Beginning Your Journey with Assessment: Utilizing the CAS Standards

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Meet Your Presenters

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Assessment is on-going

"Stop asking me if we're almost there. We're nomads for crying out loud!"
Assessment is important because:

________________________________________________________________________

I do/will do assessment because:

________________________________________________________________________
Overview

• Background of the CAS Standards
• How the CAS Standards are organized
• How the CAS Standards can be used
• Share engagement level
• Creating learning outcomes
• Additional resources
CAS Background

• 1979 - CAS formed to set the standard for national organizations across the country
• 1986 - First book of standards published
• Believed that colleges should do self-assessment to manage programs and services
CAS Background

- Consortium of 39 professional organizations
- Mission is to promote improvement of programs and services to enhance the quality of student learning and development
- Although CAS Standards have utility for accreditation self-study, CAS is not an accrediting body
- CAS FAQs
CAS Organization

Functional Area Standards: statements that present criteria describing the fundamental essential expectations of practice agreed upon by the profession at large for a given institutional function. Standards are presented in **bold type** and use auxiliary verbs “**must**” and “**shall**”.
General Standards:
statements presenting criteria that represent the most fundamental essential expectations agreed on by the profession at large for all higher education support programs and services. The general standards are contained within every set of functional area standards. They are presented in **bold** and use auxiliary verbs “**must**” and “**shall**”.
Part 1. MISSION

Programs and services must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.

<table>
<thead>
<tr>
<th>ND</th>
<th>0 Insufficient Evidence/Unable to Rate</th>
<th>1 Does Not Meet</th>
<th>2 Partly Meets</th>
<th>3 Meets</th>
<th>4 Exceeds</th>
<th>5 Exemplary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Criterion Measures</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The program</td>
<td></td>
</tr>
<tr>
<td>1.1.1 develops, disseminates, and implements the mission</td>
<td></td>
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<tr>
<td>1.1.2 regularly reviews its mission</td>
<td></td>
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<tr>
<td>1.2 The mission statement</td>
<td></td>
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<td>1.2.1 is consistent with that of the institution</td>
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<tr>
<td>1.2.2 is consistent with professional standards</td>
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<tr>
<td>1.2.3 is appropriate for student populations and community settings</td>
<td></td>
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<tr>
<td>1.2.4 references learning and development</td>
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</tbody>
</table>
Guidelines: Although not required for acceptable practice, a guideline is designed to provide institutions with suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by standard. Use auxiliary verbs “should” or “may”.
How to Use CAS Standards

- Institutional self study
- External program review
- Design of new program or service
- Creating or altering learning outcomes
- Mission/vision updates or creation
- Preparation for accreditation
- Staff development
- Evaluate strengths and weaknesses
But Where Do We Start?

- Establish & Prepare a Self-Assessment Team
- Understand the CAS Standards & Guidelines
- Compile/Review Documents & Supporting Evidence
- Judge Performance
- Complete the Assessment Process
INSTRUCTIONS:

**Step One**: This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion statement by the team members, and record the following in the form below:

- **Discrepancies**: Item number(s) for which there is a substantial rating discrepancy (two or more ratings apart). These items will need to be discussed further by team members.
- **Strengths**: Item numbers(s) for which all participants have given a rating of 4, indicating agreement that the criterion is Fully Met.
- **Needed Improvements**: Item numbers for which all participants have given a rating of 1, indicating agreement that the criterion is Not Met.

Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated Minimally Met or Well Met. Items rated NR because of lack of evidence to support a rating should be listed in Needed Improvements.

**Step Two** (below): List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by any reviewer, as well as those with significant discrepancies that are not resolved by team discussion.

<table>
<thead>
<tr>
<th>Part Number</th>
<th>Part</th>
<th>Discrepancies</th>
<th>Strengths</th>
<th>Needed Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mission</td>
<td>1.2</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Program</td>
<td>2.3.1; 2.3.2; 2.3.4; 2.3.5; 2.3.6; 2.5; 2.6.3</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>3</td>
<td>Leadership</td>
<td>3.1.1; 3.1.2; 3.1.15; 3.2.6</td>
<td>N/A</td>
<td>N/R – 3.1.6; 3.1.7</td>
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<td>4</td>
<td>Human Resources</td>
<td>N/A</td>
<td>N/A</td>
<td>N/R – 4.7; 4.8; 4.14; 4.16; 4.17; 4.18</td>
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<td>5</td>
<td>Ethics</td>
<td>N/A</td>
<td>N/A</td>
<td>N/R – 5.4; 5.5; 5.6; 5.7.4</td>
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<tr>
<td>6</td>
<td>Legal Responsibilities</td>
<td>N/A</td>
<td>N/A</td>
<td>N/R – 6.4; 6.5</td>
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</table>
**CAS**

**Work Form B**

**Follow-Up Actions**

**INSTRUCTIONS:**
The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (Work Form A, Step Two). In the chart below, as *Step Three*, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

*Step Three: Describe the current practice that requires change and actions to initiate the change*

<table>
<thead>
<tr>
<th>Practice Description</th>
<th>Corrective Action Sought</th>
<th>Task Assigned To</th>
<th>Timeline Due Dates</th>
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</table>
Step Four:
This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required. (Note: If using the electronic/CD version, text boxes will expand with typing.)

Part 1: Mission

1.2
- Create learning and development outcomes and market to the University community
- More visible via website, brochures, and posted throughout the CU and campus
- Hold bi-annual reviews of mission statement to ensure that students are identified as the principal constituents

Part 2: Program

2.3.1; 2.3.2-2.3.6
- develop learning outcomes for employees; these must be clearly communicated to all student employees and posted in all working areas
- reservation forms should have a section for people to identify the type of program, i.e. social, academic, general meetings, etc., so that the CU can track the types of programs being held in the building for future programming
- 2.5
- CU should recruit faculty members from the General Education Committee (GEC) to serve
How to Use CAS Standards

I have used CAS in my work for ________________
Creating Learning Outcomes

• Look at department, divisional, or institutional mission statement, vision statement, and strategic goals
• Review CAS Standards for standards and guidelines in your functional area
• CAS Standards help you understand best practices for your functional area

Ask Yourself: What should students be able to do after engaging with this area/office/experience?
Learning Outcome =

(Person) + (Measureable Action/Task/“Do”) + (Assessment Type &/or When)
Creating Learning Outcomes

Verb Wheel Based on Bloom's Taxonomy

- Domain
- Appropriate verbs
- Student products
Additional Resources

- Institutional research office
- Existing local or national data
- Informed colleagues
- Faculty
- Twitter
  - @SAAssessmentLeaders
  - @danbureau
  - @drbbourke
  - @lmendersby
  - #saassess
  - #saass
Go Forth and Assess

“An approximate answer to the right question is worth a good deal more than an exact answer to an approximate question.”

-J.W. Tukey
Questions
References

“CAS Releases Revised Standards for Alcohol and Other Drug Programs; Disability Resources and Services; and Housing and Residence Life Programs”. May 15, 2013

“Council for the Advancement of Standards in Higher Education.” 2009

Garrett, D., Henry C., and Lange, D. “CAS Standards: Program Review and Organizing a Division-wide Assessment.” 2009


Lester, J. “Finding the Right Assessment Tool.”
