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## Do It Yourself CAS Standards Assessment

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#acpa12mHenning03



## 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



## CAS Teams at Longwood


- CAS Self-Study Coordinator recommends members but Associate Dean of Student Affairs 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



## 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




## LU's CAS Orientation Meeting

- Scheduled and facilitated by Associate Dean of Student Affairs
- 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



## 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




## 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



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

### Types of Documentation

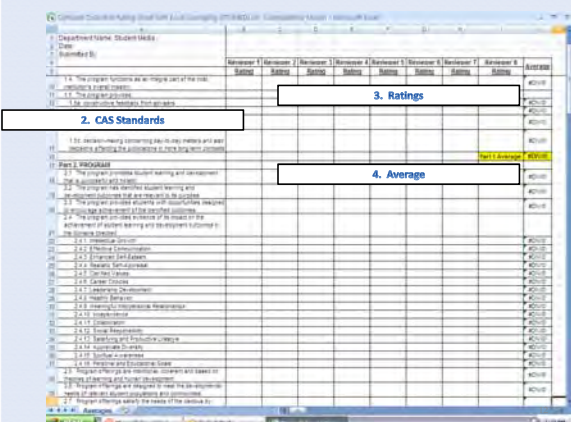
- Student Marketing Materials
- Program Documents
- Website Rhetoric and Materials
- Institutional Administrative Documents
- Research, Assessment, and Evaluation Reports and Data
- Annual Reports
- Committee Meeting Minutes




## Criterion Measure Rating Scale



The diagram shows a horizontal arrow pointing right, divided into six colored boxes representing the rating scale: ND (Not Done), 1 (Not Met), 2 (Minimally Met), 3 (Well Met), 4 (Fully Met), and NR (Not Rated).




The screenshot shows a complex spreadsheet used for CAS self-assessment. It includes columns for various components (1-14) and rows for different types of documentation. The spreadsheet is organized into sections: 2. CAS Standards, 3. Ratings, and 4. Average. The 'Ratings' section shows individual ratings for each standard, and the 'Average' section shows the calculated average for each component.



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
  - Identify 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




Final Report Format Used by  
ASU-Beebe

- Executive Summary
- Copy of Standards
- Summary of Initial Findings
- Copy of Original Action Plan  
Scores, strengths, & recommendations
- List of Actions Taken with Completion Dates & Evidence of Completion
- Lessons Learned to be Used for Next Program Review
- Final Comments




Elements of LU's CAS Executive  
Summary and Action Plan

- Summary of the Self-Assessment Process
- Executive Summary of Selected and Consolidated Overview Questions from the 14 Component Areas
- Summary of areas of Program Strength (considered to be “well met” or “fully met” with a rating of 3.0 or higher)
- Summary of areas with Insufficient Evidence and Rating Discrepancy
- 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
- Appendices (including Collective Ratings)




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




## Why Used CAS at ASU-Beebe?

- Had an insufficient culture of assessment.
- Were facing a self-study and accreditation visit.
- Wanted more than a “slice” of one functional area.
- Considered others but decided to use CAS because:
  - United the division on common project
  - Provided common learning experiences, language, and training materials, and reports
  - Could support each other through the process
  - Used by TRIO so we had a couple of people who were already familiar with materials and could offer guidance




## 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




## Lessons Learned at ASU-Beebe

- Leadership is critical (cheerleader, monitor progress, provide resources)
- Allowed staff to implement change
- Raters were afraid to be honest despite what I said over and over, had to wait to see the results and actions taken
- CAS materials are flexible – use as needed
- Evidence is key
- Can shorten the time frame for the ratings if data/evidence is gathered ahead of time




## Lessons Learned at ASU-Beebe

- Multi-campus issues: hard to ensure all campuses were represented in ratings and evidence, hard to ensure represented in final reports
- Multi-campus strength: encouraged working together to decide common elements that needed to be included in a functional area or program but decided each campus could approach implementation differently because of populations served



## 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



## Sample Results from ASU-Beebe

- Learned about best practices from our other campuses.
- Created more consistency among services from campus-to-campus, especially with students attending more than one.
- Created more system-wide efforts and things such as common elements for programs but with different delivery systems.
- Created more centralized data.
- Increased our assessment efforts in addition to our use of CAS.
- Built two new residence halls.
- Revamped new student orientation.
- Caused better professional dialogue among members of the Student Services Leadership Team through the use of a common language, common learning experiences, training materials, and support for one another.
- Created new partnerships and enhanced relationships (internal and external) and allowed others to see the scope of what we do in Student Services.



# Report Tracking at ASU-Beebe

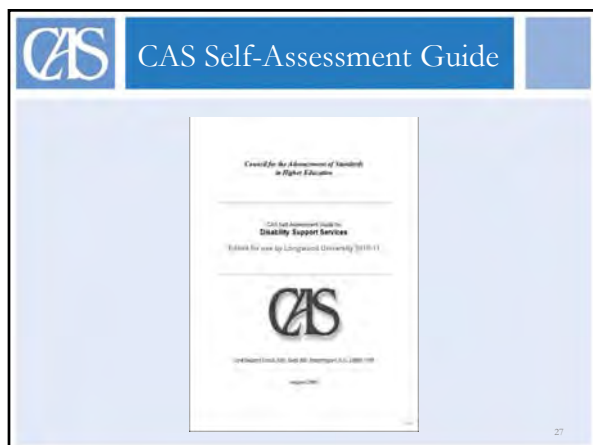
CAS Program Reviews & Reporting Schedule

Functional Area	Conducted	Initial Report	1st Follow-up	2nd Follow-up	3rd Follow-up	Interim Report	Final Report
Academic Advising	2008 Spring	2009 Oct	2010 Oct	2011 Oct	2012 May		
Admissions	2010 Spring	2010 Fall	2011 Sept	2012 May			
Academic, Veterans & Student Orgs	2012 Fall						
Campus Activities	2010 Spring	2010 Oct	2011 Sept	2012 May			
Career Services	2012 Fall	2013 March	2014 April				2015 Sept
College University Center	2009 Fall	2010 Oct					
Counseling	2007 Spring	2008 Oct	2009 Oct	2010 May	2012 May		2013 Oct
Dining	2010 Spring	2010 Oct	2011 Oct	2012 April			
Disability Support	2009 Spring	2010 Oct	2011 Oct	2012 April			
Financial Aid	2008 Spring	2009 Oct	2010 Oct	2011 Oct	2012 May		
Health/Recreational Life	2008 Spring	2009 Oct	2010 Oct	2011 Oct	2012 May		
International Students	2008 Spring	2009 Oct	2010 Oct	2011 Oct	2012 May		
Orientation	2009 Spring	2009 Nov	2010 Oct	2011 Oct	2012 May		2013 June
Recruitment/Support	2011 Fall	2012 March					
School Activity & Res. Volunteer	2008 Spring	2009 Oct	2010 Oct	2011 Oct	2012 May		
Student Conduct	2011 Fall						2013 June
Student Leadership	2011 Fall	2012 March					
Student Support Services (SI)	2010 Spring	2010 Oct					2013 Sept
Student Support Services (SS)	2008 Fall	2009 Oct	2010 Nov	2011 May			
Tutoring	2009 Fall	2010 Oct	2011 Nov	2012 May			
Transfer Students	2008 Spring	2009 Oct	2010 Oct	2011 Oct	2012 May		
Unmet Need (Unmet Need)	2008 Spring	2009 Nov	2010 Oct				2013 Oct
University Police	2011 Fall						
Veterans & Military Programs	2011 Fall						
Work-Study	2008 Spring	2009 Oct	2010 Oct	2011 Oct	2012 May		

\* 2012 Fall - 2013 Oct (CAS approved new directors)  
 \* 2012 Oct - 2013 Oct (CAS approved new directors)  
 \* 2012 Oct - 2013 Oct (CAS approved new directors)

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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 & Intercultural 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	Annual Report	Annual Report	Formal Program Review	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




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

## How LU Defines the Role of the Self-Study Coordinator

- Identify appropriate individuals for the Review team
- Identify any CAS Guidelines that are to be used and write criterion statements for them
- 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 the 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 Associate Dean for Student Affairs

- 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 CAS Review Team

- Attend a minimum of 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

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## Questions?

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