Developing an Assessment Plan for CAS Learning Domains

University of Idaho

CAS Learning Domains:

- Knowledge acquisition, construction, integration, and application
  - Understanding knowledge from a range of disciplines, Connecting knowledge, Constructing knowledge, Relating knowledge to daily life

- Cognitive Complexity
  - Critical thinking, Reflective thinking, Effective reasoning, Creativity

- Intrapersonal Development
  - Realistic self-appraisal, self-understanding and respect, Identity development, Commitment to ethics and integrity, Spiritual awareness

- Interpersonal Competence
  - Meaningful relationships, Interdependence, Collaboration, Effective leadership

- Humanitarian and Civic Engagement
  - Understanding cultural differences, Global perspective, Social/Civic responsibility

- Practical Competence
  - Pursuing goals, Communicating effectively, Technological competence, Managing personal affairs, Managing career development, Demonstrating professionalism, Maintaining health and wellness, Living a purposeful life

Elements of Strong Student Learning Outcomes

- **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?

Examples:

After attending their first semester advising appointment in fall, undergraduate students will identify a course plan for spring registration.

After attending the university career fair, third and fourth+ year students will employ networking strategies by contacting at least 2 employers who presented opportunities at the fair.
### 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.


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<th>ANALYZE</th>
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Writing a Learning Outcome Statement

Brainstorm responses to the reflection questions below.

- Identify the institutional/program mission or goal your outcome will support.
- Who is your audience?
- What do you want your audience to be able to know, think, or be able to do?
- What circumstances or context will foster the learning?
- To what degree will the learning occur?

Fill in the blanks:

A) Audience: ____________________________________________________________

B) Behavior: __________________________________________________________

C) Condition: __________________________________________________________

D) Degree: ____________________________________________________________

Check Your Outcome Statement:

- Is the Outcome measurable?
- Is the Outcome meaningful?
- Is the Outcome manageable?
- Would you feel comfortable/proud sharing this outcome with students, campus stakeholders, and external audiences?

Rewrite the learning outcome statement to address any issues:

_____________________________________________________________________

_____________________________________________________________________

Key Performance Indicators (KPIs)

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.

Identify at least one KPI for your learning outcome statement: