Speaking CAS

Student Affairs Retreat
January 4, 2007
CAS Language

- Functional Areas
- Self-Assessment Guides
- Parts
- Standards
- Guidelines
- Learning Outcomes
Functional Areas

Focus on FUNCTION rather than departments

- Academic Advising
- Admissions
- ATOD Programs
- Campus Activities
- Campus Information and Visitor Services
- Campus Religious & Spiritual
- Career Services
- Clinical Health
- College Honor Societies
- College Unions
- Commuter and Off-Campus Living
- Conference and Events
- Counseling Services
- Disability Support Services
- Distance Education Programs
- Education Abroad Programs
- Financial Aid
- Fraternity and Sorority Advising
- Health Promotion Programs
- Housing and Residence Life
- International Student Programs
- Internship Programs
- Learning Assistance Programs
- Lesbian, Gay, Bisexual & Transgender Programs
- Multicultural Student Programs
- Orientation Programs
- Outcomes Assessment & Program Evaluation
- Recreational Sports Programs
- Registrar
- Service Learning
- Student Conduct
- Trio
- Women Student Programs
- Master’s Prep
- Dining Services
Self-Assessment Guide

A worksheet to assist in the self-assessment process.

Note: Do not include Guidelines
1. Mission
2. Program
3. Leadership
4. Organization and Management
5. Human Resources
6. Financial Resources
7. Facilities, Technology and Equipment
8. Legal Responsibilities
9. Equity and Access
10. Campus and External Relations
11. Diversity
12. Ethics
13. Assessment and Evaluation
Standards

Constructed to represent criteria that every institution should be expected and able to meet with the application of reasonable effort and diligence.

Use the words “must” and “shall” and appear in bold print for quick identification.
Guidelines

Designed to clarify and amplify the standards. Used to make good programs even better.

Use the words “may” and “should”.

In Summary, Standards & Guidelines are...

“...basic statements that should be achievable by any program in any higher education institution when adequate and appropriate effort, energy and resources are applied.”
Learning Outcomes
Part of Standard 2.4

- Intellectual growth
- Effective communication
- Enhanced self-esteem
- Realistic self-appraisal
- Clarified values
- Career choice
- Leadership development
- Healthy Behavior
- Meaningful interpersonal relationships
- Independence
- Collaboration
- Social responsibility
- Satisfying & productive lifestyles
- Appreciating diversity
- Spiritual awareness
- Personal & educational goals
Review

- Functional Areas
- Self-Assessment Guides
- Parts
- Standards
- Guidelines
- Learning Outcomes
Walking
the
Talk
Learning Outcome Assessment

- Consider the outcome.

- What event or program, that you already do, teaches this outcome?

- How does it teach this outcome?

- How can you measure whether or not the participants learned your intended outcome?
2.4.2. Effective Communication

Examples of achievement indicators:

- Writes and speaks coherently & effectively;
- Writes and speaks after reflection;
- Able to influence others through writing, speaking or artistic expression;
- Effectively articulates abstract ideas;
- Uses appropriate syntax;
- Makes presentations or gives performances.
How do you teach Effective Communication?
How can you measure your effectiveness?
## Completing a SAG

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### PART 2. PROGRAM

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<th>2.4.2</th>
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### Rating Scale

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References