

CAS Learning and Development Outcomes¹

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
	Global perspective	Understands and analyzes the interconnectedness of

		societies worldwide; demonstrates effective stewardship of human, economic, and environmental resources
	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
	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 then 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

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