Using CAS Standards for Effective Professional Practice in Fraternity and Sorority Advising
Technical Difficulties?

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**Presenter Information**

*Dan Bureau*, Ph. D., Assistant Vice President for Student Affairs, University of Memphis; CAS Liaison

*Monica Lee Miranda*, Director, Center for Student Involvement, USF; CAS Alternate Liaison
Learning Objectives

Participants will be able to:

• Explain the functions and utility of the CAS Standards;
• Determine approaches for implementation in their FSAP/OFSL; and
• Identify approaches to infusing assessment and research into their ongoing practice in order to best use these Standards.
Quick Poll

What is your level of experience with CAS?

1. I am learning about CAS for the first time
2. I have read about or attended a presentation about CAS
3. I have used CAS Standards and Guidelines in my work
4. I have conducted self-assessments in my work using CAS materials
5. 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 43 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
The General Standards

1. Mission
2. Program
3. Organization and Leadership
4. Human Resources
5. Ethics
6. Law, Policy and Governance
7. Diversity, Equity, and Access
8. Institutional and External Relations
9. Financial Resources
10. Technology
11. Facilities and Equipment
12. 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

To support a positive experience that emphasizes the learning and development of members, the FSAP must include educational programming, advising services, and social and recreational programming.
Understanding the Difference Between Standards & Guidelines

**Standards**
- Indispensable requirements for a program to be aligned with CAS
- Achievable by any and all programs of quality
- Appear in **bold** type
- Use **must** and **shall**
- Reviewed and evidence sourced in CAS Self-Assessment and Program Review

**Guidelines/Recommendations**
- Clarify & amplify Standards
- Guide enhanced practice beyond essential function
- Appear in light-faced type
- Use verbs **should** and **may**
- Not part of CAS Self-Assessment; may be incorporated into Program Review by experts

#AdvanceU
Learning and Development Outcome
Domains and Dimensions

- **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

- Knowledge acquisition, integration, construction, and application
- Cognitive complexity
- Intrapersonal development
- Interpersonal competence
- Humanitarianism and civic engagement
- Practical competence
Applications for CAS Standards

- Design new programs and services
- Devise staff development
- Measure program and service effectiveness
- **Conduct self-assessment and program review**
- Guide strategic planning
- Focus time, energy, and resources
- Create and assess learning and development outcomes
Establish Learning Goals

Provide Learning Opportunities

Assess Student Learning

Use the Results
These terms are not the same....

- Research
- Assessment
- Self-Assessment
- Evaluation
- Program Review
CAS Fundamental Elements about Self-Assessment

- **Internally driven**
- **Systematic and regular** (across departments and time)
- **Charts quality program development and professionalism using widely agreed-upon quality indicators**
  - Can lead to external review through a program review process
- **Effective in terms of time, cost, etc.**
- **Provides reasonably accurate, useful information**
- **Improvement focused**
  - Supports staff development
  - Develops vision among constituents
• CAS is an assessment TOOL in that it can be used to help a FSAP think critically about deliverables.
• CAS is an assessment PROCESS in that once this critical thinking has taken place, there is a determination of priorities.
• CAS self-assessment is the process of INTERPRETING diverse forms of evidence (possibly including research as well) to help a FSAP identify if they are “compliant” with the standards.
• CAS program review incorporates the TOOL and the self-assessment process as part of an ongoing effort to assess deliverables as perceived by staff against perceptions of those familiar with but external to the FSAP.
CAS Program Review Steps

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USF Center for Student Involvement (CSI) & Fraternity & Sorority Life (FSL)

Planning the Process

- **3 Pronged Review Approach**
  - Department Self-Assessment
  - Internal Review Team
  - External Review Team

- **Timeline**
  - Approximately 16 months
  - Can be done in 12 months
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USF CSI & FSL CAS Review Team Approach

• **Departmental Self-Assessment**
  – Center Staff (all)
• **Internal review team**
  – University partners (5-8)
• **External review team**
  – National Experts (2-4)
• **All levels review using CAS Self-Assessment**
  – Build upon each other
USF CSI & FSL CAS Review Team Approach

- **Departmental Self-Assessment**
  - Educate staff on CAS Standards
  - Creation of common language
  - Average of team scores used and list of supporting documentation created
  - Recommend areas for further review/concentration by Internal Review
  - Timeline – 3 months

- **Internal review team**
  - Be intentional in membership
  - No one from department
  - Orient to role and expectations
  - Review materials submitted by department
  - Average of team scores for final score
  - Report gap area and areas to further review/explore
  - Timeline – 3 months
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USF CSI & FSL Evidence Collection, Review, and Evaluation Process

- **Department, division/institution, or professional association documents**
- **Documentation collection tools**
  - Xitracs
  - Dropbox
  - Google Drive
- **Organization**
  - Spreadsheet with CAS Standards with corresponding documents included
- **Internal Review covered a small chunk at a time**
  - 2 weeks for 2 areas; reconvene
USF CSI & FSL Evidence Collection, Review, and Evaluation Process

- **Helpful Evidence**
  - Usage tracking
  - Assessment evidence from surveys, focus groups, rubrics, etc.
  - Climate/culture assessment
  - Journaling/minutes/notes
  - Benchmarking
  - General Documents
  - Websites
  - Policies & Procedures
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USF CSI & FSL Action Planning and Reporting

- Built upon from Self-Assessment and Internal Review
- Final Action Plan after External Review
- Created by director, sent to supervisor
- Focuses on
  - Strategic Planning
  - Support for restructure as recommended
  - Advocating for additional resources
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Three years later……

USF CSI & FSL progress

- **New Structure**
  - Center for Student Involvement
    - Includes Involvement, Fraternity & Sorority Life, and Programs
  - Additional, and reclassification of, staff
    - Addition to Director’s portfolio
    - Inaugural Associate Director position
    - New Fraternity/Sorority Life Coordinator
    - Elevated a Staff Assistant to Administrative Specialist
  - 150% more funding dollars for FSL in year 1
Questions & Answers
Thank you for Participating
ADVANCE U
Thinking Differently. Working Differently.
Sponsored by Zeta Tau Alpha