

# CAS Learning and Development Outcomes

## *CAS Contextual Statement*

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. In 2003 CAS articulated sixteen domains of learning outcomes in response 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. 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 and development. Consequently, CAS invited a group of 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.

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 were embedded in each functional area standard. Examples were referenced in each functional area standard and appear in the chart that follows.

### Reference

Keeling, R. (Ed.). (2006). *Learning reconsidered 2: Implementing a campus-wide focus on the student experience*.

# CAS Learning and Development Outcomes

Student Outcome Domain <sup>2</sup>	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 QHZ LQVLJKWV UHFRJQLJHV RQ 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

		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



<sup>1</sup> This document is an adaptation of *Learning Reconsidered* and the CAS Learning Outcomes

<sup>2</sup> Categories adapted from *Learning Reconsidered (2004)* and Kuh, Douglas, Lund, & Ramin Gyurmek (1994)

<sup>3</sup> 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).