

CAS Standards and Evidence

Compliance Indicators

Part 1. Mission

- Function as integral part of institution's overall mission
- Regular review of mission & goals; dissemination of mission and goals
- Enhance overall educational experiences
- Look at specific items for your area”
 - Provide leadership to campus community
 - Provide guidance to campus community
 - Advocate for students
- Establish clear policies and procedures
- Incorporate student learning and development

What evidence?

- What is the program mission?
 - Mission statement
 - Vision and values statement
- How does the mission embrace student learning and development?
 - Statement about development of mission/ vision/ and philosophy
- In what ways does the program mission complement the mission of the institution?
 - Brief written statement to demonstrate incorporation of UA design principles and SA's mission
- Other Evidence: brochures/ publications showing how mission and goals are disseminated; presentations; outreach programs (demonstrates leadership to campus community); structure of program and types of services offered; learning outcomes based on aspects of mission statement

Part 2. Program

- Each program promotes student learning
- Intentional/ coherent/ grounded in theory
- Identify relevant student learning and development outcomes

What evidence?

- Learning Outcomes you've developed
- Description of programs that promote students' learning
 - RLH example: many educational programs each with specific learning objectives
 - Measure the learning at the end of the program; submit data from those programs
 - What examples do you have?
- May also indicate plans for the development of student learning outcomes in particular programs
- Program goals
 - Access Office Examples
 - BM II
 - ASSP
 - AT training
 - Meeting with students – initial and on-going; self-advocacy
 - Pt staff training
 - Classroom outreach
 - Faculty training
 - RA training

Part 3. Leadership

- Effective and ethical
- Appropriate education and training, work experience and skills
- Applies effective practices
- Promotes student learning
- Assessment of performance
- Effective use of resources
- Vision, mission and goals
- Effective supervision
- Good communication
- Deals with conflict and problems
- Engages in continuous improvement

What evidence?

- Leader credentials
- Leader professional development & accomplishment/—
professional activity
- Policies and procedures that are based on current best practices in the field
- Analysis of budget use
- Analysis of strategic organization/re-organization of office
- Staff statements of effectiveness
- Statement of concerns in the UA organizational structure/
administration that inhibits goal implementation?
- Mission, vision, goals statements
 - Future - need to work on new goals to be in alignment with divisional goals

Part 4. Organization and Management

- Office is structured purposefully
- Managed effectively
- Effective policies and procedures
- Performance expectations
- Org charts
- Service delivery expectations
- Clear channels of authority for decision making
- Appropriate decision-making and conflict resolution procedures
- Recognition and reward processes

What evidence?

- Org chart
- Established policies and procedures
 - Communication
 - Crisis
 - Conflict resolution
 - Ongoing performance evaluation
- Staff feedback (i.e., Jam session/ staff survey)
- Budget issues: positive (use of limited resources) and negative (needs from the larger organization and why)
- Brief – staffing issues/ resources (will also have this in the HR section)
- Values statements
- What else?

Part 5. Human Resources

- Staffed adequately
- Procedures for selection and training of personnel
- Expectations for supervision
- Professional development opportunities
- Staff qualifications
- Intern/ GA qualifications
- Evaluation/ training of student employees
- Job descriptions for all
- Qualified support staff with technical expertise
- Adequate work loads
- Salary and fringe comparable to other institutions
- Hiring and promotion practices are fair
- Diverse staff

What evidence?

- Staff qualifications
- Job descriptions
- Performance evals
- Evaluations of student employees/ GA
- Training that students/ staff undergo/ accompanying manuals
- PT staff training/ manuals
- GA/ intern training manuals
- Professional development opportunities and issues
 - On and off campus
 - What folks have availed themselves of
- Statement of/ staff feedback on adequate staffing issues given student population served
- Workload analysis given trends in students served

Part 6. Financial Resources

- Must have adequate funding to accomplish goals
- Must demonstrate strategic use of resources based on analysis of need
- Fiscal responsibility

What evidence?

- Budget analysis
- Staffing/ strategic use of personnel
- Budget needs and rationale
- Documents submitted to the University for additional funding/ staffing (e.g., budget requests)
- Brief statement of big picture budget issues

Part 7. Facilities, Technology and Equipment

- Adequate, suitably located facility
- Adequate technology and equipment to support mission
- Regular evaluation of equipment/technology
- Incorporations of distance learning

What evidence?

- Inventories of equipment, their uses and purposes
- Budget issues/ concerns
- Description of facility, surrounding facilities and usage
- Include #'s of students attending events

Part 8. Legal Responsibilities

- Staff is knowledgeable about and responsive to relevant laws and regulations
- Staff must inform customers of legal obligations and rights
- Staff must limit university liability
- Staff must be informed about personal liability and related insurance coverage
- University must provide access to legal advice
- Institution must inform staff about changing legal obligations and liabilities

Activity....

- In your small groups, consider what types of evidence you would use to demonstrate consistency with this CAS standard.
- What statements might you make about your department in this section?
- What research might you need to do?

Part 9. Equity and Access

- Programs and services are provided on a fair and equitable basis
- Services, facilities & programs are accessible
- Services, hours, etc. are responsive to needs of students
- Must be accessible and avoid discrimination
- Take affirmative action to remedy imbalances and staffing patterns
- Recognize needs of distance learning students and ensure access to programs/ services

Small groups....

- What evidence might you use to show how your department is consistent with this standard?
- What questions arise for you?
- How does your unit insure non-discriminatory, fair and equitable treatment to all constituents?

Part 10. Campus and External Relations

- Must establish, maintain, and promote effective relations with relevant individuals, campus offices and external agencies

Small Groups

- Which agencies/ community partners are relevant for your unit? Which ones should be relevant?
- What about internal partners?
- What evidence confirms effective relationships with program constituents?

Part 11. Diversity

- Must nurture environments where commonalities and differences among people are recognized and honored.
- Educational experiences are characterized by open communication that deepens self-awareness of culture, identity and heritage and that of others
- Services/ program must address needs of a diverse population of students in development of policies and procedures

Small Groups

- How is it evident to others that your programs/ your unit promotes diversity in this context?
- What ideas do you have for growth in this area?
- How do you serve the needs of diverse populations of students?

Part 12. Ethics

- Must adhere to highest principles of ethical behavior
- Must have appropriate statements of ethical practice that are published
- Must ensure confidentiality of communications/ records
- Clear understanding of when emergencies trump confidentiality
- Staff avoids personal conflicts of interest
- Impartial treatment of all constituents
- Responsible, ethical fiscal management
- Hold peers accountable for unethical behavior
- Knowledgeable in ethics related to use of technology

Small Groups

- What evidence might demonstrate your adherence to appropriate ethical principles? What ethical statements exist in your national or state organizations? Does staff know about them?
- How do you manage student confidentiality issues?
- How does your staff manage ethical dilemmas?

Part 13. Assessment and Evaluation

- Must conduct regular assessments
- Must employ quantitative and qualitative methods to determine to what degree the mission, goals and student learning outcomes are being met
- Must assess how a unit complements the university's mission
- Results of assessments must be used for improvement and revision

Small Groups

- What is the assessment plan for your office? How comprehensive is it?
- Do you have measurable, tangible outcomes to determine whether or not you are achieving your stated mission?
- What student learning and development outcomes exist in your office? Which might you develop?
- What evidence would you supply to show consistency with this standard?

Big Picture Issues

- Ensure narrative flow from document to document – tell your story
- Will have many documents – use the narrative to reference the documents, but have larger documents in appendices
- No expectations of perfection; can also use this process as a mechanism to demonstrate needs/ issues outside of your control