

**Moving Your Program from Good to Great:
Using the CAS Disability Student Services Standards and Guidelines**

**Council for the Advancement of Standards in Higher Education
(CAS) Program Standards and Guidelines
July 14, 2010**
Andrea Reeve
Director, Academic Advancement Center
117 Gibbons Building
Colorado State University
Fort Collins, CO
970-491-6129 Andrea.Reeve@colostate.edu

Presentation Overview

- What are the CAS Programs Standards and Guidelines?
- Why Standards for Disability Student Services?
- What is CAS?
- Learning Outcomes & Learning Reconsidered 1 and 2
- CAS Self Assessment Guides and Philosophy
- Program Application: Getting Started

What are the CAS Standards and Guidelines?

- The CAS Standards and Guidelines are a set of standards of good practice that are achievable by all programs in a functional area; each functional area has a specific set of standards and guidelines and there are General Standards.
- They were written by the Council for the Advancement in Standards in Higher Education in collaboration with AHEAD and experts in the field
- The CAS General Standards were revised in 2008; DSS content revised in 1986, 1997, 2003

What is the Council for the Advancement of Standards in Higher Education?

- Founded in 1979
 - Credibility of established CAS consortium of 38+ higher education associations and organizations (AHEAD has been a member since
 - Established standards and guidelines for 40 (2008) functional area higher education programs and services (35 in 6th Edition CAS Professional Standards for Higher Education)
 - 11 functional area standards revised since 6th edition
 - Includes Standards for Master's Level Academic Preparation Programs
- "CAS was created to establish, disseminate, and advocate professional standards and guidelines. No other body exists that so comprehensively speaks for this important endeavor. CAS continues to have significant impact on institutional effectiveness, student learning, outcomes assessment, and quality assurance".

What do the Standards Provide?

- Measures of program and service effectiveness
- Criteria for program and institutional self-studies and preparation for accreditation
- Directions for student learning and development
- Frameworks for accountability
- Improvement of program practices and student outcomes

Why Use CAS Standards and Guidelines?



- ✓ Program Improvement
- ✓ Professional Development Tool - promote staff discussion & responsibility for evaluation and project outcomes
- ✓ New Programs - foundation for start up
- ✓ Opportunities for formative and summative evaluation
- ✓ Credibility at host institutions and with other institutions and programs
- ✓ Opportunities for functional area associations and organizations to take leadership roles in promoting self assessment

Activity:

To think about: how are you using the CAS DSS Standards and Guidelines (or will use)?

www.cas.edu

- Member associations
- Functional area standards
- Tutorials, presentations
- News and events
- CAS Statements

The organizing body for the CAS Consortium is the Executive Board, with directors representing each member association. AHEAD:

- Beth Hunsinger, Director Disability Support Services and Testing Centers, Community College of Baltimore County
Email: bhunsinger@ccbcmd.edu
- Kate Broderick (Alternate CAS Director), Acting Director Disability Services, Old Dominion University. Email: kbroderi@odu.edu

CAS Statements:

CAS Statements:

- *The CAS Characteristics of Individual Excellence (2006)* lists those characteristics that describe exemplary practice. Professionals may use this statement as an individual self assessment tool or in conjunction with supervisors or peers to create a professional development plan. *The Statement of Shared Ethics* highlights the intersections of the ethical statements that guide the various areas our profession represents.
- In 2008, CAS modified the 16 learning and developmental outcomes from the 6th edition of the *CAS Professional Standards for Higher Education*. Informed by *Learning Reconsidered*, the *CAS Statement of Learning and Developmental Outcomes* now incorporates six domains, their related dimensions, and examples of outcomes.
- Also in 2008, CAS approved a revised set of *General Standards* that will be incorporated into each of the 40 standards. These revised standards will be published in the 7th edition to be released in the summer of 2009.


- [CAS Statement of Shared Ethics](#)
- [CAS Characteristics of Individual Excellence](#)
- [CAS Statement of Learning and Developmental Outcomes](#)
- [CAS General Standards \(2008\)](#)

**Functional Area Contextual Statement:
Disability Support Services**

*Each functional area begins with a contextual statement that describes the functional area:
Provides an overview of the functional area, a history, references and resources.*

[Scan 001.pdf](#)

The CAS Components for All Standards



1. Mission	9. Organization & Management
2. Program	10. Campus & External Relations
3. Leadership	11. Financial Resources
4. Human Resources	12. Technology
5. Ethics	13. Facilities & Equipment
6. Legal Responsibilities	14. Assessment & Evaluation
7. Equity and Access	
8. Diversity	

*new order, revised CAS General Standards, October 2008, added "Technology"

Let's look at the first component: Mission

Part 1: MISSION

The primary mission of Disability Support Services (DSS) is to ensure equal access for students with disabilities to all curricular and co-curricular opportunities offered by the institution.

In addition, the mission of DSS must:

- Provide leadership to the campus community to enhance understanding and support of DSS
- Provide guidance to the campus community to ensure compliance with legal requirements for access

Relevant legal requirements may vary among governmental jurisdictions but would include minimally for US institutions the requirements defined under Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

- Establish a clear set of policies and procedures that define the responsibilities of both the institution and th person eligible for accommodations

**Look at the Part 2: Program
Includes the CAS Student Learning and
Development Outcomes**

Part 2 Program: Learning and Development Guidelines (revised in 2008)

- Knowledge acquisition, integration, construction, and application
- Cognitive complexity
- Intrapersonal development
- Intrapersonal competence
- Humanitarianism and civic engagement
- Practical competence

**Student Learning and
Developmental Outcomes**



- <https://www.cas.edu/CAS%20Statements/CAS%20L&D%20Outcomes%2011-08.pdf>
- See handout and table
- Incorporates learning and development outcome models from Learning Reconsidered 1 and 2 (see Frameworks for Assessing Learning and Development Outcomes –FALDO)

What is a CAS Standard?

- Represents current indispensable requirements of practice
- Is reasonably achievable by any and all programs of quality within all institutions of higher education
- Appears in **bold print** in the Standards & in the Self Assessment Guide (SAG)
- Uses the terminology “must” or “shall” verb

must or shall

Example: Program: a standard

DSS must identify environmental conditions that negatively influence persons with disabilities and propose interventions that are designed to ameliorate such conditions.

The institution must regularly evaluate the campus for physical access. Maps and signage must reflect accessible routes, handicapped parking, building accessibility, entrances, and restroom facilities. Parking and transportation must comply with applicable accessibility regulations and laws.

What is a Guideline?

- Clarifies and amplifies the standards
- Guides enhanced practice beyond the essential levels of the standards
- Appears in regular text
- Uses “should” and “may” verbs

should or may

Example: Program--guidelines

■ **Professional and community education**

DSS should offer training and educational activities to faculty members, staff, and students and other community members that promotes understanding, awareness, and advocacy

■ **Advising, counseling, and support for persons with disabilities**

DSS should assist individuals in devising strategies to adjust to and succeed in higher education. When strategies include reasonable accommodations, the program should provide information about how to acquire them.

Where Do the Standards and Guidelines Say...

A fun way to explore the Standards and Guidelines with your staff...groups...locate statements...is it a standard or guideline?

That...DSS must orient new staff members to relevant ethical standards and statements of ethical practice (Answer, Part 5: Ethics) ?

That...DSS must maintain policies and procedures that address the security and back up of data (Answer: Part12: Technology) ?

That...The leaders of a DSS must keep abreast of current litigation, interpretation of case law, changes in the field of medicine and diseases...(Part 3: Leadership) ?

Put the CAS Standards to Work: CAS Self Assessment

A critical aspect of the Standards and Guidelines is in the self-assessment process and, is an *essential part of applying the CAS Program Standards*

The SAG (Self-Assessment Guide) is the tool for implementing the self-assessment process.

Essential Elements in the CAS Approach to Self-Assessment

- Project culture that values involvement of all members in decision-making
- Quality indicators that are determined by the project
- Use of standards and guidelines in quality assurance
- Collection and analysis of data on project performance
- Commitment to continuing improvement

CAS Self Assessment process

- Promotes project self-assessment & development
- Informs project about strengths & deficiencies of services and programs
- Supports professional staff development
- Enhances programs & services that benefit the students' educational and personal development
- Translates Standards & Guidelines into an evaluation format
- The Self Assessment Guide details an assessment process using the (specific functional area) standards and guidelines
- "Instructions" are at the beginning of the SAG
- The SAG contains a rating guide for each standard, space to add additional guidelines, and forms for completing an action plan.

Self- Assessment Guide

- Purchase from CAS \$35.00
- [complete.rtf](#)

5 Step Self-Assessment Process

1. Establish the self-study team
2. Understand the standards and guidelines
3. Compile and review the documentary evidence
4. Judge performance
5. Implement the assessment and set priorities for project improvement

1. Establish and Prepare the Self-Assessment Review Team

- Identify leader
- Identify members of the team
- Examine standards carefully
- Determine what will be reviewed

Activity: Who will be on your team and why?



2. Understanding the CAS Standards and Guidelines

- Carefully review the standards and guidelines
- Discuss and reach agreement between the entire group about the meaning of each standard
- Reach agreement about inclusion of guidelines

Group Activity -- Case Study

You have identified an assessment team and they are meeting today to work on Step. 2 Understanding the Standards and Guidelines. As a team, reach agreement on the terms in the Standard, Part 4, Organization and Management:

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. WSPS must provide channels within the organization for regular review of administrative policies and procedures.

What are some of the features involved in reaching agreement?

3. Compile and Review Documentary Evidence

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ Identify the documentary evidence ■ Collect the documentary evidence | <ul style="list-style-type: none"> ■ When possible use multiple forms of evidence ■ There may be a need to obtain additional information or documentation |
|---|---|

Activity: Step 4

- Using the case study, identify the evidence that will document that you have met the standards in the Management and Organization example.
- What are some of the features of this process? Is it okay to say you meet the standard without evidence?

4. Judging performance

- Assessment criterion are used to judge the extent to which areas under review meet CAS Standards
- Use a four-point rating scale, plus, Not Rated and Not Done
- Rating scale estimates broadly the extent to which a given practice has been performed
- Leaders may incorporate additional criterion measures such as guidelines

5. Complete the Assessment Process

- CAS recommends a two-tiered judging approach
 - Individual ratings; collective review and analysis
 - Interpretation phase: group discussion of the ratings
- General review of assessment results
- Alternative approaches to strengthen and enhance the program; development of ACTION PLAN
 - Summary document
 - Explains mission, purpose of the program
 - Summarizes available data
 - Recommends specific plans for action

Possible Outcomes of the Self-Assessment Process

- Evaluate effectiveness of project and services, both formative & summative
- Evaluate effectiveness of student learning and development
- Identify aspects of the project or services that need improvement
- Staff development and consensus about programs and services mission, programming, management and structure
- Formulate an action plan with alternative approaches to strengthen and enhance project and services
 - Identify resources
 - Set dates
 - Identify responsible staff
 - Set date for next self-study
- Use to publicize program effectiveness, plan for grant writing, prepare for annual reports or accreditation
- Can you identify other project outcomes and ways to use information from the self-assessment?

Next Steps:

- Read your program Standards and Guidelines and the Self-Assessment Guide
- Visit the CAS Website (www.cas.edu)
- Present this information to your staff, solicit input and begin implementation of the self-assessment process
 - Assign sections for study and reporting at staff meetings
 - Develop an implementation plan with timelines and assign responsibilities
- Begin the self-assessment process

Commitments?

Commitments and timeline:

- Identify one way that you and/or your program can use the CAS Standards and Guidelines and/or the self assessment process
- Identify three small steps that you will take to begin using the CAS Standards and Guidelines and/or the Self Assessment process, with target dates

Whatever you can do, or dream you can, begin it.
--Goethe

Thank You

Andrea Reeve, Director
Academic Advancement Center
117 Gibbons Bldg.
Colorado State University
Fort Collins, Colorado 8023-8100
Phone: 970-491-6129
Email: Andrea.Reeve@colostate.edu

For more information, contact your CAS –AHEAD Directors: Beth
Hunsinger and Kate Broderick
