



LEARNING OUTCOMES ALIGNMENT SHEET

Learning outcomes you can trace to the frameworks you already use.

Seven measurable learning outcomes for the Vision Engine 8-week supplemental curriculum, which runs inside your existing first-year course. Each carries its Bloom's level and maps to learning outcome domains from the Council for the Advancement of Standards in Higher Education (CAS) and career readiness competencies from the National Association of Colleges and Employers (NACE).

	STUDENTS WILL BE ABLE TO	BLOOM'S LEVEL	WEEKS	CAS DOMAIN AND DIMENSION	NACE COMPETENCY
1	Construct a written, present-tense vision statement for each of five life areas	Create	1	Intrapersonal development: identity development. Practical competence: living a purposeful and satisfying life	Career and Self Development
2	Select 4 to 5 core values and justify each, and design daily habits and one "Needle Mover" that support the vision	Evaluate, Create	1	Intrapersonal development: realistic self-appraisal, self-understanding. Practical competence: pursuing goals	Career and Self Development
3	Assess their current standing in each life area against their vision and identify the gap	Evaluate, Analyze	2 to 6	Cognitive complexity: reflective thinking. Intrapersonal development: realistic self-appraisal	Career and Self Development; Critical Thinking
4	Match a specific need to a type of campus or community support and formulate a specific, dated commitment to contact it	Apply, Create	2 to 6	Practical competence: managing personal affairs, managing career development, maintaining health and wellness	Career and Self Development
5	Build a beginning budget that turns their vision into a monthly income target, and relate it to their academic path	Apply, Analyze	3	Practical competence: managing personal affairs, managing career development	Career and Self Development
6	Evaluate their own follow-through on their commitments and explain the barriers and adjustments	Evaluate	7, 8	Cognitive complexity: reflective thinking. Practical competence: pursuing goals	Career and Self Development; Critical Thinking
7	Explain the institution's role, and their own responsibility, in using its support ecosystem	Understand, Analyze	4, 7	Interpersonal competence: meaningful relationships, interdependence	Career and Self Development (building relationships)

Week 6 (Mind and Spirit) asks students to name the anchor that holds them in adversity, framed around mindset and belief, not any religious tradition. It maps to CAS intrapersonal development: spiritual awareness.

How each outcome is assessed. Week 1 is unscored. Weeks 2 to 6 use one question: could this answer belong to any student, or only this one? Week 7 uses a three-point rubric; Week 8 counts completed contacts. Scores of 3, 1 or 0 go into your own LMS gradebook. **Constructive alignment.** Each week states its outcome, activity, student work and assessment, in that order. **Fits what you already use.** It supplements your first-year course; it does not replace it or any resource in it.

What the curriculum measures, and what it does not

The weekly scores measure engagement and evidence of completed work: how specific a submission is and whether the student followed through. They do not measure mastery of a content area or purpose gained. Some evidence is self-reported. There is no pre/post instrument today. This sheet describes what the curriculum is designed to do; no term of use has produced outcome data yet. The mapping to CAS and NACE is the curriculum's own, not a certification or endorsement by either organization.

References. Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Bloom, B. S. (Ed.). (1956). *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32, 347–364. Council for the Advancement of Standards in Higher Education (CAS), learning and development outcomes. National Association of Colleges and Employers (NACE), career readiness competencies.

Clarity Empowers Persistence.

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