

2021-22 LU Instructions for Completing the CAS Self-Assessment Guide (SAG)

Purpose and Organization of the Self-Assessment Guide (SAG)

With the goal of gaining a broad and informed perspective on the strengths and deficiencies of their programs and services, each functional area within Student Affairs participating in a CAS Self-Study will be evaluated across standards and guidelines that fall into the following twelve areas.

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| Part 1. Mission | Part 7. Human Resources |
| Part 2. Program and Services | Part 8. Collaboration and Communication |
| Part 3. Student Learning, Development, & Success | Part 9. Ethics, Law, and Policy |
| Part 4. Assessment | Part 10. Financial Resources |
| Part 5. Access, Equity, Diversity, and Inclusion | Part 11. Technology |
| Part 6. Leadership, Management, and Supervision | Part 12. Facilities and Infrastructure |

Understanding the CAS Standards and Guidelines

CAS *Standards* represent essential practices as formulated by representatives of multiple professional associations concerned with student learning, development, and success in higher education. Furthermore, CAS *Guidelines* are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines published in the *10th Edition of CAS Professional Standards for Higher Education (2019)* and presented in this SAG are formatted so that standards (i.e., essentials of quality practice) are printed in **bold type**. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs “**must**” and “**shall**” while guidelines use “should” and “may.”

Judging Performance using CAS Criterion Measure Rating Scale

A rating scale designed for assessment purposes is displayed following the standards and guidelines along with a series of criterion measures to be rated. Making independent, individual performance judgments by applying the four-point rating scale to individual items (criterion measures) is the first step in assessing the program. After questions are raised and issues resolved, a mean collective rating for each of the 12 areas will be calculated.

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

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, a Does Not Apply (DNA) rating can be used and the rationale for excluding the practice, described. The Insufficient Evidence (IE) response can be used when relevant data are unavailable to support a judgment. In such case, additional evidence or clarifying discussions can be gathered and the rating changed. Justification for any criterion measures that represent CAS standards rated DNA or IE should be provided in the Executive Summary Report.

Overview Questions following each of the 12 Parts

All reviewers should provide a brief rationale for their ratings and more importantly, notes and comments in response to each Overview Question to be used by the Self-Study Coordinator when writing the complete Executive Summary and Action Plan. A separate Word document titled "CAS Reviewer Worksheet," will be provided for the purpose of collection where responses can be easily inserted and space added where needed.

Documentary Evidence Provided:

Multiple forms of available documentation will be assembled by the program under review and provided to the Review Team at the outset of the study via a shared Canvas Course or Dropbox Folder. The team may request additional information as needed as the review is conducted.

Documentary evidence often used to support evaluative judgments includes:

- *Student Recruitment and Marketing Materials:* brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations
- *Program Documents:* mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos
- *Institutional Administrative Documents:* statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports
- *Research, Assessment, and Evaluation Data:* needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports
- *Staff Activity Reports:* annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession
- *Student Activity Reports:* developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

Outline of 10th Edition CAS Criterion Measures

Part 1: MISSION

- 1.1 Program and Services Mission
- 1.2 Mission Statement

Part 2: PROGRAM AND SERVICES

- 2.1 Program and Services Goals
- 2.2 Program Information and Services
- 2.3 Program Structure and Framework
- 2.4 Program Design

Part 3: STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

- 3.1 Program Contribution to Student Learning, Development, and Success
- 3.2 Student Learning and Development Domains and Dimensions
- 3.3 Assessment of Student Learning and Development

Part 4: ASSESSMENT

- 4.1 Establishing a Culture of Assessment
- 4.2 Program Goals, Outcomes, and Objectives
- 4.3 Assessment Plan and Process
- 4.4 Gathering Evidence
- 4.5 Review and Interpret Findings
- 4.6 Reporting Results and Implementing Improvement

Part 5: ACCESS, EQUITY, DIVERSITY, AND INCLUSION

- 5.1 Inclusive and Equitable Educational and Work Environments
- 5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion
- 5.3 Advocating for Access, Equity, Diversity, and Inclusion
- 5.4 Implementing Access, Equity, Diversity, and Inclusion

Part 6: LEADERSHIP, MANAGEMENT, AND SUPERVISION

- 6.1 Leadership
- 6.2 Management
- 6.3 Supervision
- 6.4 Strategic Planning

Part 7: HUMAN RESOURCES

- 7.1 Staffing and Support
- 7.2 Employment Practices
- 7.3 Personnel Training and Development
- 7.4 Paraprofessional Personnel

Part 8: COLLABORATION AND COMMUNICATION

- 8.1 Collaboration
- 8.2 Communication
- 8.3 Procedures and Guidelines

Part 9: ETHICS, LAW, AND POLICY

- 9.1 Ethical Statements
- 9.2 Ethical Practice
- 9.3 Legal Obligations and Responsibilities
- 9.4 Policies and Procedures
- 9.5 Communication of Ethical and Legal Obligations
- 9.6 Addressing Harassment and Hostile Environments

Part 10: FINANCIAL RESOURCES

- 10.1 Funding
- 10.2 Financial Planning
- 10.3 Financial Management

Part 11: TECHNOLOGY

- 11.1 Systems Management
- 11.2 User Engagement
- 11.3 Compliance and Information Security
- 11.4 Communication

Part 12: FACILITIES AND INFRASTRUCTURE

- 12.1 Design of Facilities
- 12.2 Work Space
- 12.3 Equipment Acquisition
- 12.4 Facilities and Equipment Us