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REGRETS: Craig McGuigan, Nancy Twynam, Darrel Mansbridge, Bernie Heise, Katie Marocchi, Steve Beasley, Lorna Millard

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ITEM	ACTIVITY
Opening	<ul style="list-style-type: none"> • The main goal of this meeting is to go over the CAS Self Assessment Guides and how we might apply them to our Student Services and who might be the key contact in each identified area
1. CAS Self Assessment Guides	<ul style="list-style-type: none"> • To provide a sense of what these tools look like please refer to the CAS Self Assessment Guide 2 page sample (handout attached) • Each full Assessment Guide is approximately 35 pages
2. CAS Table of Contents	<ul style="list-style-type: none"> • The Table of Contents list the 40 areas identified by CAS (handout attached) and identifies the areas that work with the departments we currently have, and which ones do not • The Table of Contents also notes the key people in those departments to approach to initiate the assessments • In theory, each area would work with their tool over a two month period, then the results would come back to this committee who would then look at the results and create a report. This may also be the point where we look at how international and aboriginal needs and/or services are incorporated into each area • Hope is that this will lead to a plan with clear priorities to provide a sense of how things can be prioritized and/or enhanced • The tool also provides an opportunity for areas to comment on where they think they could be or should be and perhaps what is/is not being provided • How could we weave international/aboriginal into appropriate areas? • How does international fit into each area, how does that feedback work into the assessment of all areas? <ul style="list-style-type: none"> ○ Each group could be asked to consider aboriginal/international needs/perspective while they are doing <ul style="list-style-type: none"> ▪ Perhaps add a note to the templates that asks each area to consider these

	<ul style="list-style-type: none"> ▪ The tool may be used to look at the services provided by international/aboriginal in a more holistic way ▪ During the assessment stages, perhaps bring in an international or aboriginal person in when applicable ▪ Graham will forward a list of what service areas international replicates • Varsity Sports is different than recreational sports – we should get a description of what we do and what we provide and make Varsity Sports #41 (Bruce Hunter) • Necessary to caution that this is a US based tool • If we move forward with this tool, each identified key contact will be invited to a large ‘familiarization’ meeting to introduce them to the Assessment Guides, what the committee’s goals are, and what this committee is requesting from them (parameters/expectations) • In regards to student input how can we get an appropriate amount of feedback from that area? <ul style="list-style-type: none"> ○ Perhaps a series of focus groups • Need a clear statement of what the purpose of this tool is so that people do not get anxious about the overall goal (i.e. CCS) • Why are we sold on the CAS toolkit? <ul style="list-style-type: none"> ○ Could this be used with Signposts? ○ Is this the best option? ○ Perhaps a test case would be best to see how time consuming and/or different they are? <ul style="list-style-type: none"> ▪ Tina McComb will look at Assessment Guide 33 – Recreational Sports to see: <ul style="list-style-type: none"> • What the workload impact of the Assessment will be • How the Assessment Guide aligns/works with Signposts ○ No one at VIU is using CAS standards right now, so familiarity is going to be an issue ○ It would make sense to tie this process into signposts if we can <ul style="list-style-type: none"> ▪ Perhaps hybridizing the two would work ○ As well, there are some of the 40 areas that we don’t really do
<p>3. Next Meeting</p>	<p>TBA</p>

CAS

Self-Assessment Guide Academic Advising Programs

June 2009

Part 1. Mission

The primary purpose of Academic Advising Programs (AAP) is to assist students in the development of meaningful educational plans.

AAP must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. AAP in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

The institution must have a clearly written mission statement pertaining to academic advising that must include program goals and expectations of advisors and advisees.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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	Criterion Measures	Rating
1.1	AAP is focused on assisting students in developing meaningful educational plans.	
1.2	AAP develops, disseminates, and regularly reviews its mission.	
1.3	AAP implements its mission.	
1.4	The mission statement is consistent with that of the host institution.	
1.5	The mission statement is consistent with professional standards.	
1.6	AAP incorporates learning and development outcome domains in the mission statement	
1.7	The institution has a clearly written mission statement pertaining academic advising that includes program goals and expectations of advisors and advisees.	

Part 1: Mission Overview Questions

A. What is the program mission?

B. How does the mission embrace student learning and development?

C. In what ways does the program mission complement the mission of the institution?

Part 2. Program

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation. The student learning and development outcome domains and their related dimensions are:

- **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
- **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

[See *The Council for the Advancement of Standards Learning and Developmental Outcomes* statement for examples of outcomes related to these domains and dimensions.]

Consistent with the institutional mission, Academic Advising Programs (AAP) must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions. When creating opportunities for student learning and development, AAP must explore possibilities for collaboration with faculty members and other colleagues.

AAP must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development. Programs and services must articulate how they contribute to or support students' learning and development in the domains not specifically assessed.

AAP must be:

- **integrated into the life of the institution**
- **intentional and coherent**
- **guided by theories and knowledge of learning and development**
- **reflective to needs of individuals, diverse and special populations, and relevant constituencies**

Both students and advisors must assume shared responsibility in the advising process. AAP must assist students to make the best academic decisions possible by encouraging identification and assessment of alternatives and consideration of the consequences of their decisions.

The ultimate responsibility for making decisions about educational plans and life goals should rest with the individual student.

AAP must be guided by a set of written goals and objectives that are directly related to its stated mission.

AAP must:

- **promote student growth and development**
- **assist students in assessing their interests and abilities, examining their educational goals, making decisions and developing short-term and long-term plans to meet their objectives**
- **discuss and clarify educational, career, and life goals**
- **provide accurate and timely information and interpret institutional, general education, and major requirements**
- **assist students to understand the educational context within which they are enrolled**
- **advise on the selection of appropriate courses and other educational experiences**
- **clarify institutional policies and procedures**



Council for the Advancement of Standards in Higher Education

CAS Professional Standards for Higher Education (7th ed.)

Table of Contents

CAS President's Letter	v
Editor's Note	vi
Prologue	1
Part 1	8
CAS Standards: The Context and Preamble	20
CAS Characteristics of Individual Excellence	23
CAS Statement of Shared Ethical Principles	25
CAS Learning and Developmental Outcomes	
Part 2	29
CAS Standards & Guidelines	
00. CAS General Standards*	36
- 01. Academic Advising Programs <i>Lorna M.</i>	44
X 02. Admission Programs → <i>fred/rationale</i>	54
X 03. Adult Learner Programs and Services* → <i>ARR/Parrel/rationale</i>	63
24/11/ 04. Alcohol, Tobacco, and Other Drug Programs <i>Tina McComb</i>	73
- 05. Assessment Services* <i>Jane Saxton</i>	83
- 06. Auxiliary Services Functional Areas* <i>Rick Carol/Tony</i>	94
- 07. Campus Activities Programs* <i>Tina → Shane</i>	105
- 08. Campus Information and Visitor Services <i>Toni O'Keefe/rationale</i>	114
- 09. Campus Religious and/or Spiritual Programs <i>Darrel/Craig McG.</i>	123
- 10. Career Services <i>Jim Ketchum</i>	135
- 11. Clinical Health Services	145
X 12. College Honor Societies <i>(into 37)</i>	152
X 13. College Unions*	161
- 14. Commuter and Off-Campus Living Programs <i>Nancy T.</i>	168
- 15. Conference and Event Programs <i>Darrel/Dingy/Toni/Registrar</i>	176
- 16. Counseling Services <i>Craig McG.</i>	187
2 17. Dining Services Programs* <i>Carol</i>	196
- 18. Disability Support Services <i>Debra Hagen</i>	205
? 19. Distance Education Programs <i>describe Liesel's vision</i>	216
- 20. Education Abroad Programs <i>Audrey Hansen</i>	225
- 21. Financial Aid Programs <i>Karen Standt</i>	226
X 22. Fraternity and Sorority Advising Programs	
X 23. Graduate and Professional Student Programs and Services* <i>Harry, Brook/Description</i>	

Table of Contents, *continued*

✓ 24. Health Promotion Services		246
✓ 25. Housing and Residential Life Programs	Kelly Muir/Nancy/Carol	256
✓ 26. International Student Programs and Services*	Charlotte Sheldrake	267
✓ 27. Internship Programs	Kateleen	275
✓ 28. Learning Assistance Programs*	Craig McG./Dale Hill/Matt Lewis	284
✓ 29. Lesbian, Gay, Bisexual, and Transgender Programs and Services	Marla	294
✓ 30. Master's Level Student Affairs Professional Preparation Programs		303
✓ 31. Multicultural Student Programs and Services	Sharon H./M...	313
✓ 32. Orientation Programs	rationale from ?	322
✓ 33. Recreational Sports Programs*	Bruce Hunter	330
✓ 34. Registrar Programs and Services*	→ Fred/rationale	340
✓ 35. Service-Learning Programs	Nancy/Steve	349
✓ 36. Student Conduct Programs	Nancy	357
✓ 37. Student Leadership Programs*	Nancy/Steve	366
✓ 38. TRIO and Other Educational Opportunity Programs*		375
✓ 39. Undergraduate Research Programs*	resumption/rationale	383
✓ 40. Women Student Programs and Services	Marla?	390

*New or revised since 2006 edition

Appendices

A. CAS Member Associations (June 2009)	401
B. CAS Protocols for Developing and Revising Standards	402
C. Glossary of Terms	404
D. Frequently Asked Questions	407
E. CAS Publications Ordering and Website Information	410

reg/records to SS?

