



# USING CAS STANDARDS TO NAVIGATE A NEW CHAPTER

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# About the Program

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- Topic Introduction
- CAS Overview
- Using CAS to Navigate Professional Success
  - Job Search & Professional Development
  - Multiple Functional Areas
  - Program Review & Assessment
  - NASPA/ACPA Competencies
- Moving Forward

# Conceptual Framework

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- Successful career transitioning and acclimation requires resources, information, understanding of culture
- Poor transitions can contribute to attrition for student affairs professionals, but enhanced preparation and professional development can prevent this trend
- Knowledge of historical context and professional standards that guide practice in a job or functional area is important for new or transitioning staff as they navigate the field

(Renn & Jessup-Anger, 2008; Tull, 2006; Whitt, 1997)



# Challenges of Transition

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- *What challenges do graduate students and new or transitioning professionals face?*
  - Transition
  - Relationship building
  - Personal balance
  - Professional contribution
  - Learning curve



# CAS OVERVIEW





CAS

# Council for the Advancement of Standards in Higher Education

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- 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

## 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

## Diversity & Multiculturalism

Institutions embracing diversity and eliminating barriers with justice and respect for differences, binding individuals to community

## Organization, Leadership, & Human Resources

Quality of leaders possessing sound preparation is essential, with success directly correlated to clarity of mission

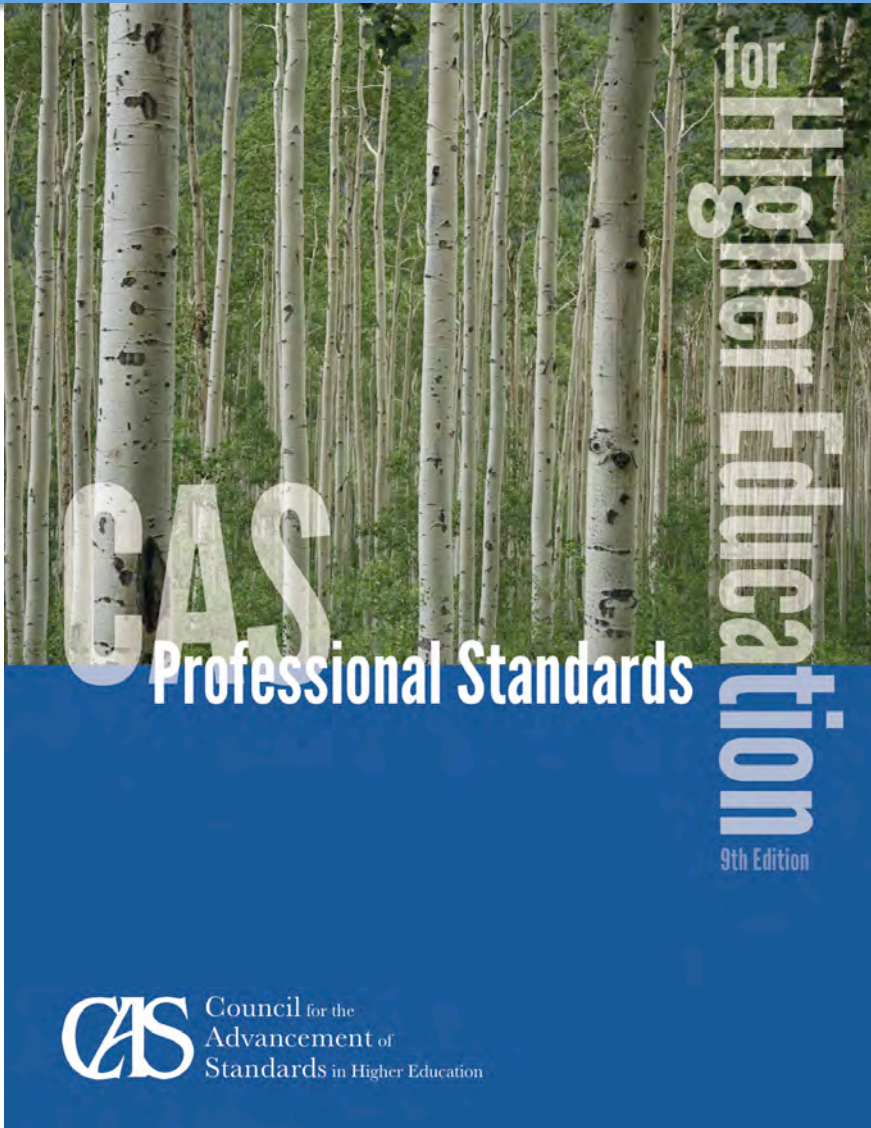
## Health Engendering Environments

Education prospers in benevolent environments that provide students with appropriate challenge and necessary support

## Ethical Considerations

Educators exhibit impeccable ethical behavior in professional and personal life

# 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



# Twelve Parts of the General Standards

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- Mission
- Program
- Organization and Leadership
- Human Resources
- Ethics
- Law, Policy and Governance
- Diversity, Equity, and Access
- Internal and External Relations
- Financial Resources
- Technology
- Facilities and Equipment
- Assessment

# Two Types of Standards Statements

## General Standards

- Common across all functional areas
- Appear verbatim in every set of functional area standards
- *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.*

# Understanding Standards & Guidelines

## Standards

Indispensible requirements

Achievable by any and all programs of quality

Appear in **bold** type

Use **must** and **shall**

## Guidelines

Clarify & amplify Standards

Guide enhanced practice beyond essential function

Appear in light-faced type

Use verbs **should** and **may**

# Learning and Development Outcome Domains and Dimensions

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- 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



# CAS Learning and Development Outcome Domains & Dimensions

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- 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



# CAS Learning and Development Outcome Domains & Dimensions

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- 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



# **CAS STANDARDS AS RESOURCES FOR PROFESSIONAL DEVELOPMENT**



# Functional Areas

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- CAS Contextual Statements
  - historical perspective
  - foundational principles
  - current issues
  - References, Readings, and Resources
- Housing and Residential Life Contextual Statement

# Functional Areas

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- Functional Area Standards and Guidelines
  - Interview preparation
  - Program development
- Self-Assessment Guides (SAGs)

# Navigating the Job Search

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- Learning about an institution/program
  - What are the missions?
  - How are they applied/lived?
  - What are the intended outcomes?
  - What are the guiding theories/principles?
  - How clear is the organization chart?
  - What are the relationships across campus?
  - What sort of evidence is provided?

(Wentworth, 2014)

# Navigating the Job Search

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- Asking the right questions
  - What is your vision for this office/this position?
  - What sort of collaboration exists, or may be developed, here?
  - What are the guiding principles/theories for the office?
  - How is “success” measured?

(Wentworth, 2014)



#CASConnect



# **NAVIGATING MULTIPLE FUNCTIONAL AREAS**





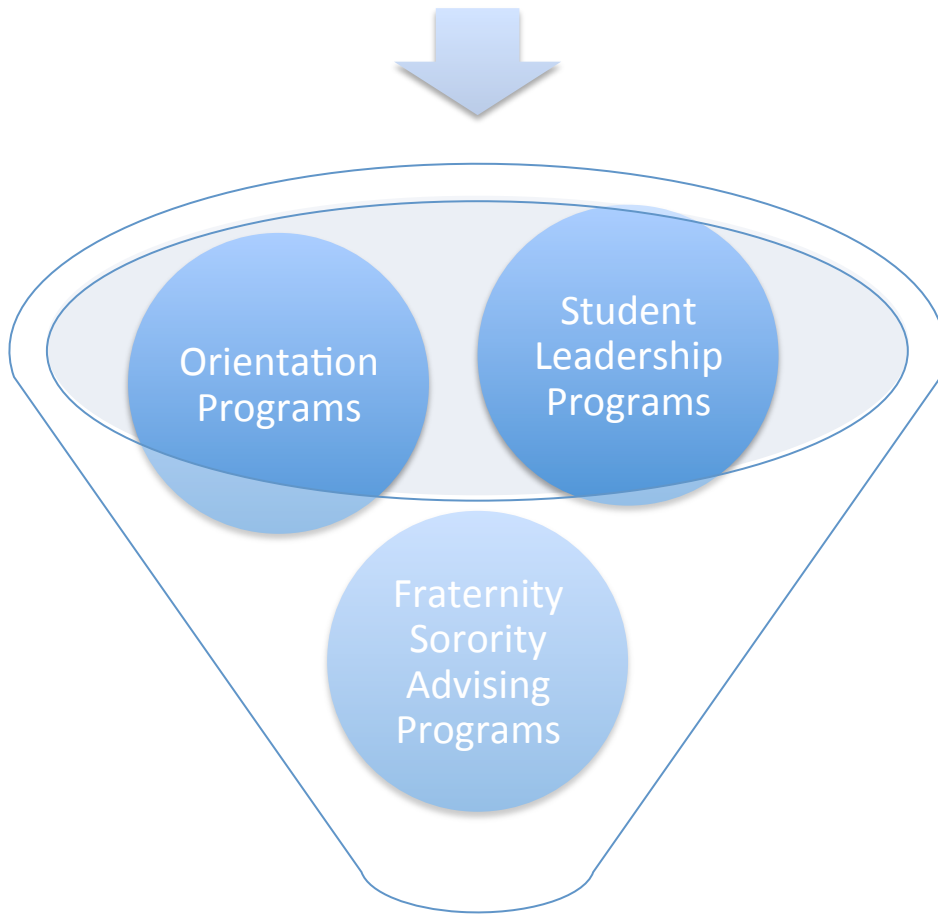
# Utilizing General Standards

## General Standards

- Common across all functional areas
  - Appear verbatim in every set of functional area standards
  - *Programs & services must develop, disseminate, implement, and regularly review their mission.*
- Boilerplate model allows for greater utility across functional areas
  - Understand “ingredients” for a successful program, no matter the functional area

# Merging Functional Area Standards

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## **Organization & Leadership**

### **Orientation Programs:**

- Coordination of OP occurs even though a number of offices may be involved in the delivery of structured activities.

### **Fraternity Sorority Advising Programs:**

- FSAP assists members and chapters in understanding their rights and responsibilities as part of the institution.

### **Student Leadership Programs:**

- N/A

# Merging Functional Area Standards

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- It is not uncommon to have multiple functional areas within one job title
- The structure of CAS Standards allows for flexible overlap across functional areas
- Understanding the ways in which functional area standards overlap enhances understanding of transferrable skills and experiences



# NAVIGATING SELF-ASSESSMENT



# CAS Evaluation Steps

## 1. 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

## 4. 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

## 2. Assemble and Educate Team

3-5 (program) to 8-10 (division) comprised of stakeholders including students; train team on self-assessment concepts & principles

## 5. Develop an Action Plan

Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, benchmarks, resources, timeframe)

## 3. Identify, Collect, and Review Evidence

Define what constitutes evidence; then gather, collect, manage, and review evidence

## 6. Prepare a Report

Identify audience for report(s); describe self-study, evidence gathering, rating process, evaluations, strengths, weaknesses, and action plan; draft executive summary

## 7. Close the Loop

Put action plans into practice; navigate politics and secure resources; identify barriers; and build buy-in to the program review results

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# Conducting CAS Self-Assessment

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- How do you know it is time to conduct a CAS assessment?
  - To understand current needs of students
  - Advocating to keep funding or increase budget
  - Regular assessment cycle
  - Creating new department

# Assessment Teams

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- Assessment Design
  - Consider your office
  - *What is the appropriate assessment design?*
    - Option 1: Complete department-wide assessment
      - Integrate units to achieve a full picture
    - Option 2: Separate department into smaller units
- Integrating Self-Assessment Guides
  - Create a hybrid



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# Methodology for Establishing a Team

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- Team Composition
  - 5-7 members of CAS Internal Review Team



# Methodology for Establishing a Team

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- Option 1
  - Role(s): Chair, External Expert, Student Representative, Department Expert, Other Stakeholders
- Option 2
  - If a smaller department, it is worth creating a team from across your institution. The composition of the team should be similar to Option 1, but should include valuable stakeholders from across the institution
- Option 3
  - The value of volunteers

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## Part 5. ETHICS

# Sample Self- Assessment Guide (SAG)

### 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

### 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

- 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:*

#### 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

# Gather Evidence

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- Suggestions of evidence in individual guides
- Suggestions when gathering evidence
  - Central location for storage
  - Use resources available (i.e., Campus Labs)
  - Gather unbiased, accurate information; Focus on student needs
  - Types of Evidence
    - Surveys
    - Interviews
    - Focus Groups
  - Reviewing data before your start rating the standards

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# Rating the Standards

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- Establish ground rules
- Take it one (section) at a time
  - Decision making process
    - Voting and taking the mean
    - Voting and taking the median
    - Consensus decision
  - Mediums of voting
- Time
  - The harder you work, the better the product; take your time on this journey and in the discussion phase
- Guests
  - When necessary, bring in guests that can help provide insight into a topic or specific area



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# Building the Foundation

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- Tips for a successful CAS Review
  - The Environment
  - Timeline
  - The North Star
  - Establish Decision Making
  - Integrate Different Self-Assessment Guides



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# Assembling the Details

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*Now what do you do with the standards?*

- Writing the final report
  - Clarity
- Types of reports
  - Internal report
  - External report
  - Short summary
  - Infographic
- Develop a strategic plan using the CAS review
- Advocate for additional resources



# COMPARING COMPETENCIES



ACPA/NASPA Competencies (2015)	CAS Characteristics of Individual Excellence (2006)
Personal and Ethical Foundations	<ul style="list-style-type: none"> <li>Behaves in ways that reflect integrity, responsibility, honesty, and with accurate representation of self, others, and program</li> <li>Espouses and follows a written code of professional ethical standards</li> <li>Possesses appropriate knowledge of relevant theories, literature, and philosophies on which to base informed professional practice</li> </ul>
Values, Philosophy, and History	<ul style="list-style-type: none"> <li>Knows values, historical context, and current issues of one’s profession</li> <li>Has developed, can articulate, and acts consistently with a sound educational philosophy consistent with the institution’s mission</li> </ul>
Assessment, Evaluation, and Research	<ul style="list-style-type: none"> <li>Engages in evaluation and assessment to determine outcomes and identify areas for improvement</li> <li>Bases decisions on appropriate data</li> </ul>
Law, Policy, and Governance	<ul style="list-style-type: none"> <li>Understands relevant legal issues</li> <li>Abides by laws and institutional policies and works to change policies that are incongruent with personal and professional principles</li> </ul>
Organizational and Human Resource	Manages fiscal, physical, and human resources responsibly and effectively
Leadership	Models effective leadership
Social Justice and Inclusion	<ul style="list-style-type: none"> <li>Interacts effectively with a diverse range of students</li> <li>Provides fair treatment to all students and works to change aspects of the environment that do not promote fair treatment</li> <li>Values differences among groups of students and between individuals; helps students understand the interdependence among people both locally and globally</li> <li>Actively and continually pursues insight into the cultural heritage of students</li> </ul>
Student Learning and Development	<ul style="list-style-type: none"> <li>Encourages student learning through successful experiences as well as failures</li> <li>Knows the developmental effects of college on students</li> </ul>
Technology	Uses technology effectively for educational and institutional purposes
Advising and Supporting	Counsels, advises, supervises, and leads individuals and groups effectively

# Relationship to Competencies

## ACPA/NASPA Professional Competencies (2015)

- Personal and Ethical Foundations
- Values, Philosophy, and History
- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Organizational and Human Resource
- Leadership
- Social Justice and Inclusion
- Student Learning and Development
- Technology
- Advising and Supporting

## CAS General Standards (2014)

- Ethics
- Assessment
- Law, Policy and Governance
- Organization and Leadership
- Human Resources
- Diversity, Equity, and Access
- Technology
- Program
  - Includes learning and development outcomes
  - Provides direction by functional area for advising, supporting students, etc.





**MOVING FORWARD**



# Moving Forward

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- Using CAS to Navigate:
  - Professional transitions and development
    - Job Search
    - Competencies and Transferrable Skills
  - Existing overlaps in responsibilities
  - Program review and self-assessment
- Develop a CAS Plan
  - *How will you use CAS to navigate professional success?*

# For More Information

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- Visit [www.cas.edu](http://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>
- **AdvanceU “CAS Boot Camp”** recordings at <http://www.afa1976.org/?PreviousAdU>



# Continue to Connect with CAS at NASPA!

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- At NASPA, attend CAS program sessions:
  - **Tuesday, March 15, at 8:30 AM - CAS Standards: A Solid Foundation for Development**
  - **Tuesday, March 15, at 3:30 PM - Strengthening Student Affairs Assessment and Integrating CAS Standards**
  - *Visit our booth for more information!*



**How will you use  
CAS Standards  
to Navigate your  
next chapter?**



**#CASConnect**