

CAS's New Learning Domains: Using Them in Your Assessment Work



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Session goals

- Introduce the CAS learning domains and dimensions
- Suggests ways to use the CAS domains in your assessment practices
- Engage participants in mapping programs and services to CAS domains/dimensions
- Engage participants in identifying & writing learning outcome statements

Session goals

- A. Knowledge Domain
- B. Cognitive Complexity
- C. Intrapersonal Development

- D. Interpersonal Competence
- E. Humanitarian & Civic Engagement
- F. Practical Competence

Outcome (Examples)	Learning Outcomes					
	A	B	C	D	E	F
Career Services						
1. Students will effectively organize and document their qualifications in their resumes			X			X
Alcohol, Drug & Health Education						
1. Peer Health Educators will demonstrate effective presentation skills in one area of alcohol, drug or health education	X					X
Student Involvement						
1. Students in student organizations will interact successfully with others who differ from them				X	X	
Housing & Residential Life						
1. Students in Living Learning Community will develop relationships with at least one faculty or staff member				X		



Council for Advancement of Standards in Higher Education

- Promote standards in student affairs/ student services
- 40 functional area standards
- Enhance quality of *student learning and development*
- 6 student learning and development domains



Knowledge acquisition, construction, integration and application

- **Understanding knowledge from a range of disciplines** ...demonstrates knowledge of ... subject(s)
- **Connecting knowledge to other knowledge, ideas and experiences** ...knows how to access diverse sources of information
- **Constructing knowledge** ...uses experience and other sources of information to create new insights
- **Relating knowledge to daily life** ...makes connections between classroom and out-of-classroom learning



Cognitive Complexity

- **Critical thinking** ...Identifies important problems, questions, and issues
- **Reflective thinking** ...Applies previously understood information, concepts, and experiences to a new situation or setting;
- **Effective reasoning** ...Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion
- **Creativity** ...Integrates mental, emotional, and creative processes for increased insight



Intrapersonal Development

- **Realistic self-appraisal, self-understanding, and self-respect** ...Assesses, articulates, and acknowledges personal skills, abilities, and growth areas
- **Identity development** ...identifies and commits to important aspects of self
- **Commitment to ethics and integrity** ...
Incorporates ethical reasoning into action; accepts personal accountability
- **Spiritual awareness** ...understands roles of spirituality in personal and group values and behaviors



Interpersonal Competence

- **Meaningful relationships** ...Establishes healthy, mutually beneficial relationships with others
- **Interdependence** ...shares a group or organizational goal and works with others to achieve it
- **Collaboration** ...seeks and values the involvement of others
- **Effective leadership** ...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 ...seeks involvement with people different from oneself
- **Social responsibility** ...appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups
- **Global perspective** ...Understands and analyzes the interconnectedness of societies worldwide
- **Sense of civic responsibility** ...Demonstrates consideration of the welfare of others in decision-making



Practical Competence

- **Pursuing goals** ...Overcomes obstacles that hamper goal achievement
- **Communicating effectively** ...Influences others through writing, speaking or artistic expression
- **Technological competence** ...Demonstrates technological literacy and skills
- **Managing personal affairs** ...Exhibits self-reliant behaviors
- **Managing career development** ...constructs a resume based on clear job objectives and with evidence of knowledge, skills, and abilities
- **Demonstrating professionalism** ...Accepts supervision and direction as needed
- **Maintaining health and wellness** ...Engages in behaviors that promote health and reduce risk
- **Living a purposeful and satisfying life** ...Balances education, work and leisure



General Standards

Programs and services must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development.

Programs and services must articulate how they contribute to or support students learning and development in the domains not specifically assessed.

Student Outcomes Assessment

- What is the effect of our work on students?
- How are they different as a result of interacting with our programs and services?
- What have students learned?
- How have they developed?

Plan for Assessing Student Learning Outcomes

1. Review/revise mission
2. Identify goals: program & learning
3. Align major services, programs, activities with goals
4. Specify desired outcomes: learning & program/operation outcomes
5. **Map programs & outcomes to CAS Learning Domains/Dimensions**
6. Determine assessment methods

Example of Assessment Plan...Career Services

Steps 1: Review/revise mission

Step 2: Identify goals: program & learning

1. Mission: To engage students in their efforts to identify, pursue, and attain their career-related goals

2. Overarching Goal:

To serve students by providing career assessment, coaching, counseling, resources, and opportunities to advance the achievement of their career-related goals.

Career Services programs and services will help students:

- Clarify interests, values, skills and options
- Research careers and academic fields
- Choose/commit to career or major
- Explore/experience career fields
- Prepare for and conduct a job search
- Prepare for and apply graduate school
- Present self effectively as a candidate
- Know how to access job leads and employers in their field of interest

Example of Assessment Plan...Career Services

Step 3: Align major programs/services with goals

3. Major Activities and Programs Related to Goal

- Career counseling
- Job search preparation workshops and programs
- Coordinating/teaching UNIV 200, 300, 400
- Instruction in classes at invitation of faculty
- Maintaining Career Library; orienting students and classes to career resources
- Employer-assisted service delivery (resume review, mock interviews, panels, resume clinics)
- Fairs (Grad School, Job, Internship/coop, Education)
- Coop program
- Provision of online job listings for career-related part-time, summer and internship positions and for full-time positions
- On-Campus Interview program
- Career network for access to advice from alumni
- Publications: Moving On, “Where to Start...Major/Career Resources”
- Web pages

Example of Assessment Plan...Career Services

Step 4: Specify desired outcomes for each program

4. **Coordinating/teaching UNIV 400: Learning Outcomes**

- As a result of participation in UNIV 400:
 - Students will be able to develop a resume targeted to the students' chosen field.
 - Students will be able to identify at least 3 employers who hire in their chosen field.
 - Students will be able to articulate a 30-60 second self marketing pitch to at least 3 employers.
 - Students will be able to define at least 4 competencies employers look for in job applicants
 - Students will be able to demonstrate at least 4 competencies in a mock interview using the STAR model
 - Students will be able to develop a plan for identifying, researching and applying for a job in their chosen field

Example of Assessment Plan...Step 5

Mapping Program/Outcomes to Learning Domains / Dimensions

Intended Learning Outcomes →	Knowledge acquisition, construction, integration, application				Cognitive complexity				Intrapersonal development				Interpersonal development				Humanitarian & civic engagement				Practical competence							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Learning outcomes dimensions →																												
Career Services Programs ↓																												
UNIV 400		X		X		X			X													X			X			
- Students will be able to develop a resume targeted to the students' chosen field.				X		X			X													X			X			
- Students will be able to identify at least 3 employers who hire in their chosen field.		X		X																								
- Students will be able to demonstrate at least 4 competencies in a mock interview using the STAR model					X																	X		X				

Mapping Example: Office of Student Activities – George Mason University

<i>Intended Learning Outcomes →</i> <i>Programs ↓</i>	Knowledge acquisition, construction, integration, and application				Cognitive complexity				Intra-personal development				Inter-personal development				Humanitarian & civic engagement				Practical competence							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Bench Painiting						1									1	1					1	1						
SG Inaugr/Rec.															1	1		1		1	1	1					1	
DQA						1		1	1						1	1		1				1	1					
Town Hall Mtg		1	1	1	1										1	1											1	
RSO RT - Event Plan.		1		1									1	1	1	1						1					1	
SG Transition		1	1	1	1	1			1				1	1	1	1		1		1	1	1					1	
NPHC Retreat	1	1	1		1		1	1					1	1	1	1						1						
MGC Retreat	1	1	1		1		1	1					1	1	1	1						1						
IFC Retreat	1	1	1		1		1	1					1	1	1	1						1						
PHC Retreat	1	1	1		1		1	1					1	1	1	1						1						
Greek Speak	1		1	1	1	1	1		1				1				1	1		1							1	
Step Expo	1							1							1													
Step Show	1							1							1													
Something of Value		1	1	1	1	1	1	1	1	1					1	1		1		1							1	
EFF David Coleman			1	1	1	1	1	1	1	1	1	1	1	1	1		1	1			1	1		1			1	1
EFF Ryan Cumming																	1		1									
EFF Mason Best Dance									1				1	1	1		1		1			1					1	
EFF Salsation	1					1		1					1		1		1	1	1	1								
Mason Field Day																				1								
Relay for Life Benefit						1													1	1								

Sample Learning Outcome Statements

Institution Mission	Outcome Domain	Dimension	Learning Outcome	Program
<p>Committed to its motto to "Educate for Service," Elizabethtown College provides students with numerous co-curricular opportunities to lead and serve, preparing them for lives of purpose as private citizens, public servants and leaders, and successful professionals</p>	<p>Humanitarianism and Civic Engagement</p>	<p>Social Responsibility</p> <p>Sense of Civic Responsibility</p>	<p>Students will recognize social systems and their influence on people</p> <p>Students will appropriately challenge the unfair, unjust, and uncivil behavior of individuals or groups</p> <p>Students will engage in critical reflection and principles of Dissent</p>	<p>The Center for Global Citizenship Difficult Dialogue Series</p> <p>The Center for Global Citizenship March on Washington trip</p>

Sample Learning Outcome Statements

Institution Mission	Outcome Domain	Dimension	Learning Outcome	Program
The ultimate goal is to have students develop to their utmost the intellectual, personal, and social capabilities they need to perform as competent citizens prepared to embark on a career immediately upon graduation or after advanced study	Practical Competence	Maintain Health and Wellness Living a Purposeful and Satisfying Life	Students will engage in behaviors that contribute to environment promoting health and reducing risk. Students will act in congruence with personal identity, ethical, spiritual, and moral values	Alcohol Education workshops Alcohol Education counseling groups

Exercise: Mapping Programs to Learning Domains



Plan for Assessing Student Learning Outcomes

1. Review/revise mission
2. Identify goals: program & learning
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4. **Specify desired outcomes: learning & program/operation outcomes**
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Types of outcomes

Operational Outcomes

examine what a program or process is to do, achieve or accomplish for its own improvement; generally needs/satisfaction driven.

Learning Outcomes

examine cognitive skills that students (or other stakeholders) develop through department interactions; measurable, transferable skill development.

Learning Outcomes

Statements indicating what a participant (usually students) will **know, think, or be able to do** as a result of an event, activity, program, etc.

Needs to be specific and measurable!

Effective learning outcomes...

- ✓ Are student-focused
- ✓ Focus on learning resulting from an activity rather than the activity itself
- ✓ Reflect the institution's mission and the values it represents
- ✓ Align at the course/program, academic program/department, divisional, and institutional levels
- ✓ Focus on skills and abilities central to the discipline and based on professional standards of excellence
- ✓ Are general enough to capture important learning, but clear and specific enough to be measurable
- ✓ Focus on aspects of learning that will develop and endure but that can be assessed in some form now

• Huba & Freed (2000)

ABCD Structure of a Learning Outcome

Audience/Who

Who does the outcome pertain to?

Behavior/What

What do you expect the audience to know/be able to do?

Condition/How

Under what conditions or circumstances will the learning occur?

Degree/How much

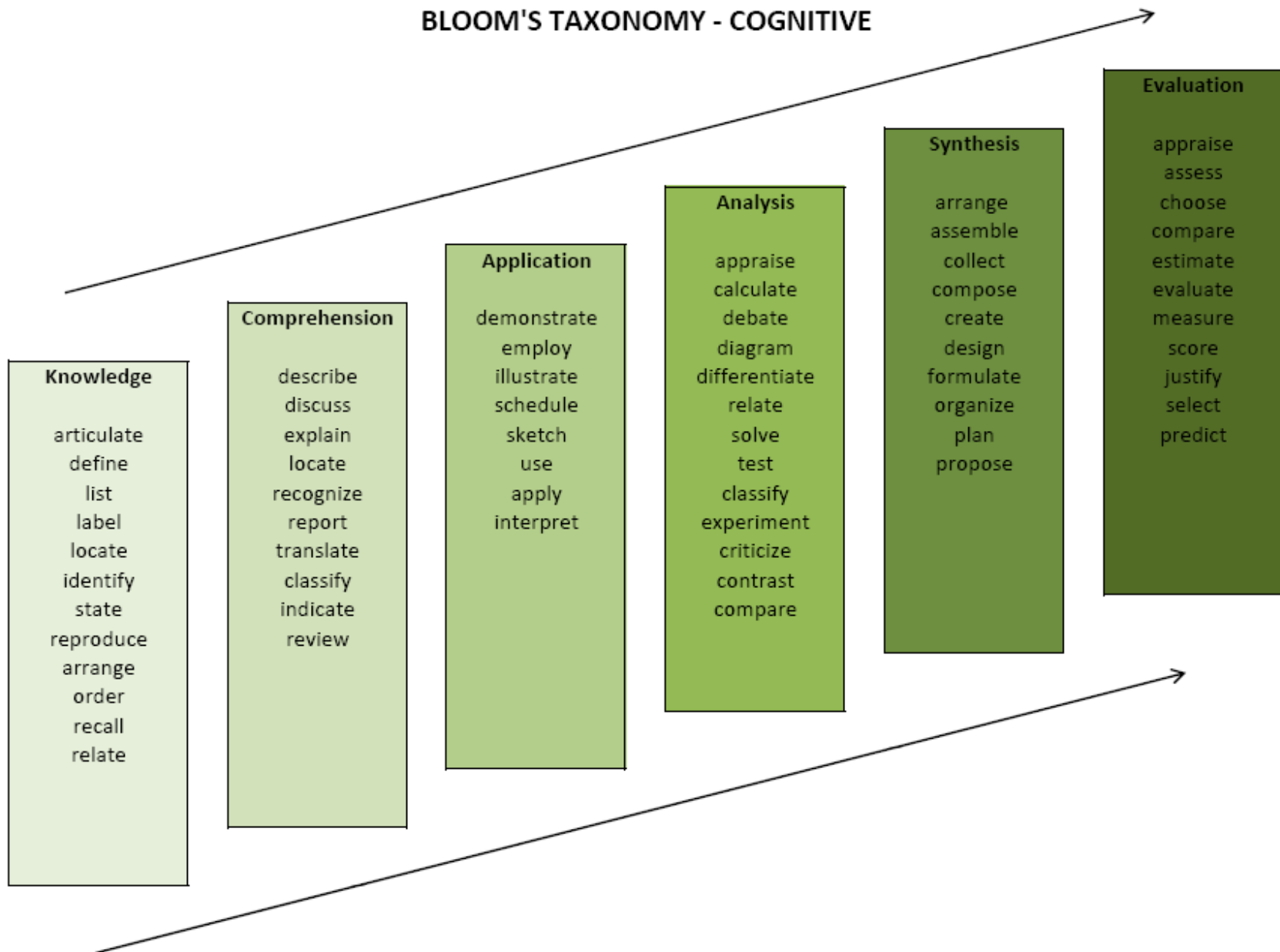
How much will be accomplished, how well will **the behavior** need to be performed, and to what level?

(Heinich, et al, 1996)

ABCD Structure of a Learning Outcome

- A** Students will ...
- B** <learn what>
- C** <under these circumstances / conditions>
- D** <to this level of efficiency / effectiveness>

BLOOM'S TAXONOMY - COGNITIVE



Learning Outcome Examples

Audience, Behavior, Condition, Degree

As a result of attending five counseling sessions at the Student Counseling Center, students will be able to identify one or more strategies to cope with their problems.

As a result of attending five counseling sessions at the Student Counseling Center, students will be able to identify one or more strategies to cope with their problems.

Audience, Behavior, Condition, Degree

Students who attend advising sessions will choose courses that fulfill their chosen degree requirements.

Students who attend advising sessions will choose courses that fulfill their chosen degree requirements.

Learning Outcome Examples

Audience, Behavior, Condition, Degree

As a result of serving as a leader of a student organization, students will be able to identify one or more strategies to manage group conflict.

Learning Outcome Examples

Audience, Behavior, Condition, Degree

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The 3 M's

1. Meaningful: How does the outcome support the departmental mission or goal?
2. Manageable: What is needed to foster the achievement of the outcome? Is the outcome realistic?
3. Measurable: How will you know if the outcome is achieved? What will be the assessment method?

Not always so easy...

Initial Problems Encountered When Writing Learning Outcomes

- Describe program outcomes, rather than learning outcomes
- Too vast/complex, too wordy
- Multiple outcomes in one learning outcome statement (the word “and” is usually your first clue!)
- Not specific enough (e.g., effective communication skills)
- Not measurable
- Using the words “feel” or “value”

Learning outcomes...describe what students will **learn**

Activities...describe what students will **do**

Improve it!

Students will improve their critical thinking skills.

Students will provide accurate estimates of the reliability of various sources of health information on the Internet after attending the FYE session.

Audience, Behavior, Condition, Degree

Improve it!

Students will value exercise as a stress reduction tool.

Students will explain two ways in which exercise affects stress and its symptoms during group discussion at the Health and Counseling orientation presentation.

Audience, Behavior, Condition, Degree

Improve it!

Develop the skills to present themselves as an attractive candidate for employment.

Students will develop a job search strategy that is sufficiently based on employer and market research after attending the job search workshop.

Audience, Behavior, Condition, Degree

Improve it!

RAs will be more self-aware as leaders.

Improve it!

RAs will be more self-aware as leaders.

As a result of attending RA training, resident assistants will be able to accurately assess the strengths and weaknesses of their leadership skills.

Audience, Behavior, Condition, Degree

Exercise: Writing Learning Outcomes



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1. Review/revise mission
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Biggest Challenges to Assessing Learning

- Students do not experience college in a way that makes outcomes assessment simple.
- Some learning outcomes may take months, years, or a lifetime to manifest.
- A survey may not cut it.
- Assessing learning is more time consuming and more difficult, compared to other assessments.
- Can be difficult to specifically identify what you want students to learn
- Just getting started...



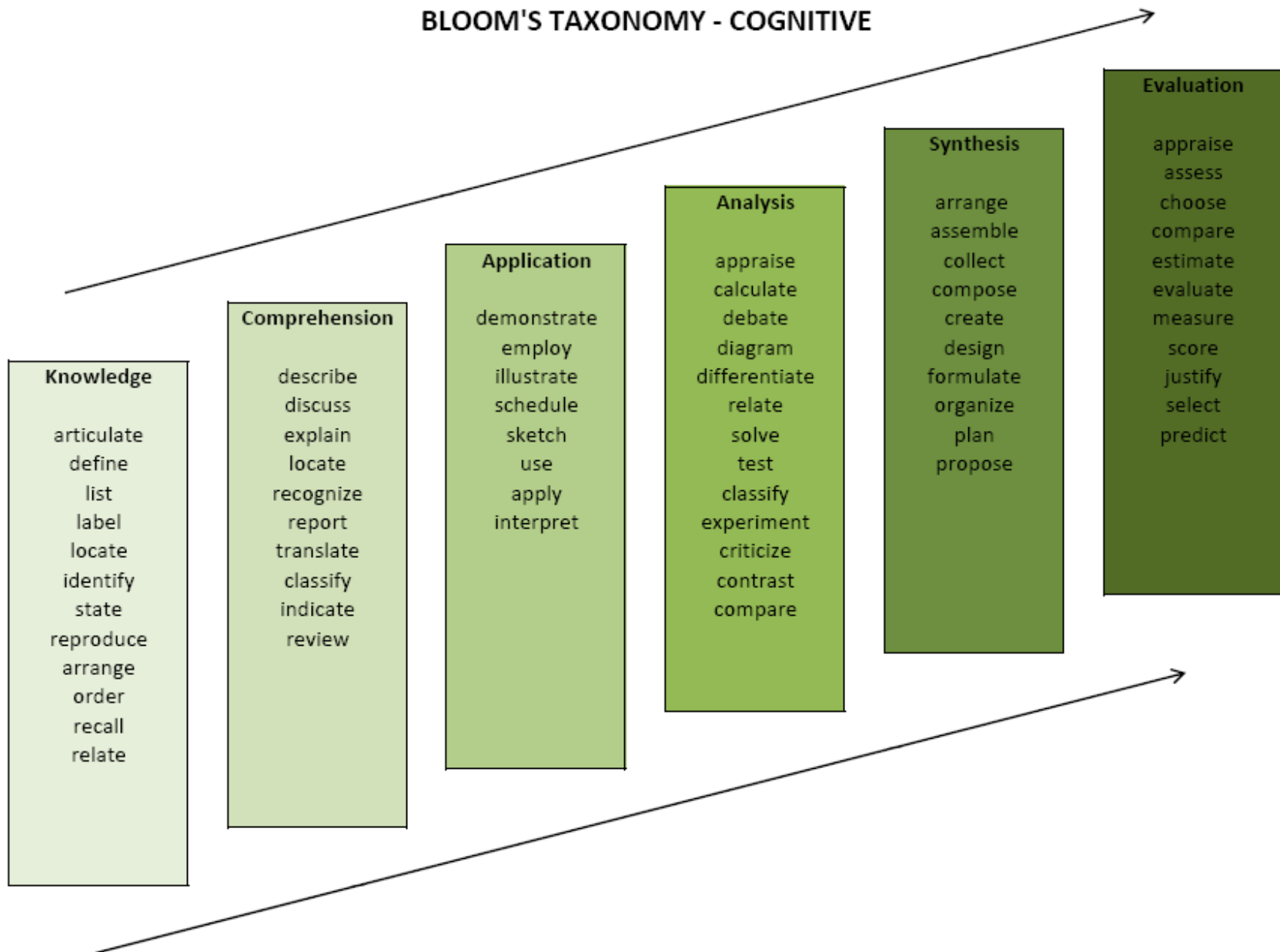
“Method should respond to **question** and **context**.”

Assessment Reconsidered, 2008

Choosing an Assessment Method

- Match between learning and assessment:
- Overall, your assessment method should be a reflection of the learning that you are seeking to assess
- Is what you are asking students to do going to provide you with the evidence you need to make a statement about the learning that occurred?
- Thinking about Bloom's taxonomy, the different levels of thinking would require different assessment methods.
- More in-depth thinking level = more in-depth assessment

BLOOM'S TAXONOMY - COGNITIVE



Choosing an Assessment Method

The data:

- How you plan to/need to use the data can often drive the whole assessment process
- Think beyond your comfort level (chance to learn!)

Considerations:

- Direct vs. indirect
- Quantitative vs. qualitative

Direct Methods

Any process employed to gather data which requires subjects to display their knowledge, behavior, or thought processes.

Where on campus would you go or who would you consult with if you had questions about which courses to register for the fall?

Indirect Methods

Any process employed to gather data which asks subjects to reflect upon their knowledge, behaviors, or thought processes.

I know where to go on campus if I have questions about which courses to register for in the fall.

Strongly agree

Moderately agree

Neither agree nor disagree

Moderately disagree

Strongly disagree

Choosing an Assessment Method

Other factors

1. Time
2. Resources
3. Knowledge and skills

Also keep in mind...

- More than one source or judgment
- Cultural sensitivity

Questions



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