CAS has been very active these last two years while under some of the most difficult conditions we have ever faced in higher education. It is not hyperbole to say that under the stress of a pandemic, in the face of racial unrest and political divide, and with difficult economic conditions all around us that higher education has needed to change and respond in ways that we never thought possible. While we have made progress, there is more to do.

It is important to note that not only have we been responsive to the challenges of these past two years, but we are also using this time to reflect on how we can be more contributory and relevant. This kind of thinking comes at the right time as we begin revision of our General Standards and ensure we have standards that promote high quality programs and services that are delivered in environments that are equitable, inclusive, and just by diverse individuals across a range of institutional types and within a cross-section of functional areas.

When I took the Presidency in September 2019, I had big dreams for our organization, building on the work of past presidents before me. Recently, all eight living CAS past, present and future presidents came together to induct Ralph Johnson into our group as the new CAS President effective September 1st. Ralph will be only the 10th President in the 42 year history of CAS. In that discussion, each President shared their story of what makes CAS special and the areas on which they needed to focus at the time they were President. It is amazing what we have done given the capacity and resources we have had as an organization.

Being CAS President has been my greatest professional honor and it came at a time when I was incredibly ready for change in my work. It gave me the opportunity to connect with colleagues around the world who care about the student experience and how professionals “show up” in those spaces in which decisions are made regarding the allocation, assignment, and management of human, fiscal, technological, and physical resources. As we look to our standards, connected through the words of the General Standards, let us be reminded that more unites us as functional areas and associations than separates. We must continue to use CAS as a vehicle to promote high quality, equitable, outcomes-focused, intentional and meaningful programs and services to improve student learning, development and success.

As an organization, we are quite strong operationally and fiscally. I must acknowledge the hundreds of hours of work people put in for standards review and development, serving as a representative of CAS to their association, engaging as a part of the governing board, developing resources, and presenting and writing on behalf of CAS. This is hard to quantify, but the work done “behind the scenes” makes us a better organization and while not necessarily exciting, these contributions matter and have made us successful. It is important to acknowledge those who have served CAS in elected roles during 2019-2021. Member at Large Positions serve three-year terms from date elected.
To be clear, while we have done great work, we need to re-envision how we deliver our standards and how we engage member associations in promoting the use of our standards. Our fiscal viability depends on sales of our book, something we are currently re-envisioning for the next edition (pending April 2023). We need each of you to commit to representing CAS to your associations in ways that inform them of the value of and how to use the Standards that are relevant to their work. This has been my source of frustration for the last two years as it may also indicate some level of complacency in our work and in the field. There is much to interrogate about why our Standards have not sold as robustly as in the past. It is time to re-envision our processes and ensure they are what higher education needs and demands.

Yet, there is much to celebrate! The following pages outline ways we have risen to the standard that we set and how we have engaged in the space of higher education in ways that not only convey the mission, vision and objectives of CAS, but also reminds colleagues that CAS is grounded in collaboration, communication, consensus, and connection. CAS will continue to climb to new heights under President Johnson’s leadership with a terrific team of governing board members and council representatives. Achievements are highlighted under the structure of our strategic framework that will continue to guide CAS under Ralph’s leadership. I thank our Governing Board, staff, Council Representatives, and volunteers who have made this happen.

Sincerely,

Dan Bureau, PhD.
President
Council for the Advancement of Standards (CAS) 2019-2021
2021-2023 Strategic Framework

MISSION
CAS advances student learning and success through uniting higher education associations in the use of professional standards for the development, assessment, and improvement of quality programs, and services.

VISION
Empowering higher education professionals to enhance student learning, development, and success.

CAS HIGHLIGHTS FOR 2019-2021

Focus #1: Diversity, Equity, and Inclusion (DEI)
- Creation of the Member at Large for Diversity, Equity and Inclusion, with Dr. Devan Ford-McCartney serving in this inaugural role
- Organization of an initial task force under the leadership of Past President Gavin Henning leading into the creation of a standing committee who has drafted a DEI Statement for our organization
- CAS participated in the Student Affairs Commitment to Racial Justice: A Day of Action, articulating the importance of collaboration with our member associations toward the goals of equitable, inclusive, socially justice and welcoming institutions of higher education
- Incorporation of the International Association of Student Affairs and Services (IASAS) organization into CAS meetings and participation in their global summit as well as re-engaging our colleagues from Canadian Association of College and University (CACUSS) Student Services
- The creation of the Indigenous Student Affairs standards and the introduction of a land acknowledge and recognition statement at the beginning of our Governing Board and Council meetings
- Efforts to ensure standards and contextual statements are reviewed with consideration of diverse experts from a range of demographics and institutional types

1 The mission, vision, and foci are affirmed for 2021-2023. The action items under each foci are preliminary ideas about ways to implement and will be reviewed and modified each year and as needed.
Focus #2: Governance and Infrastructure

- Selection of AMC Source as the organization's association management company allowing us to extend our staff and capacity, with Doreen Murner serving as our fourth Executive Director.
- Welcomed three new CAS members: American Association of Collegiate Registrars and Admissions Officers (AACRAO), National Career Development Association (NCDA), National Association of Campus Card Users (NACCU)
- Developed our new strategic framework for structuring priorities; spent the better part of a year finalizing this framework
- Continued strengthening of our Standards Management Committee under the leadership of Ann Hower - this body has become increasingly effective at serving as the frontline of review for our standards revisions prior to getting in the hands of our council representatives
- Recruitment and engagement of an advisory board of higher education professionals (four meetings), Public Directors, and key partners such as Student Affairs Assessment Leaders, Anthology, and the National Institute for Learning Outcomes Assessment in the process of collecting and integrating feedback for the Governing Board's application as we make decisions for the betterment of the Consortium
- Initial review and revision of position descriptions in Fall 2019 and working on revisiting our Governing Board positions this fall 2021
- Focused on education of our council representatives in areas of articulating our "why", exploring our commitment to social justice, diversity, equity and inclusion, and how to better use CAS standards in the creation, implementation and assessment of programs and services
- Ended each year "in the black" as we conservatively managed our financial resources through appropriate and intentional budgeting practices - CAS has not had to use its reserves though we have been granted permission to do so over the course of the last six years. It is important to note that COVID restricted our in-person meetings (the Governing Board last met in February 2020 and the Council in November 2019) which permitted us to rethink our finances.
Focus #3: Relationship Enhancement

- Hosted four meetings with our partners group - constituted primarily Executive Directors and volunteer leaders from our member associations - which allowed for us to be transparent with our priorities, promote areas to partner, and listen to what our members need from CAS; through our MOUs with each association as well as our partnership guidelines, we are able to purposefully structure our relationships to ensure mutually beneficial goals are achieved.

- Engaging with key partners such as Association for the Assessment of Learning in Higher Education (focused on the goals of addressing the Grand Challenges of Assessment which is an inter-association initiative), Student Affairs Assessment Leaders, National Institute for Learning Outcomes Assessment, the ACPA Assessment and Evaluation Commission, and the NASPA Assessment, Evaluation and Research Knowledge Community and the IUPUI Assessment Institute to better connect CAS to larger discourse around standards as the framework for assessment practices.

- Additional partnerships with Anthology allowed us to promote our program review materials for those working within many aspects of institutional assessment and accreditation.

- CAS sessions conducted at association conferences (mostly virtual) including multiple sessions at ACPA (2020 - in person; 2021 virtual); ACPA Assessment Institute (2020 - virtual) and NASPA (2020, 2021 virtual) and the NASP Conference on Student Success in Higher Education (2020 and 2021 virtual). Some of those sessions allowed us to more strongly engage with Skyfactor, an important partner that provides platforms for administering assessments that can lead to enhanced CAS program review outcomes.

- CAS informational sessions provided at no charge by CAS Governing Board members for at least 20 campuses and organizations.

- CAS participated in the ACHA and ACE Covid-19 Summit.

- We continue to modify, based on the evolving relationships of CAS with its member associations, the memorandum of understanding and our member benefits and expectations document.

- Hosted a virtual "happy hour" after our November 2020 Council meeting.
Focus #4: Products and Services

- **Approved sets of standards:**
  - Campus Police and Public Safety
  - College Unions: Programs, Services and Community Center
  - Counseling Services
  - Fraternity and Sorority Advising Programs
  - Indigenous Student Affairs (new)
  - Master's Level Higher Education and Student Affairs Professional Preparation
  - Registrar Services
  - Student Conduct Programs
  - Student Leadership Education and Development
  - Orientation Programs (11-21)
  - First Generation Student Cross Functional Standards (4-22)

- **Charged and pending review**
  - Conference and Event Services (11-21)
  - General Standards (6-22)
  - Housing and Residence Life (11-21)

- **Self Assessment Guides for aforementioned Standards and also three cross functional frameworks:**
  - Cross-functional frameworks released between Spring 2018 and Fall 2019
    - Advancing Health and Well-being
    - First-Year Experience
    - Identifying and Responding to Behavioral Concerns

- **Resources**
  - **Frameworks for Assessing Learning and Development Programs (FALDOS)**
    - 2nd edition (completely different) in 2021
      - Darby Roberts and Patrick Biddix authors
    - 1st edition (2006) sold right up until the end
  - **Resource Papers** (all released between 2019-2021)
    - CAS Standards: Implications for Student Affairs Administrators at HBCUs
    - TRIO and other Educational Opportunity Programs (External Review)
    - Using CAS Functional Area Standards for Regional Accreditation
    - Using the CAS Standards to Build a Culture of Assessment
    - Using CAS as Framework to Assess Holistic Learning (partnership with NILOA)
  - **Functional Area Resource Papers**
    - Fraternity and Sorority Advising Programs (Spring 21)
    - Learning Assistance Programs (Spring 20)
    - Women’s and Gender Programs and Services (Fall 19)
    - Career Services (pending Fall 21)
    - Housing and Residential Life (pending Fall 21)
  - **Resources on how to promote CAS**
    - A library of presentations, from across associations, has been created to help representatives increase understanding and promote use of CAS Standards. These are available to representatives through the Google Drive. Future work should be on updating those in the public facing resources page on the website.

This is by far an area in which we have seen significant enhancement without the return on investment we had hoped. To better promote our products, which we hope will result in better sales, we need our representatives to engage within their association in ways that help build awareness of the value and utility of CAS produced resources. If representatives do anything outside of our three meetings, we hope it’s to present on and promote CAS application within their respective functional area. Helping members access our for sale products is an important part of our relationship with member associations and representatives.
Focus #5: Marketing and Communications

- Provided public statements on the release of our standards and resources as well as our commitment to supporting our member associations during COVID-19 and as we addressed racial injustice.
- Worked with World Design Marketing to rebrand CAS in Spring 2019 and continued to partner with the organization to ensure marketing efforts, based off our market research project (2016, still referenced and used today), were enhanced.
- Held a number of sales initiatives focused on supporting our members with the resources they need while addressing COVID and other campus issues. For the summer of 2020, we provided free resources to our users and extended discounts. These discounts have proven moderately effective and have been extended throughout 2021 as we aim to sell our 10th edition and other resources.
- A marketing committee, led by Doreen Murner, Carol Miller Schaefer and Gayle Spencer has met several times to gather perspectives on enhancing the sale of our materials and are looking toward models of print on demand for our 11th edition (2023); initial plans are that while a printable version will be an option through print on demand, there will be no more CAS-related resources provided primarily in print - currently only our 10th edition and our FALDOs are provided hard-copy.
- The Governing Board has incorporated marketing updates into almost every monthly meeting to strategize how we can enhance the promotion of CAS as well as re-envision our delivery of goods.
And remember, we celebrated our 40th year in existence in 2019. In our 42nd year, we have 42 associations as members. We thank you for your commitment to CAS and look forward to continued partnerships to promote our (at this time) 47 sets of functional area standards, three cross-functional frameworks, our books and resources, and of course our self-assessment guides.

I thank you for reading this report of our most significant achievements these past two years and look forward to any feedback or suggestions you may have to improve this summary.