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Objectives for today

- Learn how to apply CAS standards using the Self-Assessment Guides (SAGs) to evaluate programs and services

- Learn how to use the Frameworks for Assessing Learning & Development Outcomes (FALDOs) to assess student learning
What are CAS Standards?

- Professional standards for student services, academic support programs, and related programs & services.
- Created through collaboration of ACPA & NASPA; approved by over 35 member associations (US & Canada); represent >100,000 members.
- Used to:
  - improve programs /services by providing objective self-assessment of a program’s strengths, while noting areas that need improvement.
  - design and implement new programs that would enhance student learning and development.
Functional Areas and their Standards and Guidelines

- CAS has 43 Functional Areas pertaining to programs in Student Affairs
  - 43 of the Functional Areas have Self-Assessment Guides called “SAGs” – for example:
    - 1: Academic Advising
    - 17: Dining Services
    - 26: International Student Programs
    - 35: Registrar Programs and Services
CAS Standard vs. Guideline

- **Standards...**
  - are in bold text
  - use “must” and “shall” verbs
  - are required of the program or service

- **Guidelines...**
  - appear as regular text (not in bold)
  - use "should" and "may" verbs
  - are not required practice
  - clarify and amplify standards
12 sections of CAS Functional Areas

- Mission
- Program
- Organization and Leadership
- Human Resources
- Ethics
- Law, Policy, and Governance
- Diversity, Equity, and Access
- Institutional and External Relations
- Financial Resources
- Technology
- Facilities and Equipment
- Assessment and Evaluation
Self-Assessment Guides (SAGs)

Tools to assess program functioning in each of the 12 sections.

Allows you to

- identify strengths & deficiencies,
- determine how to enhance programs and services that will benefit student learning/development,
- gain an informed perspective that will support staff development.
Example: Organization & Leadership

- To achieve student and program outcomes, Academic Advising Programs (AAP) must be structured purposefully and organized effectively. AAP must have
  - clearly stated goals,
  - current and accessible policies and procedures,
  - written performance expectations for employees, and
  - functional work flow graphics or organizational charts demonstrating clear channels of authority.

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<td>Does Not Meet</td>
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<td>written performance expectations for employees</td>
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<td>functional work flow graphics or organizational charts demonstrating clear channels of authority</td>
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Self-assessment process using SAGs

Step 1: Establish & prepare the self-assessment team
Step 2: Review the evidence & evaluate
Step 3: Review ratings
Step 4: Write action plan for improvement & implement

SELECT CAS FUNCTIONAL AREA
CAS 12 sections
Assess each of the 12 sections using SAGs
Combine SAG ratings into action plan
Step 1: Establish & prepare the self-assessment team

- Select team members
  - Select a representative group of 3-5 members directly involved in the program/service.
  - Select one or more knowledgeable individuals from outside the program to complete the team.
  - Be aware of not only who, but why you are selecting each person.
  - Select folks that will allow an honest appraisal of strengths and weaknesses.

- Establish ground rules and plans to function as a team.
  - Team members need to understand the self-assessment process and the amount of work before them.
  - Recognize the personal strengths each person brings.
  - Honor that team members have equal status so that all opinions can be expressed freely.
Step 1

- Speak the same language
  - Ensure that the team members understand the 12 Functional Areas and how to use the Self-Assessment Guides.
  - Develop common definitions for rating terms – like “partly meets” or “meets”
  - Know the difference between a standard and a guideline
  - Have the group decide which guidelines to include in the self-assessment.
  - Think through the rating scale ahead of time before completing their individual scoring. Debates over the rating terms like “exceeds” or “exemplary” are natural and probably desirable.
Step 1

- Compile the evidence
  - Both qualitative and quantitative data are important and each provides utility in a self-assessment process.
  - Remember: Use existing data; do not collect it if it exists.
Step 2: Review evidence & evaluate

- Ready the team to judge how well your program or service meets the standards.
  - Each team member gets a complete copy of the SAG along with the guidelines you have selected for rating and all of the documentary evidence you and your team gathered.

- During the judging performance step, each member of the team will review, judge, and document his or her rating as to how well a standard is met.

- Use "Meets" only when a program complies with every aspect of the standard or guideline.
  - Any score below “Meets" indicates that change strategies will be necessary.

- After you have reviewed and analyzed the ratings and made comments as a team, all of the collected work and effort will be combined into a single rating and reviewed.
  - The strategies are later written into an action plan for improvement.
Step 3: Review ratings

- Up until this point, each team member independently has accessed all 12 sections of the Functional Area. Now it is time to bring all the individual ratings together.
  - Team members will compare their individual ratings. In particular, members will focus on discrepancies in ratings between two or more raters.
  - Forms A, B, and C will help team members combine the ratings into a single review. These forms have space to detail corrective actions, and to assign responsibility for completing work, timelines, and due dates.
  - The team should prioritize the action items to ensure that the most critical items for improvement are noted in the report.
  - The report becomes an improvement plan for the program or service based on collected evidence, honest review of data, and critical thinking by the institution and community members.
Step 4: Write action plan for improvement and implement

- From the combined ratings, the team prepares a draft action plan.
- The action plan would describe the discrepancies between the program and the standards and set the date for the next self-assessment. The action plans includes:
  - Actions required for the program to fully meet all its standard.
  - Areas that need follow up because they are less than satisfactory.
  - Resources that will be needed to fully meet a standard.
  - Dates for completion.
  - Person responsible for completing work.
Frameworks for Assessing Learning & Development Outcomes (FALDOs)

- Organized around learning domains
- Focus assessment on learning & development, not satisfaction & program effectiveness
- Differ from SAGs
- May not have ties to specific functional areas since learning occurs everywhere at all times
FALDO Learning Domains

- Intellectual growth
- Effective communication
- Enhanced self-esteem
- Realistic self-appraisal
- Clarified values
- Career choices
- Leadership development
- Healthy behavior

- Meaningful interpersonal relationships
- Independence
- Collaboration
- Social responsibility
- Satisfying & productive lifestyles
- Appreciating diversity
- Spiritual awareness
- Personal & education goals
Using FALDOs

- CAS advises all programs and functional areas to incorporate learning & development outcomes into their mission

- ...and provide evidence of their impact on achievement of these outcomes

- Introduction to Assessment (Chapter 2 of document) provides an overview of important assessment considerations
Sections of each FALDO

- **Introduction**: provides a rationale for the importance of each learning domain

- **Theoretical context**: highlights the theoretical underpinnings related to each learning domain

- **Relevant variables & indicators**: offers outcomes or specific knowledge, skills, abilities, behaviors & attitudes expected of college students; drawn from available research instruments and interview protocols or discovered from extant literature and reviewed by editors and advisory committee

- **Assessment examples**: identifies central research/assessment question(s), sample, appropriate tool(s), for data collection, and techniques for data analyses; provides examples using both quantitative and qualitative methods
Sections of each FALDO

• Assessment, evaluation & research tools: includes a list of credible tools; quality of any assessment is directly proportional to the quality of the techniques used

• Related websites: location of additional materials

• References: sources for citations found in text of the FALDO

• Related materials & recommended readings: “All good readings ended with more stuff to read”
Example: Using SAGs and FALDOs

- Functional Area: Academic Advising
- Learning Domain: Personal & Educational Goals
Personal & Educational Goals

- **Introduction**: Pascarella & Terenzini write that “students make significant gains in knowledge and become more ’critical, reflective, and sophisticated thinkers’ during college.”

- **Theoretical context**: Student development theory provides guide for understanding growth and change in young adults… numerous theories relate to this domain (i.e. Perry, Chickering and Loevinger).
Relevant variables (examples):

- Sets realistic goals
- Exhibits behaviors consistent to one’s goals
- Uses goals to make decisions
- Understands the effects of one’s goals on others
- Identifies obstacles to achieving goals & ways to overcome them
• Assessment examples
• Assessment, evaluation & research tools
• Related websites
• References
• Related materials & recommended readings