### Council for the Advancement of Standards Learning and Developmental Outcomes

Integrating CAS and *Learning Reconsidered* Outcomes

<table>
<thead>
<tr>
<th>Student Outcome Domain</th>
<th>Dimensions of Outcome Domain</th>
<th>Examples of Learning and Development Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge acquisition, construction, integration, and application</td>
<td>Understanding knowledge from a range of disciplines</td>
<td>Possesses knowledge of human cultures and the physical world; possesses knowledge of [a specific] one or more subjects</td>
</tr>
<tr>
<td></td>
<td>Connecting knowledge to other knowledge, ideas, and experiences</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Constructing knowledge</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Relating knowledge to daily life</td>
<td>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</td>
</tr>
<tr>
<td>Cognitive complexity</td>
<td>Critical thinking</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Reflective thinking</td>
<td>Applies previously understood information, concepts, and experiences to a new situation or setting; rethinks previous assumptions</td>
</tr>
<tr>
<td></td>
<td>Effective reasoning</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Creativity</td>
<td>Integrates mental, emotional, and creative processes for increased insight; formulates a new approach to a particular problem</td>
</tr>
<tr>
<td>Intrapersonal development</td>
<td>Realistic self-appraisal, self-understanding, and self-respect</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Identity development</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Commitment to ethics and integrity</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Spiritual awareness</td>
<td>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</td>
</tr>
<tr>
<td>Interpersonal competence</td>
<td>Meaningful relationships</td>
<td>Establishes healthy, mutually beneficial relationships with others; treats others with respect; manages interpersonal conflicts effectively; demonstrates appropriately assertive behavior</td>
</tr>
<tr>
<td></td>
<td>Interdependence</td>
<td>Seeks help from others when needed and offers assistance to others; shares a group or organizational goal</td>
</tr>
</tbody>
</table>
This document is an adaptation of *Learning Reconsidered* and the CAS Learning Outcomes

1. **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.

2. **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**

3. **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.

4. **Global perspective**  
   Understands and analyzes the interconnectedness of societies worldwide; demonstrates effective stewardship of human, economic, and environmental resources.

5. **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.

6. **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**

7. **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.

8. **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.

9. **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.

10. **Managing personal affairs**  
    Exhibits self-reliant behaviors; manages time effectively; develops strategies for managing finances.

11. **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.

12. **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.

13. **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.

14. **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
3. These examples are adopted from the George Mason University *Critical Thinking Assessment Report* (2006)
References


*Approved as revised by CAS Board of Directors, October 19, 2008*