Welcome to Understanding Self-Assessment
• Founded in 1979
  – Celebrating its 35th Anniversary in 2014
• Promotion of standards in higher education
• Promotion of self-assessment
• Consortium of 39 member organizations
  – Representing 100,000 professionals in higher education
  – Joins academic affairs, student affairs, and service units into one council
• 43 standards and self-assessment guides (SAGs)
• Types of Evaluation Processes
  – Certification
  – Best Practice
  – Accreditation
  – Registry
  – Licensure
  – Self-Assessment
• CAS Terminology
  – Functional Area
  – Standard
  – Guideline
  – Components for rating
  – Quality assurance
  – Compliance
  – Learning and development outcomes
Subsections of Standards

- 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
Standards and Guidelines

Understanding Standards & Guidelines

Standards
- Indispensable requirements
- Achievable by any & all programs of quality
- Appear in bold type
- Use must & shall

Guidelines
- Clarify & amplify Standards
- Guide enhanced practice beyond essential function
- Appear in light-faced type
- Use verbs should & may

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• 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
• 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
• **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
Applications for Standards: How do campuses use results?

• Measure program and service effectiveness
• Enhance institutional self-studies
• Prepare for accreditation
• Design new programs and services
• Devise staff development
• Establish credibility and accountability
• Inform budget allocation
• Guide strategic planning
Applications for Standards: How do departments use results?

- Provide suggestions for communicating 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
- Shape professional and student staff training
## CAS Evaluation Steps

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<tbody>
<tr>
<td>3-5 (program) to 8-10 (division) comprised of stakeholders including students</td>
<td>What would be necessary to meet standards?</td>
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<tr>
<th>2. Educate Team</th>
<th>5. Prepare a Descriptive Report</th>
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<tbody>
<tr>
<td>Self-assessment concepts &amp; principles</td>
<td>Document how well the standards are met</td>
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<tr>
<td>Self-assessment guides (SAG)</td>
<td>Implement the changes</td>
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**Part 9. FINANCIAL RESOURCES**

Academic Advising Programs (AAP) must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.

AAP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

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<tbody>
<tr>
<td>Does Not Apply</td>
<td>Insufficient Evidence/ Unable to Rate</td>
<td>Does Not Meet</td>
<td>Partly Meets</td>
<td>Meets</td>
<td>Exceeds</td>
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**Criterion Measures**

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<tr>
<td>9.1</td>
<td>The Academic Advising Program (AAP) has adequate funding to accomplish its mission and goals</td>
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<td>9.2</td>
<td>The AAP demonstrates fiscal responsibility, responsible stewardship, and cost-effectiveness consistent with institutional protocols</td>
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<td>9.3</td>
<td>An analysis of expenditures, external and internal resources, and impact on the campus community is completed before</td>
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<tr>
<td>9.3.1</td>
<td>establishing funding priorities</td>
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<tr>
<td>9.3.2</td>
<td>making significant changes</td>
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A. What is the funding strategy for the program?

B. What evidence exists to confirm fiscal responsibility, responsible stewardship, and cost-effectiveness?
Evaluative Data

• Collect and document evidence of program
  – Use relevant data and related documentation
  – Routinely collect and file data that can be used to document program effectiveness over time

• Consider multiple types of data
  – Qualitative
  – Quantitative

• Where are all the sources for the data?
• *Student Recruitment and Marketing Materials*: brochures and sources of information about the program, policies and procedures, program results, and participant evaluations

• *Program Documents*: mission statements, catalogs, brochures, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos

• *Institutional Administrative Documents*: statements about program purpose and philosophy, organizational charts, financial resource statements, student and staff profiles, and assessment reports
Documentary evidence to support evaluative judgments

- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports

- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; scholarship activities, and contributions to the profession

- *Student Activity Reports*: developmental transcripts, portfolios, and evidence of student contributions to the institution, community, and professional organizations; special student accomplishments; and reports on student employment experiences
• Action Plans include 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
Strategic Action Plan

• Make CAS part of your strategic planning process
  – Complete a full review of programs every 3-5 years
  – Conduct mini-reviews between years; gather information between larger-scale reviews
  – Use CAS findings and data to inform future strategic planning you do
Overarching Advantages of Self-Assessment

- Internally driven
- Supports staff development
- You are in the best position to evaluate your programs and services
- Recognition and rewards are made locally
- Develops a shared vision among various constituents
For More Information

• Visit [www.cas.edu](http://www.cas.edu)
• Individual Functional Area Self-Assessment Guides (SAGs)
• CD with SAGs and Standards
  – E-Learning Course on Conducting a Self-Assessment
• Frameworks for Assessing Learning and Developmental Outcomes (FALDOS) (2006)
• CAS Statements
  – Characteristics of Individual Excellence
  – CAS Statement of Shared Ethics

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