Using the CAS Learning Domains to Foster Student Development

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Session Outcomes

• Use the CAS Standards to develop learning goals and outcomes

Quick Poll

• What is your level of experience with CAS?
1. I am learning about CAS for the first time
2. I have read or attended a presentation about CAS
3. I have used the CAS Standards and Guidelines in my work but have not conducted self-assessments
4. I have conducted self-assessments in my work using CAS materials
5. I am a CAS expert and have used CAS materials extensively

Council for the Advancement of Standards in Higher Education

• Founded in 1979
• Promotion of standards in higher education
• Promotion of self-assessment in educational practice
• Consortium of 39 member organizations
• CAS Board of Directors comprised of representatives from member associations
• Consensus-oriented, collaborative approach
• 43 standards and self-assessment guides (SAGs)

Applications for Standards: How do campuses use results?

• Measure program and service effectiveness
  – Enhance institutional self-studies
  – Prepare for accreditation
  – Establish credibility and accountability
• Design new programs and services
• Devise staff development
• Inform budget allocation
• Guide strategic planning
• Develop learning and development outcomes

CAS Basics, Mable & Dean, 2006

Program Learning and Development Outcome Domains & Dimensions

• Six Student Learning & Development Outcome Domains are a part of the CAS General Standards
  – Knowledge acquisition, construction, integration, and application
  – Cognitive Complexity
  – Intrapersonal Development
  – Interpersonal Competence
  – Humanitarianism and Civic Engagement
  – Practical Competence
• Stated expectation in the CAS General Standards that all functional area programs must place emphasis on identifying relevant learning outcomes and assessing their achievement by students
Mapping Learning Outcomes

<table>
<thead>
<tr>
<th>LEAP (AAC&amp;U)</th>
<th>Learning Reconsidered</th>
<th>Disciplines</th>
<th>CAS Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Human Cultures &amp; the Physical &amp; Natural World</td>
<td>Knowledge acquisition, integration, &amp; application</td>
<td>Knowledge bases</td>
<td>Knowledge acquisition, construction, integration, &amp; application</td>
</tr>
<tr>
<td>Intellectual &amp; Practical Skills</td>
<td>Cognitive complexity</td>
<td>Critical Thinking</td>
<td>Cognitive Complexity</td>
</tr>
<tr>
<td>Personal &amp; Social Responsibility</td>
<td>Interpersonal &amp; intrapersonal competence</td>
<td>Intrapersonal attributes and competencies</td>
<td>Intrapersonal Development</td>
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<tr>
<td></td>
<td>Humanitarianism</td>
<td>Interpersonal relations with diverse others</td>
<td>Interpersonal Competence</td>
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<tr>
<td></td>
<td>Civic engagement</td>
<td>Ethics</td>
<td>Humanitarian &amp; Civic Engagement</td>
</tr>
<tr>
<td>Integrative &amp; Applied Learning</td>
<td>Practical competence</td>
<td>Professional skills</td>
<td>Practical Competence</td>
</tr>
<tr>
<td></td>
<td>Persistence &amp; academic achievement</td>
<td>Life-long learning</td>
<td></td>
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Program Learning and Development Outcome Domains & Dimensions


- **Knowledge acquisition, integration, construction, and application**
  - Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

- **Cognitive complexity**
  - Dimensions: critical thinking; reflective thinking; effective reasoning; and creativity

- **Intrapersonal development**
  - Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Program Learning and Development Outcome Domains & Dimensions


- **Interpersonal competence**
  - Dimensions: meaningful relationships; interdependence; collaboration; and effective leadership

- **Humanitarianism and civic engagement**
  - Dimensions: understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility

- **Practical competence**
  - Dimensions: pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life

Domain Example: Intrapersonal Development


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

Examples of Learning Outcomes per Dimension


- **SELF**: 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**: Integrates multiple aspects of identity into a coherent whole; recognizes and exhibits interdependence; recognizes and exhibits interdependence in accordance with cultural and personal values; identifies and commits to important aspects of self

- **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**: 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

Applying the Domains


- In what ways can you envision using the domains on your campus?
3 Ms

- **Meaningful:**
  - Is this outcome aligned with the division or department missions or goals?
- **Manageable:**
  - Is this outcome actually achievable and assessable?
- **Measurable:**
  - Can you articulate how you would know you achieved the outcome?

ABCD Formula

- ABCD Formula
  - Audience
  - Behavior
  - Condition
  - Degree

Key Elements

- **Audience (Who)**
  - Who is the target of the outcome?
- **Behavior (What)**
  - What should the audience be able to know, do, or value?
- **Condition (How)**
  - What will facilitate the learning?
- **Degree (How much)**
  - How much will be accomplished or demonstrated?

ABCD

To write a learning outcome, follow the formula

\[
\begin{align*}
\text{Condition} & \quad \text{Audience} & \quad \text{Behavior} & \quad \text{Degree} \\
\end{align*}
\]

Developing Outcomes

- Choose a domain and develop outcomes for those dimensions.

As a result of participating in the leadership workshop, students will articulate at least three characteristics of effective leadership.
Assessment Methods

Testing Instruments

- Use of pre-created instruments to measure particular traits or domains
- Examples: Myers-Briggs Type Indicator, Moral Development Inventory, Collegiate Learning Assessment (CLA), Measurement of Academic Proficiency and Progress (MAPP)
- Participants are given score and compared to normative data
- Can be useful if measuring a specific area

Direct vs. Indirect

Direct Methods

Any process employed to gather data which requires subjects to display their knowledge, behavior, or thought processes.

Indirect Methods

Any process employed to gather data which asks subjects to reflect upon their knowledge, behaviors, or thought processes.

Describe three characteristics of effective leadership.

In the workshop, I learned to be an effective leader.
- Strongly agree
- Moderately agree
- Neither agree nor disagree
- Moderately disagree
- Strongly disagree

Quasi-Experiments

- Seek to control variables by assessment design
- Can give confident results when implemented
- Can be resource intensive
- Not used often in education
- Pre-post test is most popular design

Ratings of Skills

- Teacher/advisor/supervisor rates skills of student
- Could be part of formal evaluation process
- Helpful to have criteria for ratings

Observation

- Used to gather qualitative data in an unobtrusive way
- Need ongoing access to group you want to collect data from
- May take great deal of time to transcribe notes and analyze data
<table>
<thead>
<tr>
<th><strong>Narrative/Journaling</strong></th>
<th><strong>Portfolio</strong></th>
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<tbody>
<tr>
<td>- Allows student to reflect on experience</td>
<td>- Way of documenting progression towards goals</td>
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<td>- Can be analyzed using a rubric or content analysis</td>
<td>- Can be electronic or paper</td>
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<td>- Demonstrates writing skills, critical thinking skills, and can also provide insight into other types of learning</td>
<td>- Used for a variety of learning outcomes</td>
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<tr>
<td>- Need to consider intent for student and intent for assessment</td>
<td>- Provides opportunity for reflection by student</td>
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<td>- Allows for feedback from staff/faculty/students</td>
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<td>- Can serve as an archive</td>
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<th><strong>Surveys</strong></th>
<th><strong>Interviews</strong></th>
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<tr>
<td>- Can be paper or electronic</td>
<td>- Used to obtain detailed information and allow for direct follow-up</td>
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<tr>
<td>- Used to collect data from many people quickly and easily</td>
<td>- Can be in person or on the phone</td>
</tr>
<tr>
<td>- Limited resources needed</td>
<td>- Can gather rich data</td>
</tr>
<tr>
<td>- Unfortunately, this the default</td>
<td>- Need to develop trust with interviewee</td>
</tr>
<tr>
<td></td>
<td>- Can be expensive and time consuming</td>
</tr>
<tr>
<td></td>
<td>- Takes a great deal of time to transcribe notes and analyze data</td>
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<th><strong>Focus Groups</strong></th>
<th><strong>Concept Map</strong></th>
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<tr>
<td>- Can be done in person or online</td>
<td>- Used to demonstrate relationships and connections</td>
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<tr>
<td>- Allow for direct follow-up</td>
<td>- Can demonstrate critical thinking skills</td>
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<tr>
<td>- Need to develop trust between moderator and participants</td>
<td>- Allows user to be creative</td>
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<tr>
<td>- Provide depth of answers, but lack breadth</td>
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Rubrics

- Set of criteria to judge student demonstration of learning
- Completed by rater or learner
- Can be holistic or component
- Can be an effective assessment tool, but underutilized

Focused Listing

- Assesses prior knowledge, recall, and understanding.
- This CAT focuses students’ attention on a single important term, name, or concept from a particular lesson or class section and directs them to list several ideas that are closely related to that “focus point.”
- Helps educator determine the most effective starting point for an activity.

Empty Outlines

- Assesses prior knowledge, recall, and understanding.
- The instructor provides students with an empty or partially completed outline or an in-class presentation or assignment and gives students limited time to fill in the blank spaces.
- Helps instructor know how well students grasped main points.

Minute Paper

- Assesses prior knowledge, recall, and understanding.
- At the end of an activity students are asked to respond briefly to some variation of “what was the most important thing you learned in class.”
- Provides manageable amounts of timely and useful feedback for a minimal investment of time and energy.

One Sentence Summary

- Assesses synthesis and creative thinking.
- This simple technique challenges students to answer the questions “Who does what to whom, when, where, how, and why?” about a given topic, and then to synthesize those answers into a single informative, grammatical, and long summary sentence.
- Enables educators to find out how concisely, completely, and creatively, students can summarize a large amount of information.
Application Cards

- Assesses application and performance.
- After students have heard or read about an important principle, generalization, theory, or procedure, they receive an index card and are asked to write down at least one possible, real-world application for what they have just learned.
- You can know quickly how well students understand the possible applications of what they have learned.

Assessment Methods

- What methods would you use to assess the outcomes you created?

Questions/Comments

For More Information

- Visit www.cas.edu
- Frameworks for Assessing Learning and Developmental Outcomes (FALDOS) (2006)
- CD with SAGs and Standards
  - E-Learning Course on Conducting a Self-Assessment
- CAS Statements
  - Characteristics of Individual Excellence
  - CAS Statement of Shared Ethics