



# CAS

**Council** for the  
**Advancement** of  
**Standards** in Higher Education

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This presentation was excerpted from "CAS Basics" by the Council for Advancement of Standards, 2019

# Learning Outcomes

SSPBT members will be able to:

- ❖ Describe CAS and the CAS standards
- ❖ Understand the difference between Standards and Guidelines
- ❖ Understand the relationship between learning domains/dimensions and program assessment
- ❖ Articulate how the CAS standards can be used for program self-assessment

# Council for the Advancement of Standards in Higher Education

- Founded in 1979 (**40th Anniversary**)
- Consortium of 40 member organizations
- Council comprised of representatives from member associations
- Consensus-oriented, collaborative approach
- 47 sets of functional area standards and self-assessment guides (SAGs)
- 3 Cross-Functional Frameworks

# CAS Functional Standards

Academic Advising Programs  
Alcohol and Other Drug Programs  
Assessment Services  
Auxiliary Services Functional Areas  
Campus Activities Programs  
Campus Information and Visitor Services  
Campus Religious, Secular, and Spiritual Programs  
Career Services  
Case Management Services  
Clinical Health Services  
College Unions: Programs, Services, Community Center  
Conference and Event Programs  
Counseling Services  
Disability Resources and Services  
Financial Aid Programs  
Graduate and Professional Student Programs and Services  
Health Promotion Services  
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  
Orientation Programs  
Registrar Services  
Sexual Violence-Related Programs and Services  
Student Conduct Programs  
Testing Programs and Services  
Transfer Student Programs and Services  
TRIO and College Access Programs  
Undergraduate Admissions Programs and Services  
Veterans and Military-Connected Programs and Services  
Women's and Gender Programs and Services

# **CAS Vision and Mission**

## **CAS Vision**

Setting the standard for quality in higher education.

## **CAS Mission**

CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services (CAS, 2015).



## The General Standards (2018)

1. Mission
2. Program and Services
3. Student Learning, Development, and Success
4. Assessment
5. Access, Equity, Diversity, and Inclusion
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

# Principles Underlying All CAS Standards



## Students and Their Environments

Parts 1. Mission; 2. Programs and Services;  
3. Student Learning, Development, and Success, and  
4. Assessment



## Advocating for Diverse, Equitable, and Inclusive Communities

Part 5. Access, Equity, Diversity, and Inclusion

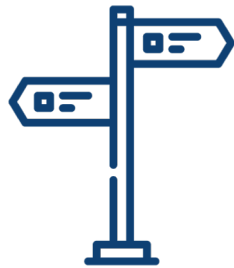


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## Organization, Leadership, and Human Resources

Parts 6. Leadership, Management, and Supervision;  
7. Human Resources; and 8. Collaboration and Communication



## Ethical Considerations

Part 9. Ethics, Law, and Policy

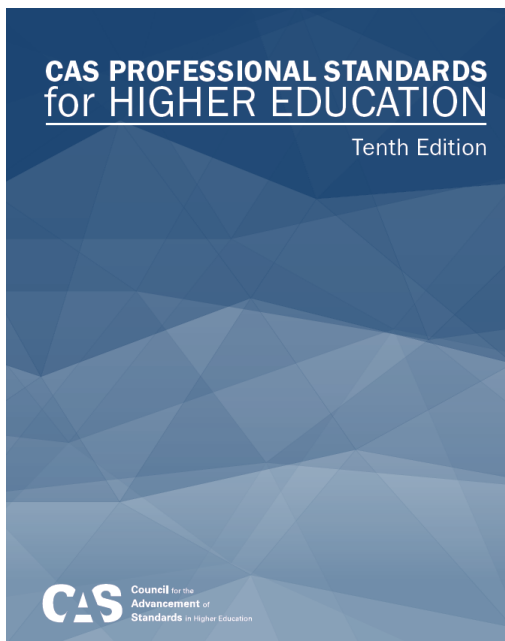


## Learning-Conducive Structures, Resources, and Systems

Parts 10. Financial Resources; 11. Technology;  
and 12. Facilities and Infrastructure



# 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



# Standards are comprised of Two Types of Statements

## General Standards

Common across all functional areas

Appear verbatim in every set of functional area standards

*The functional area must develop and define its mission.*

## Functional Area Standards

Address issues specific to the functional area.

*The mission of Career Services (CS) is to assist students and other designated clients in developing, evaluating, and implementing career, education, and employment readiness goals.*

# 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**



# CAS Learning Domains and Dimensions

# Student Learning, Development, and Success Section

- 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 Outcomes

Part of the CAS General Standards

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

# De Anza College Institutional Core Competencies

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Civic capacity for global, cultural, social and environmental justice
- Critical thinking

# Student Learning, Development, and Success Section

The functional area MUST...

- Provide evidence of the extent to which student learning and development outcomes are achieved
- Use evidence to create strategies for improving student learning, development, and success



# Creating Intentional Outcomes

- CAS learning and development outcomes address the whole student
- Functional areas directly influence or contribute to each outcome
- Outcomes may be more significant to a program or service than others; all should be on radar
- Identify desired outcomes before designing programs



# Fundamental Assessment Questions

## Student Learning and Development Outcomes

- 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?

## Program Evaluation

- Is the program or service functioning effectively to achieve its mission?
- What evidence is available to support the determination?
  - Learning and development outcomes are part of this evidence
- How is evidence used to make program decisions?

# Applying the Outcomes

1. Writing learning outcome statements
2. Aligning learning experiences across an institution
3. Guiding assessment plans
4. Engaging students in learning opportunities
5. Preparing for a self-assessment



# CAS Self-Study Overview and Application

# CAS Fundamentals 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

# CAS Fundamentals about Self-Assessment

- 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

# Self-Assessment Guides (SAGs)

- 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

# 2019 CAS SAG

## Part 4. ASSESSMENT

Recommendations for each part for evidence to gather

### Suggested Evidence and Documentation for Part 4:

1. Functional area goals, key indicators, outcomes, and related assessment data
2. Assessment data related to student learning, development, and success outcomes
3. Assessment plans and annual reports
4. Minutes of meetings at which assessment activities and results are discussed
5. Professional development activities to improve assessment competence

### 4.1 Establishing a Culture of Assessment

Clusters of criterion measures (means fewer items to rate!)

- The functional area develops assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.
- The functional area designs assessment plans that incorporate an ongoing cycle of assessment activities.
- The functional area has fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Space for rating of each subpart (ex: 4.1)

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

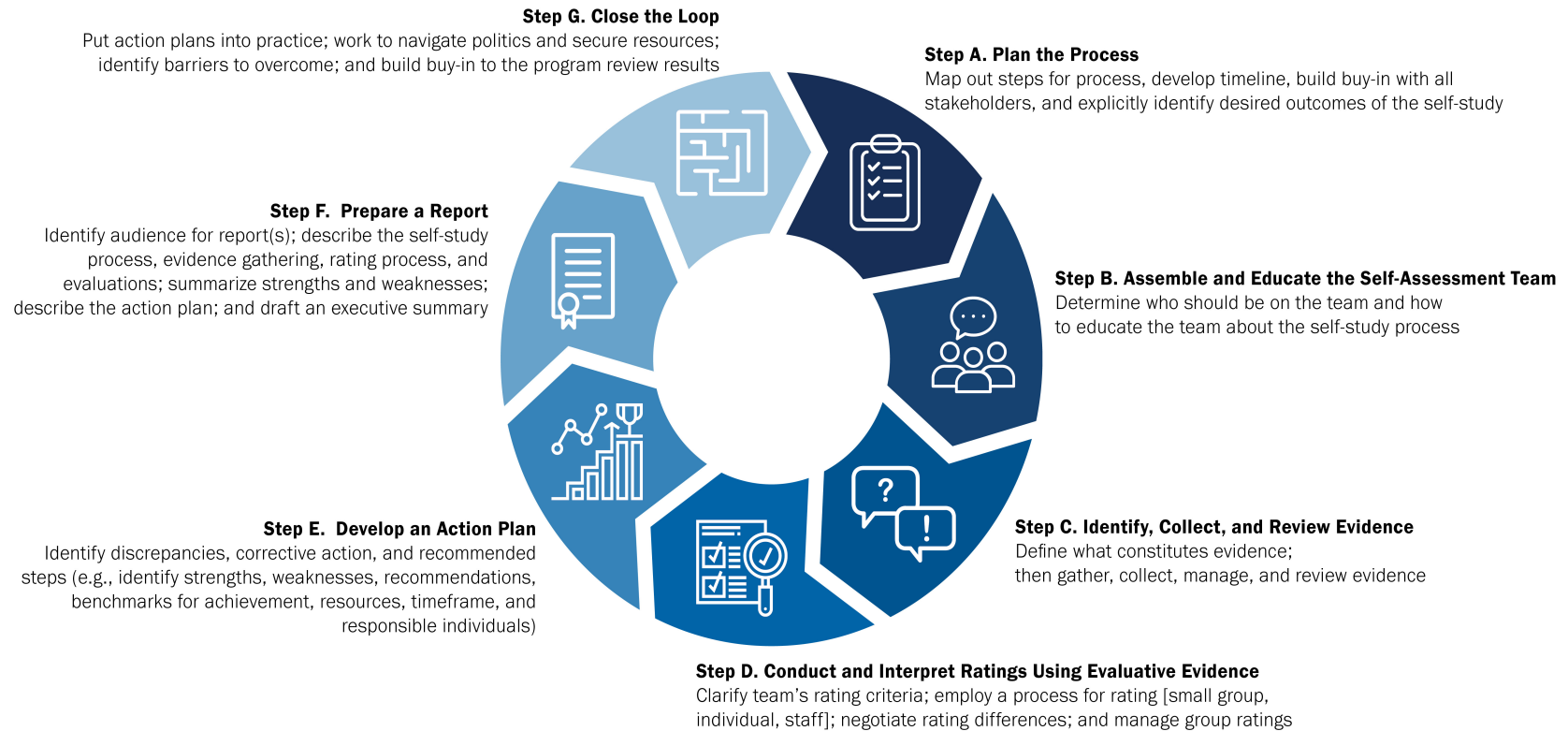
- Simplified scale for evaluation -

Justification for 4.1 Rating:

Space to write your narrative explanation of above ratings



# CAS Program Review Steps



# Sample Timeline

- By Dec. 15: Team Selection
- By January 29: Team Training
- Feb. 1-Apr 2: Compile and Review  
Documentary Evidence
- Apr 5-May 17: Judging Performance
- June 30: Final Reports Due

# Questions

