COUNCIL FOR THE ADVANCEMENT OF STANDARDS (CAS) BASICS

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Learning Outcomes

• Describe approaches to quality assurance and the use of professional standards in higher education

• Describe CAS and the CAS standards

• Describe how the CAS standards can be used for program self-assessment
Council for the Advancement of Standards in Higher Education

• Founded in 1979
• Consortium of 39 member organizations
• CAS Board of Directors comprised of representatives from member associations
• Consensus-oriented, collaborative approach
• 44 standards and self-assessment guides (SAGs)
• Standards are designed to be achievable by any program/service, at any institution type
  o Threshold, not aspirational; standards, not goals
  o Guidelines are added to indicate what good practice beyond the threshold looks like
Criteria for Professionalism

• Professionals are employed full-time in these roles
• Established philosophy is in place
• Professional preparation exists with a body of knowledge
• Research is underway developing theories and analyzing practice
• Professional organizations are in place
CAS Mission

• The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development.

• CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.
## CAS Principles

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

• Design new programs and services
• Focus where time, energy, and resources should go
  – Identify better uses for funds
  – Consider what are the essential, non-negotiable functions
• Devise staff development
  – Determine what is covered at training, what skills are needed to be effective, etc.
• Guide strategic planning
• Develop learning and development outcomes
• Measure program and service effectiveness
  – Enhance institutional self-studies to prepare for accreditation
  – Establish credibility and accountability
CAS 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
• 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
• Clinical Health Services
• College Honor Societies
• 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
• Service-Learning Programs
• Sexual Assault & Relationship Violence Prevention Programs
• Student Conduct Programs
• Student Leadership Programs
• Transfer Student Programs & Services
• TRIO & Other Educational Opportunity Programs
• Undergraduate Admissions Programs & Services*
• Undergraduate Research Programs
• Veterans & Military Programs & Services
• Women Student Programs & Services

** New or revised since 2012 edition (available for purchase separately in the online store)
Twelve Component Parts

• Mission
• Program
• Organization and Leadership
• Human Resources
• Ethics
• Law, Policy and Governance
• Diversity, Equity, and Access
• Institutional and External Relations
• Financial Resources
• Technology
• Facilities and Equipment
• Assessment and Evaluation
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.
Understanding Standards & Guidelines

Standards
- Indispensible requirements
  - Achievable by any & all programs of quality
  - Appear in bold type
  - Use must & shall

Guidelines
- Clarify & amplify Standards
  - Guide enhanced practice beyond essential function
  - Appear in light-faced type
  - Use verbs should & may
Program Learning and Development Outcome Domains & Dimensions

• Six Student Learning & Development Outcome Domains are a part of the CAS General Standards
  – Knowledge acquisition, construction, integration, and application
  – Cognitive complexity
  – Intrapersonal development
  – Interpersonal competence
  – Humanitarianism and civic engagement
  – Practical competence
<table>
<thead>
<tr>
<th>LEAP (AAC&amp;U)</th>
<th>Learning Reconsidered</th>
<th>Disciplines</th>
<th>CAS Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Human Cultures &amp; the Physical &amp; Natural World</td>
<td>Knowledge acquisition, integration, &amp; application</td>
<td>Knowledge bases</td>
<td>Knowledge acquisition, construction, integration, &amp; application</td>
</tr>
<tr>
<td>Intellectual &amp; Practical Skills</td>
<td>Cognitive complexity</td>
<td>Critical thinking</td>
<td>Cognitive Complexity</td>
</tr>
<tr>
<td>Personal &amp; Social Responsibility</td>
<td>Interpersonal &amp; intrapersonal competence</td>
<td>Intrapersonal attributes and competencies</td>
<td>Intrapersonal Development</td>
</tr>
<tr>
<td></td>
<td>Humanitarianism</td>
<td>Interpersonal relations with diverse others</td>
<td>Interpersonal Competence</td>
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<tr>
<td></td>
<td>Civic engagement</td>
<td>Ethics</td>
<td>Humanitarianism &amp; Civic Engagement</td>
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<tr>
<td></td>
<td></td>
<td>Management &amp; collaborative leadership</td>
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<tr>
<td>Integrative &amp; Applied Learning</td>
<td>Practical competence</td>
<td>Professional skills</td>
<td>Practical Competence</td>
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<tr>
<td></td>
<td>Persistence &amp; academic achievement</td>
<td>Life-long learning</td>
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Student Learning & Development: Part of the Program

• Programs and services…
  – Must promote student learning and development outcomes
  – Must identify relevant and desirable student learning & development outcomes
  – Must assess outcomes
  – Must provide evidence of their impact on student learning and development
  – Must articulate how they contribute to or support student learning and development
Program Learning and Development Outcome Domains & 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
Program Learning and Development Outcome Domains & 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
Identifying Outcomes

• What should be the result of our work?
  – Program outcomes
    • e.g., percentage of students reached
  – Operational outcomes
    • e.g., reduced wait-list time to appointment
  – Student outcomes
    • e.g., intrapersonal development/integrity/ethical decision-making

• Important to balance focus on student outcomes and program outcomes
  – Are our programs and services organized and run effectively to achieve the intended outcomes?
  – Are the intended outcomes achieved?
Identifying Strategies

• What will we do intentionally to try to achieve these outcomes?
  – Programming (active and passive)
  – Individual and group interventions
  – Policies and procedures
  – Environmental factors
  – Short term and long term
How will we know?

- Choose the specific outcomes that you will measure in a year/cycle
- Design intended outcomes and objectives to be assessed so that they are measurable
- Decide how to measure them as you are designing the intervention
- Carry out your plan and use the results to improve the next cycle
Questions of a Student Outcomes Assessment

• 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?
Questions of a Program Evaluation

• Is the program or service functioning effectively to achieve its mission?
• What evidence is available to support the determination?
• How is evidence used to make program decisions?
What if…?

• What if we just focused on outcomes?
  – If we always achieve the intended outcomes, there’s no problem, so we keep doing what we’re doing.
  – If we don’t achieve the intended outcomes, and all that we have assessed is those outcomes, how would we decide what to do differently?

• If we assess both programs/services and the actual outcomes, we can make more informed determinations about what needs to be changed or improved.
Preparing for Self-Assessment

• What is the purpose and scope of your study?
• Who should serve on your self-study team?
• In your area, what sources of evaluative evidence are available?
• What previous assessment data do you have?
Adapting CAS for your Environment

• CAS standards and self-study processes provide for flexibility (even within the same campus)
• Some considerations for using CAS to fit your culture and environment:
  – Cross-functional areas
  – Multi-function offices
  – Institutional Size
  – Institutional Type
  – Multiple sites
## CAS Evaluation Steps

<table>
<thead>
<tr>
<th>Plan the Process</th>
<th>Develop an Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map out steps, develop a timeline, and identify outcomes for self-study</td>
<td>Identify strengths and weaknesses, recommendations, resources, timeframe, and responsible individuals</td>
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</table>

<table>
<thead>
<tr>
<th>Assemble and Educate Team</th>
<th>Prepare a Report</th>
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<tbody>
<tr>
<td>3-5 (program) to 8-10 (division) comprised of stakeholders including students; train team on self-assessment concepts &amp; principles</td>
<td>Describe the process, evidence gathering, ratings, and evaluations; summarize strengths and weaknesses; describe the action plan</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Identify and Collect Evidence</th>
<th>Close the Loop</th>
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<tbody>
<tr>
<td>Define what is evidence, discuss how to collect evidence, and manage the evidence</td>
<td>Implement the recommended changes</td>
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<thead>
<tr>
<th>Conduct Ratings using Evidence</th>
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<tbody>
<tr>
<td>Using the Self-Assessment Guides (SAGs), clarify criteria and process for rating [small group, individual, staff]; negotiate rating differences and manage group ratings</td>
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</tbody>
</table>
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
- Each criterion measure focuses on a particular aspect of the standard, allowing raters to express more detailed and specific judgments
- Informs on program strengths and weaknesses
- Leads to an action plan to enhance programs and services that benefit student learning and development
Sample from a Self-Assessment Guide

Part 2. PROGRAM
The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful, contribute to students’ realization of their potential, and prepare students for satisfying and productive lives.

Student Leadership Programs (SLP) must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

Consistent with the institutional mission, SLP must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions.

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<th>ND</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Does Not Apply</td>
<td>Insufficient Evidence/ Unable to Rate</td>
<td>Does Not Meet</td>
<td>Partly Meets</td>
<td>Meets</td>
<td>Exceeds</td>
<td>Exemplary</td>
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</table>

<table>
<thead>
<tr>
<th>Criterion Measures</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 The Student Leadership Program (SLP) promotes student learning and development outcomes that</td>
<td></td>
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<tr>
<td>2.1.1 are purposeful</td>
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<tr>
<td>2.1.2 contribute to students’ realization of their potential</td>
<td></td>
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<tr>
<td>2.1.3 prepare students for satisfying and productive lives</td>
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<tr>
<td>2.2 The SLP collaborates with colleagues and departments across the institution to promote student learning, development, persistence, and success</td>
<td></td>
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<tr>
<td>2.3 The SLP</td>
<td></td>
</tr>
<tr>
<td>2.3.1 assesses relevant and desirable student learning and development</td>
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<tr>
<td>2.3.2 provides evidence of impact on outcomes</td>
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<tr>
<td>2.3.3 articulates contributions to or support of student learning and development in the domains not specifically assessed</td>
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</tr>
<tr>
<td>2.3.4 articulates contributions to or support of student persistence and success</td>
<td></td>
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<tr>
<td>2.3.5 uses evidence gathered through assessment to create strategies for improvement</td>
<td></td>
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</tbody>
</table>
Part I: Mission

1.1 - The Program Mission and Leadership
1.2 - The Program Mission Basis
1.3 - The Program Mission Utilization
1.4 - The Program Mission and Community Membership
1.5 - The Program Mission and Student Involvement
1.6 - The Program Mission Behaviors and Processes
1.7 - The Program Mission is Inclusive and Accessible
1.8 - The Program Reviews its Mission
1.9 - The Program Implements its Mission
1.10 - The Mission Statement is Consistent with that of the Host Institution.
1.11 - The mission Statement is consistent with professional standards
1.12 - The Program Mission Statement and Outcome Domains
1.13 - Student Leadership Development
1.14 - Student Involvement and Institutional Governance
1.15 - Mission Statement
1.16 - Student Learning and Development

Part II: Program

2.2 - Outcomes Prepare Students
2.3 - Evidence of Learning Outcomes
2.4 - Relevant Learning Outcomes
2.5 - Program Collaboration
2.6 - Learning Domains
2.7 - Program Integration
2.8 - Diversity of Student Interests and Needs
2.9 - Contribution to Self-Esteem and Community Pride
2.10 - Scope of Educational Domains
2.11 - Student-Led Campus Activities
2.12 - Institutional Policy for Student Organizations
2.13 - Fundamental Funcations

Ratings

- Not Done
- Not Met
- Minimally Met
- Well Met
- Fully Met
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
1.2

The Program Mission Basis
The program mission is based upon clearly stated principles, values and assumptions

Rating
☐ Not Done ☑ Not Met ☐ Minimally Met ☐ Well Met ☐ Fully Met

Narrative
Key words within the mission correspond to our values: global citizens, lifelong learners, and critical thinkers.

External Review Team Comments
Please provide more detail to show how mission relates to core values.
Using CAS for a Strategic Planning Cycle

-if a strategic action plan already is in place, then CAS just becomes part of that process

Maintaining timely, consistent and accurate data is crucial to having good results

CAS Program Review
Prep for Strategic/CAS Program Review
Year 4
Strategic/Program Action Plan
Year 0-1
Data Gathering Interim Reviews
Year 2-5
Action Plan Enabled
Year 1

CAS
Council for the Advancement of Standards in Higher Education
For More Information

- Visit [www.cas.edu](http://www.cas.edu)
- *Frameworks for Assessing Learning and Developmental Outcomes* (FALDOs) (2006)
- **Self-Assessment Guides**
  - available on CD, with standards and an E-Learning Course on Conducting a Self-Assessment
  - also available individually
- **CAS Statements** (available on website)
  - Characteristics of Individual Excellence
  - CAS Statement of Shared Ethical Principles