

Using CAS for Evaluating Program Effectiveness and Student Learning

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Participant Learning Outcomes

• Participants will be able to:

- Describe the CAS standards
- Articulate how the CAS Standards can be used for selfassessment
- Recall the CAS learning and development outcome domains
- Identify ways other campuses have adapted the CAS learning and development outcomes
- Describe how you might apply the CAS outcomes in your own work or at your institution



Council for the Advancement of Standards in Higher Education

- Founded in 1979
- Consortium of 41 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



The General Standards

- 1. Mission
- 2. Program
- 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



Standards are Comprised of Two Types of Statements

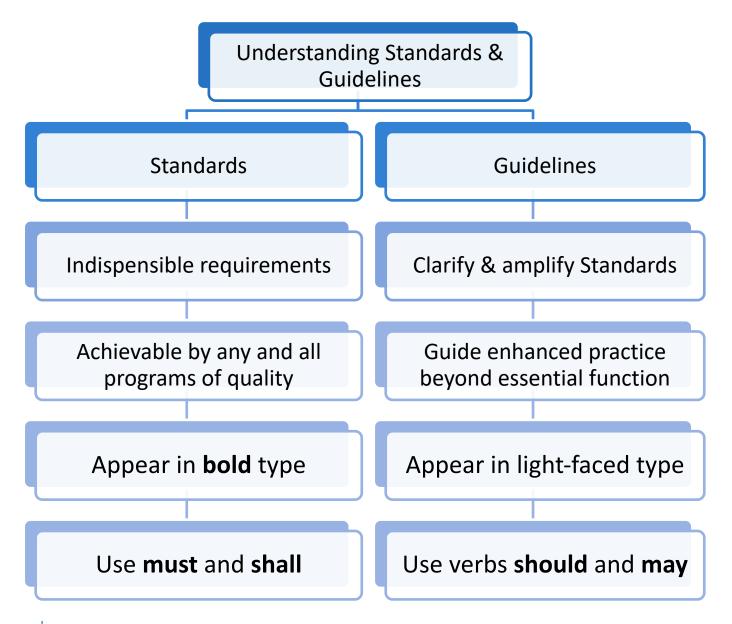
General Standards

- 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

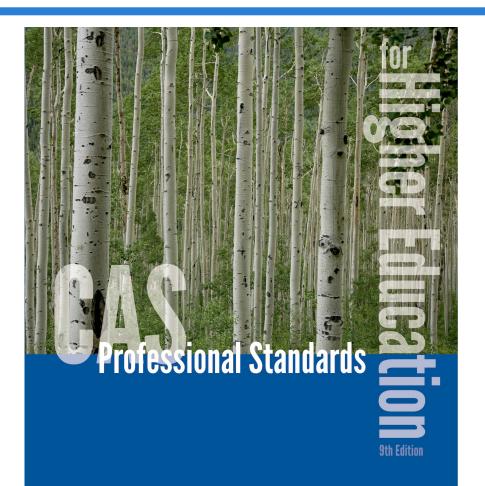
- Address issues specific to the functional area
- The primary mission of career services is to assist students and other designated clients through all phases of their career development.





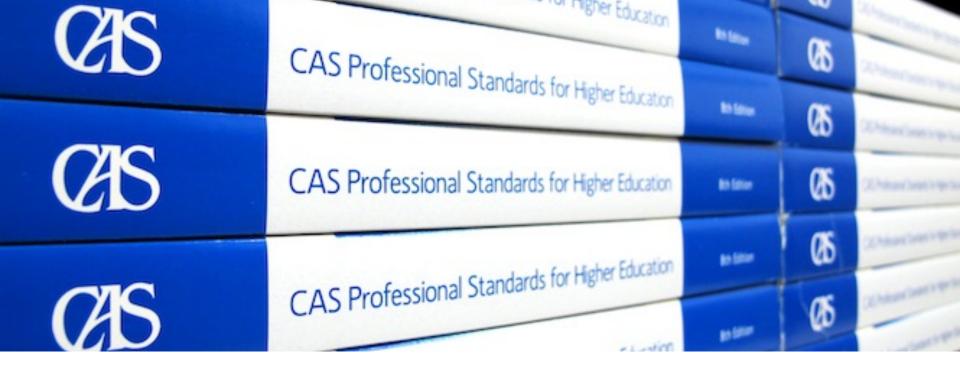


Applications for CAS Standards



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





CAS Learning Outcomes



CAS Learning and Development Outcome Domains & Dimensions

- Six Student Learning & Development Outcome Domains are a part of the CAS General Standards
- Stated expectation in the CAS General Standards that all functional area programs must place emphasis on identifying relevant learning outcomes and assessing their achievement by students





Learning and Development Outcome Domains and Dimensions

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



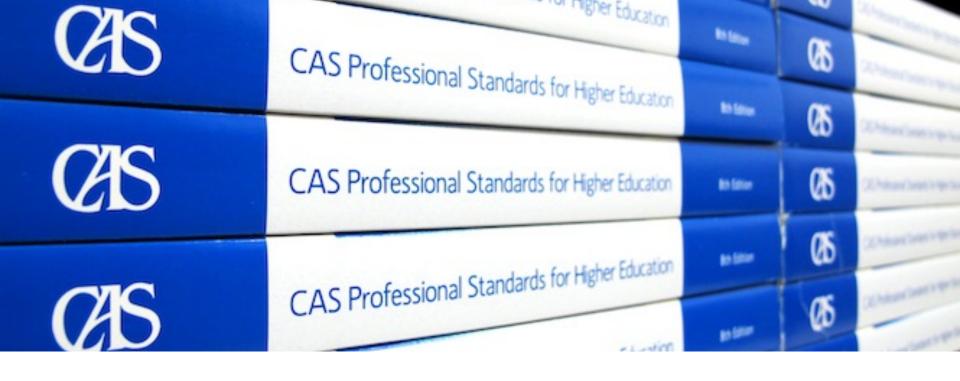


Learning Reconsidered Student Learning Outcomes (2004)	LEAP [AAC&U] Essential Learning Outcomes (2007)	CAS Learning and Development Domains (2008)	Discipline Accrediting Agencies Outcome Themes (2011)	Degree Qualifications Profile [DQP] Categories of Learning (2011)	Project CEO Desirable Skills (2016)
Knowledge Acquisition, Integration, & Application	Knowledge of Human Cultures & the Physical & Natural World	Knowledge Acquisition, Construction, Integration, & Application	Knowledge Bases	Specialized Knowledge Broad & Integrative Knowledge	Career-specific knowledge
Cognitive Complexity	Intellectual & Practical Skills	Cognitive Complexity	Critical Thinking Management & Collaborative Leadership	Intellectual Skills	Problem solving Decision making Quantitative analysis Information processing
Interpersonal & Intrapersonal Competence Humanitarianism Civic Engagement	Personal & Social Responsibility	Interpersonal Competence Intrapersonal Development Humanitarianism & Civic Engagement	Interpersonal Relations with Diverse Others Intrapersonal Attributes & Competencies Ethics	Civic and Global Learning	Teamwork Verbal communication
Practical Competence Persistence & Academic Achievement	Integrative & Applied Learning	Practical Competence	Professional Skills Life-long Learning	Applied & Collaborative Learning	Writing and editing reports Computer software skills Workflow planning

Student Learning and Development: One Element of the Program Section

- Programs and services...
 - Must promote student learning and development outcomes
 - Must identify relevant and desirable student learning and development outcomes
 - Must assess outcomes
 - Must provide evidence of their impact on student learning and development
 - Must articulate how they contribute to or support student learning and development





Conducting Self-Assessment Using CAS Standards



History of Program Review

- Roots in Academics
- Accreditation
- Academic program review
- Creates opportunities for alignment and collaboration
- Council for the Advancement of Standards in Higher Education (CAS) started program review as early as 1989

Program Review

- Uses a holistic assessment tool to provide a bigpicture evaluation of the health of a department
- Is a process characterized by self-reflection and evaluation whereby one can critically assess all aspects of a department or functional unit

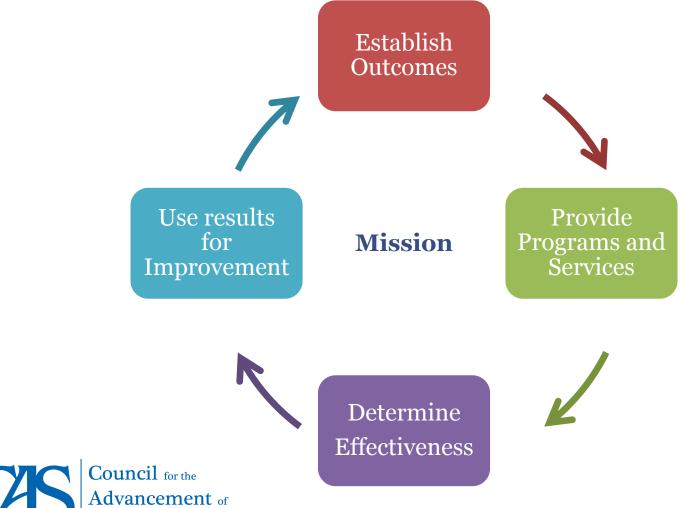
Adapt CAS to Your Needs

- Review of standards by Director
- Discussion at a staff meeting
- Self-study only on specific sections (e.g. mission, program)
- Self-assessment using just the data you have to understand strengths and areas for improvement
- Full-scale self-study with new data collection, report, and action plan

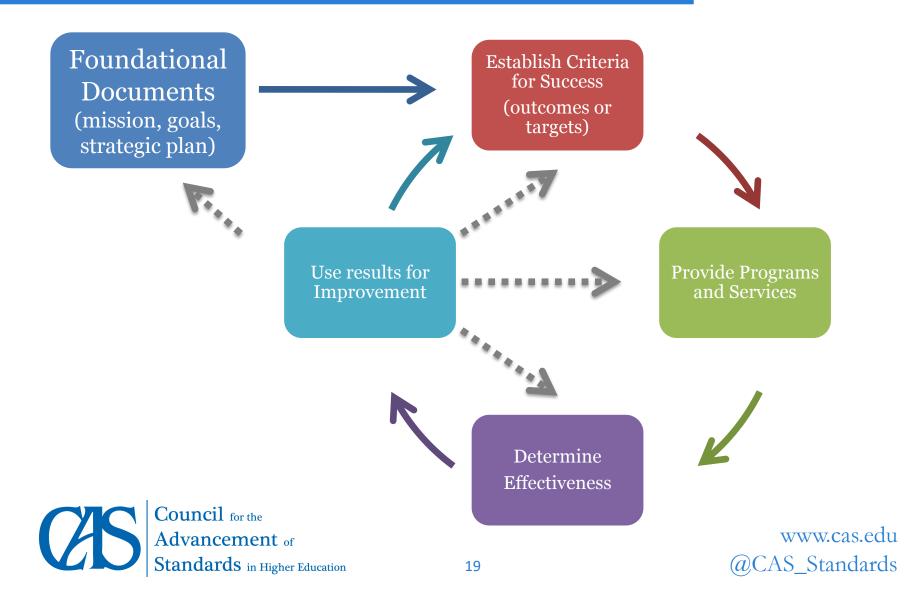


The Assessment Cycle...

Standards in Higher Education

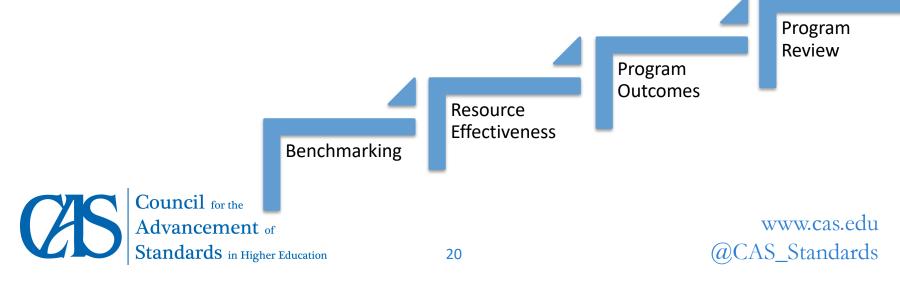


As part of assessment cycle...



As part of collecting varied information...

Student Assessment Learning Needs Services/Operational Assessment



As part of a strategic planning cycle...



CAS Evaluation Steps

1. Plan the Process

Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study

2. Assemble and Educate Team

3-5 (program) to 8-10 (division) comprised of stakeholders including students; train team on self-assessment concepts & principles

3. Identify, Collect, and Review Evidence

Define what constitutes evidence; then gather, collect, manage, and review evidence

4. Conduct and Interpret Ratings using Evaluative Evidence

Clarify team's rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings

5. Develop an Action Plan

Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, benchmarks, resources, timeframe)

6. Prepare a Report

Identify audience for report(s); describe self-study, evidence gathering, rating process, evaluations, strengths, weaknesses, and action plan; draft executive summary

7. Close the Loop

Put action plans into practice; navigate politics and secure resources; identify barriers; and build buy-in to the program review results



Sample Self-Assessment Guide (SAG)

Part 5. ETHICS

Suggested Evidence and Documentation: 2- 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	Insufficient Evidence/	Does Not	Partly Meets	Meets	Exceeds
Apply	Unable to Rate	Meet			

L- Clusters of criterion measures cal Standards (means fewer items to rate!)
Programs and services review applicable professional ethical standards and adopt or 5.1 Ethical Standards

- 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.

Decisions to be Made Before Beginning Process

- What is your purpose for using the CAS standards?
 - Assessment and/or quality assurance
 - Other purposes
- 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



Plan the Process

- Take stock of the current assessment landscape
- Map out your steps
- Identify outcomes for self-study
- Develop a preliminary timeline



Assemble and Educate Team

- Include representatives from key stakeholder groups
- Think about the power dynamics
- Which set-up works best for the personalities and experience level of your group?
 - Chair, Co-chairs, Chair and Vice Chair, Others?





Assemble and Educate Team

- Make sure the team…
 - Reviews the standards/criteria being used for the selfassessment
 - Arrives at consensus about rating scale definitions
 - Agrees on guidelines for group discussions
 - Discusses expectations for timeline, responsibilities, and process
 - Discusses the expectations for the group's final product

Sample Agenda for Kick-Off Meeting

- Introductions
- What is program review?
 - Purpose statement for this review
- Expectations for...
 - Timeline & TimeCommitment
 - Roles & Responsibilities
 - Process
 - Final Product

- Department overview
- Introduction to CAS
 - Rating Scale Definitions
- Guidelines for Harmonious Discussion



Identify, Collect, and Review Evidence

- Rely on 'evidence-based' evaluation
- Necessary evidence will vary depending on what's being evaluated
- Consider the learning and communication styles present in your team → Plan for your internal processers
- Determine how committee members will share work load

Evidence to Support Evaluative Judgments

Program Documents

mission statements,
 brochures, handbooks,
 policy/procedure manuals,
 evaluations

• Administrative Documents

 purpose and philosophy statements, org charts, financial statements

• Staff Activity Reports

 annual reports, staff member vitae, and scholarship activities

• Research, Assessment, and Evaluation Data

 needs assessments, program evaluations, outcome measures, previous selfstudy reports

Student Activity Reports

- evidence about student contributions to the community, student accomplishments, and student employment experiences
- Marketing Materials



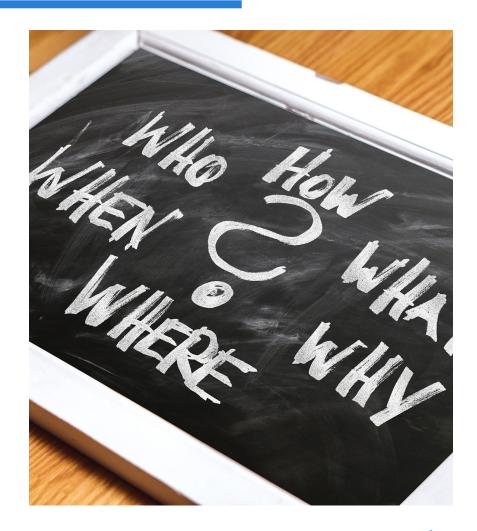
Conduct and Interpret Ratings using Evidence





Develop an Action Plan

- Respond to the Overview
 Questions at the end of each rating section
- Identify strengths and weaknesses
- Make recommendations for next steps
- Articulate
 recommendations,
 resources, timeframe, and
 responsible individuals





Prepare a Report



- With whom does this information need to be shared? Are there multiple groups?
- Select most effective format(s)
 - Full report
 - Brief report/executive summary
 - Presentation

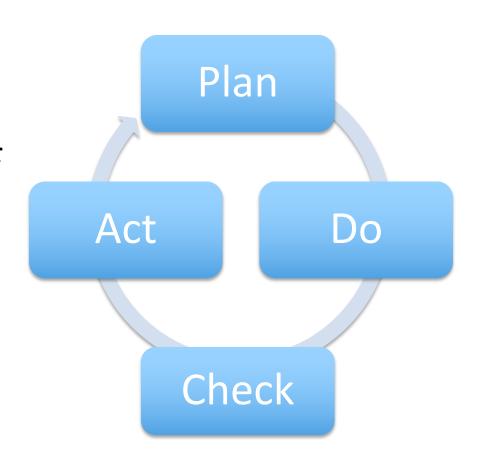


Prepare a Report

- Explain the mission, purpose, and philosophy of department/unit
- Summarize the findings including strengths and areas for improvement
- Make recommendations for strengthening/improving the program

Close the Loop and Manage Change

- Make a plan for incorporating recommendations of review
- Identify specific actions for program enhancement, including action plan
- Communicate that plan
- Align actions with strategic plans
- Request resources as needed





Tips

- Plan for administrative support
- Be clear regarding work load expectations
- Define your rating scale (if using one)
- Detailed timelines will save your life
- When compiling evidence, pull 'representative examples'
 - (you can always add more as needed)



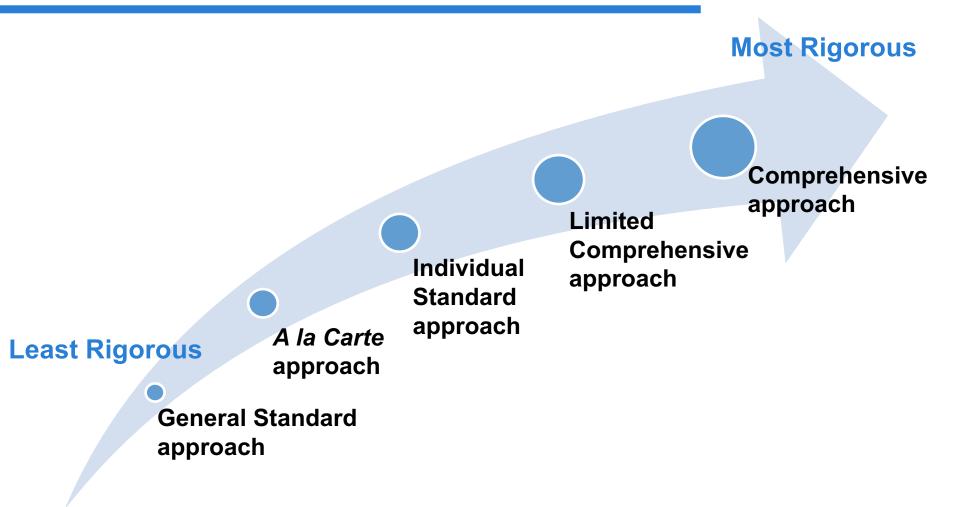
Tips, continued...

- Document the rationale for your rating/evaluation Leave yourself time at the end to revisit ratings/areas that you struggled with the first time around
- Incorporating informational interviews can be a powerful way to fill gaps in the committee's knowledge
- Adapt the process to meet your needs

Why: Review of a Multi-Functional Area

- Request for guidance by small offices that oversee multiple standards (e.g., student activities office that may be responsible for student activities, leadership program, fraternity and sorority programs, campus unions, etc.
- Wanted to provide a few options for engaging in a review process that includes multiple functional area standards

Strategies for MFA Program Reviews





Why: Cross-Functional Frameworks

- Request for guidance to deal with issues that span multiple departments
- Wanted frameworks that have common threads regardless of issue, similar to general standards
- Wanted frameworks the looked and felt similar to functional area standards
- Wanted resource that could address emerging issues in higher education



Cross-Functional Framework Organization

- 1. Introduction/Context
- 2. The Charge
- 3. Cross-Functional Team
- 4. Cross-Functional Team Approach and Process
- 5. Program Elements/Strategies/Tactics
- 6. Communications
- 7. Assessment and Benchmarking





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Connect with CAS

User Groups

- Two-year college professionals:
 https://www.facebook.com/groups/839932356171547/
- Four-year college professionals:
 https://www.facebook.com/groups/116147689018883/
- Facebook
 - https://www.facebook.com/CAS.Standards/
- Twitter
 - https://twitter.com/CAS_Standards
- YouTube
 - https://www.youtube.com/user/CASstandards



For More Information

- Visit <u>www.cas.edu</u>
- CAS Professional Standards for Higher Education (9th edition)
- Self-Assessment Guides
 - Also available through CAS website
 - Available through <u>Campus Labs Program Review</u>
- CAS Resource Center at

http://www.cas.edu/resources.asp

