Welcome to #ACPA16 in Montreal, we are glad you are here!

Bienvenue à #ACPA16 à Montréal, nous sommes heureux que vous soyez là!

Consider:

#ACPA16 provides an opportunity to discus global concepts in higher, post-secondary, and tertiary education. Please remember that not everyone in the room is from the same country nor works within the same system of higher or tertiary education. We invite you to use language that welcomes all participants to the conversation.

Engage:

Tweet what you learn using #ACPA16.

Reflect:

How will you actualize what you learn in this session?

Please silence your phone.

Do It Yourself CAS Assessment

Timothy Gordon, Ph.D.
University of Wisconsin-Milwaukee

Martha Glass, Ph.D.
Virginia Tech

Jen Wells, Ph.D.
Kennesaw State University

Susan Sullivan
Longwood University

Jaime Williams
Virginia Tech

Council for the Advancement of Standards in Higher Education

Presentation Overview

- Brief overview of CAS and the CAS standards
- Three institutional examples
  - Longwood
  - Virginia Tech
  - Kennesaw State
- Questions

Council for the Advancement of Standards in Higher Education

Council for the Advancement of Standards in Higher Education

- Founded in 1979
- Consortium of 42 member organizations
- CAS Board of Directors comprised of representatives from member associations
- Consensus-oriented, collaborative approach
- 45 standards and self-assessment guides (SAGs)
- Standards are designed to be achievable by any program or service, at any institution type
  - Threshold, not aspirational; standards, not goals
  - Guidelines are added to indicate what good practice beyond the threshold looks like

The General Standards

1. Mission
2. Program
3. Organization and Leadership
4. Human Resources
5. Ethics
6. Law, Policy, and Governance
7. Diversity, Equity, and Access
8. Internal and External Relations
9. Financial Resources
10. Technology
11. Facilities and Equipment
12. Assessment

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Two Types of Standards Statements

General Standards

- Common across all functional areas
- Appear verbatim in every set of functional area standards

- *Programs & services must develop, disseminate, implement, and regularly review their mission.*

Specialty Standards

- Address issues specific to the functional area

- *The primary mission of career services is to assist students and other designated clients through all phases of their career development.*

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Part 5. ETHICS

Suggested Evidence and Documentation: <– New recommendations for evidence to gather

1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

<– Clusters of criterion measures (means fewer items to rate!)

☐ 5.1 Ethical Standards

- Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice.
- Programs and services publish and adhere to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

Space to write your narrative explanation of above ratings

☐ 5.2 Statement of Ethical Standards

- Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.

Using CAS at Longwood University

Susan Sullivan

Director of the University Center and Student Activities

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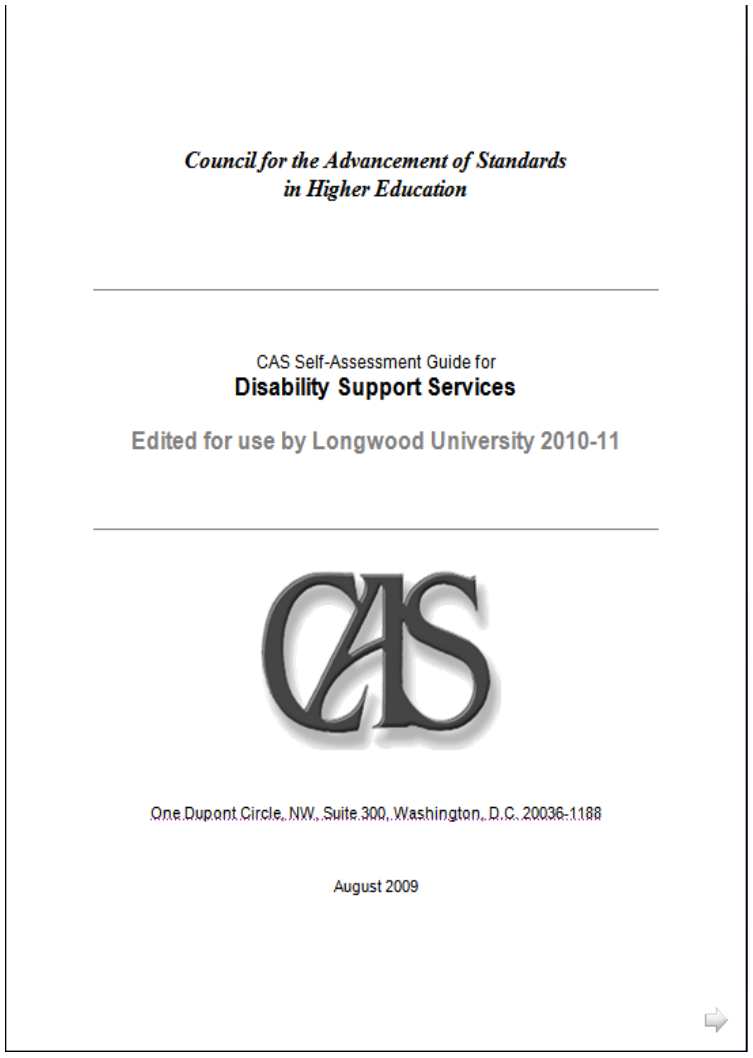
How LU Defines the Role of the Assistant Vice President for Student Affairs

- 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

CAS Council for the Advancement of Standards in Higher Education

CAS Self-Assessment Guide



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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

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How LU Defines the Role of the Self-Study Coordinator

- 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 Assistant Vice President 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

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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

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CAS Teams at Longwood

- CAS Self-Study Coordinator recommends members but Assistant Vice President for 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

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LU's CAS Orientation Meeting

- Scheduled and facilitated by Assistant Vice President for 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

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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

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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 & 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

Using CAS at Virginia Tech

Martha Glass, Director of Assessment and Professional Development
Division of Student Affairs
Jaime Williams, Assessment Coordinator
Office of Assessment and Evaluation

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Uses of CAS Standards

- Internal Program Review & External Program Review
- Foundation for new/reorganized departments
- Departments use in developing mission statements, goals, outcomes
- Professional Development and Training

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Program Review Purpose

- Improvement of programs and services
- Identify areas of strength and areas for growth
- Evaluate if student needs are met
- Serves as a tool

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Program Review Overview

- Formalized Internal Review Process
- Every 5 years
  - 2 year check-in
- Council for the Advancement of Standards (CAS)
- 3-5 Departments per year

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Committee

- 6-10 members
- Chair
- Director of Assessment as ex officio
- At least one undergraduate and one graduate student
- At least one faculty or staff from another division department
- At least one faculty or staff outside of student affairs
- Remaining members from department

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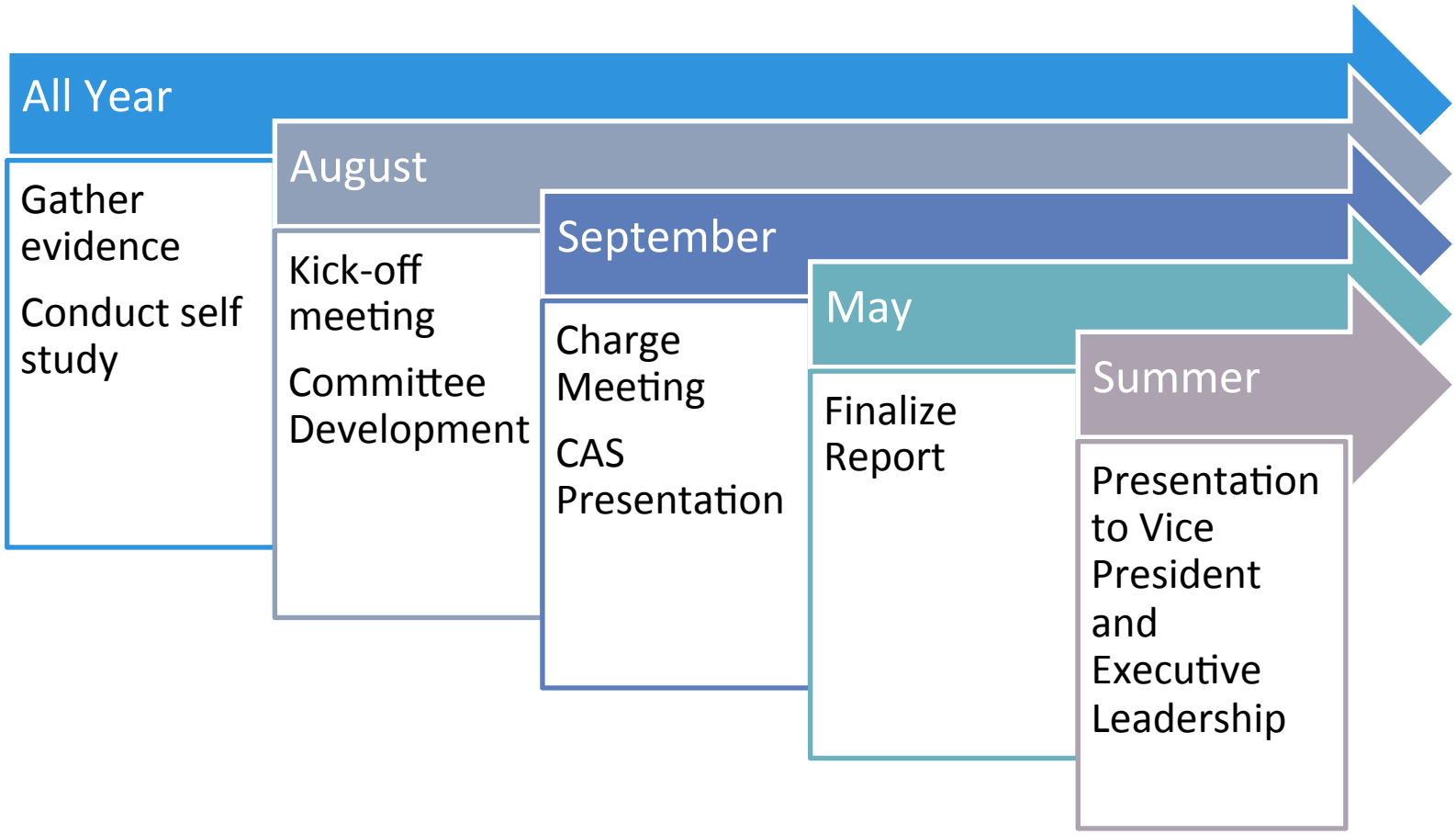
Program Review Process



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How to Review

Part 5. ETHICS

Suggested Evidence and Documentation:

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Rationale:

☐ 5.2 Statement of Ethical Standards

- Statements of ethical standards s… and services personnel respect privacy and maintain confidenti… privacy laws.

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There's more than one way to…

- …Use the SAGs
  - The rating process can vary

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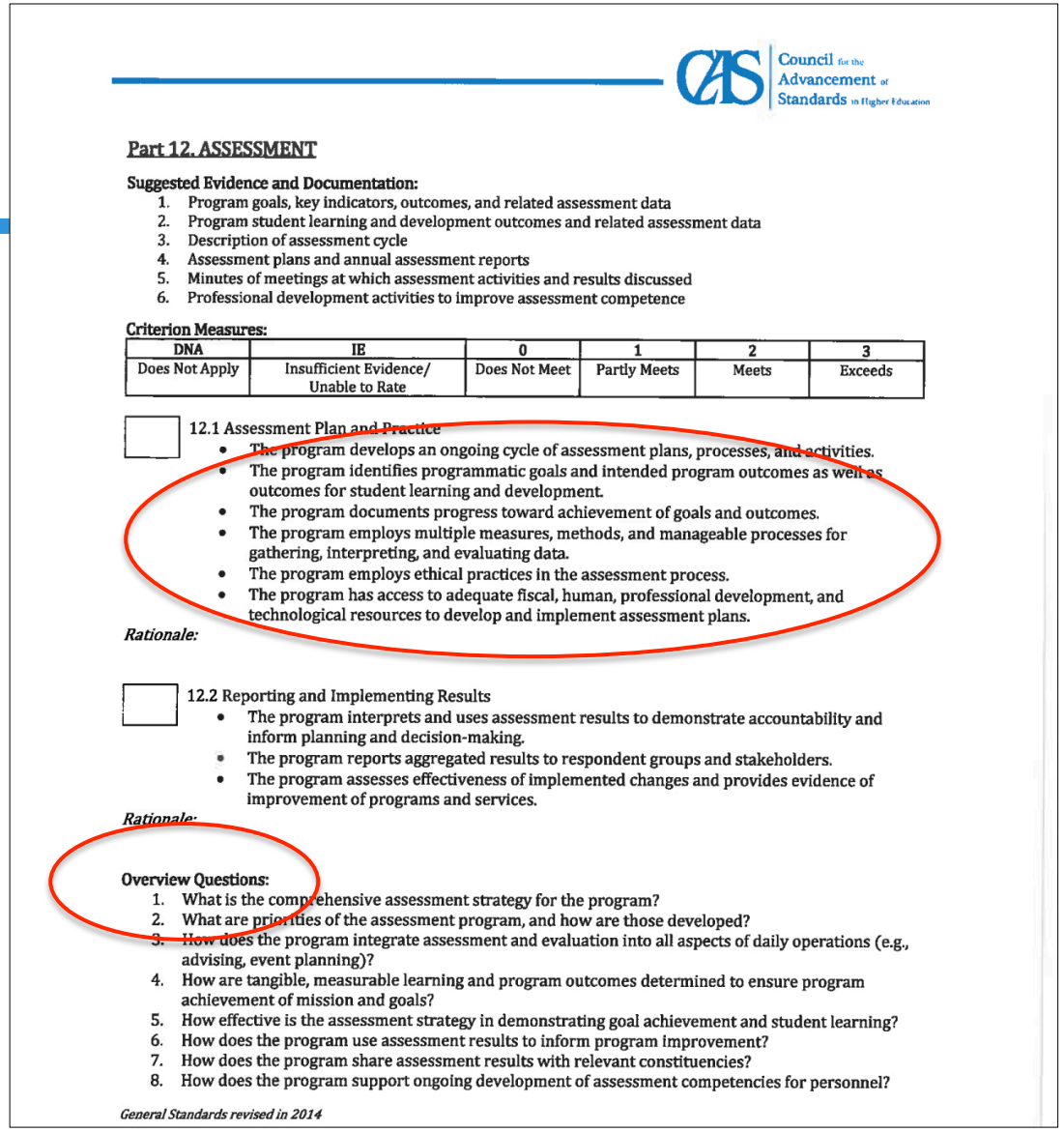

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Part 12. ASSESSMENT

Suggested Evidence and Documentation:

1. Program goals, key indicators, outcomes, and related assessment data
2. Program student learning and development outcomes and related assessment data
3. Description of assessment cycle
4. Assessment plans and annual assessment reports
5. Minutes of meetings at which assessment activities and results discussed
6. Professional development activities to improve assessment competence

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 12.1 Assessment Plan and Practice

- The program develops an ongoing cycle of assessment plans, processes, and activities.
- The program identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- The program documents progress toward achievement of goals and outcomes.
- The program employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- The program employs ethical practices in the assessment process.
- The program has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:

☐ 12.2 Reporting and Implementing Results

- The program interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- The program reports aggregated results to respondent groups and stakeholders.
- The program assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.

Rationale:

Overview Questions:

1. What is the comprehensive assessment strategy for the program?
2. What are priorities of the assessment program, and how are those developed?
3. How does the program integrate assessment and evaluation into all aspects of daily operations (e.g., advising, event planning)?
4. How are tangible, measurable learning and program outcomes determined to ensure program achievement of mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does the program use assessment results to inform program improvement?
7. How does the program share assessment results with relevant constituencies?
8. How does the program support ongoing development of assessment competencies for personnel?

General Standards revised in 2014

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There's more than one way to…

- …Use the SAGs
  - The rating process can vary
- …Apply the Standards
  - Sometimes CAS Standards do not exist for an area going through review
  - Apply closely-related program standards
- …Tackle the narrative
  - Recruit help
  - Write as you review- use the rationale section!

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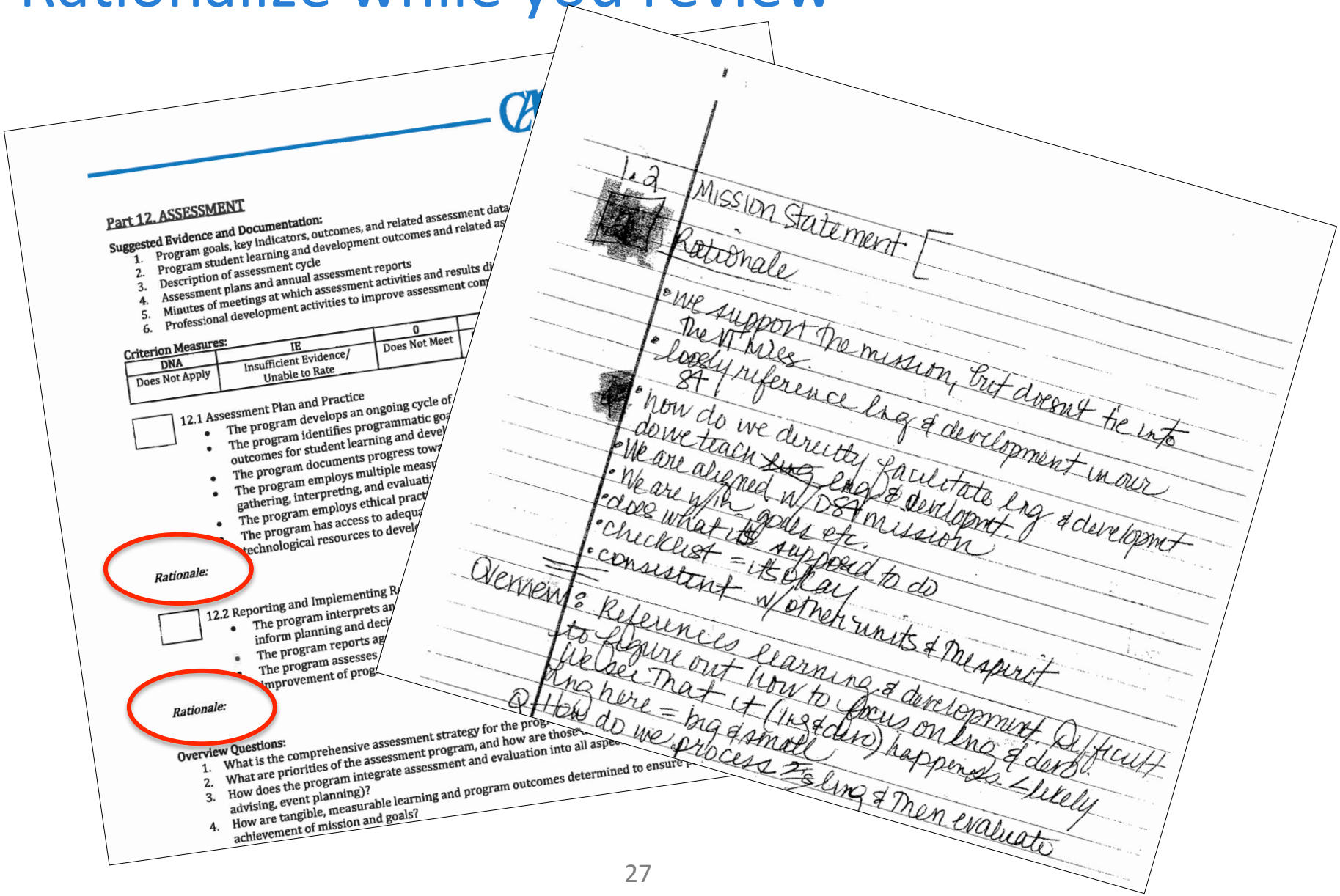
Rationalize while you review



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1.2 Mission Statement

Rationale

- We support the mission, but doesn't tie into The VI Values.
- Looking reference Org & development in our SA.
- How do we directly facilitate Org & development do we teach Org & development.
- We are aligned w/ DSA mission
- We are w/in rules etc.
- does what it's supposed to do
- checklist = it's okay
- consistent w/other units & Mesprit

Overview: References learning & development. Difficult to figure out how to focus on Org & dev. like that it (Org & dev) happens. Likely Org here = big & small

How do we process Org & then evaluate

There's more than one way to…

- …Use the SAGs
  - The rating process can vary
- …Apply the Standards
  - Sometimes CAS Standards do not exist for an area going through review
  - Apply closely-related program standards
- …Tackle the narrative
  - Recruit help
  - Write as you review- use the rationale section!
- …Other ideas?

Best Practice Reviews

- Start early
- Meet every other week
- Review each part together
- Norm rating scale
- Document discussion and feedback during process

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Using CAS at Kennesaw State

Jen Wells, Director of Assessment
Office of Institutional Effectiveness

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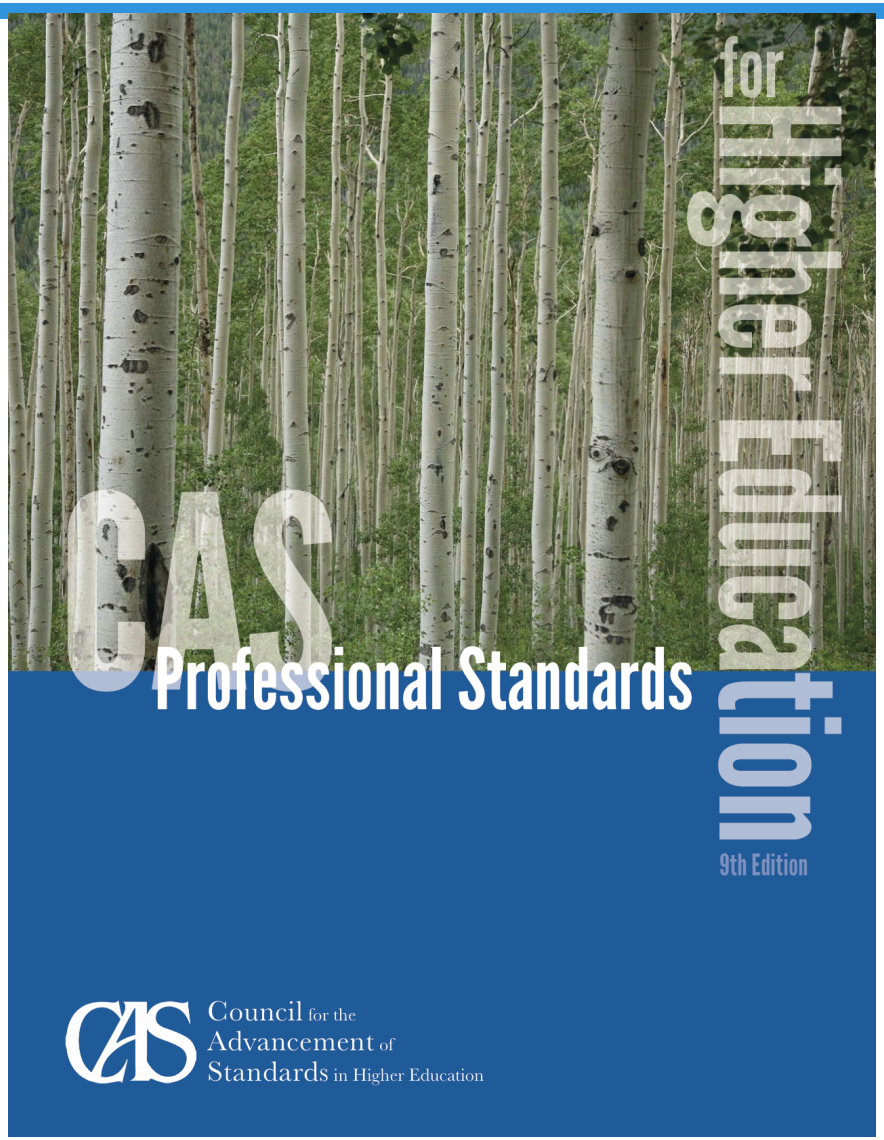
Applications for CAS Standards



- Design new programs and services
- Focus time, energy, and resources
- Devise staff development
- Guide strategic planning
- Develop learning and development outcomes
- Measure program and service effectiveness

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KSU Applications

- Adopted CAS Learning and Development Outcomes at Division level
- Strategic Plan
- Consolidation
- Department and unit names
- Evidence for resources
- Building a culture of assessment
- Mapping exercises
- Position searches

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Questions?

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Thank you for learning with us!

Nous vous remercions pour avoir appris avec nous!

Evaluate:

Please complete your session evaluation using the CrowdCompass.

Commit:

What do you commit to doing as a result of participating in this session? Tweet your commitment using #ACPA16.