Applying CAS Standards to Create Fraternity and Sorority Advising Program Outcomes

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The emphasis on student affairs assessment must be supported by fraternity and sorority programs. A part of the assessment movement is a focus on learning outcomes. The Council for the Advancement of Standards (CAS) provides standards and guidelines that help in creating learning outcomes for fraternity and sorority life programs. This session provides an overview of the CAS Standards and emphasizes the role of the Student Learning and Development Outcomes. Participants will develop strategies for using these outcomes, which promote student learning and development and can position fraternity and sorority programs as valued contributors to the goals of student affairs.
1. Learn about the CAS Standards for Fraternity and Sorority Advising Programs.

2. Review the CAS Student Learning and Development Outcomes within the CAS Standards for Fraternity and Sorority Advising Programs.

3. Apply the CAS Standards for Fraternity and Sorority Advising Programs to their specific institutional context.

4. Create specific tactics to implement CAS Student Learning and Development Outcomes.

5. **Develop a plan for implementing a CAS Review process focused on the CAS Standards for Fraternity and Sorority Advising Programs.**
The mission of the Council for the Advancement of Standards in Higher Education 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.
Recognizing a “Standard”

- Printed in **Bold** type
- Use the “**must**” verb
- Use the “**shall**” verb
- Required

Recognizing a "Standard"
Recognizing a “Guideline”

Appear as “Regular” text
Use the “may” verb
Use the “should” verb
Clarify or amplify a standard
- Mission
- Program
- Leadership
- Human Resources
- Ethics
- Legal Responsibilities
- Equity and Access
- Diversity
- Organization and Management
- Campus & External Relations
- Financial Resources
- Technology
- Facilities & Equipment
- Assessment and Evaluation
Why use CAS?

“...Credibility within the whole of higher education is more effectively gained through collective action than through narrowly defined initiatives by individuals or associations” (CAS, 2009)

- Minimum Standards
- Purpose
- Action
- Intentionality
- Accountability
- Assessment
- Measurement
Use in F/S Advising Programs

- F/S Advising Program Formation
- F/S Advising Program Management
- F/S Advising Program Goal Development
- F/S Advising Program Self Assessment
- F/S Advising Program External Assessment
The CAS Self-Assessment Guide

- Translates CAS standards into an effective workbook format
- Promotes program self-assessment and development
- Informs on program strengths and weaknesses
- Supports professional staff development
- Leads to enhanced student learning and development
Process for Self-Assessment

- Understand Self-Assessment
- Understand Standards & Guidelines
- Assemble Team
- Gather evidence and rating
- Create plan for improvement
Process for Self-Assessment
(continued)

- Gathering consensus
- Documenting strengths and deficiencies
- Preparing a plan of action
- Writing the report
CAS identifies six learning and development domains

- knowledge acquisition, integration, construction, and application
- cognitive complexity
- intrapersonal development
- interpersonal competence
- humanitarianism and civic engagement
- practical competence
<table>
<thead>
<tr>
<th>practical competence</th>
<th>Dimensions</th>
<th>F/S Advising Programs</th>
<th>F/S Community</th>
<th>Chapter Level</th>
<th>National Programs</th>
<th>Individual Level</th>
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<td>practical competence</td>
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<td>pursuing goals</td>
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<td>communicating effectively</td>
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<td>technical competence</td>
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<td>managing personal affairs</td>
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<td>managing career development</td>
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<td>demonstrating professionalism</td>
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<td>maintaining health and wellness</td>
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<td>living a purposeful and satisfying life</td>
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<td>awards</td>
<td>philanthropy; service activities</td>
<td>Connect to campus</td>
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What is a learning outcome?

– A concrete action that a student demonstrates as a result of learning. A learning outcome can be a demonstration of knowledge, a skill, or a value ...

sacs.utdallas.edu/sacs_glossary
Learning Outcomes Formula
   1. Time frame
   2. Student focus
   3. Action verb
   4. Product/process/outcome

• **Audience** (who’s this pertinent to?)
  - Recruitment Counselors (will)
  - Chapter presidents (will)

• **Behavior** (what do we expect them to know – be – or do?)
  - Support potential members
  - Make decisions based on organizational values

• **Condition** (how is it done?)
  - As a result of participation in the annual retreat
  - As a result of participation in the annual retreat

• **Degree** (to what extent is it accomplished?)
  - Throughout the recruitment period
  - Throughout their term in office
# Bloom's Classification of Cognitive Skills

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Related Behaviors</th>
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</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>recalling or remembering something without necessarily understanding, using, or changing it</td>
<td>define, describe, identify, label, list, match, memorize, point to, recall, select, state</td>
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<td>Comprehension</td>
<td>understanding something that has been communicated without necessarily relating it to anything else</td>
<td>alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate</td>
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<tr>
<td>Application</td>
<td>using a general concept to solve problems in a particular situation; using learned material in new and concrete situations</td>
<td>apply, adopt, collect, construct, demonstrate, discover, illustrate, interview, make use of, manipulate, relate, show, solve, use</td>
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<td>Analysis</td>
<td>breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles</td>
<td>analyze, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, point out, select, separate, sort, subdivide</td>
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<tr>
<td>Synthesis</td>
<td>creating something new by putting parts of different ideas together to make a whole.</td>
<td>blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, write</td>
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<tr>
<td>Evaluation</td>
<td>judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria</td>
<td>accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support</td>
</tr>
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Source: The information table above was derived from information presented on the Ball State University's web site ([http://web.bsu.edu/IRAA/AA/WB/chapter2.htm](http://web.bsu.edu/IRAA/AA/WB/chapter2.htm)), which was accessed in the summer of 2003.
“After participation in the chapter president’s leadership retreat students will connect their leadership practices to organizational values throughout their term in office”
CAS Considerations

• Context
• Human and fiscal resources
• Implementation approaches
• Involvement of stakeholders
• Intended use of action plan
Taking It Home

• What is your CAS IQ?
• What are your priorities?
• At what stage are you? At what stage do you want to start?
• Where can you look for information?
• Where can you look for support?