Advance U

Thinking Differently. Working Differently.

This program is made possible through a gift from Zeta Tau Alpha
Using CAS Standards to Navigate Professional Success

Marybeth Drechsler Sharp, CAS Executive Director
Noah Henry-Darwish, CAS Intern and University of Maryland Graduate Student
Lindsey Templeton, CAS Intern and University of Maryland Graduate Student
Kimberly Kruchen, CAS Intern and University of Virginia Graduate Student

Council for the Advancement of Standards in Higher Education

#CASConnect
Technical difficulties?

• Attempt the alternate audio option provided
• Send us a question through the GoToWebinar control panel
• Contact GoToWebinar Support Center at
  
  866.926.6492
Marybeth Drechsler Sharp
CAS Executive Director
Executive_director@cas.edu
@mb_joy

Noah Henry-Darwish
CAS Intern, Master’s Student at University of Maryland
noah@cas.edu
@noahkhd

Kimberly Kruchen
CAS Intern, Master’s Student at University of Virginia
kim@cas.edu
@Kimmers1425

Lindsey Templeton
CAS Intern, Master’s Student at University of Maryland
lindsey@cas.edu
@lindstempleton
About the Program

• Topic Introduction
• CAS Overview
• Using CAS to Navigate Professional Success
  – Job Search & Professional Development
  – Multiple Functional Areas
  – Program Review & Assessment
  – NASPA/ACPA Competencies
• Moving Forward
Conceptual Framework

- Successful career transitioning and acclimation requires resources, information, understanding of culture
- Poor transitions can contribute to attrition for student affairs professionals, but enhanced preparation and professional development can prevent this trend
- Knowledge of historical context and professional standards that guide practice in a job or functional area is important for new or transitioning staff as they navigate the field

(Renn & Jessup-Anger, 2008; Tull, 2006; Whitt, 1997)
Conceptual Framework

• What challenges do graduate students and new or transitioning professionals face?
  – Transition
  – Relationship building
  – Personal balance
  – Professional contribution
  – Learning curve
CAS Overview
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
  - Threshold, not aspirational; standards, not goals
  - Guidelines are added to indicate what good practice beyond the threshold looks like
## Principles Underlying All CAS Standards

<table>
<thead>
<tr>
<th>Students &amp; Their Environments</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>
</table>

<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethical Considerations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators exhibit impeccable ethical behavior in professional and personal life.</td>
<td></td>
</tr>
</tbody>
</table>
Applications for CAS Standards

- Design new programs and services
- Focus time, energy, and resources
- Devise staff development
- Guide strategic planning
- Develop learning and development outcomes
- Measure program and service effectiveness
Twelve Parts of the General Standards

• Mission
• Program
• Organization and Leadership
• Human Resources
• Ethics
• Law, Policy and Governance

• Diversity, Equity, and Access
• Internal and External Relations
• Financial Resources
• Technology
• Facilities and Equipment
• 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
- 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
- Indispensable requirements
  - Achievable by any and all programs of quality
    - Appear in **bold** type
    - Use **must** and **shall**

Guidelines
- Clarify & amplify Standards
  - Guide enhanced practice beyond essential function
    - Appear in light-faced type
    - Use verbs **should** and **may**
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
  – 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
CAS 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
<table>
<thead>
<tr>
<th></th>
<th></th>
<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>
## CAS Evaluation Steps

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan the Process</td>
<td>Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study</td>
</tr>
<tr>
<td>2. Assemble and Educate Team</td>
<td>Assemble and educate team, 3-5 (program) to 8-10 (division) comprised of stakeholders including students; train team on self-assessment concepts &amp; principles</td>
</tr>
<tr>
<td>3. Identify, Collect, and Review Evidence</td>
<td>Identify, collect, and review evidence; define what constitutes evidence; then gather, collect, manage, and review evidence</td>
</tr>
<tr>
<td>4. Conduct and Interpret Ratings using Evaluative Evidence</td>
<td>Clarify team’s rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings</td>
</tr>
<tr>
<td>5. Develop an Action Plan</td>
<td>Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, benchmarks, resources, timeframe)</td>
</tr>
<tr>
<td>6. Prepare a Report</td>
<td>Identify audience for report(s); describe self-study, evidence gathering, rating process, evaluations, strengths, weaknesses, and action plan; draft executive summary</td>
</tr>
<tr>
<td>7. Close the Loop</td>
<td>Put action plans into practice; navigate politics and secure resources; identify barriers; and build buy-in to the program review results</td>
</tr>
</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
• Clusters of criterion measures focus on subsections of the standards, allowing raters to express detailed and targeted judgments
• Informs on program strengths and weaknesses
• Leads to an action plan to enhance programs and services that benefit student learning and development
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 Standards as Resources for Professional Development
Functional Areas

• CAS Contextual Statements
  – historical perspective
  – foundational principles
  – current issues
  – References, Readings, and Resources

• Fraternity and Sorority Advising Programs (FSAP) Contextual Statement
Functional Areas

• Functional Area Standards and Guidelines
  – Interview preparation
  – Program development
• Self-Assessment Guides (SAGs)
Navigating the Job Search

• Learning about an institution/program
  – What are the missions?
  – How are they applied/lived?
  – What are the intended outcomes?
  – What are the guiding theories/principles?
  – How clear is the organization chart?
  – What are the relationships across campus?
  – What sort of evidence is provided?

(Wentworth, 2014)
Navigating the Job Search

• Asking the right questions
  – What is your vision for this office/this position?
  – What sort of collaboration exists, or may be developed, here?
  – What are the guiding principles/theories for the office?
  – How is “success” measured?

(Wentworth, 2014)
Navigating Multiple Functional Areas
Utilizing General Standards

**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.*

- Boilerplate model allows for greater utility across functional areas
Merging Functional Area Standards

• It is not uncommon to have multiple functional areas within one job title

• The structure of CAS Standards allows for flexible overlap across functional areas

• Understanding the ways in which functional area standards overlap enhances understanding of transferrable skills and experiences
Navigating Self-Assessment
Conducting CAS Self-Assessment

• How do you know it is time to conduct a CAS assessment?
  – To understand current needs of students
  – Advocating to keep funding or increase budget
  – Regular assessment cycle
  – Creating new department
Assessment Teams

• **Assessment Design**
  – Consider your office
  – *What is the appropriate assessment design?*
    • Option 1: Complete department-wide assessment
      – Integrate units to achieve a full picture
    • Option 2: Separate department into smaller units

• **Integrating Self-Assessment Guides**
  – Create a hybrid
Methodology for Establishing a Team

• Team Composition
  – 5-7 members of CAS Internal Review Team

ONE SIZE DOES NOT FIT ALL

www.cas.edu
@CAS_Standards
Methodology for Establishing a Team

- **Option 1**
  - Role(s): Chair, External Expert, Student Representative, Department Expert, Other Stakeholders

- **Option 2**
  - If a smaller department, it is worth creating a team from across your institution. The composition of the team should be similar to Option 1, but should include valuable stakeholders from across the institution

- **Option 3**
  - The value of volunteers
Building the Foundation

• **Tips for a successful CAS Review**
  – The Environment
  – Timeline
  – The North Star
  – Establish Decision Making
  – Integrate Different Self-Assessment Guides
Review the Blueprints

• Individual Standards
Gather Evidence

• Suggestions of evidence in individual guides
• Suggestions when gathering evidence
  – Central location for storage
  – Use resources available (i.e., Campus Labs)
  – Gather unbiased, accurate information; Focus on student needs
  – Types of Evidence
    • Surveys
    • Interviews
    • Focus Groups
  – Reviewing data before your start rating the standards
Rating the Standards

- Establish ground rules
- Take it one (section) at a time
  - Decision making process
    - Voting and taking the mean
    - Voting and taking the median
    - Consensus decision
  - Mediums of voting
- Time
  - The harder you work, the better the product; take your time on this journey and in the discussion phase
- Guests
  - When necessary, bring in guests that can help provide insight into a topic or specific area
Assembling the Details

Now what do you do with the standards?

• Writing the final report
  – Clarity

• Types of reports
  – Internal report
  – External report
  – Short summary
  – Infographic

• Develop a strategic plan using the CAS review

• Advocate for additional resources
Comparing Competencies
|-------------------------------|--------------------------------------------------|
| Personal and Ethical Foundations | • Behaves in ways that reflect integrity, responsibility, honesty, and with accurate representation of self, others, and program  
• Espouses and follows a written code of professional ethical standards  
• Possesses appropriate knowledge of relevant theories, literature, and philosophies on which to base informed professional practice |
| Values, Philosophy, and History | • Knows values, historical context, and current issues of one’s profession  
• Has developed, can articulate, and acts consistently with a sound educational philosophy consistent with the institution’s mission |
| Assessment, Evaluation, and Research | • Engages in evaluation and assessment to determine outcomes and identify areas for improvement  
• Bases decisions on appropriate data |
| Law, Policy, and Governance | • Understands relevant legal issues  
• Abides by laws and institutional policies and works to change policies that are incongruent with personal and professional principles |
| Organizational and Human Resource | Manages fiscal, physical, and human resources responsibly and effectively |
| Leadership | Models effective leadership |
| Social Justice and Inclusion | • Interacts effectively with a diverse range of students  
• Provides fair treatment to all students and works to change aspects of the environment that do not promote fair treatment  
• Values differences among groups of students and between individuals; helps students understand the interdependence among people both locally and globally  
• Actively and continually pursues insight into the cultural heritage of students |
| Student Learning and Development | • Encourages student learning through successful experiences as well as failures  
• Knows the developmental effects of college on students |
| Technology | Uses technology effectively for educational and institutional purposes |
| Advising and Supporting | Counsels, advises, supervises, and leads individuals and groups effectively |
## Relationship to Competencies

### ACPA/NASPA Professional Competencies (2015)
- Personal and Ethical Foundations
- Values, Philosophy, and History
- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Organizational and Human Resource
- Leadership
- Social Justice and Inclusion
- Student Learning and Development
- Technology
- Advising and Supporting

### CAS General Standards (2014)
- Ethics
- Assessment
- Law, Policy and Governance
- Organization and Leadership
- Human Resources
- Diversity, Equity, and Access
- Technology
- Program
  - Includes learning and development outcomes
  - Provides direction by functional area for advising, supporting students, etc.
Moving Forward

Council for the Advancement of Standards in Higher Education

#CASConnect
www.cas.edu
@CAS_Standards
Moving Forward

• Using CAS to Navigate:
  – Professional transitions and development
  • Job Search
  • Competencies and Transferrable Skills
  – Existing overlaps in responsibilities
  – Program review and self-assessment

• Develop a CAS Plan
  – How will you use CAS to navigate professional success?
For More Information

• Visit 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)
• AdvanceU “CAS Boot Camp” recordings at
Connect with CAS at Spring Conferences!

• At ACPA, attend our afternoon workshops on Tuesday, March 8, 2016:
  – 12:30 PM - Using the CAS Learning Domains to Foster Student Development
  – 2:00 PM - An Overview of the CAS Standards and How to Use Them
  – 3:30 PM - Do-It-Yourself CAS Standards Assessment

• At NASPA, attend CAS program sessions:
  – Monday, March 14, at 1:15 PM - Using CAS Standards to Navigate a New Chapter
  – Tuesday, March 15, at 8:30 AM - CAS Standards: A Solid Foundation for Development
  – Tuesday, March 15, at 3:30 PM - Strengthening Student Affairs Assessment and Integrating CAS Standards
Connect with CAS at Spring Conferences!

• At ACPA, meet CAS Editor Jen Wells at Booth 304 on Monday, March 7, from 10:30-11:30 AM, and have your new book signed

• At NASPA, join us for a #CASconnect at Booth 106 from 1:00-3:00 PM on Tuesday, March 15

• Program and event details are available at: www.cas.edu/connectwithCAS
QUESTION & ANSWER
THANK YOU FOR PARTICIPATING
Advance U

Thinking Differently. Working Differently.

This program is made possible through a gift from Zeta Tau Alpha

Advance U is a virtual based classroom with educational programs specifically designed to enhance the alignment of the fraternity/sorority experience with the changing dynamics of higher education. Advance U programs provide APA members the opportunity to engage on a wide range of topics with content experts who develop curriculum with a specific set of learning outcomes geared at achieving higher levels of professional competence in our members.

Due to the generous support of Zeta Tau Alpha, Advance U is free to all members of the Association. This virtual classroom experience provides members with supplemental reading materials, a learning guide for each seminar, and the opportunity to engage with seminar participants following the program. The goal is to provide seminars that range from new skill development to application of new concepts. Participants are exposed to new best practices in higher education and then encouraged to apply them.
Advance
Thinking Differently. Working Differently.
This program is made possible through a gift from Zeta Tau Alpha