

**Council for the Advancement of Standards Update:
Implementing the Results November 2018**

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Over the course of the last ten months, we've provided an article for each step of the self-assessment and program review process for Fraternity and Sorority Advising Programs (FSAP) standards provided by [CAS](#) in partnership with AFA. To review past issues, please consult the "Guides and Updates" section of [the AFA CAS webpage](#). This update for November, which will be the last in our series, focuses on how to integrate CAS into your work in order to implement your plan as well as lay the foundation for ongoing success within implementing the FSAP Standards even post self-assessment and program review.

As a reminder, CAS Standards can be used in lots of ways, but they are most known for their utility in self-assessment and program review. If you need a refresher on the uses of CAS and understanding self-assessment and program review, you can revisit those concepts in our [February posting](#). The seven steps of the self-assessment and program review cycle are explained in subsequent postings found on the [AFA CAS webpage](#).

But what happens when you are "done" with the self-assessment and program review processes? The seventh step, which is [explained in our July 2018 update](#), is called Closing the Loop, but it is actually a misnomer to some extent: in some ways the process lives on by how you and your staff give life to the Standards and assessment overall. Here are some ways that you can continue to use the momentum from the self-assessment and program review process to inform the future implementation of your FSAP.

1. **Planning.** Each year, many of our offices engage in departmental, divisional, and possibly university planning. Using the CAS self-assessment and program review results to develop plans and monitor priorities is a great way to keep the Standards and your self-assessment and review process in the forefront of your mind. As explained in our [May report](#), planning is an important part of the self-assessment and program review model anyway, so once you have wrapped up that process, you should have a plan that has been informed by your findings.
2. **Engaging with other departments on campus.** If you are a campus who conducts program-review across departments in your division then we recommend serving on review committees for other departments, especially those FSAP programs and services are highly impacted such as wellness, campus activities, leadership, and civic engagement. By getting through your process and becoming involved in those of other

departments, you will see how there are different approaches to review. You will be able to help inform the approach you need to take because you have come to understand the opportunities and challenges that come during this time.

3. **Developing timelines.** As explained in [past updates](#) this year, a timeline for completing self-assessment and program review is typically a year. Think of this on a five year cycle:
 - a. Year Two (post self-assessment and program review): planning and relationship building based on self-assessment and program review findings.
 - b. Year Three: continue with planning and relationship building, but ensure that you have emphasized assessment methods. You need to be collecting data for your next self-assessment and program review process.
 - c. Year Four: continue the work of Year Three while also getting ready for your self-assessment and program review but doing staff meeting reviews of each section of the Standards over the course of the year. Breaking them up into sections each month could help.
 - d. Year Five: Continue Year Four, but also focus on connecting assessment back to the Standards. Set up a database assigning folders to each section and place the evidence into those folders. This will allow for a very easy process for your review team when you launch your next iteration of self-assessment and program review.
4. **Professional Development:** CAS is a great tool for professional development. The standards, which cut across almost 50 functions within higher education, can be used to identify the skills and competencies you need to enhance. When done with the self-assessment and program review process develop a professional development plan for the next year: what are the three or four things you need to enhance as a result of going through this process? How will you enhance these skills (hint: AFA likely has some great resources)?

So, rarely is a FSAP “done” even after they have gone through the processes explained in our [updates this past year](#). Once the work of self-assessment and program review ends, the work of implementing the plan, building vital relationships for success, creating a timeline for future consideration of CAS Standards, and developing a professional development plan, are ways to keep the momentum going.

As a reminder, CAS as a consortium exists of up to two appointees from 41 higher education and student affairs associations. By the end of 2019, we will have 50 sets of standards cutting across diverse functional areas. If you have any questions about the work we are doing for CAS on behalf of AFA, please contact [Dan](#) or [Monica](#).