The NACS Standards Project Update

NACS FOUNDATION STANDARDS PROJECT

CAS Council for the Advancement of Standards in Higher Education

July 18, 2023

The NACS Foundation

The Standards Project and this educational session would not be possible without the generous support of the NACS Foundation.

INTENDED LEARNING OUTCOMES

As a result of participating in this session, you will be able to:

1. Identify the importance of industry standards to campus store success
2. Articulate at least two ways that industry standards can be applied
3. Name the locations of at least two industry standards resources

PRESENTATION OUTLINE

- Importance of standards & current project status
- About CAS & the new standards development process
- NACS integration & campus store application of standards
- For more information – standards resources

Why are standards important?

Industry standards provide…

- **Success Factors** – they identify the most important factors for success
- **Consistency** – definition of processes, metrics, & terminology – SOP
- **A Common Framework** – to assess success beyond financial metrics
- **A Playbook & Roadmap** – to tell your story more effectively

Industry standards provide…VALIDATION

"There is nobody on our campus who is knowledgeable about collegiate retailing other than those people who work within the college stores on our campus. I feel like industry standards provide two levels of validation – both *internal* validation and *external* validation.

The ***internal*** validation allows people like me to look at the standards and make sure that what we're doing is following industry norms and standard practices. It gives us some self-confidence internally.

But the ***external*** validation that it can provide is that because collegiate retail is not often understood by administrators on a college campus, they may question some of our practices. And instead of me just *suggesting* that I'm doing something that is an industry standard, it's really nice to have some external validity by being able to point to industry standards and to show that we're following the norms and what we're doing is not outside of what is an industry standard."

~ Jason Lorgan, Executive Director, Student Affairs, UC Davis

UCDAVIS

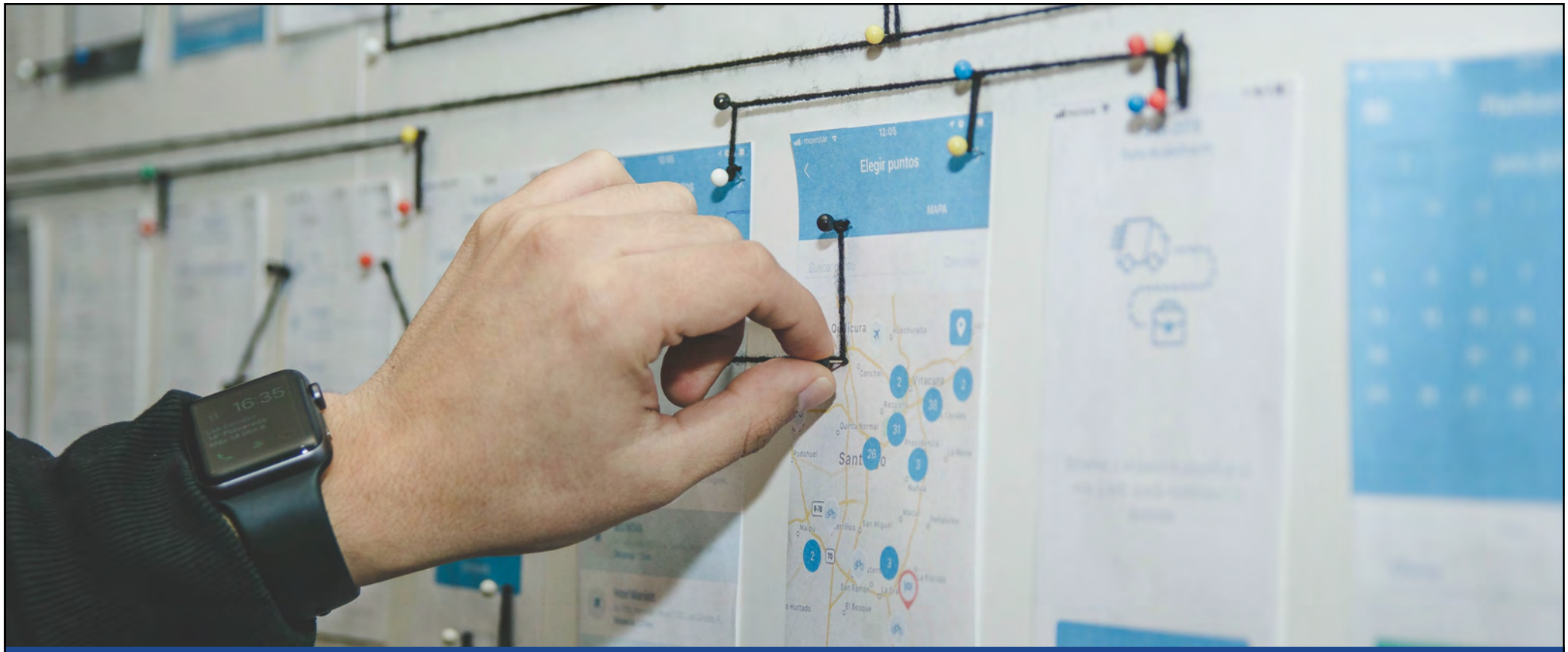
Industry standards provide…STRENGTH

"Implementing and meeting standards, like getting programs accredited, demonstrates accountability, a commitment to quality, and seriousness of purpose.

Campus entities that meet standards are therefore less likely to be outsourced than those that have not made the same commitments."

Keeling & Associates
Change for Learning

Richard P. Keeling, M.D.
Chairman & Senior Executive Consultant
Keeling & Associates

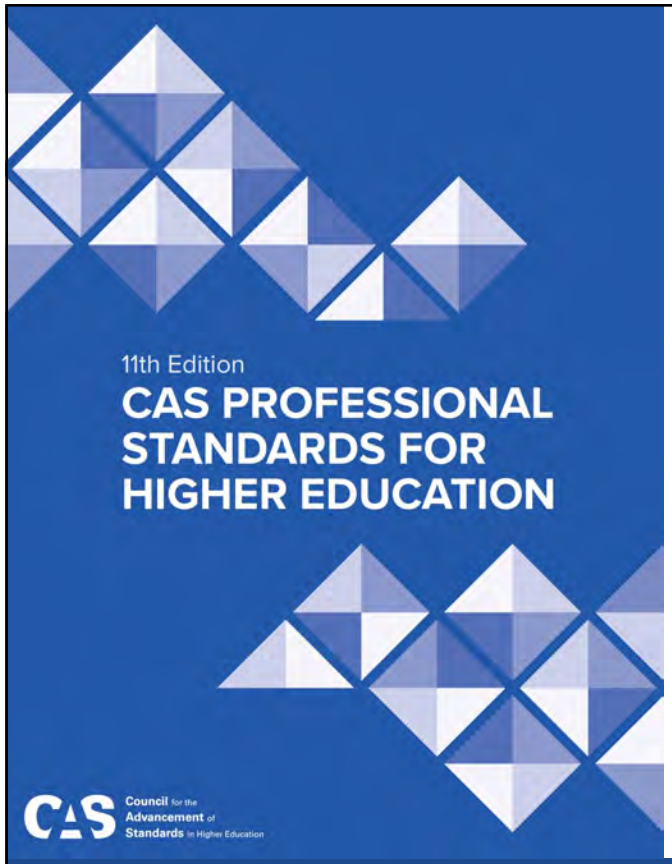


Where does the project stand?

As of June 26th,
ALL THE STANDARDS
HAVE BEEN DEVELOPED AND
APPROVED BY NACS!

Still considered "draft" pending the CAS review and approval process…

CAS Council for the Advancement of Standards in Higher Education



CAS Council for the Advancement of Standards in Higher Education

Who is CAS and what are CAS Standards?

COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION

- Founded in 1979
- Consortium of 40+ member organizations
- Council comprised of representatives from member associations
- Consensus-oriented, collaborative approach
- 50 sets of functional area standards and self-assessment guides (SAGs)
- CAS Governing Board

CAS VISION & MISSION

– CAS VISION –

Empowering higher education professionals to enhance student learning, development, and success.

– CAS MISSION –

CAS advances student learning and success through uniting higher education associations in the use of professional standards for the development, assessment, and improvement of quality programs, and services.

CAS FUNCTIONAL AREAS

- Academic Advising Programs
- Alcohol and Other Drug Programs
- Assessment Services
- Auxiliary Services Functional Areas
- Campus Activities Programs
- Campus Credential Programs and Services
- Campus Information and Visitor Services
- Campus Police and Public Safety
- Campus Religious, Secular, and Spiritual Programs
- Career Services
- Case Management Services
- Civic Engagement and Service-Learning Programs
- Clinical Health Services
- College Honor Society Programs
- College Unions: Programs, Services, Community Center
- Collegiate Recreation Programs
- Conference and Event Programs
- Counseling Services
- Dining Services Programs
- Disability Resources and Services
- Education Abroad Programs and Services
- Esports Programs
- Financial Aid Programs
- Fraternity and Sorority Advising Programs
- Graduate and Professional Student Programs and Services
- Health Promotion Services
- Housing and Residential Life Programs
- Indigenous Student Affairs
- International Student Programs and Services
- Internship Programs
- Leadership Education and Development
- Learning Assistance Programs
- LGBTQ+ Programs and Services
- Master's Level Higher Education and Student Affairs Professional Preparation Programs
- Multicultural Student Programs and Services
- New Student Orientation Programs
- Parent and Family Programs
- Post-Traditional and Commuter Student Programs and Services
- Registrar Services
- Sexual Violence-Related Programs and Services
- Student Conduct Programs
- Student Media Programs
- Sustainability Programs
- Testing Programs and Services
- Transfer Student Programs and Services
- TRIO and College Access Programs
- Undergraduate Admissions Programs and Services
- Undergraduate Research Programs
- Veterans and Military-Connected Programs and Services
- Women's and Gender Programs and Services

***Coming Soon*: Campus Stores**

12 CAS Parts or Criterion Categories

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

Students and Their Environments

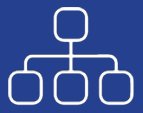
The whole student is shaped by environments that provide learning opportunities reflective of society and diversity, with students having ultimate responsibility for learning

Parts 1. Mission; 2. Programs and Services; 3. Student Learning, Development, and Success; and 4. Assessment

Advocating for Diverse, Equitable, and Inclusive Communities

Institutions embracing diversity, equity, inclusion and eliminating barriers with respect for differences and focused on culturally responsible communities

Part 5. Access, Diversity, Equity, Inclusion, and Justice



Organization, Leadership, and Human Resources

Quality of leaders continuously challenge themselves for the betterment of the organization, with success directly correlated to clarity of mission and willingness to see through multiple lenses

Parts 6. Leadership; 7. Human Resources; and 8. Collaboration and Communication

Ethical Considerations

Educators exhibit impeccable ethical behavior in professional and personal life

Part 9. Ethics, Law, and Policy

Learning-Conducive Structures, Resources, and Systems

Student learning and development flourish when structures, resources, and systems are employed intentionally to create environments that provide students with appropriate challenge and necessary support

Parts 10. Financial Resources; 11. Technology; and 12. Facilities and Infrastructure

CAS Protocol: Must, Should, & May Statements

Keyword	CAS Definition	FAA
Must	**Standard** – essential practice	*Mandatory*
Should	**Guideline** – enhanced practice – better than essential	*Recommended*
May	**Guideline** – exemplary practice - aspirational	*Optional*

General Standards vs. Functional Area Standards

Type	Definition	Examples
CAS General Standards…	…apply equally to ***all*** functional area, regardless of their focus	"The Campus Store must develop, implement, disseminate, regularly review, and update its mission statement."
Functional Area Standards & Guidelines…	…are specific to ***one*** functional area – such as Campus Stores	"Campus Stores must collaborate with the campus administration to define the store's mission by affirming the financial model and expected outcome of the store to generate net income, break-even, or receive institutional support in support of high service."

What are the next steps in the CAS process?

The Final Stages: *Review & Approval*

The first level of CAS Review – the CAS Review Committee – was completed June 30th!

Draft standards will next be reviewed by the CAS "Standards Management Committee" for consistency

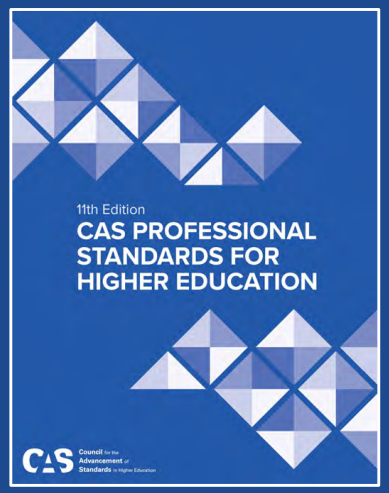
CAS Editors will also review the standards for grammar, style, sentence structure, & consistency

CAS Council will review, ask questions, suggest edits offline collaboration & in virtual open forums

CAS Council will vote on the final draft standards at the November Council Meeting

Once approved by the CAS Council, the Campus Store Standards are officially CAS Standards

The Final Stages: *Publishing*



The Editors will integrate the standards into the “CAS Professional Standards for Higher Education” eBook

The CAS Editors will also create “Self-Assessment Guide” or ”SAG”

CAS will work with NACS to implement the CAS Linkage Project at NACS.org

Anticipate publishing and in February 2024 & promotion by CAS and NACS

CAS "Self-Assessment Guide" or "SAG"

PART 1. MISSION

Suggested Evidence and Documentation for Part 1:

- ☐ Current mission statement, brief description of how it was developed, and date of last review
- ☐ Additional goals, values, and statements of purpose
- ☐ Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
- ☐ Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
- ☐ Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
- ☐ Institutional demographics, description of student population served, and information about community setting

1.1 Functional Area Mission

- The functional area mission is aligned with the mission and core values of the department, college, division, institution, and applicable professional standards.
- The functional area mission is appropriate for the institution's constituents.
- The functional area collaborates and consults with its constituents to advance its mission.

Compliant | Not-Compliant | Insufficient Evidence | Not-Applicable

Justification of Finding for 1.1:

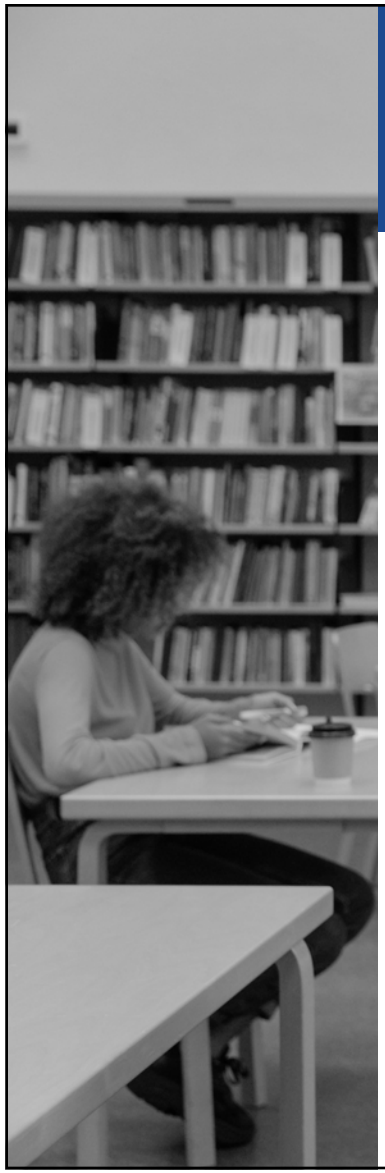
How can I apply the standards?

USING THE
CAS PROFESSIONAL STANDARDS

Diverse Examples of Practice

APPLICATIONS FOR CAS STANDARDS

- Staff education & development
- Guide strategic planning process
- Budget development & resource focus
  - *Provide external validity & credibility*
- Measure program & service effectiveness – targeted & comprehensive
- Support accreditation process
- New store development – model change



STAFF DEVELOPMENT STRATEGIES

- Creates common language and shared perception of good practice
- Provides content for development/revision of position descriptions
- Use to orient new professionals to the functional area
- Discussion point for supervisors and staff to discuss program strengths and weaknesses
- Guide the creation of revision of vision, mission, and goals

STRATEGIC PLANNING

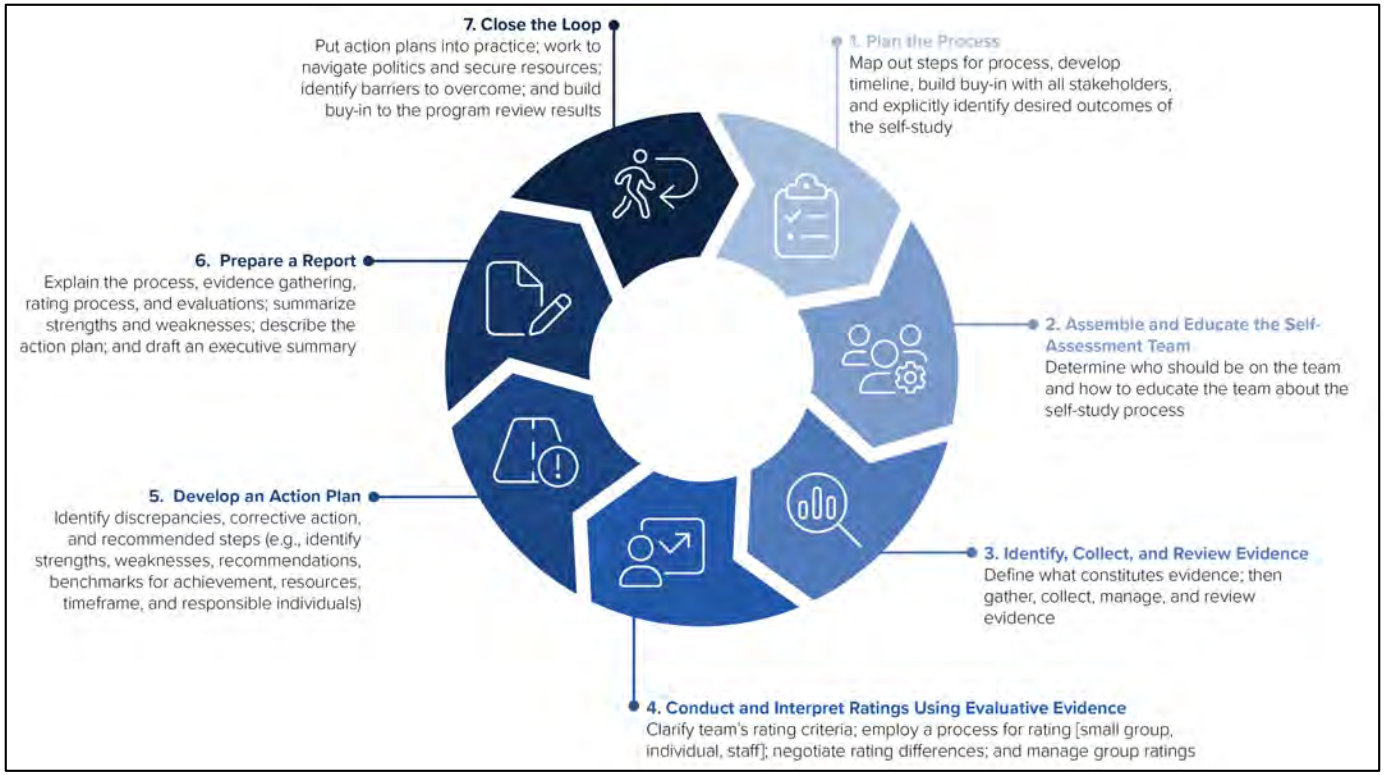
BUDGET DEVELOPMENT & RESOURCE ALLOCATION

- Standards provide external validity and enhance operational credibility
- The CAS Standards provide a student development framework tied to institutional mission
- Standards can't guarantee additional or new resources, but CAS can elevate your argument and help you create an evidence-based case

SELF-ASSESSMENT STRATEGIES

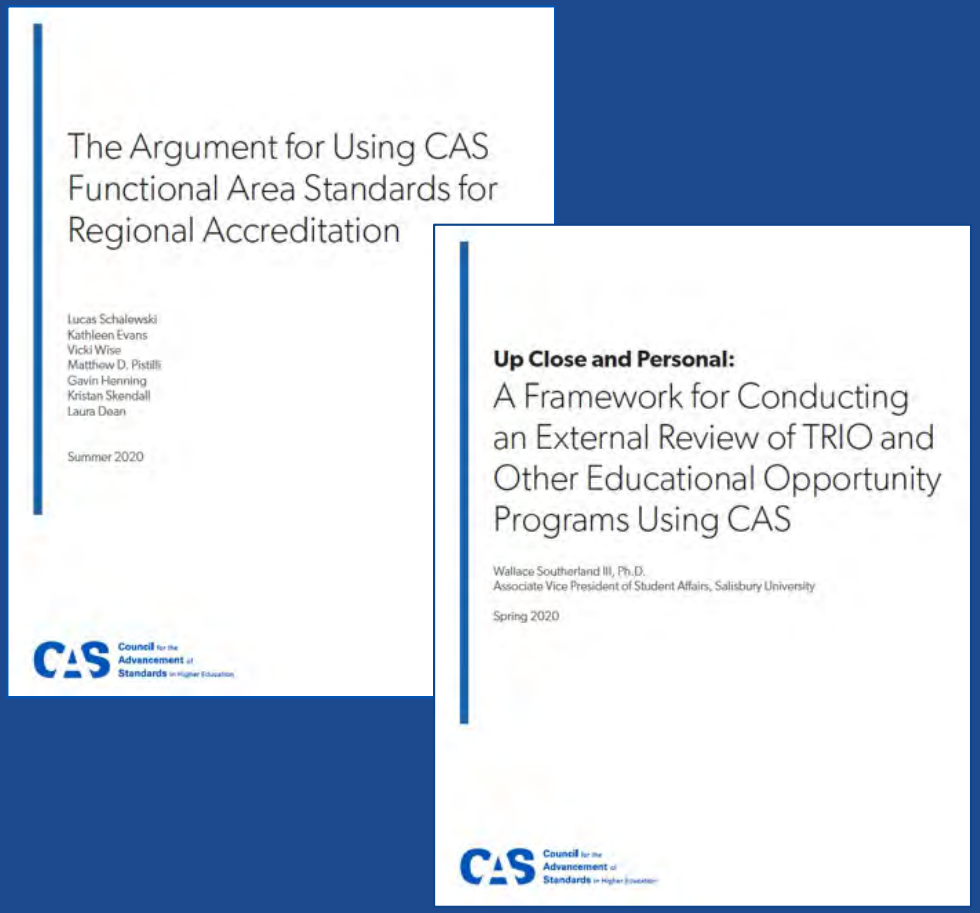
OPTIONS:

- Targeted & Focused Approach
- Comprehensive Program Review



INSTITUTIONAL ACCREDITATION

- Similar process to self-assessment with standards
- Standards support program evaluation strategy
- Provides supporting evidence & suggested language
- Relates to academic programs & student development mission
- Standards enhance credibility



DESIGN NEW PROGRAMS AND SERVICES

- ***Standards and Guidelines*** provide criteria that outline, guide, and ground planning
- ***Mission and Programs and Services*** sections are particularly helpful to specify goals and components
- Help broaden administrative understanding of what is needed to meet the essentials for programs and services
- Identifies the scope of functions essential for a comprehensive program or service

How has NACS integrated the standards?

EDUCATIONAL PROGRAM DEVELOPMENT

Standards drive educational development

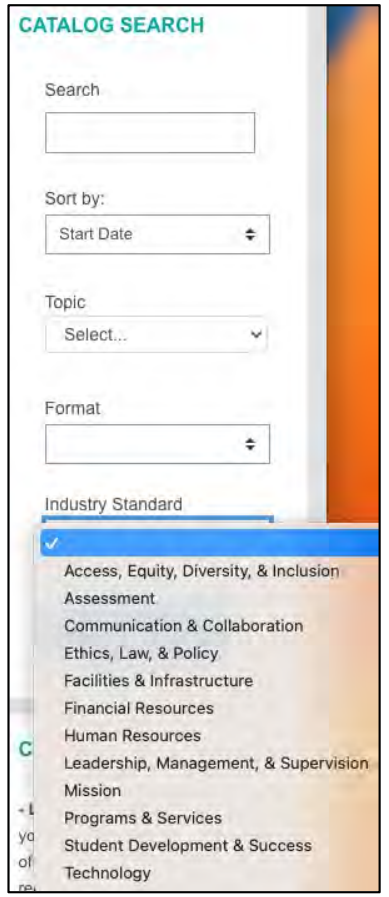
And

Education topics are *aligned* with standards

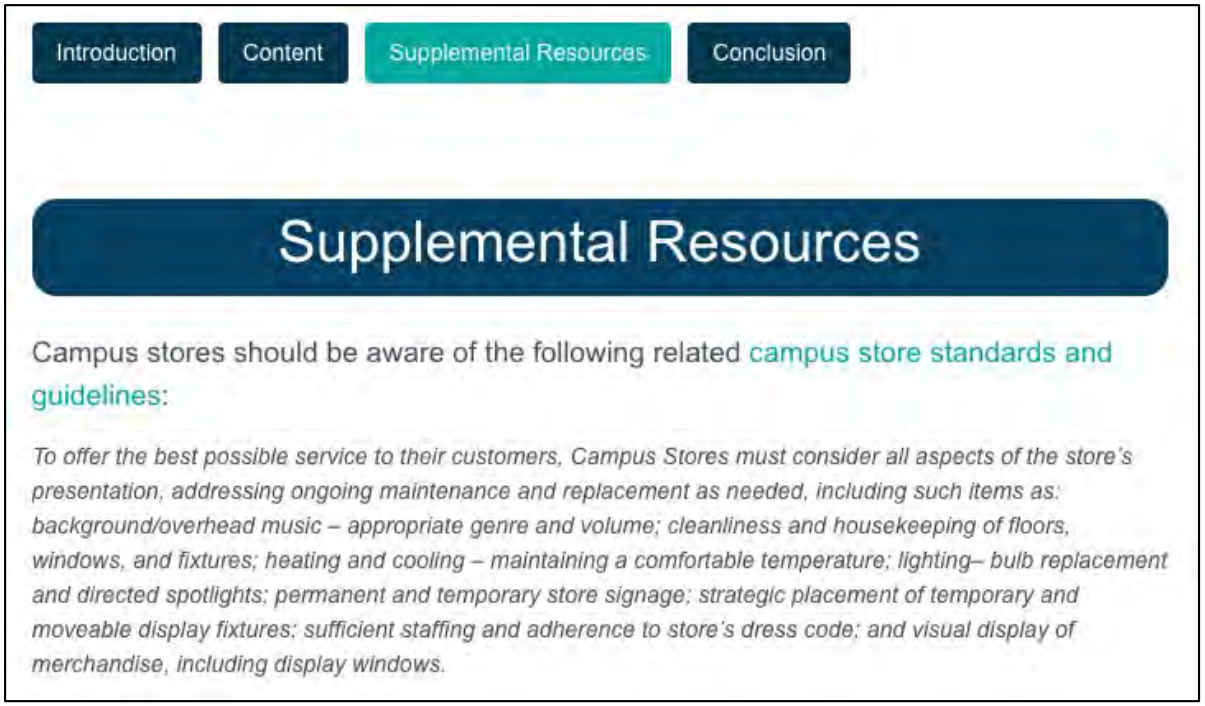
NACS University Learning Management System

NACS UNIVERSITY

Catalog Search includes 12 CAS Parts ->



Standards are aligned with each course under Supplemental Resources ->



INDUSTRY EVENT INTEGRATION

Standards are aligned to all NACS education offered at industry events

"CS professionals should seek to contribute, learn new skills, and expand their network through volunteering for industry leadership opportunities both regionally and nationally."

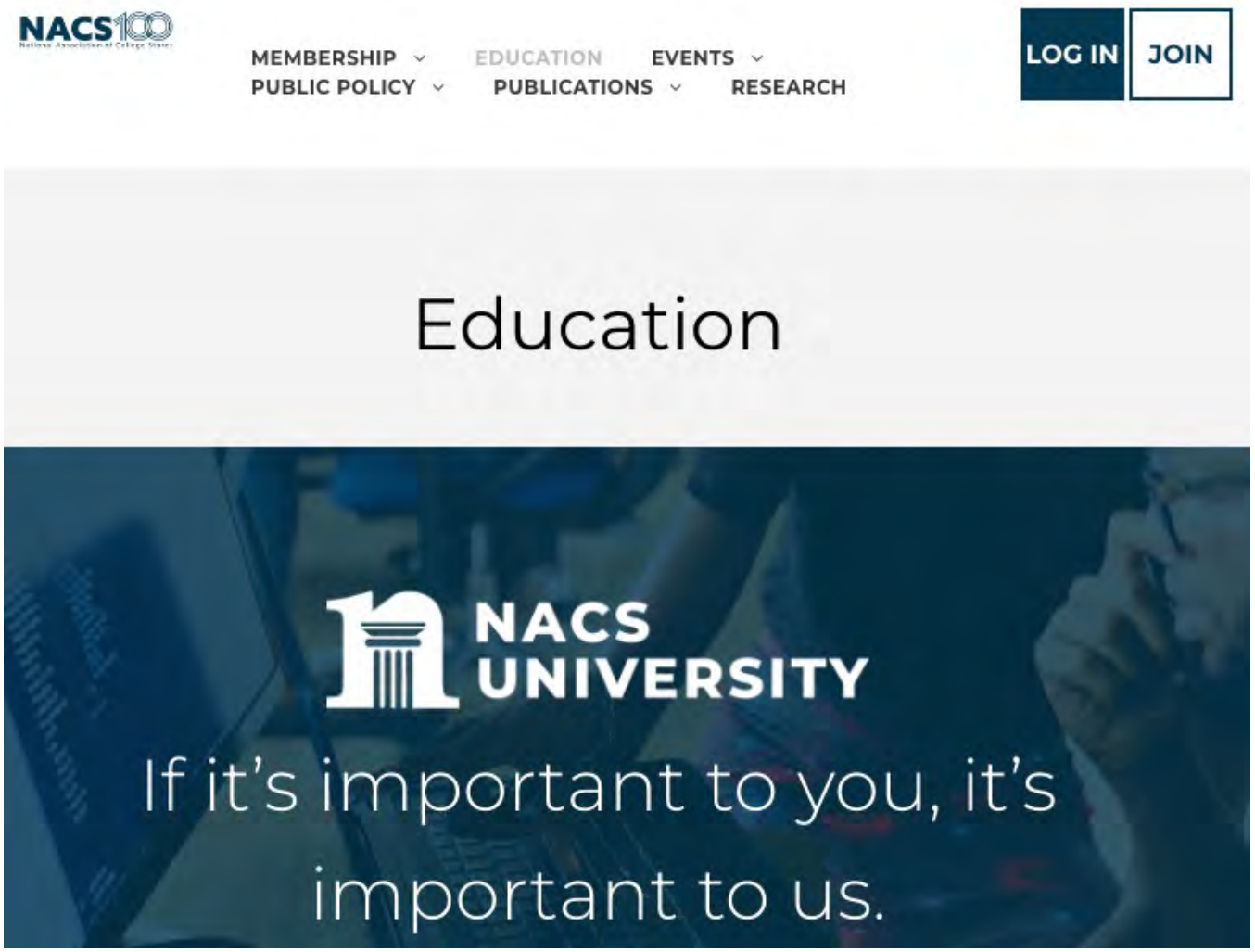
Where can I get more information?

NACS Foundation Web Pages

NACSFoundation.org

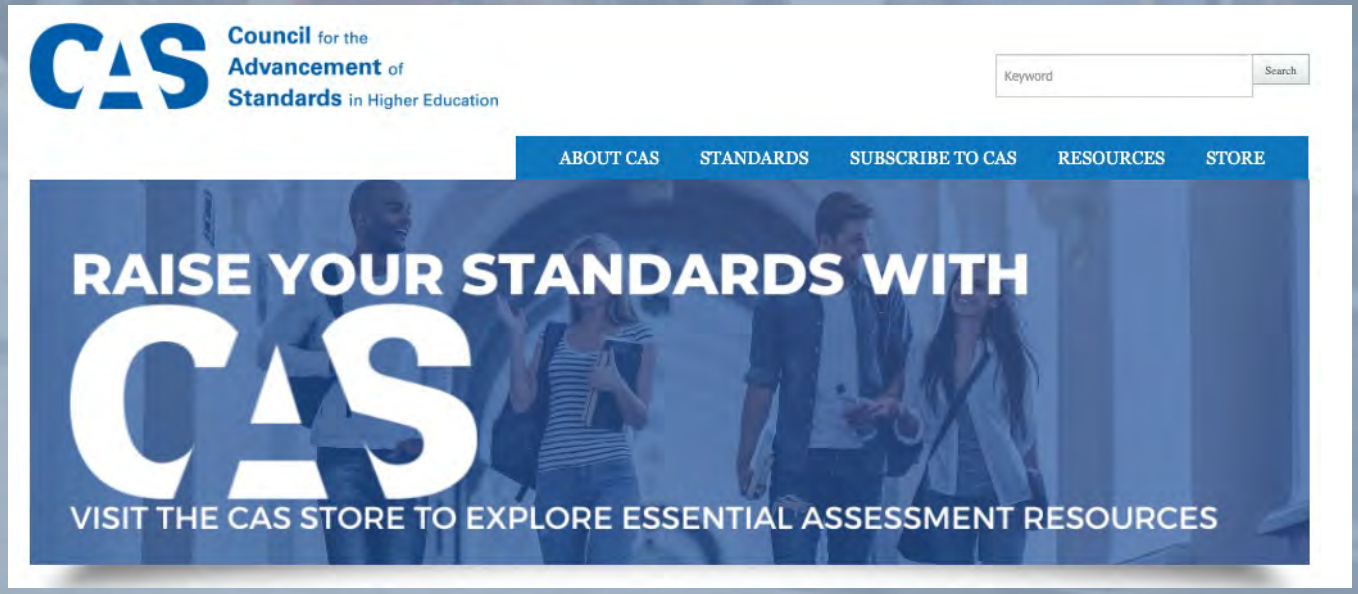
TODAY:
NACS University LMS

2024:
NACS.org *(CAS Linkage Project)*



Council for the Advancement of Standards in Higher Education

CAS.edu



Two chapters about CAS and the self-assessment process

One self-assessment guide

CAS overview presentation

Learning and development domains and dimensions

Infographic on using CAS in the job search

GRADUATE STUDENT PACKET – Free!

CAS SELF-STUDY MANUAL AND WORKBOOK

(formerly titled “DIY”)

Available Summer 2023

THANK YOU!

Jeff Nelson

NACS

JNelson@NACS.org