CAS 101:
The Many Uses of CAS to Create, Implement, & Assess Programs and Services

CAS Council for the Advancement of Standards in Higher Education

Assessment Institute
October 2023

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.

4. I am a CAS expert and have CAS materials extensively.

INTENDED LEARNING OUTCOMES

As a result of participating in this session, you will:

1. Articulate at least two ways to use the CAS Standards in creating, implementing, improving and assessing programs and services.

2. Recall practical tips and examples for using the CAS Standards

BRIEF CAS OVERVIEW

COUNCIL FOR THE ADVANCEMENT OF STANDA[RDS] IN HIGHER EDUCATION

▸ Founded in 1979

▸ Consortium of 40+ member organizations

▸ Council comprised of representatives from member associations

▸ Consensus-oriented, collaborative approach

▸ 50 sets of functional area standards and self-assessment guides (SAGs)

▸ 3 Cross-Functional Frameworks

CAS VISION & MISSION

– CAS VISION –

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

– CAS 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.

Standards exist to

- **Create programs and services**
  - How do we structure what we need to create?

- **Implement programs and services**
  - We have this structure, but what should be priorities?

- **Improve/Enhance/Expand programs and services**
  - As we seek to enhance deliverables, which standards can we focus on to grow, expand and improve?

- **Assess programs and services**
  - We aren't sure how we are doing; how do we engage others in helping us identify where to improve?

Students and Their Environments
The whole student is shaped by environments that provide learning opportunities reflective of society and diversity, with students having ultimate responsibility for learning (Parts 1. Mission; 2. Programs and Services; 3. Student Learning, Development, and Success; and 4. Assessment)

Advocating for Diverse, Equitable, and Inclusive Communities
Institutions embracing diversity, equity, inclusion and eliminating barriers with respect for differences and focused on culturally responsible communities (Part 5. Access, Diversity, Equity, Inclusion, and Justice)

Organization, Leadership, and Human Resources
Quality of leaders continuously challenge themselves for the betterment of the organization, with success directly correlated to clarity of mission and willingness to see through multiple lenses (Parts 6. Leadership; 7. Human Resources; and 8. Collaboration and Communication)

Ethical Considerations
Educators exhibit impeccable ethical behavior in professional and personal life (Part 9. Ethics, Law, and Policy)

Learning-Conducive Structures, Resources, and Systems
Student learning and development flourish when structures, resources, and systems are employed intentionally to create environments that provide students with appropriate challenge and necessary support (Parts 10. Financial Resources; 11. Technology; and 12. Facilities and Infrastructure)

STANDARDS & GUIDELINES SECTIONS

1. Mission

2. Programs and Services

3. Student Learning, Development, and Success

4. Assessment

5. Access, Diversity, Equity, Inclusion, and Justice

6. Leadership, Management, and Supervision

7. Human Resources

8. Collaboration and Communication

9. Ethics, Law, and Policy

10. Financial Resources

11. Technology

12. Facilities and Infrastructure

CAS FUNCTIONAL AREAS

Academic Advising Programs
Alcohol and Other Drug Programs
Assessment Services
Auxiliary Services Functional Areas
Campus Activities Programs
Campus Credential Programs and Services*
Campus Information and Visitor Services
Campus Police and Public Safety
Campus Religious, Secular, and Spiritual Programs
Career Services
Case Management Services*
Civic Engagement and Service-Learning Programs
Clinical Health Services
College Honor Society Programs
College Unions: Programs, Services, Community Center
Collegiate Recreation Programs
Conference and Event Programs
Counseling Services

Dining Services Programs
Disability Resources and Services
Education Abroad Programs and Services
Esports Programs*
Financial Aid Programs
Fraternity and Sorority Advising Programs
Graduate and Professional Student Programs and Services
Health Promotion Services
Housing and Residential Life Programs
Indigenous Student Affairs*
International Student Programs and Services
Internship Programs
Leadership Education and Development
Learning Assistance Programs
LGBTQ+ Programs and Services
Master's Level Higher Education and Student Affairs Professional Preparation Programs
Multicultural Student Programs and Services

New Student Orientation Programs
Parent and Family Programs
Post-Traditional and Commuter Student Programs and Services
Registrar Services
Sexual Violence-Related Programs and Services
Student Conduct Programs
Student Media Programs
Sustainability Programs*
Testing Programs and Services
Transfer Student Programs and Services
TRIO and College Access Programs
Undergraduate Admissions Programs and Services
Undergraduate Research Programs
Veterans and Military-Connected Programs and Services
Women's and Gender Programs and Services

USING THE CAS PROFESSIONAL STANDARDS
Diverse Examples of Practice

APPLICATIONS FOR CAS STANDARDS

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

DESIGN NEW PROGRAMS AND SERVICES

‣ **Standards and Guidelines** provide criteria that outline, guide, and ground planning

‣ **Mission and Programs and Services** sections are particularly helpful to specify goals and components

‣ Help broaden administrative understanding of what is needed to meet the essentials for programs and services

‣ Identifies the scope of functions essential for a comprehensive program or service

PART 1. MISSION

1.1 Functional Area Mission

Academic Advising Programs (AAP) must assist students in delineating their academic, career, and life goals, and develop educational plans that lead them to achieve those goals successfully.

AAP must advocate for student success and persistence.

The AAP mission must be aligned with the mission and core values of the department, college, division, institution, and applicable professional standards.

AAP mission must be aligned with the teaching and learning priorities of the institution.

AAP mission must support all students and attend to the various degrees students pursue, including vocational, certificate, undergraduate non-degree and degree seeking, and graduate.

PART 2. PROGRAMS AND SERVICES

2.1 Functional Area Goals

AAP's goals must be aligned with institutional vision, mission, and core values.

AAP must develop and disseminate a document, such as an advising syllabus, that clearly describes the goals and objectives, or intended outcomes, of the advising process throughout the students' academic careers.

AAP goals must be directly linked to the teaching and learning mission of the institution.

AAP goals must support institutional expectations for all students, including those enrolled in non-degree, certificate, and degree-seeking programs.

AAP must develop goals addressing access, diversity, equity, justice, and inclusion.

AAP EXAMPLE

First-Year Experience

Cross-Functional Framework
2018

CROSS-FUNCTIONAL FRAMEWORKS

‣ Request for guidance to deal with issues that span multiple departments

‣ Wanted frameworks that have common threads regardless of issue; like the general standards

‣ Wanted frameworks the looked and felt similar to functional area standards

‣ Wanted resource that could address emerging issues in higher education

CAS LEARNING AND DEVELOPMENT DOMAINS

▸ Knowledge acquisition, construction, integration, and application

▸ Cognitive Complexity

▸ Intrapersonal Development

▸ Interpersonal Competence

▸ Local and Global Humanitarianism and Civic Engagement

▸ Practical Competence

- Revised 2023

Dimensions of Outcome Domain[2]	Examples of Learning and Development Outcomes
KNOWLEDGE ACQUISITION, CONSTRUCTION, INTEGRATION, AND APPLICATION	
Understanding knowledge from a range of disciplines	Possesses knowledge of human cultures and the physical world; possesses knowledge of [a specific] one or more subjects
Connecting knowledge to other knowledge, ideas, and experiences	Uses multiple sources of information and their synthesis to solve problems; knows how to access diverse sources of information such as the internet, text observations, and data bases
Constructing knowledge	Personalizes learning; makes meaning from text, instruction, and experience; uses experience and other sources of information to create new insights; generates new problem-solving approaches based on new insights; recognizes one's own capacity to create new understandings from learning activities and dialogue with others
Relating knowledge to daily life	Seeks new information to solve problems; relates knowledge to major and career decisions; makes connections between classroom and out-of-classroom learning; articulates career choices based on assessment of interests, values, skills, and abilities; provides evidence of knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences, for example in resumes and portfolios

Learning Reconsidered Student Learning Outcomes (2004)	LEAP [AACU&U] Essential Learning Outcomes	CAS Learning and Development Domains (2008)	Discipline Accrediting Agencies Outcome Themes (2011)	Degree Qualifications Profile [DQP] Categories of Learning (2021)	Project CEO Desirable Skills (2016)
Knowledge Acquisition, Integration, & Application	Knowledge of Human Cultures & the Physical & Natural World	Knowledge Acquisition, Construction, Integration, & Application	Knowledge Bases	Specialized/ Industry Knowledge; Broad & Integrative Knowledge	Career- specific knowledge
Cognitive Complexity	Intellectual & Practical Skills	Cognitive Complexity	Critical Thinking; Management & Collaborative Leadership	Intellectual Skills	Problem Solving; Decision Making; Quantitative Analysis; Information Processing
Interpersonal & Intrapersonal Competence; Humanitarianism; Civic Engagement	Personal & Social Responsibility	Interpersonal Competence; Intrapersonal Development; Humanitarianism & Civic Engagement	Interpersonal Relations with Diverse Others; Intrapersonal Attributes & Competencies; Ethics	Civic/Democratic & Global Learning	Teamwork Verbal Communication
Practical Competence; Persistence & Academic Achievement	Integrative & Applied Learning	Practical Competence	Professional Skills Life-long Learning	Applied & Collaborative Learning	Writing and Editing Reports; Computer Software Skills; Workflow Planning

RESOURCE ALLOCATION

▸ Program Credibility

▸ Use the "must" statements along with an example of the CAS Standards focused on essential programs and services

▸ Standards can't guarantee additional or new resources, but CAS CAN elevate your argument and help you create an evidence-based case
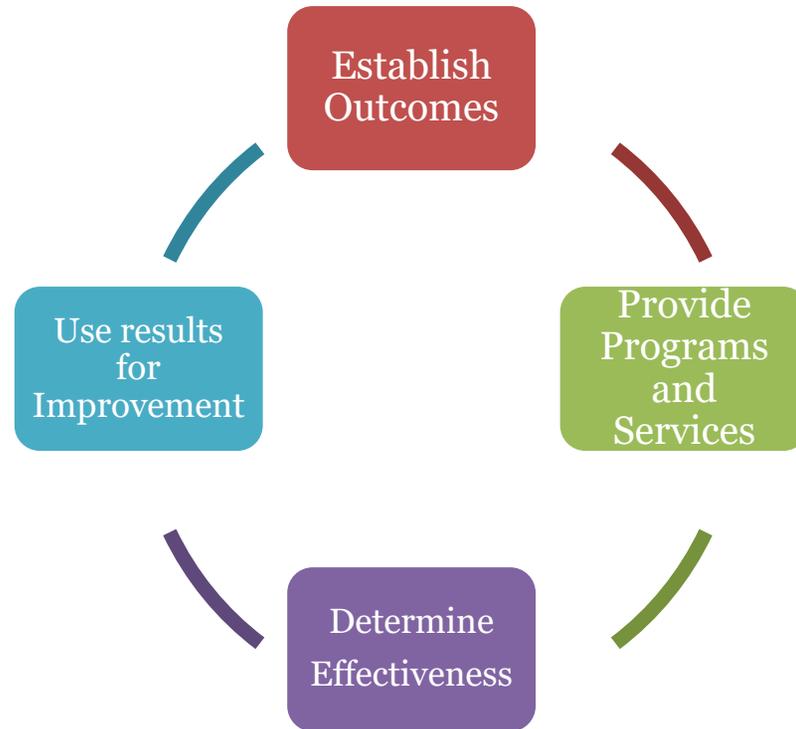
STAFF DEVELOPMENT STRATEGIES

▸ Guide the creation of revision of vision, mission, and goals

▸ Use to orient new professionals to the functional area

▸ Discussion point for supervisors and staff to discuss program strengths and weaknesses

▸ Resource for educating the broader campus community about the functional area

▸ Creates common language and shared perception of good practice

▸ Guide meeting agendas or half- or full-day retreats

Measure Program and Service Effectiveness

Assessment Cycle

Provides evidence

Suggested language

Strategy to evaluate the program

Similar Process

Relationship to Academic Programs

Credibility

ACCREDITATION AND GRANT APPLICATIONS

Program Review

- **Uses a holistic assessment tool to provide a big-picture evaluation of the health of a department**
- **Is a process characterized by self-reflection and evaluation whereby one can critically assess all aspects of a department or functional unit**

CAS PROGRAM REVIEW STEPS

7. Close the Loop
Put action plans into practice; work to navigate politics and secure resources; identify barriers to overcome; and build buy-in to the program review results

1. Plan the Process
Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study

6. Prepare a Report
Explain the process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary

2. Assemble and Educate the Self-Assessment Team
Determine who should be on the team and how to educate the team about the self-study process

5. Develop an Action Plan
Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)

3. Identify, Collect, and Review Evidence
Define what constitutes evidence; then gather, collect, manage, and review evidence

4. Conduct and Interpret Ratings Using Evaluative Evidence
Clarify team's rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings

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CAS Self-Assessment Guide

PART 1. MISSION

Suggested Evidence and Documentation for Part 1:

- ☐ Current mission statement, brief description of how it was developed, and date of last review
- ☐ Additional goals, values, and statements of purpose
- ☐ Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
- ☐ Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
- ☐ Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
- ☐ Institutional demographics, description of student population served, and information about community setting

1.1 Functional Area Mission

- ▶ The functional area mission is aligned with the mission and core values of the department, college, division, institution, and applicable professional standards.
- ▶ The functional area mission is appropriate for the institution's constituents.
- ▶ The functional area collaborates and consults with its constituents to advance its mission.

(Compliant)   (Not-Compliant)   (Insufficient Evidence)   (Not-Applicable)

Justification of Finding for 1.1:

CAS PROGRAM REVIEW STEPS

self-study process

3. Identify, Collect, and Review Evidence
Define what constitutes evidence; then gather, collect, manage, and review evidence

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CAS PROGRAM REVIEW STEPS

6. Prepare a Report

Explain the process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary

CAS PROGRAM REVIEW STEPS

7. Implement Improvements

Put action plans into practice; work to navigate politics and secure resources; identify barriers to overcome; build buy-in to the program review results; and implement strategies for continuous improvement.

6. Prepare a Report

Explain the process, evidence gathering,
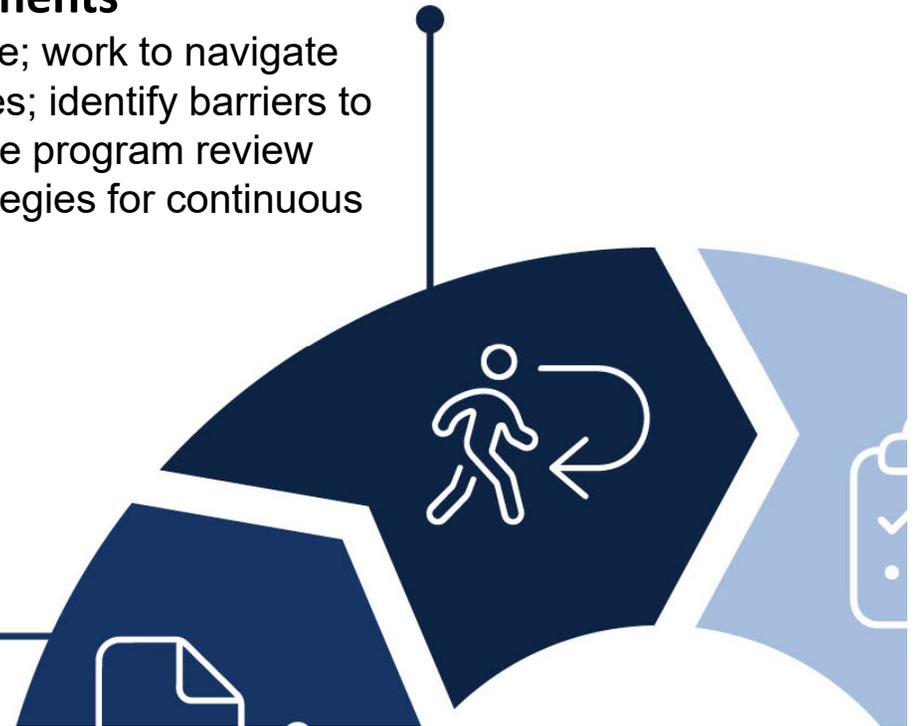
CAS RESOURCES

CAS PROFESSIONAL STANDARDS FOR HIGHER EDUCATION
(11TH VERSION)

▸ Standards also available individually

▸ Self-Assessment Guides available as a package or individually

Description

Annual Subscription

To further support CAS users and provide access to the most up to date standards, materials, and resources, CAS has begun offering an annual subscription for users seeking the most updated versions of our standards, products, and new resources.

For users looking for complete access to the CAS standards, resources, and tools, a subscription provides the greatest level access to CAS. It includes access to:
- one (1) E-pub of *CAS Professional Standards for Higher Education* (11th version)
- access to revised functional area standards for each of the CAS functional areas between publications of the CAS book
- updated Self-Assessment Guides for each of the CAS functional areas
- access to all of the CAS Cross-Functional Frameworks
- the Multifunctional Review Guide
- Do-It-Yourself CAS Self-Study Guide

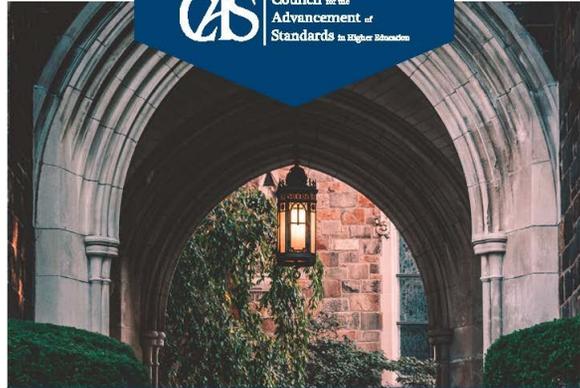And all other CAS resources, including those published during subscription year.

The value of purchasing each of these items separately is over $3300. Users can purchase an annual subscription for $999 and will receive updates throughout the year as CAS develops new products and resources.
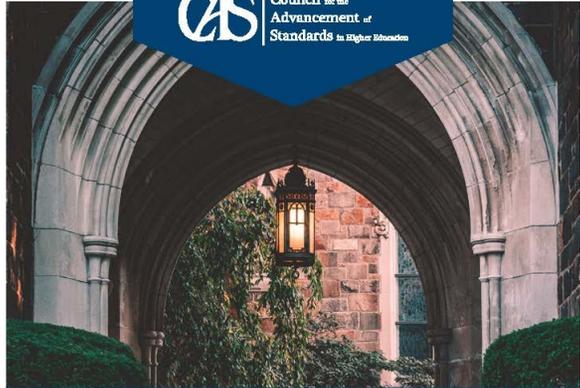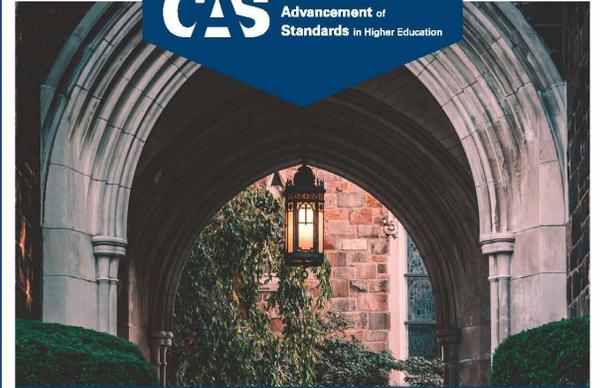
CROSS-FUNCTIONAL FRAMEWORKS

FRAMEWORKS FOR ASSESSMENT LEARNING AND DEVELOPMENT OUTCOMES
(2ND EDITION)

Darby M. Roberts
J. Patrick Biddix

Frameworks for Assessing Learning and Development Outcomes

Second Edition
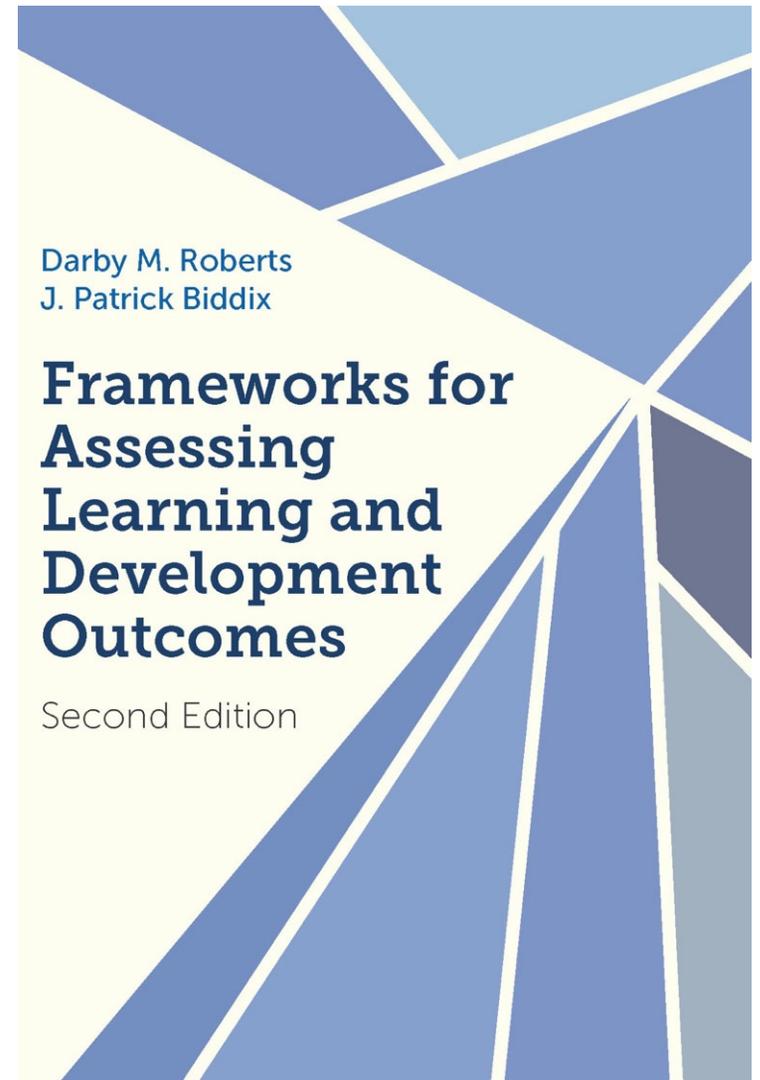
FUNCTIONAL AREA RESOURCE PAPERS

- ▸ Women and Gender Programs and Services

- ▸ Fraternity and Sorority Advising Programs

- ▸ Learning Assistance Programs

- ▸ Career Services

- ▸ Housing and Residence Life Programs

- ▸ …and more!

Council for the Advancement of Standards in Higher Education

Functional Area Resource Paper

Women's and Gender Programs and Services

Summer 2019

CAS Council for the Advancement of Standards in Higher Education
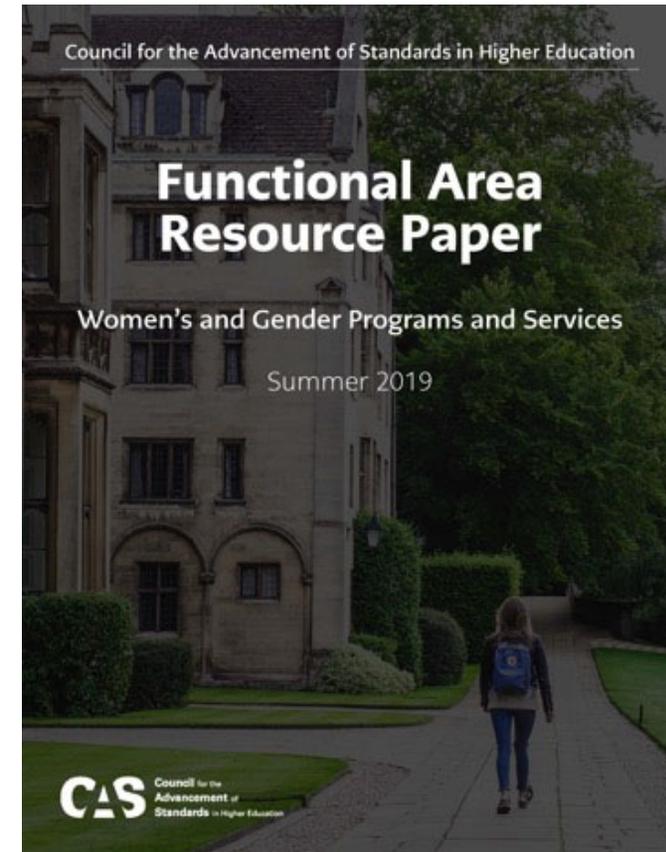
RESOURCE PAPERS

▸ Using the CAS Standards to Build a Culture of Assessment

▸ The Argument for Using CAS Functional Area Standards for Regional Accreditation

▸ A Framework for Conducting an External Review of TRIO and Other Educational Opportunity Programs Using CAS

▸ Using CAS Functional Area Standards for Regional Accreditation

▸ CAS Standards: Implications for Student Affairs Administrators at HBCUs

▸ Supervised Practice Assessment for CAS Master's Level Student Affairs and Higher Education Professional Preparation Programs

▸ CAS Standards: Supportive Means to Acclimate Graduate Students and New Professional

Up Close and Personal:
A Framework for Conducting an External Review of TRIO and Other Educational Opportunity Programs Using CAS

Wallace Southerland III, Ph.D.
Associate Vice President of Student Affairs, Salisbury University

Summer 2019

CAS Council for the Advancement of Standards in Higher Education

Two chapters about CAS and the self-assessment process

One self-assessment guide

CAS overview presentation

Learning and development domains and dimensions

Infographic on using CAS in the job search

GRADUATE STUDENT PACKET

CAS SELF-STUDY MANUAL AND WORKBOOK
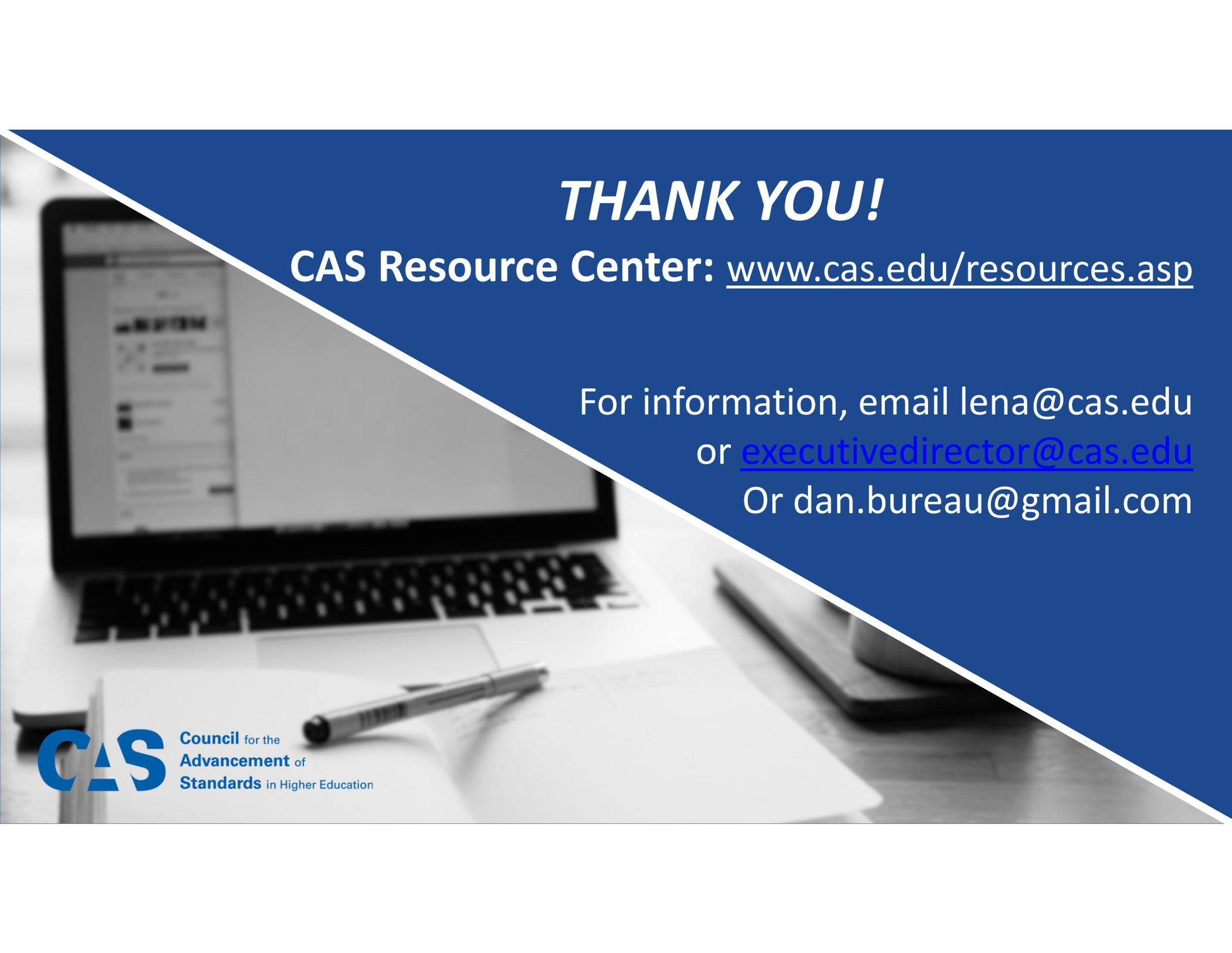## (formerly titled "DIY")

Council for the
Advancement of
Standards in Higher Education

**Assessment Institute attendees
receive 25% off all CAS Resources
now through November 30 with code AI2023 or ai2023
through November 13th
at check-out of the store at www.cas.edu.**
Excludes Subscription

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**SCAN TO
LEARN MORE**

All resources are available at the CAS store. www.CAS.edu

THANK YOU!

CAS Resource Center: www.cas.edu/resources.asp

For information, email lena@cas.edu
or executivedirector@cas.edu
Or dan.bureau@gmail.com

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