



Using the CAS Standards for Program Development and Assessment

ACPA Convention
March 28, 2011




Presenters
 Laura A. Bayless
 St. Mary's College of Maryland
 Gavin Henning
 Dartmouth College
 Susan R. Komives
 University of Maryland
 Heather Shea Gasser
 University of Idaho

Using the CAS Standards for Program Development and Assessment

ACPA Convention
March 28, 2011




Learning Outcomes

Participants will be able to:

- Describe the CAS standards
- Describe how the CAS Standards can be used for program development
- Describe how the CAS Standards can be used for assessment



Polling Question

- Have you used the CAS Standards before?



Council for the Advancement of Standards in Higher Education

- Founded in 1979
- Promotion of standards in higher education
- Promotion of self-assessment
- Consortium of 40 member organizations
- 41 standards and self-assessment guides (SAGs)



In Development

New standards currently in development:

- Campus Security
- Sexual Assault and Relationship Violence
- Student Media
- Transfer Student Programs and Services

CAS General Standards

- Mission
- Program
- Leadership
- Human Resources
- Ethics
- Legal Responsibilities
- Equity and Access
- Diversity
- Organization and Management
- Campus and External Relations
- Financial Resources
- Technology
- Facilities & Equipment
- Assessment & Evaluation



CAS Program Learning and Development Outcome Domains & Dimensions

- Knowledge acquisition, construction, integration, and application
- Cognitive Complexity
- Intrapersonal Development
- Interpersonal Competence
- Humanitarianism and Civic Engagement
- Practical Competence

CAS Program Learning and Development Outcome Domains & Dimensions

- **Knowledge acquisition, integration, construction, and application**
 - Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life
- **Cognitive complexity**
 - Dimensions: critical thinking; reflective thinking; effective reasoning; and creativity
- **Intrapersonal development**
 - Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

CAS Program Learning and Development Outcome Domains & Dimensions

- **Interpersonal competence**
 - Dimensions: meaningful relationships; interdependence; collaboration; and effective leadership
- **Humanitarianism and civic engagement**
 - Dimensions: understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility
- **Practical competence**
 - Dimensions: pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life

CAS 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

CAS Applications for Standards:
How do departments use results?

- Provide suggestions on how to communicate better with students, faculty, staff, parents, etc.
- Identify better uses for funds
- Help to focus where time, energy, and resources should go
- Consider what are the essential, non-negotiable functions for the department
- Consider what are the secondary functions for the department

CAS Applications for Standards:
How do departments use results?

- Shape student staff training
 - CAS Standards and results from Self-Study can guide what is covered at training to remain true to the mission of the organization and the skills needed to be effective
 - Help define:
 - Content of training
 - Leadership skills developed from training

CAS Adapting CAS for your Environment

Adapt CAS to fit your culture and environment

- Some considerations:
 - Cross-functional areas
 - Institutional Size
 - Multiple Sites
 - Institutional Type

CAS Program Development Example

Orientation Example:

“Assist new students as well as their families in understanding the purposes of higher education and the mission of the institution.”

How can a department assess this standard?

- Can the OLs put the mission in their own words?
- What does the mission personally mean to them?
- Can they communicate that mission to others?
- How does the mission of the institution affect orientation?
- How does their role as an OL affect their position and their responsibility to the institution?

CAS Program Development Example

Residence Life Example
Provide an environment that assists residents to remain in good academic standing and earn higher GPAs.

After assessing, what can be done if GPAs are low?

- Early alert intervention programs
- Educate staff and students about available campus academic resources
- Offer living-learning communities that can be linked with courses
- Transition or bridging programs
- Partnerships with FYE programs
- Establishment of first-year interest groups
- Year-two programs
- Informal study groups
- Senior year experience programs

CAS Program Development Example

Women’s Center Examples

Women’s Mentoring Program
“Develops relationships that lead toward achievement of goals; seeks wide involvement of others; demonstrates openness to feedback.”

Learning outcomes:

1. Participants will be able to develop relationships that lead toward achievement of goals.
2. Participants will be able to use multiple networks of support.
3. Participants will be able to demonstrate openness to feedback.

CAS Program Development Example

Women's Center Brown Bag Lecture & Film Series
 "Understands the intersection of gender with race, class, sexual orientation and other identity formations; explains how feminist, womanist, and other gendered theories inform practice and vice versa; employs critical thinking in problem-solving; integrates complex information from a variety of sources including personal experience to form a decision or opinion; expresses an appreciation for how gender informs the production of knowledge and the experience of learning."

Learning outcomes:

1. Participants will be able to demonstrate knowledge of the ways in which gender influences cultural, political, and economic structures in society.
2. Participants will be able to synthesize information presented to express an opinion.

CAS Program Development Example

Women's Center Volunteer & Internship Program
 "Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in community service activities."

"Demonstrates initiative, vision, and perseverance; Comprehends group dynamics; Exerts positive influence to create desired outcomes."

Learning outcomes:

1. Student volunteers and interns will be able to describe personal transformation through participating in service activities related to women's and gender issues.
2. Student volunteers and interns will be able to describe how Women's Center programs/services contribute to creating a campus climate that is more equitable, fair, just and civil.
3. Student volunteers and interns will be able to construct positive group dynamics by learning to communicate expectations, address concerns, and resolve conflict.

CAS Evaluation Steps

Assemble Team 3-5 (program) to 8-10 (division) comprised of stakeholders including students	Review Evidence & Conduct Rating Self-assessment guides (SAG)
Educate Team Self-assessment concepts & principles	Document All Strengths & Deficiencies
Understand Standards & Guidelines discuss, consider & set criteria	Complete a Report and an Action Plan What would be necessary to meet standards
Compile Evidence Qualitative & Quantitative	Implement Plan for improvement & begin again

CAS Academic Support Evaluation

- Evaluation of eight offices providing academic support in student affairs division
- Modified academic advising standard
- Self-evaluations of each office
- Aggregated responses
- Identified key strengths and weaknesses
- Made recommendations for change

CAS SAG Example

Part 6: FINANCIAL RESOURCES
 Academic Advising must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources. CS must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

	ND	1	2	3	4	NR
	Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated
PART 6. FINANCIAL RESOURCES (Criteria Measures)	Rating Scale					
6.1 The program has adequate funding to accomplish its mission and goals.	ND	1	2	3	4	NR
6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.	ND	1	2	3	4	NR
6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	ND	1	2	3	4	NR

Part 6: Financial Resources Overview Questions
 A. What is the funding strategy for the program?
 B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?

CAS Academic Support Evaluation

	Scale	NA Not applicable to academic support	DD Applicable to AS, but this office doesn't do it	1 Not met	2 Minimally met	3 Well met	4 Fully met
		ASC	DCAD	CS	FYO	OPAL	RE
MISSION							
M.1	A program mission and goals statement is in place and is reviewed regularly.						
M.2	Student learning, development, and educational experiences are incorporated in the mission statement.						
M.3	The mission is consistent with that of the host institution and the CAS standards.						
M.4	The program functions as an integral part of the host institution's overall mission.						
M.5	Expectations of advisors and advisees are clearly detailed and written.						
PROGRAM							
P.1	The program promotes student learning and development that is purposeful and holistic.						
P.2	The program has identified student learning and development outcomes that are relevant to its purpose.						
P.3	The program provides students with opportunities designed to encourage achievement of the identified outcomes.						
P.4	The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains below:						
P.4.1	Intellectual Growth						
P.4.2	Effective Communication						
P.4.3	Enhanced Self-System						

CAS Sample Timeline

Timeline from the St. Mary's College of Maryland (SMCM) 2009-10 CAS Review Process

October 9, 2009 – CAS Review Plan due to division's Assessment Team

October & November 2009 – Collect and compile data

By December 18, 2009 – First meeting of Department Review Team (DRT)

January 29, 2010 – Second meeting of DRT

March 5, 2010 – Final meeting of DRT, recommendations are made

April 30, 2010 – Department action plans turned in to Assessment Team

June 4, 2010 – Assessment Team publishes division's executive summary

CAS Action Plan

- Action Plan:
 - Includes the following elements:
 - Actions required for the program to meet all standards
 - Areas that need follow-up because they are less than satisfactory
 - Resources necessary for program enhancements
 - Timeline and deadline
 - Person responsible for completing the work

CAS Successes and Challenges

- What have been successes with CAS?
- What have been challenges with CAS?
- What advice do you have to using CAS standards?

CAS Questions/Comments



CAS For More Information

www.CAS.edu

- 2009 *Book of Standards*
 - Revisions new standards since 2009 on website
- *Frameworks for Assessing Learning and Developmental Outcomes* (FALDOS- 2006)
- CD with SAGS and Standards
- CAS Statements
 - Characteristics of Individual Excellence
 - CAS Statement of Shared Ethics