

LEARNING OUTCOME FRAMEWORKS

Prepared by UMD Student Development Assessment Team (SDAT)

	Association of American Colleges and Universities (AACU) 2007 <i>Essential Outcomes</i> Higher Education	Baxter- Magolda 2004 <i>Self-Authorship Domains</i> Cognitive Development	Chickering 1993 <i>Seven Vectors</i> College Student Development Theory	Learning Reconsidered 2004 <i>Student Outcomes</i> (integration of academics & student development)	Council for the Advancement of Standards in Higher Education (CAS) 2008 <i>Learning & Developmental Outcomes</i> CAS and Learning Reconsidered	Proposed Framework for UMD Student Learning Outcomes 2009
1	<p>Knowledge of Human Cultures & the Physical & Natural World Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts Focused by engagement with big questions, both contemporary and enduring</p> <p>Integrative Learning Synthesis and advanced accomplishment across general and specialized studies Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems</p>	<p>Cognitive Maturity Intellectual power Reflective judgment Mature decision making Problem solving in context</p>	<p>Developing Competence Knowledge acquisition; increased intellectual, aesthetic, and cultural sophistication; and development of higher-order cognitive skills</p>	<p>Knowledge Acquisition, Integration, and Application Understanding knowledge in a range of disciplines (acquisition) Connecting knowledge to other knowledge, ideas and experiences (integration) Relate knowledge to daily life (application) Pursuit of lifelong learning Career decidedness Technological competence</p>	<p>Knowledge Acquisition, Construction, Integration, and Application Understanding knowledge from a range of disciplines Connecting knowledge to other knowledge, ideas, and experiences Constructing knowledge Relating knowledge to daily life</p>	<p>1. Knowledge Knowledge Acquisition, Construction, Integration, & Application</p> <p>Knowledge from Study and Experience Knowledge Synthesis Knowledge Construction Knowledge Applied to Daily Life</p>

2	<p>Intellectual and Practical Skills Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance</p>	(Cognitive maturity continued)	(Developing competence continued)	<p>Cognitive Complexity</p> <p>Critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotion/cognition integration, identity/cognition integration</p>	<p>Cognitive Complexity</p> <p>Critical thinking Reflective thinking Effective reasoning Creativity</p>	<p>2. Thinking Cognitive Complexity</p> <p>Critical thinking Reflective thinking Effective reasoning Creativity Systems thinking Quantitative reasoning</p>
3		<p>Integrated Identity</p> <p>Understanding one's history Confidence Capacity for autonomy and connection Integrity</p>	<p>Managing Emotions Impulse control, development of appropriate responses (both immediate and long-term) for handling emotions Increased capacity to experience feelings such as wonder, sympathy, relief, caring, and optimism</p> <p>Establishing Identity Developing sense of self in a context shaped by historical events and social and cultural conditions and by issues emanating from family and ethnic heritage Self-esteem and stability grow</p>	<p>Interpersonal and Intrapersonal</p> <p>Realistic self appraisal and self understanding; personal attributes such as identity, self esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting; meaningful relationships; interdependence; collaboration; ability to work with people different from self</p>	<p>Intrapersonal Development</p> <p>Realistic self-appraisal, self understanding, and self-respect Identity development Commitment to ethics and integrity Spiritual awareness</p>	<p>3. Self-Realization</p> <p>Intrapersonal Development</p> <p>Self-understanding and respect Identity development Commitment to ethics and integrity Spiritual awareness Emotional intelligence</p>

4		<p>Mature Relationships</p> <p>Respect for self and others' identities & cultures</p> <p>Productive collaboration to integrate multiple perspectives</p>	<p>Moving Through Autonomy toward Interdependence</p> <p>Increased emotional freedom from the need for reassurance and the approval of others as well as greater instrumental independence, interdependence, the self-sufficiency evident in the ability to organize their own affairs, and solve problems</p>	<p>(Interpersonal and Intrapersonal continued)</p>	<p>Interpersonal Competence</p> <p>Meaningful relationships</p> <p>Interdependence</p> <p>Collaboration</p> <p>Effective leadership</p>	<p>4. Relationships</p> <p>Relational Interdependence</p> <p>Meaningful relationships</p> <p>Interdependence</p> <p>Collaboration</p> <p>Effective leadership</p>	
	5	<p>Personal & Social Responsibility</p> <p>Civic knowledge and engagement – local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</p>	<p>Effective Citizenship</p> <p>Coherent, ethical action for good of all</p> <p>Intercultural maturity</p>	<p>Developing Integrity</p> <p>Values previously taken on authority are reviewed, and those found consistent with the emerging identity are retained, personalized, and internalized</p> <p>The emerging values and identity find expression in ways that are internally consistent and manifest themselves in socially responsible behavior</p>	<p>Humanitarianism</p> <p>Understanding and appreciation of human differences; cultural competency; social responsibility</p>	<p>Civic Engagement</p> <p>Sense of civic responsibility;</p> <p>Commitment to public life through communities of practice; engage in principled dissent; effective in leadership</p>	<p>Humanitarianism and Civic Engagement</p> <p>Understanding and appreciation of cultural and human differences</p> <p>Global perspective</p> <p>Social responsibility</p> <p>Sense of civic responsibility</p>

6			<p>Developing Purpose</p> <p>Answers the questions "Who am I?", "Who am I going to be?" "Where am I?" and "Where am I going?" Growth requires increasing intentionality-developing plans that integrate priorities in vocational goals and aspirations, interpersonal interests, and family Decision making guided by identity and values</p>	<p>Practical Competence</p> <p>Effective communication; capacity to manage one's affairs; economic self-sufficiency and vocational competence; maintain health and wellness; prioritize leisure pursuits; living a purposeful and satisfying life</p>	<p>Practical Competence</p> <p>Pursuing goals Communicating effectively Technological competence Managing personal affairs Managing career development Demonstrating professionalism Managing health and wellness Living a purposeful and satisfying life</p>	<p>6. Life Skills</p> <p>Practical Competence</p> <p>Pursuit of goals Effective communication Technological competence Management of personal affairs Career development Professional skill development Maintenance of health and wellness Sense of purpose</p>
				<p>Persistence and Academic Achievement</p> <p>Manage college experience to achieve academic and personal success; academic goal success, including degree attainment</p>		

References

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