Developing an Assessment Plan for CAS Learning Domains

February 28, 2023

Jenna Parks, M.A.
Anthology at University of Idaho
Session Learning Outcomes

After attending this session, participants will be able to:

– Interpret CAS learning domains
– Understand where CAS learning domains could be assessed within the institution
– Identify appropriate metrics to assess CAS learning domains
Session Agenda

• Reviewing CAS and CAS Learning Domains

• Mapping CAS Learning Domains to co-curricular units

• Writing effective learning outcome statements

• Developing Key Performance Indicators to measure student learning

• Closing the loop
Overview of CAS (Council for the Advancement of Standards in Higher Education)

• “Promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services.”

• Founded in 1979 as a profession-wide entity to establish standards to guide practice by student affairs, student development, and student support service providers

• 12 General standards and 49 functional area standards with self-assessment guides

https://www.cas.edu/
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.

CAS Student Learning and Development Domains

https://www.cas.edu/learningoutcomes
Part 3 of CAS Functional Area Standards Self-Assessment Guides

Part 3: Student Learning, Development, and Success

- 3.1 - Program Contribution to Student Learning, Development, and Success
- 3.2 - Student Learning and Development Domains and Dimensions
- 3.3 - Assessment of Student Learning and Development

Suggested Evidence and Documentation for Part 3:
1. Program student learning and development outcomes, and brief description of how they were developed
2. Program student learning, development, and success outcomes and related assessment data
3. List of current collaborations across the institution that facilitate student learning, development, and success
4. Map of program activities and ways they connect to student learning, development, and success outcomes
The 6 CAS Learning Domains

- Knowledge acquisition, construction, integration, and application
- Cognitive Complexity
- Intrapersonal Development
- Interpersonal Competence
- Humanitarian and Civic Engagement
- Practical Competence

Knowledge acquisition, construction, integration, and application

Understanding Knowledge
- Possesses knowledge of human cultures
- Possesses knowledge of one or more subjects

Connecting Knowledge
- Knows how to access diverse sources of information
- Uses multiple sources of information to solve problems

Constructing Knowledge
- Makes meaning from text, instruction, and experience
- Uses experience to create new insights

Relating Knowledge
- Makes connections between learning in and outside classroom
- Articulates career choices based on interests, values, strengths
Cognitive Complexity

**Critical Thinking**
- Analyzes and makes judgments on information
- Assesses assumptions and considers alternative perspectives

**Reflective Thinking**
- Applies previous information, concepts, and experiences to new situations

**Creativity**
- Integrates creative processes for increased insight
- Formulates a new approach to a problem

**Effective Reasoning**
- Uses complex information from a variety of sources
- Open to new ideas and perspectives
## Intrapersonal Development

<table>
<thead>
<tr>
<th>Realistic self-appraisal, understanding, respect</th>
<th>Identity development</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Articulates skills, abilities, and growth areas</td>
<td>– Integrates multiple aspects of identity into a coherent whole</td>
</tr>
<tr>
<td>– Uses self-knowledge to make decisions</td>
<td>– Exhibits interdependence with values</td>
</tr>
<tr>
<td>– Articulates rationale for personal behaviors</td>
<td>– <strong>Commits to</strong> important aspects of self</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commitment to ethics and integrity</th>
<th>Spiritual awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Acts in congruence with values/beliefs</td>
<td>– Develops/articulates belief system</td>
</tr>
<tr>
<td>– Accepts personal accountability</td>
<td>– Understands roles of spirituality in personal and group behaviors</td>
</tr>
<tr>
<td>– Exemplifies dependability</td>
<td></td>
</tr>
<tr>
<td><strong>Meaningful Relationships</strong></td>
<td><strong>Interdependence</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Establishes healthy relationships</td>
<td><strong>Seeks help from others/offers assistance to others</strong></td>
</tr>
<tr>
<td>Treats others with respect</td>
<td><strong>Shares a group or organizational goal</strong></td>
</tr>
<tr>
<td>Manages interpersonal conflict</td>
<td><strong>Listens to and considers others’ points of view</strong></td>
</tr>
</tbody>
</table>
Understanding and appreciation of cultural and human differences

- Understands own identity and culture
- Seeks involvement with people different from oneself
- Identifies/advocates for dismantling systematic barriers to equality

Global perspective

- Understands/analyzes the interconnectedness of societies
- Demonstrates effective stewardship of resources

Social responsibility

- Recognizes social systems and their influence on people
- Appropriately challenges the unjust behavior of others
- Participates in service/volunteer activities

Sense of civic responsibility

- Considers the welfare of others in decision-making
- Understands and participates in relevant governance systems
- Educates and facilitates the civic engagement of others
Practical Competence

Pursuing goals
- Articulates rationale for goals and objectives; pursues goals
- Works to overcome obstacles

Communicating effectively
- Conveys meaning in a way that others understand
- Writes and speaks after reflection
- Listens attentively to others and responds appropriately

Technological competence
- Uses technology ethically/effectively

Managing personal affairs
- Manages time effectively
- Develops strategies for managing finances

Managing career development
- Initiates a job search or seeks advanced education
- Constructs a resume based on clear job objectives
- Recognizes the importance of transferrable skills

Demonstrating professionalism
- Accepts direction as needed
- Shows initiative

Maintaining health and wellness
- Articulates the relationship between health/wellness in accomplishing goals
- Exhibits behaviors that advance community health

Living a purposeful/satisfying life
- Makes decisions to balance education, work, and leisure time
- Acts in congruence with identity, ethical, spiritual, and moral values
Mapping Learning Domains to Co-Curricular Units

1. Knowledge Domain  
2. Cognitive Complexity  
3. Intrapersonal Development  
4. Interpersonal Competence  
5. Humanitarian & Civic Engagement  
6. Practical Competence

<table>
<thead>
<tr>
<th>Unit/Department</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Services</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing &amp; Residential Life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>First Year Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Activity 1:
Identify which of the 6 CAS learning domains is most significant to work being done in your unit.
Elements of Strong Student Learning Outcomes

• *Who, What, When/Where, Why*

  − **ABCD** Model:

  • *(A)* Audience: Who does the outcome pertain to?
  • *(B)* Behavior: What do you expect the students to know/be able to do?
  • *(C)* Condition: Under what conditions or circumstances will the learning occur?
  • *(D)* Degree: How much will be accomplished, how well will the behavior need to be performed, and to what level?
Bloom’s Taxonomy of Educational Objectives

- **CREATE**: Putting elements together to form a novel, coherent whole or make an original product.
- **EVALUATE**: Making judgments based on criteria and standards.
- **ANALYZE**: Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.
- **APPLY**: Carrying out or using a procedure in a given situation.
- **UNDERSTAND**: Determining the meaning of instructional messages, including oral, written, and graphic communication.
- **REMEMBER**: Retrieving relevant knowledge from long-term memory.

Adapted from A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives (Anderson, L.W. (Ed.), et al., 2001)
# Command Terms and Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>REMEMBER</th>
<th>UNDERSTAND</th>
<th>APPLY</th>
<th>ANALYZE</th>
<th>EVALUATE</th>
<th>CREATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite</td>
<td>Articulate</td>
<td>Compute</td>
<td>Calculate</td>
<td>Argue</td>
<td>Act</td>
</tr>
<tr>
<td>Define</td>
<td>Ask</td>
<td>Construct</td>
<td>Categorize</td>
<td>Assess</td>
<td>Arrange</td>
</tr>
<tr>
<td>Find</td>
<td>Characterize</td>
<td>Demonstrate</td>
<td>Compare</td>
<td>Check</td>
<td>Assemble</td>
</tr>
<tr>
<td>Identify</td>
<td>Clarify</td>
<td>Employ</td>
<td>Contrast</td>
<td>Convince</td>
<td>Build</td>
</tr>
<tr>
<td>Indicate</td>
<td>Classify</td>
<td>Exercise</td>
<td>Correlate</td>
<td>Critique</td>
<td>Compose</td>
</tr>
<tr>
<td>Label</td>
<td>Describe</td>
<td>Illustrate</td>
<td>Deconstruct</td>
<td>Debate</td>
<td>Construct</td>
</tr>
<tr>
<td>List</td>
<td>Discuss</td>
<td>Make</td>
<td>Detect</td>
<td>Decide</td>
<td>Create</td>
</tr>
<tr>
<td>Locate</td>
<td>Elaborate</td>
<td>Model</td>
<td>Diagram</td>
<td>Defend</td>
<td>Design</td>
</tr>
<tr>
<td>Match</td>
<td>Estimate</td>
<td>Operate</td>
<td>Differentiate</td>
<td>Determine</td>
<td>Develop</td>
</tr>
<tr>
<td>Memorize</td>
<td>Explain</td>
<td>Perform</td>
<td>Distinguish</td>
<td>Judge</td>
<td>Formulate</td>
</tr>
<tr>
<td>Name</td>
<td>Infer</td>
<td>Plot</td>
<td>Examine</td>
<td>Justify</td>
<td>Generate</td>
</tr>
<tr>
<td>Outline</td>
<td>Interpret</td>
<td>Practice</td>
<td>Experiment</td>
<td>Measure</td>
<td>Improve</td>
</tr>
<tr>
<td>Quote</td>
<td>Paraphrase</td>
<td>Present</td>
<td>Graph</td>
<td>Predict</td>
<td>Invent</td>
</tr>
<tr>
<td>Recall</td>
<td>Recognize</td>
<td>Produce</td>
<td>Integrate</td>
<td>Prioritize</td>
<td>Modify</td>
</tr>
<tr>
<td>Recite</td>
<td>Report</td>
<td>Provide</td>
<td>Order</td>
<td>Rank</td>
<td>Plan</td>
</tr>
<tr>
<td>Recognize</td>
<td>Restate</td>
<td>Show</td>
<td>Organize</td>
<td>Rate</td>
<td>Prepare</td>
</tr>
<tr>
<td>Repeat</td>
<td>Summarize</td>
<td>Sketch</td>
<td>Select</td>
<td>Recommend</td>
<td>Revise</td>
</tr>
<tr>
<td>Reproduce</td>
<td>Translate</td>
<td>Solve</td>
<td>Sequence</td>
<td>Reflect</td>
<td>Synthesize</td>
</tr>
<tr>
<td>State</td>
<td>Visualize</td>
<td>Use</td>
<td>Solve</td>
<td>Relate</td>
<td>Write</td>
</tr>
</tbody>
</table>
Enhancing Your Learning Outcomes

Learning Outcome “Before”
• Students will increase written communication skills.

Learning Outcome “After”
• Upper-division students will write cover letters to effectively convey interest and qualifications after attending Job Search 101 workshop.

• Students will demonstrate self-awareness.

• After completing LEAD 101, undergraduate students will identify their personal identities and intersection of identities.
Learning Outcomes Criteria

**Measurable**
How will you know if the outcome is achieved? What is the assessment method?

**Meaningful**
How does the outcome support the departmental mission or goal?

**Manageable**
What is needed to foster the achievement of the outcome? Is the outcome realistic?
Activity 2:

Using the elements of strong learning outcomes, write a learning outcome statement for the CAS Learning Domain you identified as most significant for your unit.
Identifying Appropriate Metrics to Assess Student Learning

Key Performance Indicators (KPIs) are the critical (key) quantifiable indicators of progress toward an intended result. KPIs provide a focus for strategic and operational improvement, create an analytical basis for decision making and help focus attention on what matters most.
Elements of Strong KPIs

- Provide **objective evidence** of progress towards achieving a desired result
- **Measure what is intended to be measured** to help inform better decision making
- Offer a comparison that gauges the **degree of performance change over time**
- Can track **efficiency, effectiveness, quality, timeliness, governance, compliance, behaviors, economics, project performance, personnel performance or resource utilization**
- Are **balanced** between leading and lagging indicators

[https://www.kpi.org/kpi-basics/](https://www.kpi.org/kpi-basics/)
Key Performance Indicator Examples

Residence Life
- Occupancy rates
- Number of programs/attendance

Admissions
- Number of students indicating school is first choice
- Outreach/contact by office
- Melt numbers

International Student Services
- Compliance with paperwork/policies
- Countries represented

Enrollment Management
- Graduation rates
- Retention rates (retention rates by various student identities)
- Number of degrees awarded

Academic
- Time to complete degree
- Student/Faculty ratios

Student Involvement/Leadership
- Number of applications for student leader positions
- Number of programs/attendance

Career Services
- Counselor to student ratio
- Resume review rubric scores
- Career fair attendance (employers/students)
- First destination survey results/job placement

Academic Advising
- Advisor to student ratio
- Percentage of students registered at assigned queue time
Activity 3:

Identify at least 1 KPI to assess the learning outcome statement you wrote.
Call to Action: Close the Loop!

Plan
Document foundational framework (mission, goals, outcomes, etc.) and plan to assess

Do
Gather and document assessment results and evidence

Check
Analyze and interpret results; make recommendations for improvement

Act
Close the loop on impact of actions taken to drive continuous improvement

Continuous Improvement
Developing an Assessment Plan for CAS Learning Domains

• To comply with CAS standards, institutions must **identify, assess, and articulate** how their programs and services contribute to domains

• Assessment maps identify which units could provide the most relevant data

• Meaningful, measurable, and manageable outcome statements and strong KPIs lead to actionable assessment practices