

# CAS LEARNING AND DEVELOPMENT OUTCOMES

Dimensions of Outcome Domain <sup>2</sup>	Examples of Learning and Development Outcomes
<b>KNOWLEDGE ACQUISITION, CONSTRUCTION, INTEGRATION, AND APPLICATION</b>	
<b>Understanding knowledge from a range of disciplines</b>	Possesses knowledge of human cultures and the physical world; possesses knowledge of [a specific] one or more subjects
<b>Connecting knowledge to other knowledge, ideas, and experiences</b>	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
<b>Constructing knowledge</b>	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
<b>Relating knowledge to daily life</b>	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
<b>COGNITIVE COMPLEXITY</b>	
<b>Critical thinking</b>	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 <sup>3</sup>
<b>Reflective thinking</b>	Applies previously understood information, concepts, and experiences to a new situation or setting; rethinks previous assumptions
<b>Effective reasoning</b>	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
<b>Creativity</b>	Integrates mental, emotional, and creative processes for increased insight; formulates a new approach to a particular problem
<b>Adaptability</b>	Demonstrates the ability to adjust thoughts, feelings, behaviors, and attitudes when responding to new, changing, or uncertain circumstances

<sup>1</sup> This document is an adaptation of *Learning Reconsidered* (2004) and the CAS Learning Outcomes (2006)

<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)

## 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 exploration and development**

Explores and integrates various parts of their identity to form a coherent whole, that allows for a personalized explanation of who they are; recognizes and exhibits interdependence in accordance with environmental, cultural, and personal values; considers many potential identities and considers their influence on 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

### **Teamwork**

Builds mutually beneficial and collaborative relationships grounded in respect and consideration for others to achieve a shared goal or desired outcomes.

**HUMANITARIANISM AND CIVIC ENGAGEMENT**

<b>Understanding, appreciating, and embracing intercultural and human differences</b>	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
<b>Global perspective</b>	Understands and analyzes the interconnectedness of societies worldwide; demonstrates effective stewardship of human, economic, and environmental resources
<b>Social responsibility</b>	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
<b>Sense of civic responsibility</b>	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**

<b>Pursuing goals</b>	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
<b>Communicating effectively</b>	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
<b>Technological competence</b>	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
<b>Managing personal affairs</b>	Exhibits self-reliant behaviors; manages time effectively; develops strategies for managing finances

**Dimensions****of Outcome Domain, cont.****Examples of Learning and Development Outcomes****Managing career readiness**

Conveys the requisite competencies necessary for a transition to professional work; Understands the role of supervisors and managers in enacting their chosen work; values the contributions of others in enacting their work; recognizes areas of continued growth while distinguishing professional strengths

**Demonstrating professionalism**

Accepts supervision and direction as needed; values the contributions of others; holds self accountable for obligations; shows initiative; assesses, critiques, and then improves the quality of one's work and one's work environment

**Maintaining health and wellbeing**

Engages in behaviors and contributes to environments in ways that support their health and happiness and that of others; articulates the relationship between their goals and how those contribute to overall life satisfaction; exhibits behaviors that advance the collective wellbeing 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