Dan Bureau
University of Memphis
dabureau@memphis.edu

Susan Sullivan
Longwood University
sullivansm@longwood.edu

Gavin Henning
New England College
ghenning@nec.edu

Do It Yourself CAS Standards Assessment

March 31, 2014
#ACPA14

REINVENT

Applications for Standards: How do campuses use results?

- Measure program & service effectiveness
- Institutional self-studies
- Preparation for accreditation
- Design of new programs and services
- Staff development
- Academic preparation
- Credibility and accountability
- Strategic planning
- Budget allocation

- CAS Basics, Mable & Dean, 2006

2

Why CAS Is Used at LU?

- The requirement is for a formal program review that includes some kind of external component
- Brought structure and confidence back to assessment process; sought input and gave users a voice in the process which leads to trust
- Chance to partner with faculty and others across campus regarding student learning
- Offers some degree of consistency across departments and websites

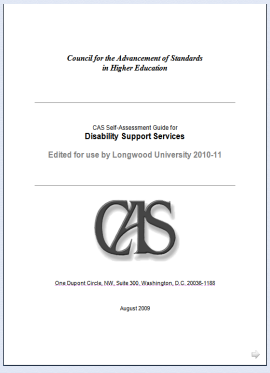
3

Decisions to be Made Before Beginning Process

- What is your purpose for using the CAS standards?
  - Assessment and/or accreditation, other
- How much do you want to know?
  - Extensive study or snap shot?
- Do you have other things on the agenda?
  - Enhance collaboration
  - Enhance consistency between campus sites
  - Need evidence to increase funding, facilities or staffing

4

CAS Self-Assessment Guide



Council for the Advancement of Standards in Higher Education

CAS Self-Assessment Guide for
Disability Support Services

Edited for use by Longwood University 2010-11

One Dupont Circle, NW, Suite 300, Washington, D.C. 20036-1188

August 2009

5

LU's Student Affairs Formal Program Review Rotation (2010 – 2015)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Campus Recreation	Annual Report	*Formal Program Review*	Annual Report	Annual Report	Annual Report
Counseling Center	Annual Report	Annual Report	*Formal Program Review*	Annual Report	Annual Report
Dining Services	Annual Report	*Formal Program Review*	Annual Report	Annual Report	Annual Report
Disability Support Services	*Formal Program Review*	Annual Report	Annual Report	Annual Report	Annual Report
Fraternity & Sorority Life	Annual Report	Annual Report	*Formal Program Review*	Annual Report	Annual Report
Honor & Judicial Program	Annual Report	Annual Report	Annual Report	Annual Report	*Formal Program Review*
Lancer Productions	Annual Report	Annual Report	Annual Report	*Formal Program Review*	Annual Report
Leadership & St Engagement	Annual Report	Annual Report	*Formal Program Review*	Annual Report	Annual Report
Multicultural Affairs & Inter St Services	Annual Report	Annual Report	Annual Report	Annual Report	*Formal Program Review*
Public Safety	Annual Report	*Formal Program Review*	Annual Report	Annual Report	Annual Report
Residential & Commuter Life	*Formal Program Review (Commuters)*	Annual Report	Annual Report	*Formal Program Review (Residence Life)*	Annual Report
Student Health & Wellness	Annual Report	Annual Report	Annual Report	Annual Report	*Formal Program Review*
Student Union	Annual Report	*Formal Program Review*	Annual Report	Annual Report	Annual Report
Volunteer & Service Learning	*Formal Program Review*	Annual Report	Annual Report	Annual Report	Annual Report

6

LU's Internal Tracking of Departmental Averages (Four-point Scale)

	Dept A 2009-10	Dept B 2009-10	Dept C 2009-10	Dept D 2009-10	Dept A 2010-11	Dept B 2010-11	Dept C 2010-11
Part 1. Mission	3.81	3.53	3.81	3.54 / 3.74	3.22	3.56	2.67
Part 2. Program	3.84	3.21	3.67	3.25/3.64	2.83	3.33	3.16
Part 3. Leadership	3.88	3.51	3.66	3.36	2.91	3.27	3.84
Part 4. Human Resources	3.71	3.14	3.58	3.52	3.36	3.17	3.82
Part 5. Ethics	3.79	3.72	3.93	3.72	3.40	3.56	3.58
Part 6. Legal Responsibilities	3.78	3.28	3.91	3.50	3.41	3.67	3.71
Part 7. Equity and Access	3.76	3.21	3.87	3.70	3.19	3.43	3.04
Part 8. Diversity	3.71	3.65	3.50	3.50	2.77	3.54	3.51
Part 9. Organization & Management	4.00	3.19	3.90	3.49	3.11	3.52	1.84
Part 10. Campus & External Relations	3.83	3.57	3.84	3.52	3.71	3.40	3.95
Part 11. Financial Resources	2.90	3.44	3.13	3.27	2.45	3.32	2.65
Part 12. Technology	3.53	3.55	3.74	3.25	2.83	3.58	3.60
Part 13. Facilities & Equipment	3.61	3.65	3.88	3.31	3.10	3.06	2.38
Part 14. Assessment & Evaluation	3.70	3.28	3.88	3.69	2.84	3.53	3.50

CAS Self-Assessment Process

Six Steps of the Program Review Process

1. Assemble Your Team(s)
2. Educate Your Team(s)
3. Review Evidence & Conduct Rating
4. Complete Action Plan
5. Prepare a Descriptive Report
6. Close the Loop

CAS Self-Assessment Process

Step 1: Assemble Your Teams

- Work Teams &/or Evaluation Teams
- Size:
  - 3-5 members for a single functional area comprised of stakeholders including students
  - 8-10 members for a diverse department or division comprised of stakeholders including students
- Composition: internal, external
- Coordinator/Leader

How LU Defines the Role of the Assistant Vice-President of Student Affairs for Assessment and Professional Development

- Formally invite participants to serve on the Review team
- Collect *relevant* materials and data from previous CAS Self-Studies and campus-wide standardized surveys
- Approve the documentary evidence materials and timeline
- Facilitate the opening meeting of the Review team where the purpose, roles, expectations, and timeline are presented
- Prepare a collective group summary of all individual ratings and comments
- Collect and disseminate the Executive Summary and Action Plan to the appropriate stakeholders
- Complete tasks in accordance with the agreed upon deadlines

How LU Defines the Role of the Assistant Vice-President of Student Affairs for Assessment and Professional Development

- Identify appropriate individuals for the Review team
- Identify CAS Guidelines to be used and write criterion statements Prepare a list of documentary evidence and a timeline
- Collect the documents to be evaluated and prepare an indexed disc (preferably) or paper copy for each team member
- After the initial meeting, plan and facilitate all subsequent meetings and correspondence
- Collect the individual ratings and submit them to the Associate Dean for Student Affairs for compilation
- Serve as primary author of the Executive Summary and Action Plan
- Complete tasks in accordance with the agreed upon deadlines

How LU Defines the Role of the CAS Review Team

- Attend at least four meetings throughout the Self-Study Process
- Complete an individual rating of each criterion statement using the scale provided in the Self-Assessment Guide (SAG)
- Participate in a group interpretation of the collective ratings and help determine appropriate corrective actions and/or steps for program enhancements where there are discrepancies between the Standards and practice
- Help edit an Executive Summary and Action Plan drafted by the Self-Study Coordinator
- Complete tasks in accordance with the agreed upon deadlines

CAS Teams at Longwood

- CAS Self-Study Coordinator recommends members but the Assistant Vice-President of Student Affairs for Assessment and Professional Development invites them via email and follow-up calls
- Seek intentional, representative mix of 6-8 well and uninformed faculty, staff, students, and in some instances, community members

13

External Reviewers?

- Will you want your committee's report vetted by an external reviewer?
- What are the credentials needed for this expert?
- What resources are you willing to put toward this process?

14

CAS Self-Assessment Process

Step 2: Educate Your Teams

- Watch CAS CD/PowerPoint Presentation or attend training session
- Establish team ground rules
- Review Standards and Guidelines
- Discuss meaning of each standard
- Establish team's inter-rater reliability
  - Discuss, consider & set criteria
  - Build a common language, i.e. "well met", "full met", standards, guidelines
- Encourage team discussion; expect disagreements; commit to consensual resolution

15

LU's CAS Orientation Meeting

- Scheduled and facilitated by Assistant Vice-President of Student Affairs for Assessment and Professional Development
- Customized Power Point Presentation (25 slides) that serves as an introduction to CAS and the Self-Study Process clarifying all roles, expectations, and time-line
  - Helpful in educating faculty as to the contributions to student learning that Student Affairs can make
- *Ideally* at this first meeting, printed copies of the customized Self-Assessment Guide (SAG) are distributed as well as a complete INDEXED collection of electronic documentation and evidence with links to websites

16

Critical Points Made During LU's CAS Orientation

- Purpose is to improve programs and services so we can enhance the quality of student learning and development; no job is on the line
- Seek to evaluate the program and services, not the evidence provided
- Clarity on the rating scale is essential; consensus on the ratings is not expected
- Educate team as to how the work of this one department fits into the bigger picture focusing on the CAS Guiding Principles and Student Learning and Development Outcome Domains

17

CAS Outcome Domains and Guiding Principles

Learning and Development Outcome Domains

- Knowledge acquisition, construction, integration, and application
- Cognitive complexity
- Intrapersonal development
- Interpersonal competence
- Humanitarianism and Civic Engagement
- Practical competence

Guiding Principles

- Students and their Institutions
- Diversity and Multiculturalism
- Organization, Leadership, and Human Resources
- Health Engendering Environments
- Ethical considerations

18

CAS Self-Assessment Process

Step 3: Review Evidence & Conduct Rating

- Should rate all standards (in bold type), but sometimes a standard won't apply (rarely)
- Design process for compiling evidence
- Gather evidence and conduct rating
- Team uses scale based on established criteria
- Individuals rate each and every criterion measure and then gather consensus
- Identify quality indicators
- Document all strengths & deficiencies

LU Documentation to be Indexed Across the 14 Component Areas

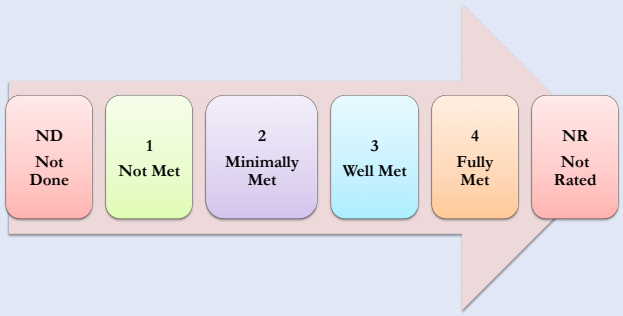
14 Components for Index

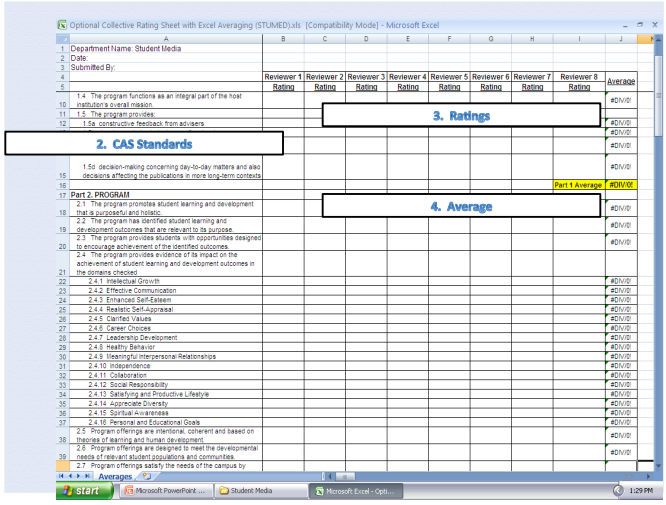
1. Mission
2. Program
3. Leadership
4. Human Resources
5. Ethics
6. Legal Responsibilities
7. Equity and Access
8. Diversity
9. Organization and Management
10. Campus and External relations
11. Financial Resources
12. Technology
13. Facilities and Equipment
14. Assessment and Evaluation

Types of Documentation

- Student Marketing Materials
- Program Documents
- Website Rhetoric and Materials
- Institutional Administrative Documents
- Research, Assessment, and Evaluation Reports and Data
- Annual Reports
- Committee Meeting Minutes

Criterion Measure Rating Scale





CAS Self-Assessment Process

Step 4: Complete Action Plan

- Respond to the Overview Questions at the end of each rating section
  - Designed to stimulate summary thinking about overarching issues
- Identify areas of program strength
  - Where excellent performance or accomplishment exceeds criterion and is viewed as excellent or exemplary
- Identify areas of program weakness
  - Program shortcomings that fail to meet criterion measures and/or rating discrepancies among raters of two point or more
  - Viewed as unsatisfactory by at least one rater
- Describe practices requiring follow-up
  - Note criterion measure numbers deemed less than satisfactory and describe practice shortcomings that need to be strengthened

CAS Self-Assessment Process

Step 4: Complete Action Plan (Continued)

- Summarize & prioritize actions required for program to meet standards
  - List each criterion measure and/or related practices that the self-study process identified as being "Not Done," "Unsatisfactory," or where rater discrepancies were noted.
  - List specific actions identified in the self-study that require implementation
  - Prioritize the list by importance, need, and achievability of the desired change
- Write program action plan for implementing program changes
  - Prepare a comprehensive action plan
  - Indentify resources (i.e., human, fiscal, physical) that are essential to program enhancement
  - Set dates by which specific actions are to be completed
  - Identify responsible parties to complete the action steps
  - Set tentative start-up date for initiating a subsequent self-study

CAS Self-Assessment Process

Step 5: Prepare a Descriptive Report

- Explain the mission, purpose, and philosophy of program
- Summarize the available data
- Recommend specific plans for action
- Include resources needed, dates for completion & identify responsible persons

Step 6: Close the Loop

- Special actions for program enhancement are recommended
- Action plan is communicated
- Specific actions are aligned with strategic plans
- Go through channels to request resources needed
- Thank members of the evaluation team

External Reviewers

- Sharing the results
- Structuring the visit
- Requirements of reports/follow-up

Elements of LU's CAS Executive Summary and Action Plan

I. Summary of the Self-Assessment Process
II. Executive Summary of Selected and Consolidated Overview Questions from the 14 Component Areas
III. Summary of areas of Program Strength (considered to be "well met" or "fully met" with a rating of 3.0 or higher)
IV. Summary of areas with Insufficient Evidence and Rating Discrepancy
V. Summary of areas of Program Weakness (considered to be "minimally met" or "not met" with a rating of 2.9 or lower) with a prioritized Action Plan based on importance, need, and achievability
VI. Appendices (including Collective Ratings)

Lessons Learned at LU

- Give your Directors input into the process and schedule
- Invest time up front in preparing the SAG and indexing the documentation and evidence
- Clarify roles and expectations; anticipate and trouble-shoot problems
- Make the process as streamlined as possible; minimize unnecessary meetings and hassles for all involved; provide clerical support (e.g., computing collective averages)
- Give Self-Study Coordinators an opportunity to formally present results to VPSA and colleagues
- Ensure some kind of follow-up to the original Executive Summary and Action Plan Report