COUNCIL FOR THE ADVANCEMENT OF STANDARDS (CAS) BASICS

NODA 2014: Trailblazing Via Self-Assessment: Introduction to the CAS Standards
Participant Learning Outcomes

- Participants will be able to:
  - Describe approaches to quality assurance and the use of professional standards in higher education
  - Describe CAS and the CAS standards
  - Describe how the CAS standards can be used for program self-assessment
Quick Poll

• What is your level of experience with CAS?
  1. I am learning about CAS for the first time
  2. I have read or attended a presentation about CAS
  3. I have used the CAS Standards and Guidelines in my work but have not conducted self-assessments
  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 39 member organizations
- CAS Board of Directors comprised of representatives from member associations
- Consensus-oriented, collaborative approach
- 44 standards and self-assessment guides (SAGs)
- Standards are designed to be achievable by any program/service, at any institution type
  - Threshold, not aspirational; standards, not goals
  - Guidelines are added to indicate what good practice beyond the threshold looks like
39 Member Associations + 100,000 Professionals = Confidence
39 Member Associations

- Standard and Guidelines
- Student Learning Domains
- Self Assessment Guides
CAS Standards Included in the 8th Edition (2012)

Academic Advising Programs
Admission Programs
Adult Learner Programs*
Alcohol, Tobacco, and Other Drug Programs
Assessment Services
Auxiliary Services
Campus Activities Programs
Campus Information and Visitor Services
Campus Religious & Spiritual Programs
Career Services
Clinical Health Services
College Honor Societies
College Unions
Commuter and Off-Campus Living Programs
Conference and Events Programs
Counseling Services
Dining Services Programs
Disability Resources and Support Services
Education Abroad Programs
Fraternity and Sorority Advising Programs
Graduate & Professional Student Programs
Health Promotion Services
Housing and Residential Life Programs

International Student Programs
Internship Programs
Learning Assistance Programs
Lesbian, Gay, Bisexual, and Transgender Programs
Masters Level Student Affairs Professional Preparation Programs
Multicultural Student Programs and Services

Orientation Programs

Parent and Family Programs
Recreational Sports Programs
Registrar Programs and Services
Service-Learning Programs
Sexual Assault and Relational Violence Programs
Student Conduct Programs
Student Leadership Programs*
TRIO and Other Educational Opportunity
Undergraduate Research Programs
Veterans and Military Programs and Services
Women Student Programs

CAS Council for the Advancement of Standards in Higher Education
The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development.

CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.
<table>
<thead>
<tr>
<th>CAS Principles</th>
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<tbody>
<tr>
<td><strong>Students &amp; Their Institutions</strong></td>
</tr>
<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>
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<tr>
<td><strong>Organization, Leadership, &amp; Human Resources</strong></td>
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<td>Quality of leaders possessing sound preparation is essential, with success directly correlated to clarity of mission</td>
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<td><strong>Ethical Considerations</strong></td>
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<td>Educators exhibit impeccable ethical behavior in professional and personal life</td>
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<tr>
<td><strong>Diversity &amp; Multiculturalism</strong></td>
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<tr>
<td>Institutions embracing diversity and eliminating barriers with justice and respect for differences, binding individuals to community</td>
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<tr>
<td><strong>Health Engendering Environments</strong></td>
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<tr>
<td>Education prospers in benevolent environments that provide students with appropriate challenge and necessary support</td>
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Applications for CAS Standards

• Design new programs and services
  – Focus where time, energy, and resources should go
    – Identify better uses for funds
    – Consider what are the essential, non-negotiable functions
• Devise staff development
  – Determine what is covered at training, what skills are needed to be effective, etc.
• Guide strategic planning
• Develop learning and development outcomes
• Measure program and service effectiveness
  – Enhance institutional self-studies to prepare for accreditation
  – Establish credibility and accountability
CAS Fundamental Elements about Self-Assessment

- Internally driven
- Systematic and regular
- Effective in terms of time, cost, etc.
- Provides reasonably accurate, useful information
- Supports staff development
- Provides recognition and rewards at a local level
- Charts quality program development and professionalism using widely agreed-upon quality indicators
- Develops a shared vision among constituents
- Relies on honesty with meticulous evaluation
- Assembles results into an action plan for improvement
State of the Art + Cutting Edge = Bridges all Specialty Functions
Twelve Component Parts

- Mission
- Program
- Organization and Leadership
- Human Resources
- Ethics
- Law, Policy and Governance
- Diversity, Equity, and Access
- Institutional and External Relations
- Financial Resources
- Technology
- Facilities and Equipment
- Assessment and Evaluation
General & Specialty Standards

General Standards
• Common across all functional areas

  • 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 & all programs of quality
  - Appear in **bold** type
  - Use **must & shall**

Guidelines
- Clarify & amplify Standards
  - Guide enhanced practice beyond essential function
  - Appear in light-faced type
  - Use verbs **should & may**
Example of an Orientation Standard:

OP must aid students and their parents/guardians and families in understanding the nature and purpose of higher education, the mission of the institution, and their membership in the community.

Example of an Orientation Guideline:

OP should assist students in the selection of appropriate courses and course levels, making use of relevant placement examinations, entrance examinations, and academic records.
OP must provide new students, as well as their parents/guardians and families, with information about laws and policies regarding educational records and other protected information.

Another Example of an Orientation Guideline: OP should continue as a process to address, transitional events, issues, and needs. The orientation process should include pre-enrollment, entry, and post-matriculation services and programs.
Six Student Learning & Development Outcome 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>LEAP (AAC&amp;U)</th>
<th>Learning Reconsidered</th>
<th>Disciplines</th>
<th>CAS Domains</th>
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<tbody>
<tr>
<td>Knowledge of Human Cultures &amp; the Physical &amp; Natural World</td>
<td>Knowledge acquisition, integration, &amp; application</td>
<td>Knowledge bases</td>
<td>Knowledge acquisition, construction, integration, &amp; application</td>
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<tr>
<td>Intellectual &amp; Practical Skills</td>
<td>Cognitive complexity</td>
<td>Critical thinking</td>
<td>Cognitive Complexity</td>
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<td>Personal &amp; Social Responsibility</td>
<td>Interpersonal &amp; intrapersonal competence</td>
<td>Intrapersonal attributes and competencies</td>
<td>Intrapersonal Development</td>
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<td>Humanitarianism</td>
<td>Interpersonal relations with diverse others</td>
<td>Interpersonal Competence</td>
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<td>Civic engagement</td>
<td>Ethics</td>
<td>Humanitarianism &amp; Civic Engagement</td>
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<td>Management &amp; collaborative leadership</td>
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<tr>
<td>Integrative &amp; Applied Learning</td>
<td>Practical competence</td>
<td>Professional skills</td>
<td>Practical Competence</td>
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<tr>
<td></td>
<td>Persistence &amp; academic achievement</td>
<td>Life-long learning</td>
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Student Learning & Development: Part of the Program

• Programs and services...
  – Must promote student learning and development outcomes
  – Must identify relevant and desirable student learning & 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
• **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
Identifying Outcomes

• What should be the result of our work?
  – Program outcomes
    • e.g., percentage of students reached
  – Operational outcomes
    • e.g., reduced wait-list time to appointment
  – Student outcomes
    • e.g., intrapersonal development/integrity/ethical decision-making

• Important to balance focus on student outcomes and program outcomes
  – Are our programs and services organized and run effectively to achieve the intended outcomes?
  – Are the intended outcomes achieved?
Our Role with Student Learning & Development

• Must promote student learning and development outcomes
• Must identify relevant and desirable student learning & 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
Student Outcomes Assessment

• What is the effect of our work on students?
• How are they different as a result of interacting with our programs and services?
• How do we demonstrate their learning?
• How do we know? Measure?
Identifying Strategies

• What will we do intentionally to try to achieve these outcomes?
  – Programming (active and passive)
  – Individual and group interventions
  – Policies and procedures
  – Environmental factors
  – Short term and long term
How will we know?

• Choose the specific outcomes that you will measure in a year/cycle
• Design intended outcomes and objectives to be assessed so that they are measurable
• Decide how to measure them as you are designing the intervention
• Carry out your plan and use the results to improve the next cycle
Questions of a Student Outcomes Assessment

• What is the effect of our work on students?
• How are they different as a result of interacting with our programs and services?
• How do we know?
• How do we demonstrate their learning?
• What and how do we measure?
Questions of a Program Evaluation

• Is the program or service functioning effectively to achieve its mission?
• What evidence is available to support the determination?
• How is evidence used to make program decisions?
What if…?

• What if we just focused on outcomes?
  – If we always achieve the intended outcomes, there’s no problem, so we keep doing what we’re doing.
  – If we don’t achieve the intended outcomes, and all that we have assessed is those outcomes, how would we decide what to do differently?

• If we assess both programs/services and the actual outcomes, we can make more informed determinations about what needs to be changed or improved.
Preparation for Self-Assessment

- What is the purpose and scope of your study?
- Who should serve on your self-study team?
- In your area, what sources of evaluative evidence are available?
- What previous assessment data do you have?
Adapting CAS for your Environment

• CAS standards and self-study processes provide for flexibility (even within the same campus)

• Some considerations for using CAS to fit your culture and environment:
  – Cross-functional areas
  – Multi-function offices
  – Institutional Size
  – Institutional Type
  – Multiple sites
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

• Each criterion measure focuses on a particular aspect of the standard, allowing raters to express more detailed and specific judgments

• Informs on program strengths and weaknesses

• Leads to an action plan to enhance programs and services that benefit student learning and development
CAS 5 Step Self-Assessment Process

1. Establish and Prepare the Self-Assessment Team
2. Understand the CAS Standards and Guidelines
3. Compile and Review the Evidence
4. Judge Performance
5. Write the Action Plan
# CAS Evaluation Steps

<table>
<thead>
<tr>
<th>Plan the Process</th>
<th>Develop an Action Plan</th>
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<tbody>
<tr>
<td>Map out steps, develop a timeline, and identify outcomes for self-study</td>
<td>Identify strengths and weaknesses, recommendations, resources, timeframe, and responsible individuals</td>
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<table>
<thead>
<tr>
<th>Assemble and Educate Team</th>
<th>Prepare a Report</th>
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<tbody>
<tr>
<td>3-5 (program) to 8-10 (division) comprised of stakeholders including students; train team on self-assessment concepts &amp; principles</td>
<td>Describe the process, evidence gathering, ratings, and evaluations; summarize strengths and weaknesses; describe the action plan</td>
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<tr>
<th>Identify and Collect Evidence</th>
<th>Close the Loop</th>
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<tbody>
<tr>
<td>Define what is evidence, discuss how to collect evidence, and manage the evidence</td>
<td>Implement the recommended changes</td>
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| Conduct Ratings using Evidence |  |
|-------------------------------|  |
| Using the Self-Assessment Guides (SAGs), clarify criteria and process for rating [small group, individual, staff]; negotiate rating differences and manage group ratings |  |
CAS has authored **43 sets of standards and guidelines** that include the professional program preparation area.

43 sets of standards, 43 Self-Assessment Guides.

Each one of the functional area Self-Assessment Guides is called a “SAG”.
Using the SAGs

- Translates CAS standards into an effective workbook format
- Promotes program self-assessment and development
- Helps identify program strengths and weaknesses
- Each criterion measure focuses on a particular aspect of the standard, allowing raters to express more detailed and specific judgments
- Leads to enhanced student learning and development!
Part 4: HUMAN RESOURCES
Student staff must be informed as to the limits of their authority, the expectation for appropriate role modeling, and their potential influence on new students.

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<thead>
<tr>
<th>Rating</th>
<th>Code</th>
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<tbody>
<tr>
<td>ND</td>
<td>Not Done</td>
</tr>
<tr>
<td>1</td>
<td>Not Met</td>
</tr>
<tr>
<td>2</td>
<td>Minimally Met</td>
</tr>
<tr>
<td>3</td>
<td>Well Met</td>
</tr>
<tr>
<td>4</td>
<td>Fully Met</td>
</tr>
<tr>
<td>NR</td>
<td>Not Rated</td>
</tr>
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PART 4: HUMAN RESOURCES (Criterion Measures)
4.8 Student employees and volunteers:
4.8.1 are carefully selected, trained, supervised, and evaluated
4.8.2 are educated on how and when to refer those in need of additional assistance to a qualified staff member
4.8.3 have access to a supervisor for assistance in making judgments
4.8.4 have clear and precise job descriptions, pre-service training, and continuing staff development

Part 4: HUMAN RESOURCES OVERVIEW QUESTIONS
A. What is the strategic plan for staffing the program?
B. In what ways are staff members’ qualifications examined and their performance judged?
<table>
<thead>
<tr>
<th>ND</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Done</td>
<td>Not met</td>
<td>Minimally Met</td>
<td>Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
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Using this scale, consider each criterion statement and decide...

- The extent to which each criterion measure has been met by the program or service
What type of data?

The self-assessment is not complete until relevant data and related documentation are in place to support the raters’ judgments.
Examples of Evaluative Evidence

STUDENT RECRUITMENT MATERIALS:
- Brochures & other program information
- Participation policies & procedures

PROGRAM DOCUMENTS:
- Mission statements; program purpose & philosophy statements
- Catalogs & related materials
- Staff & student manuals; policies & procedures statements

ADMINISTRATIVE DOCUMENTS:
- Organization charts; student & staff profiles
- Financial resource statements & budgets
- Annual reports

STAFF ACTIVITY REPORTS:
- Curriculum vitae & resumes; professional activity
- Service to other programs, departments, or community

STUDENT ACTIVITY REPORTS:
- Portfolios, developmental transcripts, resumes
- Reports of student service

RESEARCH & EVALUATION DATA:
- Needs assessments & self-studies
- Program evaluation; graduate & follow-up studies
STEP 1: Establish and Prepare Self-assessment Team

- Division-wide requires 8-10 members
- Single functional area calls for 3-5
- Include members from the outside
- Establish team ground rules
- Establish team’s inter-rater reliability
- Encourage team discussion and expect team members to disagree
STEP 2: Understand the CAS Standards & Guidelines

- Decide whether to include guidelines or other measures that go beyond the standards
- Gather and analyze relevant quantitative and qualitative data
- Individuals rate each and every criterion measure
- Obtain additional documentary evidence if required to make an informed team decision
- Complete the assessment, ratings, & action plan worksheets
STEP 3: Compile and Review the Evidence

- SAGs offer a ready format for evaluation
- In most instances, there are multiple criterion statements for each standard
- Each criterion measure focuses on a particular aspect of the standard, allowing raters to express more detailed and specific judgments
STEP 4: Judge Performance

• For each of the 12 Parts, identify the criterion measure item number(s) for which there is substantial rating discrepancy.

• Items where judgment variance occurs need to be discussed thoroughly by team members.

• Follow this action by determining which practices can be designated as “excellent” or “unsatisfactory.”
STEP 5: Write the Action Plan

- Actions required for the program to meet all standards
- Resources that would be necessary for program enhancements
- Staff member responsible for completing work
Timeline

• It is Time Consuming
• Requires about 4 – 5 Months to Complete
• Up to a Year
• Don’t Rush It...
• Better Student Learning is the Goal!
• **CAS Professional Standards, 2012 edition**
• **2012 Self-Assessment Guides**
• **CAS Statement of Shared Ethical Principles**
• **CAS Characteristics of Individual Excellence**
• **www.cas.edu**
• OP Standards can be found at [www.nodaweb.org](http://www.nodaweb.org)
Please complete an evaluation of this session in Guidebook by clicking the link after the session description.