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
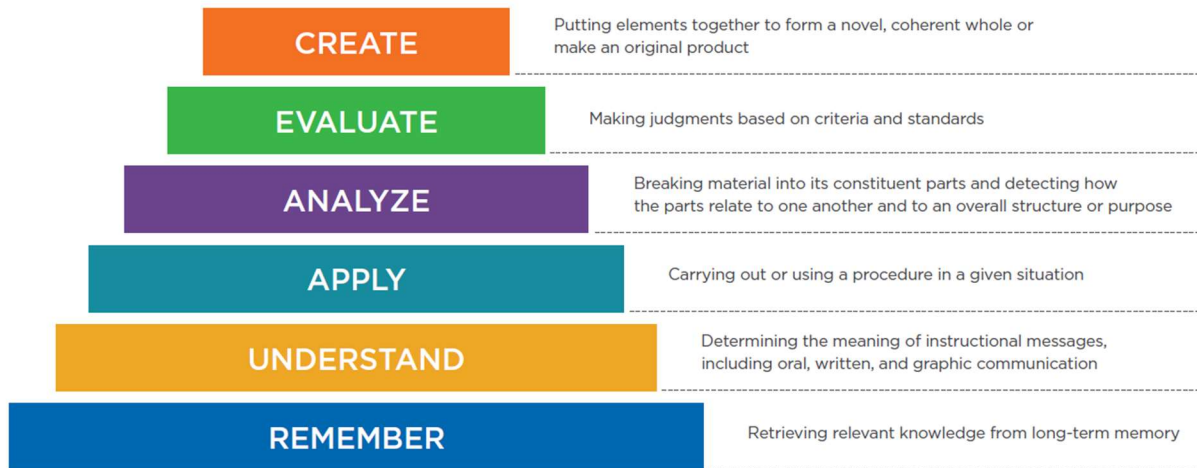
Elements of Strong Student Learning Outcomes

- 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 performance, 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

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)

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

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:

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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:

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