



Learning Outcomes

Participants will be able to:

- Describe the CAS standards
- Describe how the CAS Standards can be used for program development
- Describe how the CAS Standards can be used for assessment

CAS

Polling Question

• Have you used the CAS Standards before?



Council for the Advancement of Standards in Higher Education

- Founded in 1979
- Promotion of standards in higher education
- Promotion of self-assessment
- Consortium of 40 member organizations
- 41 standards and self-assessment guides (SAGs)



In Development

New standards currently in development:

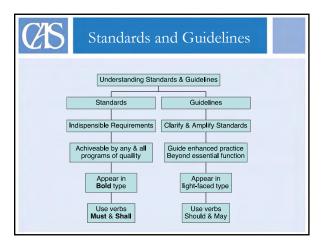
- Campus Security
- Sexual Assault and Relationship Violence
- Student Media
- Transfer Student Programs and Services



General Standards

- Mission
- Program
- Leadership
- Human Resources
- Ethics
- Legal Responsibilities
- Equity and Access
- Diversity

- Organization and Management
- Campus and External Relations
- Financial Resources
- Technology
- Facilities & Equipment
- Assessment & Evaluation





Program Learning and Development Outcome Domains & Dimensions

- Knowledge acquisition, construction, integration, and application
- · Cognitive Complexity
- Intrapersonal Development
- Interpersonal Competence
- Humanitarianism and Civic Engagement
- Practical Competence



Program Learning and Developmen 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



Program Learning and Developmen 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



Applications for Standards: How do campuses use results?

- Measure program & service effectiveness
- Institutional self-studies
- Preparation for accreditation
- Design of new programs and services
- Staff development
- Academic preparation
- Credibility and accountability
- Strategic planning
- Budget allocation
- CAS Basics, Mable & Dean, 2006



Applications for Standards: How do departments use results?

- Provide suggestions on how to communicate better with students, faculty, staff, parents, etc.
- Identify better uses for funds
- Help to focus where time, energy, and resources should go
- Consider what are the essential, non-negotiable functions for the department
- Consider what are the secondary functions for the department



Applications for Standards: How do departments use results?

- Shape student staff training
 - CAS Standards and results from Self-Study can guide what is covered at training to remain true to the mission of the organization and the skills needed to be effective
 - Help define:
 - · Content of training
 - · Leadership skills developed from training



Adapting CAS for your Environment

Adapt CAS to fit your culture and environment

- Some considerations:
 - Cross-functional areas
 - Institutional Size
 - Multiple Sites
 - Institutional Type



Orientation Example:

"Assist new students as well as their families in understanding the purposes of higher education and the mission of the institution."

How can a department assess this standard?

- Can the OLs put the mission in their own words?
- What does the mission personally mean to them?
- Can they communicate that mission to others?
- How does the mission of the institution affect orientation:
- How does their role as an OL affect their position and their responsibility to the institution?



Program Development Example

Residence Life Example

Provide an environment that assists residents to remain in good academic standing and earn higher GPAs.

After assessing, what can be done if GPAs are low?

- Early alert intervention programs
- Educate staff and students about available campus academic resources
- Offer living-learning communities that can be linked with

- Transition or bridging programs Partnerships with FYE programs Establishment of first-year interest groups
- Year-two programs Informal study groups
- Senior year experience programs



Program Development Example

Women's Center Examples

Women's Mentoring Program

"Develops relationships that lead toward achievement of goals; seeks wide involvement of others; demonstrates openness to feedback."

Learning outcomes:

- 1. Participants will be able to develop relationships that lead toward achievement of goals.
- 2. Participants will be able to use multiple networks of support.
- 3. Participants will be able to demonstrate openness to feedback.



Program Development Example

Women's Center Brown Bag Lecture & Film Series

"Understands the intersection of gender with race, class, sexual orientation and other identity formations; explains how feminist, orientation and other identity formations; explains now teninist, womanist, and other gendered theories inform practice and vice versa; employs critical thinking in problem-solving; integrates complex information from a variety of sources including personal experience to form a decision or opinion; expresses an appreciation for how gender informs the production of knowledge and the experience of learning."

- Learning outcomes:
 1. Participants will be able to demonstrate knowledge of the ways in which gender influences cultural, political, and economic structures in society.

 2. Participants will be able to synthesize information presented to express



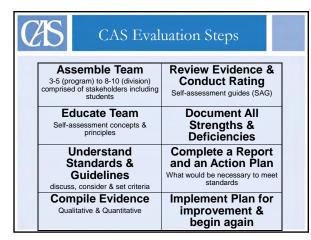
Program Development Example

Women's Center Volunteer & Internship Program

"Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in community service activities."

"Demonstrates initiative, vision, and perseverance; Comprehends group dynamics; Exerts positive influence to create desired outcomes."

- Learning outcomes:
 1. Student volunteers and interns will be able to describe personal transformation through participating in service activities related to women's and gender issues.
- Student volunteers and interns will be able to describe how Women's Center programs/services contribute to creating a campus climate that is more equitable, fair, just and civil.
- Student volunteers and interns will be able to construct positive group dynamics by learning to communicate expectations, address concerns, and resolve conflict.





Academic Support Evaluation

- Evaluation of eight offices providing academic support in student affairs division
- Modified academic advising standard
- Self-evaluations of each office
- Aggregated responses
- · Identified key strengths and weaknesses
- Made recommendations for change

ØS		SAC	Exa	ımpl	e		
Part 6: FINANC Academic Advising determined w needs and cap CS must demonstr	g must have ade ithin the context abilities of stud	quate funding to a of the stated miss ents and the availa	sion, goals, ol bility of inte	bjectives, ar rnal or exter	nd compret rnal resour	nensive analys	sis of the
ND	1	2	3	4	NR		
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated	1	
6.3 The program d	as adequate fundi- ies are determined and available fisca emonstrates fiscal institutional prote esources Overvi	ng to accomplish its I within the context resources. responsibility and cocols.	mission and g	nission, ND		NR	
B. What evidence ex	ists to confirm fis	cal responsibility an	d cost-effectiv	eness?			

Q	S Academic Suppo	ort l	Eval	uati	on		
	Scale	NΔ	DD	-1	2	3	
	Cont	Not applicable to academic	Applicable to AS, but this office doesn't do it	Not met	Minimally met		Fully me
		support ASC	DCAD	CS	FYO	OPAL	RF
MISSION		ASC	DCAD	CS	FYO	OPAL	KE
1.1	A program mission and goals statement is in place and is reviewed regularly.						
.2	Student learning, development, and educational experiences are incorporated in the mission statement.						
1.3	The mission is consistent with that of the host institution and the CAS standards.						
1.4	The program functions as an integral part of the host institution's overall mission.						
1.5	Expectations of advisors and advisees are clearly detailed and written.						
ROGRAM							
2.1	The program promotes student learning and development that is purposeful and holistic.						
2.2	The program has identified student learning and development outcomes that are relevant to its purpose.						
2.3	The program provides students with opportunities designed to encourage achievement of the identified outcomes.						
2.4	The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains below:						
2.4.1	Intellectual Growth						
2.4.2	Effective Communication						
2.4.3	Enhanced Self-Esteem						



Sample Timeline

Timeline from the St. Mary's College of Maryland (SMCM) 2009-10 CAS Review Process

October 9, 2009 – CAS Review Plan due to division's Assessment Team

October & November 2009 - Collect and compile data By December 18, 2009 – Collect and compile data
By December 18, 2009 – First meeting of Department
Review Team (DRT)

January 29, 2010 – Second meeting of DRT

March 5, 2010 – Final meeting of DRT, recommendations
are made

April 30, 2010 – Department action plans turned in to
Assessment Team

June 4, 2010 – Assessment Team publishes division's executive summary

Action Plan

- Action Plan:
 - Includes the following elements:
 - Actions required for the program to meet all standards
 - Areas that need follow-up because they are less than
 - Resources necessary for program enhancements
 - Timeline and deadline
 - Person responsible for completing the work



Successes and Challenges

- What have been successes with CAS?
- What have been challenges with CAS?

What advice to you have to using CAS standards?



Questions/Comments





For More Information

www.CAS.edu

- 2009 Book of Standards
 - Revisions new standards since 2009 on website
- Frameworks for Assessing Learning and Developmental Outcomes (FALDOS-2006)
- CD with SAGS and Standards
- CAS Statements
 - Characteristics of Individual Excellence
 - CAS Statement of Shared Ethics