Welcome to #ACPA16 in Montreal, we are glad you are here!

Bienvenue à #ACPA16 à Montréal, nous sommes heureux que vous soyez là!

#ACPA16 provides an opportunity to discuss global concepts in higher, post-secondary, and tertiary education. Please remember that not everyone in the room is from the same country nor works within the same system of higher or tertiary education. We invite you to use language that welcomes all participants to the conversation.

Tweet what you learn using #ACPA16 and #CASconnect
Using the CAS Learning and Development Domains to Foster Student Development

Tim Gordon @twgordo
University of Wisconsin – Milwaukee

Annemieke Rice @_annemieke
Campus Labs @CampusLabsCo

Marybeth Drechsler Sharp @mb_joy
Council for the Advancement of Standards in Higher Education (CAS)

www.cas.edu
@CAS_Standards
Participant Learning Outcomes

• Participants will be able to:
  – Recall the CAS learning and development outcome domains
  – Articulate why the CAS learning and development outcome domains and dimensions were developed and how they relate to other higher education outcomes
  – Identify ways other campuses have adapted the CAS learning and development outcomes
  – Consider how you might apply the CAS outcomes in your own work or at your institution
Quick Poll

• What is your level of experience with CAS?
  – I am learning about CAS for the first time
  – I have read or attended a presentation about CAS
  – I have used the CAS Standards and Guidelines in my work but have not conducted self-assessments
  – I have conducted self-assessments in my work using CAS materials
  – 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 are designed to be achievable by any program or service, at any institution type
Applications for CAS Standards

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

➢ Create and assess learning and development outcomes
Creating Intentional Outcomes

- CAS learning and development outcomes address the whole student
- Functional areas directly influence or contribute to each outcome
- Outcomes may be more significant to a program or service than others; all should be on radar
- Identify desired outcomes before designing programs
Learning and Development Outcome Domains and Dimensions

• Six 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></th>
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<th></th>
<th></th>
<th></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 Acquisition, Construction, Integration, &amp; Application</td>
<td>Specialized Knowledge; Broad &amp; Integrative Knowledge</td>
<td>Knowledge Bases</td>
</tr>
<tr>
<td>Intellectual &amp; Practical Skills</td>
<td>Cognitive Complexity</td>
<td>Cognitive Complexity</td>
<td>Intellectual Skills</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Personal &amp; Social Responsibility</td>
<td>Interpersonal &amp; Intrapersonal Competence</td>
<td>Intrapersonal Development</td>
<td>Civic and Global Learning</td>
<td>Intrapersonal Attributes &amp; Competencies</td>
</tr>
<tr>
<td></td>
<td>Humanitarianism</td>
<td>Interpersonal Competence</td>
<td></td>
<td>Interpersonal Relations with Diverse Others</td>
</tr>
<tr>
<td></td>
<td>Civic Engagement</td>
<td>Humanitarianism &amp; Civic Engagement</td>
<td></td>
<td>Ethics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Management &amp; Collaborative Leadership</td>
</tr>
<tr>
<td>Integrative &amp; Applied Learning</td>
<td>Practical Competence</td>
<td>Practical Competence</td>
<td>Applied &amp; Collaborative Learning</td>
<td>Professional Skills</td>
</tr>
<tr>
<td></td>
<td>Persistence &amp; Academic Achievement</td>
<td></td>
<td></td>
<td>Life-long Learning</td>
</tr>
</tbody>
</table>
Student Learning & Development: Part of the Program

• Programs and services…
  – Must promote student learning and development outcomes
  – Must identify relevant and desirable student learning and 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
Domain Example: Intrapersonal Development

• Dimension
  – Realistic self-appraisal, self-understanding, and self-respect
  – Identity development
  – Commitment to ethics and integrity
  – Spiritual awareness
Domain Example: Intrapersonal Development

• Example learning outcomes for “Realistic self-appraisal, self-understanding, and self-respect”
  – Assesses, articulates, and acknowledges personal skills, abilities, and growth areas
  – Uses self-knowledge to make decisions (e.g., career choices)
  – Articulates rationale for personal behavior
  – Seeks and considers feedback from others
  – Critiques and subsequently learns from past experiences
  – Employs self-reflection to gain insight
  – Functions without need for constant reassurance from others
  – Balances needs of self with needs of others
Applying the Outcomes

1. Writing learning outcome statements
2. Aligning learning experiences across an institution
3. Guiding assessment plans
4. Engaging students in learning opportunities
5. Preparing for a self-assessment
### Example of Learning Outcome

<table>
<thead>
<tr>
<th>Institution Mission</th>
<th>Outcome Domain</th>
<th>Dimension</th>
<th>Learning Outcome</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ultimate goal is to have students develop to their utmost the intellectual, personal, and social capabilities they need to perform as competent citizens prepared to embark on a career immediately upon graduation or after advanced study</td>
<td>Practical Competence</td>
<td>Maintain Health and Wellness</td>
<td>Students will engage in behaviors that contribute to environment promoting health and reducing risk.</td>
<td>Alcohol Education workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Living a Purposeful and Satisfying Life</td>
<td>Students will act in congruence with personal identity, ethical, spiritual, and moral values</td>
<td>Alcohol Education counseling groups</td>
</tr>
</tbody>
</table>
ABCD Formula

- Audience
- Behavior
- Condition
- Degree

Key Elements

• **Audience (Who)**
  – Who is the target of the outcome?

• **Behavior (What)**
  – What should the audience be able to know, do, or value?

• **Condition (How)**
  – What will facilitate the learning?

• **Degree (How much)**
  – How much will be accomplished or demonstrated?
To write a learning outcome, follow the formula

<table>
<thead>
<tr>
<th>Condition</th>
<th>Audience</th>
<th>Behavior</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
As a result of participating in the leadership workshop, students will articulate at least three characteristics of effective leadership.
3 Ms

• **Meaningful:**
  – Is this outcome aligned with the division or department missions or goals?

• **Manageable:**
  – Is this outcome actually achievable and assessable?

• **Measurable:**
  – Can you articulate how you would know you achieved the outcome?
Exercise: Developing Outcomes

- Knowledge acquisition, integration, construction, and application
  - understand knowledge from a range of disciplines; connect knowledge to other knowledge/ideas/experiences; construct knowledge; relate knowledge to daily life

- Cognitive complexity
  - critical thinking; reflective thinking; effective reasoning; creativity

- Intrapersonal development
  - realistic self-appraisal, self-understanding, self-respect; identity development; commitment to ethics/integrity; spiritual awareness

- Interpersonal competence
  - meaningful relationships; interdependence; collaboration; effective leadership

- Humanitarianism/civic engagement
  - understand/appreciate cultural and human differences; social responsibility; global perspective; sense of civic responsibility

- Practical competence
  - pursue goals; communicate effectively; technical competence; manage personal affairs; manage career development; demonstrate professionalism; maintain health/wellness; live a purposeful/satisfying life
UWM example

- The Division of Student Affairs at University of Wisconsin Milwaukee; 400 professionals; 16 departments (Enrollment Management, Housing, DOS/Student Life, Recreation, Health Center, Children’s Center, Student Union, Aux Services)
Developing Learning Outcomes @UWMDIVSA
From Columns to SLO Assessment

Mizzou Student Affairs Columns of Student Learning & Development

Interpersonal Development | Practical Competence

Learning Dimensions

Collaboration and teamwork | Managing career development
Managing meaningful relationships | Managing personal affairs

Articulation of Student Learning Outcomes

Campus Dining Services | Residential Life
Student Management | Conduct Hearings

Development of Plan to Assess Student Learning

Focus Groups | Portfolios | Rubrics
Co-Curricular Map Exercise: Student Affairs Columns of Student Learning and Development

Department/Office: __________________________

Directions: List all your programs and services in the left column. For each program or service, please indicate which learning dimensions are applicable for the program or service using the following scale:

I: Introduced
R: Reinforced
E: Enhanced

<table>
<thead>
<tr>
<th>Learning Domains</th>
<th>Interpersonal Development (Respect)</th>
<th>Humanitarianism &amp; Civic Engagement (Respect &amp; Responsibility)</th>
<th>Practical Competence (Responsibility)</th>
<th>Intrapersonal Development (Discovery)</th>
<th>Knowledge Acquisition &amp; Integration (Discovery &amp; Excellence)</th>
<th>Critical &amp; Reflective Thinking (Excellence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Activities</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programs &amp; Services</td>
<td></td>
<td></td>
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</tbody>
</table>
## MizzouRec Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Mizzou students will be able to identify their TMAC representative after one month of employment.</td>
<td>Team Mizzou students</td>
<td>Identify TMAC representative</td>
<td>After one month of employment</td>
<td>One</td>
<td></td>
</tr>
<tr>
<td>Team Mizzou students will be able to identify one responsibility of their TMAC representative after one month of employment.</td>
<td>Team Mizzou students</td>
<td>Identify one responsibility of their TMAC representative</td>
<td>After one month of employment</td>
<td>One</td>
<td></td>
</tr>
</tbody>
</table>
Department/Office: [insert text here]

Department/Office Mission: [insert text here]

Program/Service: [insert text here]

**Student Learning Outcome Statement (Learning Dimension):** [insert text here]

<table>
<thead>
<tr>
<th>Method</th>
<th>Direct or Indirect</th>
<th>Participants (population to be assessed)</th>
<th>Assessment Evaluation (describe how you will analyze the data)</th>
<th>Timeline</th>
<th>Responsible Person(s)</th>
<th>Purpose/Aim: How data will be used to improve student learning &amp; current practice</th>
<th>Stakeholders (with whom data will be shared)</th>
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</tr>
</tbody>
</table>

**Student Learning Outcome Statement (Learning Dimension):** [insert text here]

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<th>Method</th>
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</tr>
</tbody>
</table>
Columns of Student Learning and Development

2014-15 ASSESSMENT PROJECT BRIEFS

Student affairs professional care deeply about maximizing student success in and outside the classroom. We have defined the following learning outcomes as essential to student success:

- Intellectual development
- Interpersonal development
- Practical competencies
- Knowledge acquisition and integration
- Critical and reflective thinking
- Humanitarian and civic engagement

The Division of Student Affairs systematically gathers learning data in support of those columns of student learning and development. Each academic year, the results from these studies inform continuous improvement and strategically determine what makes a difference for students today and in the future.

Team Mizzou

MizzouRec
Emily Bach, Laura Salerno

Learning Dimensions: Meaningful Relationships, Sense of Belonging, Interdependence & Advocacy

The MizzouRec’s student development program, Team Mizzou, creates and reinforces a values-based service culture of excellence, responsibility and lifetime relationships. Through experiences as a Team Mizzou member, students graduate from the program with important skills and experiences necessary for substantial career advantage.

This assessment project identified and measured student employees’ connection with one another and their ability to articulate what they learned through their employment and how it relates to their career goals.

Assessment methods included quizzes, surveys, and Team Mizzou retention and demographic data.

KEY FINDINGS

- Overall findings suggest Team Mizzou students identify themselves as building strong, meaningful relationships and recognize their experience as purposeful in developing transferable skills, preparing them for post-graduation.
- Nearly 80 percent of Team Mizzou members were able to restate the department mission and vision. This indicates they understand their role relating to the bigger MizzouRec picture.
- All Team Mizzou members indicated their motivation for employment was; more than just a paycheck; they recognize the skills and experiences Team Mizzou offers.

IMPLICATIONS

- Strengthen job performance assessment tool
- Continue to focus on developing stronger Team Mizzou connections, providing leadership development and opportunity to team members and recognition within the department.

STUDENT EMPLOYEE DEVELOPMENT

Campus Dining Services
Kristen Hassan, Melissa Riley, Kim Stonecipher

Learning Dimensions: Collaboration & Team Work, Meaningful Relationships, Managing Career Development, Managing Personal Affairs, Effective Leadership

Campus Dining Services employs 750 student employees.
About 110 student work in supervisory or management positions. The student management program emphasizes skill development to help students be successful now and in the future.

This project focused on assessing development of time management, organization, conflict resolution and respectful working relationships techniques in order to improve the student management program.

Assessment methods included critique of position charts and shift summaries, student performance observation rubrics, checklists, focus groups and interviews.

KEY FINDINGS

- With assistance, students can recognize transferable skills developed through their employment. Students indicated extra training is valuable.
- The students need more development opportunities related to professionalism and cultural responsiveness.
- Students are looking for more interactive tools and tips to use on a daily basis (as opposed to discussing leadership styles and theory).
- Students can more efficiently manage their time after being trained to use tools that assist with time management (e.g., evaluation forms, position charts, and shift summary forms).

IMPLICATIONS

- Based on these findings, we implemented the Student Management Training guide this year to help start all new student managers and supervisors on the same page.
- Students reported that they want more formal training, and this is the first step in that effort.
- We have started inviting students to professional staff training sessions when the topic applies.
- Finally, we have encouraged professional staff to focus on learning outcomes assessment and improvement in their meetings with student managers.

INvolvement to Career

Center for Leadership and Service, Student Life
Kathleen Duffy

Learning Dimension: Managing Career Development

The Department of Student Life encourages students to make meaningful involvement experiences. The Involvement to Career initiative provides students with tools and resources to reflect upon their experiences in leadership and student employment.

Assessment methods included exit interviews with student leaders and student employees, pre- and post-skill rubrics, and a post-workshop evaluation with a pilot group of student leaders.

KEY FINDINGS

- All participants were able to identify at least three transferable skills as a result of the workshop and reported an increase in knowledge about how involvement can benefit them as they prepare for a future career.

- Student employees self-identified enhanced skills including prioritization, understanding and application of research information, time management and communication with people of varying age levels.

- Pre- and post-skill rubrics showed that students are gaining written and verbal communication skills through their involvement experiences. They are also better able to connect what they are learning outside of the classroom to what they are learning in the classroom, and vice versa.

- Exit interviews revealed students are learning and gaining skills from their involvement experiences, but they do not always have the language to accurately articulate what they are learning.

- IMPLICATIONS

- Results indicate this program is working, so we want to enhance and expand this program to a wider audience to increase student success. Student employees would benefit from the development of a separate training program.

- Providing more opportunities for students to reflect on their involvement opportunities throughout their college career will improve students’ ability to share what they have learned with others, including potential employers.

Bridge to Mizzou

Disability Center
Justin Lazane, Reece Tarry

Learning Dimensions: Meaningful Relationships, Managing Personal Affairs, Maintaining Health & Wellness, Self-Awareness, Sense of Belonging

Bridge to Mizzou is a transition program for incoming freshmen registered with the Disability Center. It is designed to provide students with the strategies, tools and resources they need to thrive in the university environment. Assessment was conducted during the third year of the program.

Assessment methods included program evaluations (pre and post), session evaluations (pre and post), a focus group and individual interviews towards the latter half of the participants’ first semester at Mizzou.

KEY FINDINGS

- Data from both the pre- and post-assessments were deemed statistically insignificant, due to low response rates. Attempts were made to gather additional data through focus groups and individual interviews with incentives, without success. Because participants did not fully engage with the assessments, we did not have sufficient data to demonstrate learning.
## Learning Outcomes Framework

<table>
<thead>
<tr>
<th>Unit</th>
<th>Learning Domain</th>
<th>Balanced Life Choices</th>
<th>Cultural Awareness</th>
<th>University Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LEARNING DIMENSION</td>
<td>1a Educational</td>
<td>1b Personal</td>
<td>1c Physical</td>
</tr>
<tr>
<td>Multicultural Student Success</td>
<td>After attending the Diversity and Inclusion presentation at Summer Orientation, freshmen will be able to correctly identify the terms &quot;Diversity&quot; and &quot;Inclusion.&quot;</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural Student Success</td>
<td>After attending the Diversity and Inclusion presentation at Summer Orientation, freshmen will be able to identify one campus resource available to increase their cultural competency while at UAlbany.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>As a result of attending Orientation, new students will be able to identify a campus resource they can access to assist them to be successful academically.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>As a result of attending Leadership Training, staff members will be able to accurately explain Meal Plan Options.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Parent &amp; Family Services</td>
<td>Parents and family members who attend orientation sessions will be able to identify a campus representative to contact with future questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Success</td>
<td>By attending Explore UAlbany, students will be able to identify one way to connect with future faculty.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Success</td>
<td>By attending Explore UAlbany, students will be able to identify one tip or resource to succeed in a UAlbany classroom.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Methodology

- 788 Respondents of the Freshmen Student SPC administered through StudentVoice between June 30, 2011 and September 1, 2011.
- 259 Respondents of the Transfer Student SPC administered through StudentVoice between June 29, 2011 and September 1, 2011.
- 790 Respondents of the Parents SPC 2011 administered through StudentVoice between September 1, 2011 and September 10, 2011.

After attending the Diversity and Inclusion Presentation at Summer Orientation, 96% of Freshmen were able to correctly identify the terms "Diversity" and "Inclusion".

64% After attending the Diversity and Inclusion presentation at Summer Orientation, 64% of Freshmen were able to identify one campus resource available to increase their cultural competency while at UAlbany.

After participating in the 2012 MSAC retreat, participants were be able to identify a leader from two participating groups or offices that they met, and were also be able to identify at least one collaborative event that was developed as a result of the retreat.
Pathways to Success
A Student’s Guide to Becoming a Great, Great Dane
Higher Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>Involved Danes</th>
<th>Non-Involved Danes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>99.20</td>
<td>78.20</td>
</tr>
<tr>
<td>2013</td>
<td>90.40</td>
<td>80.10</td>
</tr>
</tbody>
</table>

Higher GPA

<table>
<thead>
<tr>
<th>Category</th>
<th>Involved Danes</th>
<th>Non-Involved Danes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Undergraduates</td>
<td>3.14</td>
<td>2.74</td>
</tr>
<tr>
<td>Freshmen 2014</td>
<td>3.02</td>
<td>2.52</td>
</tr>
</tbody>
</table>
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

Criterion Measures:

<table>
<thead>
<tr>
<th>DNA</th>
<th>IE</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</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>
</tr>
</tbody>
</table>

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

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

• An Overview of the CAS Standards and How to Use Them
  – Tuesday, March 8, 2016 (2:00 PM - 3:00 PM)
  – Palais des Congrès de Montréal - 521B

• Do It Yourself CAS Standards Assessment
  – Tuesday, March 8, 2016 (3:30 PM - 4:30 PM)
  – Palais des Congrès de Montréal – 521B
Applying the Domains

• In what ways can you envision using the domains on your campus?
Thank you for learning with us!

Nous vous remercions pour avoir appris avec nous!

Please complete your session evaluation using the CrowdCompass app
For More Information

- 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](http://www.cas.edu/resources.asp)
- *Frameworks for Assessing Learning and Developmental Outcomes (FALDOS)* (2006)