Expanding CAS and Self-Assessment: Storytelling, Program Development, and More

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Program Outcomes/Intentions

# 1: Participants will leave with resources to conduct a self-assessment and program review, including suggested process steps, useful technologies, and ways to improve the self-assessment/program evaluation process.

# 2: Participants will use case study examples to explore benefits and pitfalls to a program review.
These terms are not the same....

- Research
- Assessment
- **Self-Assessment**
- Evaluation
- **Program Review**
Council for the Advancement of Standards in Higher Education

- Founded in 1979
- Consortium of 43 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
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
- To support a positive experience that emphasizes the learning and development of members, the FSAP must include educational programming, advising services, and social and recreational programming.
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. Institutional and External Relations
9. Financial Resources
10. Technology
11. Facilities and Equipment
12. Assessment
CAS Learning and Development Outcome Domains & Dimensions

- Knowledge acquisition, integration, construction, and application
- Cognitive complexity
- Intrapersonal development
- Interpersonal competence
- Humanitarianism and civic engagement
- Practical competence
Applications for CAS Standards

- Design new programs and services
- Devise staff development
- Measure program and service effectiveness
- **Conduct self-assessment and program review**
- Guide strategic planning
- Focus time, energy, and resources
- Create and assess learning and development outcomes
How do you integrate the CAS Standards into your Assessment Program?
Types of Assessment and Application in CAS

Self-Assessment and Program Review

- Needs
- Utilization
- Satisfaction
- Learning

Services/Operational Assessment

- Benchmarking
- Cost/Benefit Analyses
- Audits
- Program Review

Program Outcomes

Resource Effectiveness

Learning
As part of assessment cycle...

- **Establish Criteria for Success** (outcomes or targets)
- **Provide Programs and Services**
- **Determine Effectiveness**
- **Use results for Improvement**
- **Foundational Documents** (mission, goals, strategic plan)
As part of a strategic planning cycle...
# CAS Program Review Steps

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CAS has partnered with Campus Labs to offer a CAS-based program review module through Compliance Assist.
• **CAS is an assessment TOOL** in that it can be used to help a FSAP think critically about deliverables.
• **CAS is an assessment PROCESS** in that once this critical thinking has taken place, there is a determination of priorities
• **CAS self-assessment** is the process of **INTERPRETING** diverse forms of evidence to determine if FSAP is “compliant” with the standards
• **CAS program review** is an ongoing effort to assess deliverables as perceived by staff against perceptions of those familiar with but external to the FSAP.
Case Studies

Using CAS to tell the Story
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USF Center for Student Involvement (CSI) & Fraternity & Sorority Life (FSL) Planning the Process

• 3 Pronged Review Approach
  – Department Self-Assessment
  – Internal Review Team
  – External Review Team

• Timeline
  – Approximately 16 months
  – Can be done in 12 months
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USF CSI & FSL CAS Review Team

**Approach**

- **Departmental Self-Assessment**
  - Center Staff (all)
- **Internal review team**
  - University partners (5-8)
- **External review team**
  - National Experts (2-4)
- **All levels review using CAS Self-Assessment**
  - Build upon each other
USF CSI & FSL CAS Review Team Approach

- **Departmental Self-Assessment**
  - Educate staff on CAS Standards
  - Creation of common language
  - Average of team scores used and list of supporting documentation created
  - **Recommend areas for further review/concentration by Internal Review**
    - Timeline – 3 months

- **Internal review team**
  - Be intentional in membership
  - **No one from department**
  - Orient to role and expectations
  - Review materials submitted by department
  - Average of team scores for final score
  - **Report gap area and areas to further review/explore**
    - Timeline – 3 months
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USF CSI & FSL Evidence Collection, Review, and Evaluation Process

- Department, division/institution, or professional association documents
- Documentation collection tools
  - Xitracs
  - Dropbox
  - Google Drive
- Organization
  - Spreadsheet with CAS Standards with corresponding documents included
- Internal Review covered a small chunk at a time
  - 2 weeks for 2 areas; reconvene
USF CSI & FSL Evidence Collection, Review, and Evaluation Process

• **Helpful Evidence**
  – Usage tracking
  – Assessment evidence from surveys, focus groups, rubrics, etc.
  – Climate/culture assessment
  – Journaling/minutes/notes
  – Benchmarking
  – General Documents
  – Websites
  – Policies & Procedures
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USF CSI & FSL Action Planning and Reporting

• Built upon from Self-Assessment and Internal Review
• Final Action Plan after External Review
• Created by director, sent to supervisor
• Focuses on
  – Strategic Planning
  – Support for restructure as recommended
  – Advocating for additional resources
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Three years later……

USF CSI & FSL progress

• New Structure
  – Center for Student Involvement
    • Includes Involvement, Fraternity & Sorority Life, and Programs
  – Additional, and reclassification of, staff
    • Addition to Director’s portfolio
    • Inaugural Associate Director position
    • New Fraternity/Sorority Life Coordinator
    • Elevated a Staff Assistant to Administrative Specialist
  – 150% more funding dollars for FSL in year 1
MSU FSL & SDO CAS Approach

• **Departmental Self-Assessment**
  – Integrated strategic planning process
  – Educate staff on CAS Standards
  – Develop timeline of ongoing reviews
  – Compile transition documents

• **Integrated review team**
  – Intentional with membership
  – Transparency of process
  – Orient to role and expectations
  – Review materials submitted by department
  – Report gap area and areas to further review/explore
MSU Goals, Review, and Evaluation Process

• Goals & Uses
  – Strategic Planning Process
  – Staff Transition

• Timeline
  – Self-Assessment and Internal Review
  – Approximately 8 months

• Integrated Review Team
  – Internal/External Review Team
    • University Partners (5-6)
    • External Members (2)
Part 2: Program

2.1 Program Contribution to Student Learning and Development Outcomes:

- Fraternity and Sorority Advising Programs (co-curriculum), learning, and development.
- FSAP contributes to students' progress and their careers, citizenship, and lives.
- FSAP enhances the members' knowledge and develop a safe and healthy social and recreational programming.
- FSAP identifies relevant and desirable Learning and Development Outcomes.

Rationale:

Overview Questions:

What are the most significant student learning and development outcomes of FSAP?

What difference does FSAP make for students who engage in it?

What is the demonstrated impact of FSAP on student learning, development, and success?

How has collaboration in program development and delivery affected its impact or outcomes?

What changes or adjustments have been made as a result of assessment activities?
How can we use CAS and Self-Assessment to tell the story of FSAP and/or Student Affairs?
Final Thoughts

TAILLOR the process to your campus/situation.

Be STRATEGIC with your intent.

UTILIZE the information and data from the process.

Build PARTNERSHIPS.

It’s about the STUDENTS.

Don’t be AFRAID to start.
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