



CAS Standards: A Solid Foundation for Development

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www.cas.edu
[@CAS_Standards](#)

Learning Outcomes

Participants will be able to:

- Explain the CAS standards
- Recall the CAS learning and development outcome domains and how they relate to other higher education outcomes
- Describe how the CAS Standards can be used for program development
- Discuss how the CAS Standards can be used for self-assessment

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
- Consortium of 42 member organizations
- CAS Board of Directors comprised of representatives from member associations
- Consensus-oriented, collaborative approach
- 45 standards and self-assessment guides (SAGs)

STANDARDS

Principles Underlying All CAS Standards

<p>Students & Their Environments The whole student is shaped by environments that provide learning opportunities reflective of society and diversity, with students having ultimate responsibility for learning</p>	<p>Diversity & Multiculturalism Institutions embracing diversity and eliminating barriers with justice and respect for differences, binding individuals to community</p>
<p>Organization, Leadership, & Human Resources Quality of leaders possessing sound preparation is essential, with success directly correlated to clarity of mission</p>	<p>Health Engendering Environments Education prospers in benevolent environments that provide students with appropriate challenge and necessary support</p>
<p>Ethical Considerations Educators exhibit impeccable ethical behavior in professional and personal life</p>	

- Academic Advising Programs**
- Adult Learner Programs & Services
- Alcohol & Other Drug Programs**
- Assessment Services
- Auxiliary Services Functional Areas
- Campus Activities Programs
- Campus Information & Visitor Services
- Campus Police & Security Programs
- Campus Religious & Spiritual Programs
- Career Services
- Civic Engagement & Service-Learning Programs**
- Clinical Health Services
- College Honor Society Programs**
- College Unions
- Commuter & Off-Campus Living Programs
- Conference & Event Programs
- Counseling Services
- Dining Service Programs
- Disability Resources & Services
- Education Abroad Programs & Services**
- Financial Aid Programs**
- Fraternity & Sorority Advising Programs
- Graduate & Professional Student Programs & Services
- Health Promotion Services
- Housing & Residential Life Programs**
- International Student Programs & Services
- Internship Programs*
- Learning Assistance Programs
- LGBT Programs & Services
- Master's Level Student Affairs Professional Preparation Programs**
- Multicultural Student Programs & Services
- Orientation Programs**
- Parent & Family Programs
- Recreational Sports Programs
- Registrar Programs & Services
- Sexual Violence-Related Programs & Services**
- Student Conduct Programs**
- Student Leadership Programs
- Student Media Programs*
- Transfer Student Programs & Services
- TRIO & Other Educational Opportunity Programs
- Undergraduate Admissions Programs & Services*
- Undergraduate Research Programs
- Veterans & Military Programs & Services
- Women's and Gender Programs & Services**

The General Standards

1. Mission
2. Program
3. Organization and Leadership
4. Human Resources
5. Ethics
6. Law, Policy and Governance
7. Diversity, Equity, and Access
8. Internal and External Relations
9. Financial Resources
10. Technology
11. Facilities and Equipment
12. Assessment

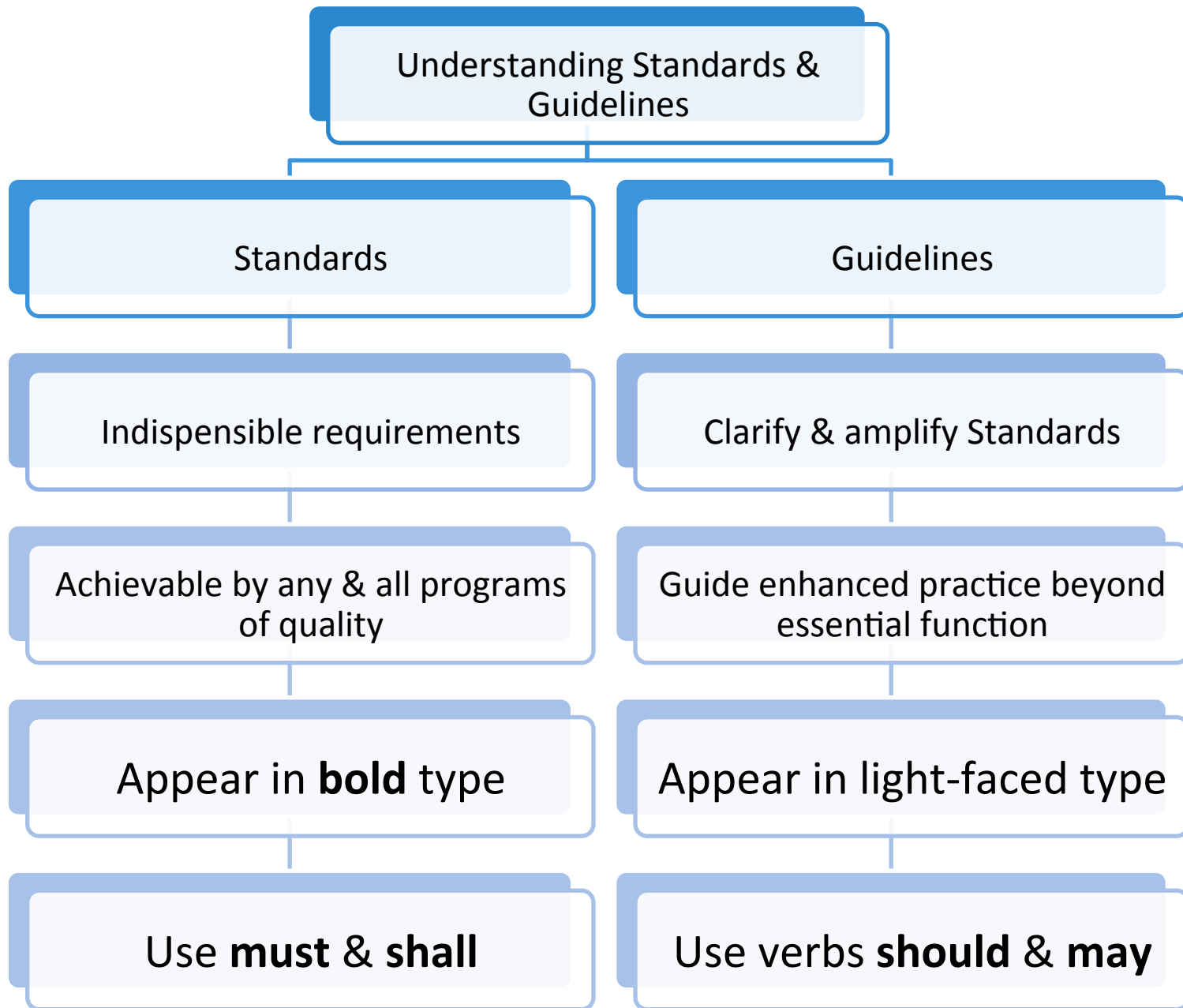
General & Specialty Standards

General Standards

- Common across all functional areas
- *Programs & services must develop, disseminate, implement, and regularly review their mission.*

Specialty Standards

- Address issues specific to the functional area
- *The primary mission of career services is to assist students and other designated clients through all phases of their career development.*





CAS Learning and Development Outcomes

Learning and Development Outcome Domains and Dimensions

- Six Student Learning & Development Outcome Domains are a part of the CAS General Standards
- 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



Bloom's Taxonomy: Levels of Cognition

Verb Wheel Based on Bloom's Taxonomy

-  Domain
-  Appropriate verbs
-  Student products



Learning and Development Outcome Domains and 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

Learning and Development Outcome Domains and 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

LEAP [AAC&U] (2007)	Learning Reconsidered (2004)	Council for the Advancement of Standards [CAS] (2008)	Degree Qualifications Profile [DQP] (2011)	Disciplines (2011)
Knowledge of Human Cultures & the Physical & Natural World	Knowledge Acquisition, Integration, & Application	Knowledge Acquisition, Construction, Integration, & Application	Specialized Knowledge; Broad & Integrative Knowledge	Knowledge Bases
Intellectual & Practical Skills	Cognitive Complexity	Cognitive Complexity	Intellectual Skills	Critical Thinking
Personal & Social Responsibility	Interpersonal & Intrapersonal Competence Humanitarianism Civic Engagement	Intrapersonal Development Interpersonal Competence Humanitarianism & Civic Engagement	Civic and Global Learning	Intrapersonal Attributes & Competencies Interpersonal Relations with Diverse Others Ethics Management & Collaborative Leadership
Integrative & Applied Learning	Practical Competence Persistence & Academic Achievement	Practical Competence	Applied & Collaborative Learning	Professional Skills Life-long Learning

Fundamental Questions of an Assessment

Student Learning and Development Outcomes

- What is the effect of our work on students?
- How are they different as a result of interacting with our programs and services?
- How do we know?
- How do we demonstrate their learning?
- What and how do we measure?

Program Evaluation

- Is the program or service functioning effectively to achieve its mission?
- What evidence is available to support the determination?
 - Learning and development outcomes are part of this evidence
- How is evidence used to make program decisions?

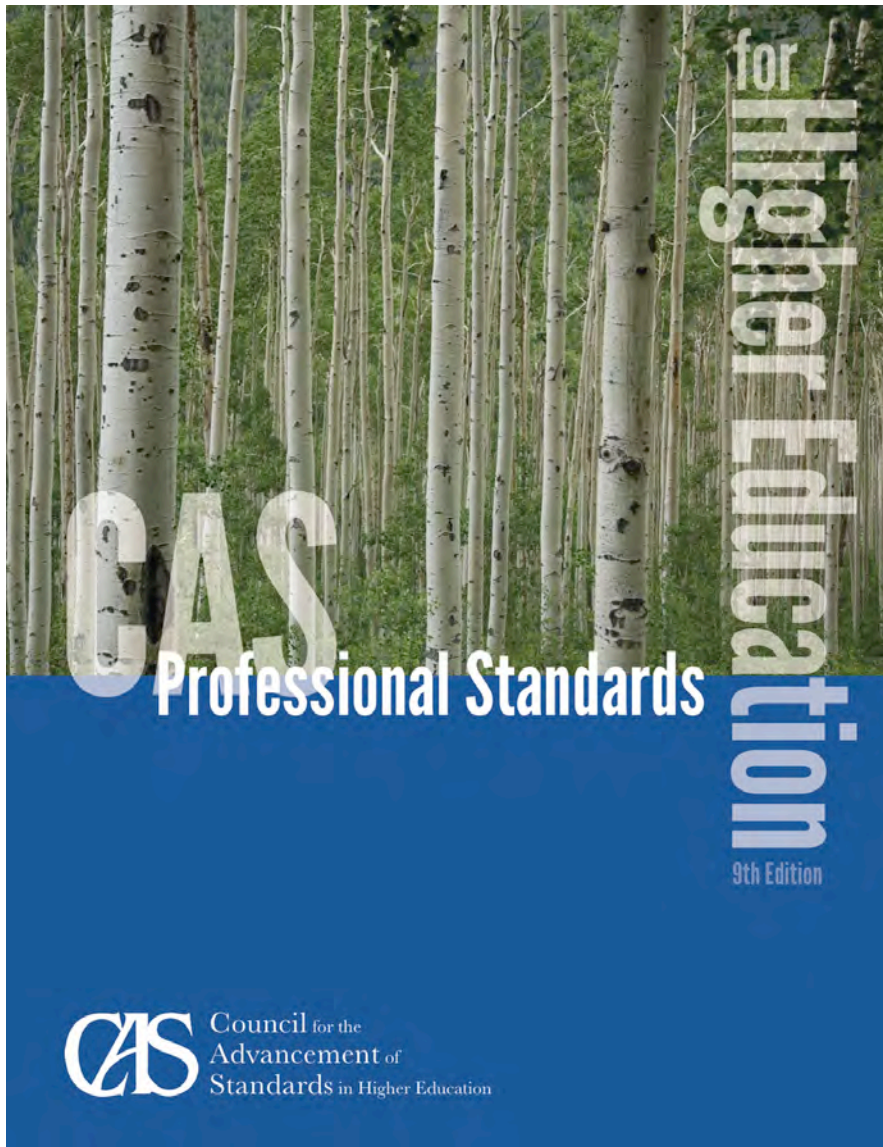


Putting the CAS Standards to Work

Adapting CAS for your Environment

- CAS Standards, resources, and self-study processes are flexible
- Some considerations for using CAS to fit your culture and environment:
 - Cross-functional areas
 - Institutional Size
 - Multiple Sites
 - Institutional Type

Applications for CAS Standards



- Design new programs and services
- Focus time, energy, and resources
- Devise staff development
- Guide strategic planning
- Develop learning and development outcomes
- Measure program and service effectiveness

Using CAS as a New Professional or Graduate Student

- Job search
 - Less familiar about a functional area? A review of the CAS Standards for that area can help you ask good questions at your interview
- New professional or new role
 - Quickly identify areas that may need additional support when you are new to a position/campus
 - Design student learning outcomes assessment
- Graduate Student
 - Utilize CAS as a conceptual framework or reference for research papers

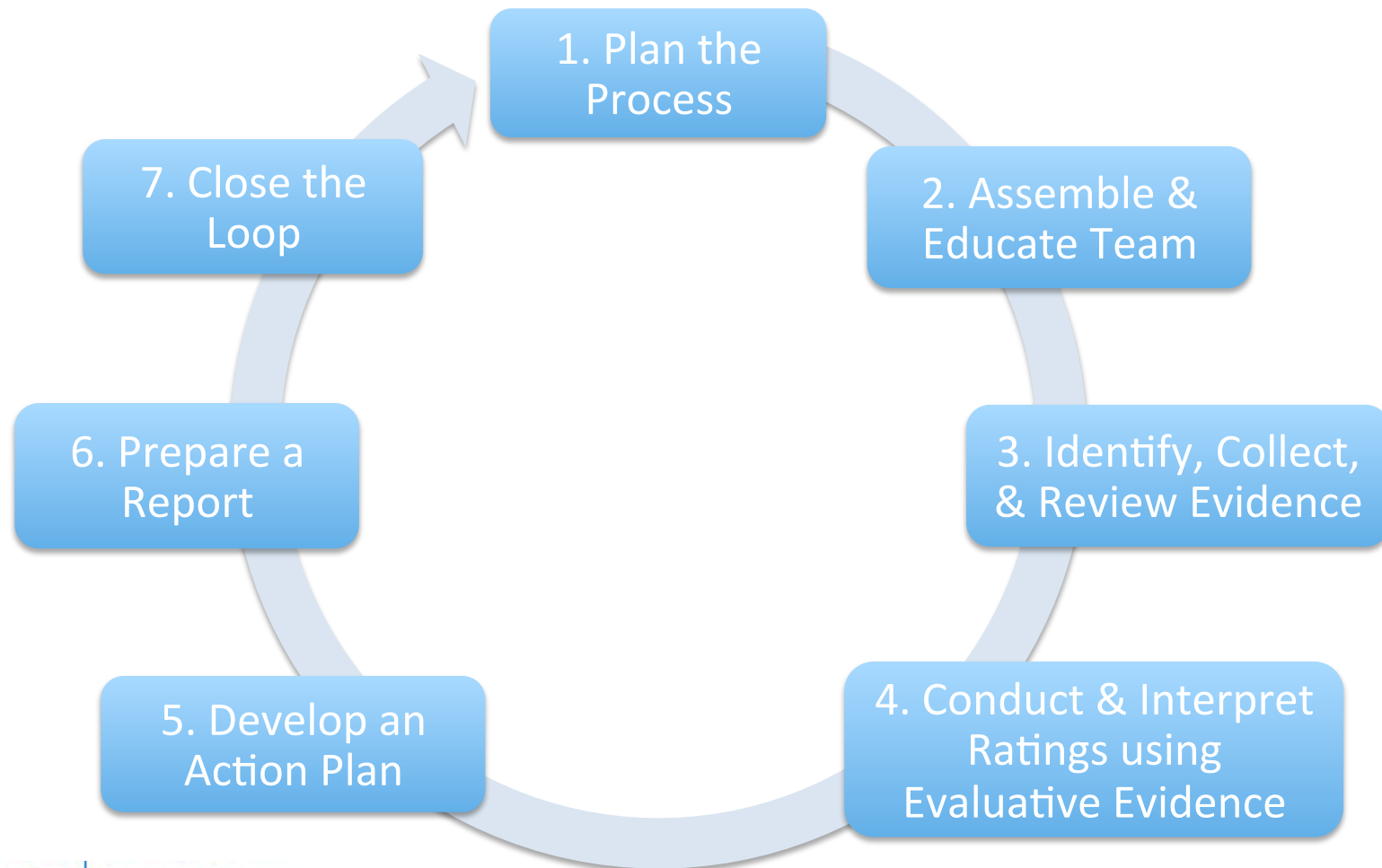


Conducting Self-Assessment using CAS Standards

Fundamental Elements about Self-Assessment

- Internally driven
- Systematic and regular
- Effective in terms of time, cost, etc.
- Provides reasonably accurate, useful information
- Supports staff development
- Provides recognition and rewards at a local level
- Charts quality program development and professionalism using widely agreed-upon quality indicators
- Develops a shared vision among constituents
- Relies on honesty with meticulous evaluation
- Assembles results into an action plan for improvement

CAS Evaluation Steps



CAS Evaluation Steps

- Plan the Process
 - Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study
- Assemble and Educate Team
 - 3-5 (program) to 8-10 (division) comprised of stakeholders including students; train team on self-assessment concepts & principles
- Identify, Collect, and Review Evidence
 - Define what constitutes evidence; then gather, collect, manage, and review evidence
- Conduct and Interpret Ratings using Evaluative Evidence
 - Clarify team's rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings

Self-Assessment Guides (SAG)

- Provides an effective workbook/format for evaluation, self-assessment, and institutional reviews
- Translates standards into multiple criterion statements which can be measured
- Clusters of criterion measures focus on subsections of the standards, allowing raters to express detailed and targeted judgments
- Informs on program strengths and weaknesses
- Leads to an action plan to enhance programs and services that benefit student learning and development

Part 5. ETHICS

Suggested Evidence and Documentation:

1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

← New recommendations for evidence to gather

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

5.1 Ethical Standards

← Clusters of criterion measures (means fewer items to rate!)

- Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice.
- Programs and services publish and adhere to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

Space to write your narrative explanation of above ratings

5.2 Statement of Ethical Standards

- Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.

2.5



Program Collaboration

The Program explores possibilities for collaboration with faculty members and other colleagues

Rating

Not Done Not Met Minimally Met Well Met Fully Met

Narrative

Over the course of the past year, the Multicultural Center has worked with faculty and staff from multiple departments to facilitate workshops and presentations on campus. A link to these workshops, presenters, and their campus department affiliation is attached as metrics comparing the efforts this year with those in the past.

Sources

[Campus Presentation List](#)

CAS has partnered with Campus Labs offer a CAS-based program review module through available through Compliance Assist

Using a SAG to Evaluate a Program

- Small Group Practice - Part 1: Mission
 - Review the sample mission you received
 - Based on Part I. Mission of the CAS self-assessment guide, assign collective ratings for the program's mission
 - What information do you still need?
 - How will your group negotiate different ratings?



Division of Student Affairs

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ABOUT THE STAMP

THE STAMP VISION:

Transforming and enriching the Maryland experience.

THE STAMP MISSION:

To provide a safe and inviting campus center where all UM students, alumni, faculty, staff, and community members cultivate lifelong relationships founded on engagement, learning, multiculturalism, and citizenship .

DIRECTOR



CAS Evaluation Steps

- Develop an Action Plan
 - Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, benchmarks, resources, timeframe)
- Prepare a Report
 - Identify audience for report(s); describe self-study, evidence gathering, rating process, evaluations, strengths, weaknesses, and action plan; draft executive summary
- Close the Loop
 - Put action plans into practice; navigate politics and secure resources; identify barriers; and build buy-in to the program review results

Sample Timeline

- By March 15: Team Selection
- By April 15: Team Training
- April 15-June 15: Compile and Review Evidence
- June 15-July 31: Judge Performance and Conduct Ratings
- Aug. 1 –Sept. 1: Develop Action Plans and Draft Reports
- By Sept. 15: Submit Final Reports

Taking Action with CAS

Programmatic Action Plan

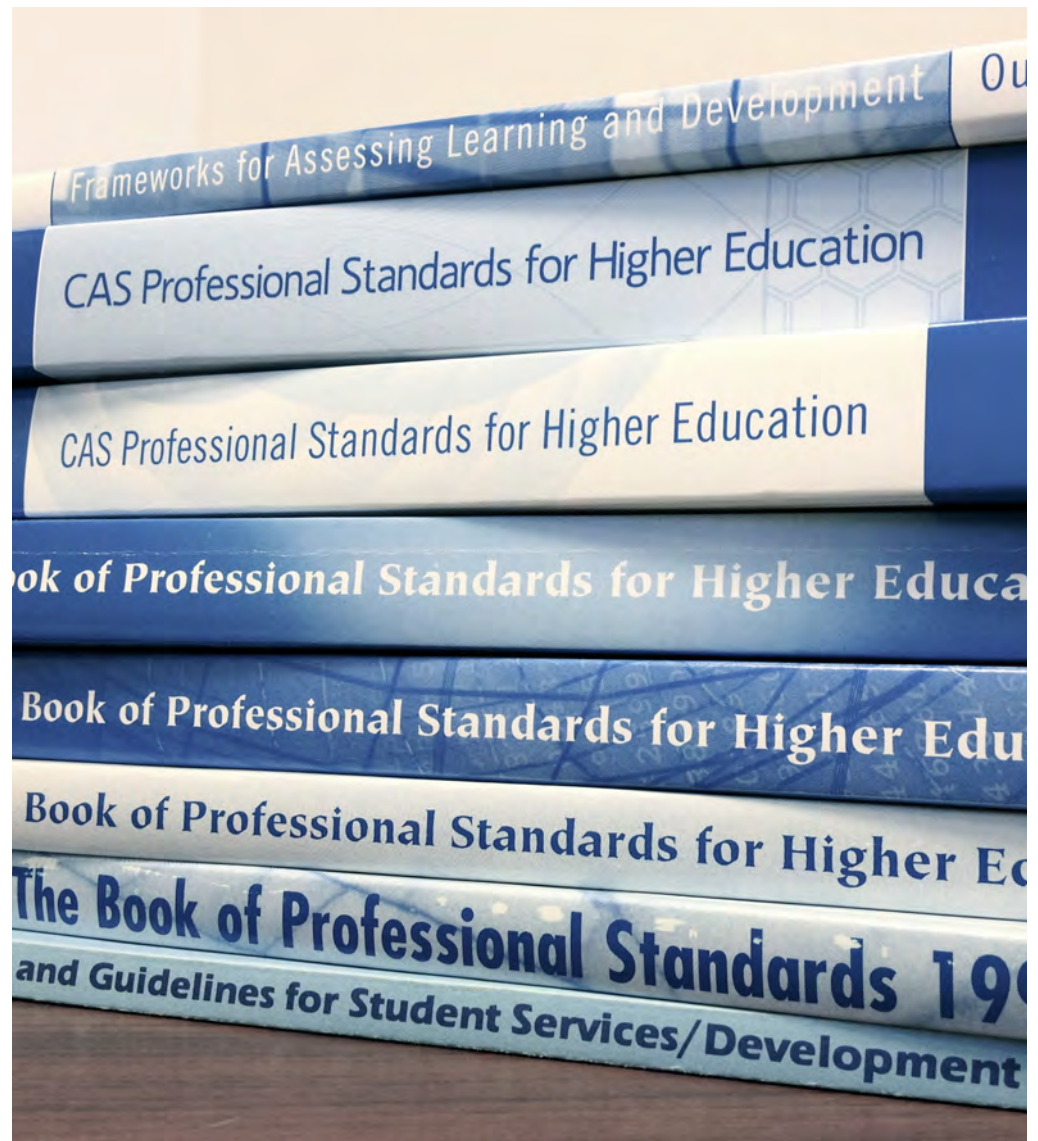
- Detail actions required for the program to meet all standards
- Identify areas that need follow-up because they are less than satisfactory
- List resources necessary for program enhancements
- Include a timeline and deadline
- Identify person/people responsible for completing the work

Strategic Action Plan

- Complete a full review of each program/service every 3-5 years
- Conduct mini-reviews of units between years
- Gather data and information about programs/services between larger-scale reviews
- Incorporate self-assessment tasks in ongoing projects
- Use CAS self-assessment findings and data to inform future strategic planning efforts

Lessons from CAS Program Review Users

- CAS materials are flexible
- Leadership is critical
- Plan for administrative support
- Be clear regarding work load
- Timelines will save your life
- Evidence/Data is key
- Team members may be afraid to be honest when rating – help them understand how self-assessment enhances programs
- Allow staff to implement changes



Getting to a CAS “aha!”

- What have been successes and challenges with CAS?
- What tipped the scales toward CAS working for you?
- What advice to you have for using CAS standards?



For More Information

- Visit www.cas.edu
- *CAS Professional Standards for Higher Education* (9th edition)
- Self-Assessment Guides
 - Also available through CAS website
 - Available through Campus Labs Program Review
- CAS Statements (available on website)
 - Characteristics of Individual Excellence
 - CAS Statement of Shared Ethical Principles
- CAS Resource Center at <http://www.cas.edu/resources.asp>
- *Frameworks for Assessing Learning and Developmental Outcomes* (FALDOS) (2006)