach to a particular problem
Intrapersonal development	Realistic self-appraisal, self-understanding, and self-respect	Assesses, articulates, and acknowledges personal skills, abilities, and growth areas; uses self-knowledge to make decisions such as those related to career choices; articulates rationale for personal behavior; seeks and considers feedback from others; critiques and subsequently learns from past experiences; employs self-reflection to gain insight; functions without need for constant reassurance from others; balances needs of self with needs of others
	Identity development	Integrates multiple aspects of identity into a coherent whole; recognizes and exhibits interdependence in accordance with environmental, cultural, and personal values; identifies and commits to important aspects of self
	Commitment to ethics and integrity	Incorporates ethical reasoning into action; explores and articulates the values and principles involved in personal decision-making; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, and trustworthiness; accepts personal accountability
	Spiritual awareness	Develops and articulates personal belief system; understands roles of spirituality in personal and group values and behaviors; critiques, compares, and contrasts various belief systems; explores issues of purpose, meaning, and faith

Interpersonal competence	Meaningful relationships	Establishes healthy, mutually beneficial relationships with others; treats others with respect; manages interpersonal conflicts effectively; demonstrates appropriately assertive behavior
	Interdependence	Seeks help from others when needed and offers assistance to others; shares a group or organizational goal and works with others to achieve it; learns from the contributions and involvement of others; accepts supervision and direction as needed
	Collaboration	Works cooperatively with others, including people different from self and/or with different points of view; seeks and values the involvement of others; listens to and considers others' points of view
	Effective leadership	Demonstrates skill in guiding and assisting a group, organization, or community in meeting its goals; identifies and understands the dynamics of a group; exhibits democratic principles as a leader or group member; communicates a vision, mission, or purpose that encourages commitment and action in others
Humanitarianism and Civic Engagement	Understanding and appreciation of cultural and human differences	Understands one's own identity and culture; seeks involvement with people different from oneself; articulates the advantages and impact of a diverse society; identifies systematic barriers to equality and inclusiveness, then advocates and justifies means for dismantling them; in interactions with others, exhibits respect and preserves the dignity of others
	Social responsibility	Recognizes social systems and their influence on people; appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; participates in service/volunteer activities that are characterized by reciprocity; articulates the values and principles involved in personal decision-making; affirms and values the worth of individuals and communities
	Global perspective	Understands and analyzes the interconnectedness of societies worldwide; demonstrates effective stewardship of human, economic, and environmental resources
	Sense of civic responsibility	Demonstrates consideration of the welfare of others in decision-making; engages in critical reflection and principled dissent; understands and participates in relevant governance systems; educates and facilitates the civic engagement of others

Practical competence	Pursuing goals	Sets and pursues individual goals; articulates rationale for personal and educational goals and objectives; articulates and makes plans to achieve long-term goals and objectives; identifies and works to overcome obstacles that hamper goal achievement
	Communicating effectively	Conveys meaning in a way that others understand by writing and speaking coherently and effectively; writes and speaks after reflection; influences others through writing, speaking or artistic expression; effectively articulates abstract ideas; uses appropriate syntax and grammar; makes and evaluates presentations or performances; listens attentively to others and responds appropriately
	Technological competence	Demonstrates technological literacy and skills; demonstrates the ethical application of intellectual property and privacy; uses technology ethically and effectively to communicate, solve problems, and complete tasks; stays current with technological innovations
	Managing personal affairs	Exhibits self-reliant behaviors; manages time effectively; develops strategies for managing finances
	Managing career development	Takes steps to initiate a job search or seek advanced education; constructs a resume based on clear job objectives and with evidence of knowledge, skills, and abilities; recognizes the importance of transferrable skills
	Demonstrating professionalism	Accepts supervision and direction as needed; values the contributions of others; holds self accountable for obligations; shows initiative; assesses, critiques, and the improves the quality of one's work and one's work environment
	Maintaining health and wellness	Engages in behaviors and contributes to environments that promote health and reduce risk; articulates the relationship between health and wellness in accomplishing goals; exhibits behaviors that advance the health of communities
	Living a purposeful and satisfying life	Makes purposeful decisions regarding balance among education, work, and leisure time; acts in congruence with personal identity, ethical, spiritual, and moral values

1 This document is an adaptation of *Learning Reconsidered* and the CAS Learning Outcomes
2 Categories adapted from *Learning Reconsidered (2004)* and Kuh, Douglas, Lund, & Ramin Gyurmek (1994)
3 These examples are adopted from the George Mason University *Critical Thinking Assessment Report* (2006)

References

Council for the Advancement of Standards in Higher Education. (2006). *CAS professional standards for higher education* (6th ed.). Washington, DC: Author.

George Mason University (2006). *Critical Thinking Assessment Report.* Retrieved September 8, 2008 from https:assessment.gmu.edu/StudentLearningCompetencies/Critical/AssessProposal.html

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Kuh, G. D., Douglas, K. B., Lund, J. P., & Ramin Gyurmek, J. (1994). *Student learning outside the classroom: Transcending artificial boundaries. (*ASHE-ERIC Higher Education Report No. 8.). Washington, D.C.: The George Washington University, Graduate School of Education and Human Development.

NASPA/ACPA (2004). *Learning reconsidered: A campus-wide focus on the student experience.* Washington, DC: National Association of Student Personnel Administrators and the American College Personnel Association.

Approved as revised by CAS Board of Directors, October 19, 2008