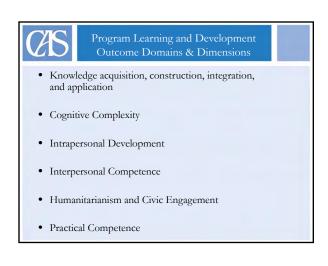


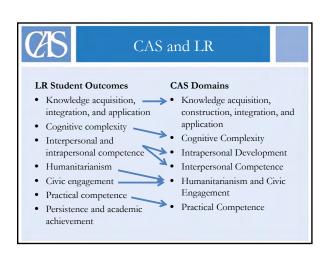
Consortium of 40 member organizations41 standards and self-assessment guides (SAGs)

Applications for Standards:
How do campuses use results?

• Measure program & service effectiveness
• Institutional self-studies
• Preparation for accreditation
• Design of new programs and services
• Staff development
• Academic preparation
• Credibility and accountability
• Strategic planning
• Budget allocation
• Develop learning and development outcomes

• Adapted from CAS Basics, Mable & Dean, 2006







- 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



- · 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

- 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 to personal behavior, seeks and considers feedback from others, reiniques and subsequently learns from past experiences; employs self-reflection to gain risight; functions without need for constant reassurance from others; balances needs of self with needs of others

- with needs of others

 IDENTITY: Integrates multiple aspects of identity into a coherent whole; recognizes and exhibits interdependence; recognizes and exhibits interdependence; recognizes and exhibits interdependence; recognizes and exhibits interdependence; recognizes and commits to important aspects of self

 INTEGRITY: Incorporates exhibited 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, honests; and trustworthniests; access 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?



Developing Outcomes

• Choose a domain and develop outcomes for those dimensions.



Mapping to the Domains

• Choose a program or a department and begin to map activities in that program or department to the learning dimensions.

