

USING THE CAS STANDARDS

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SESSION OVERVIEW

- Introduce participants to the Council for the Advancement of Standards (CAS) in Higher Education's standards for self-study & program improvement for TRIO & other Educational Opportunity Programs
- Practice applying the standards, mission, programs & organization/leadership to their own programs.
- Link to contract page D-2

CAS STANDARDS

CAS

- Council for the Advancement of Standards in Higher Education (CAS) <http://www.cas.edu/>
 - Founded in 1979
 - Consortium of 39 higher education associations who work collaboratively to develop & promulgate standards & guidelines and to encourage self-assessment.
- 8th edition of *CAS Professional Standards for Higher Education*, was released in August 2012
 - Standards for 43 diverse areas
 - The Self Assessment Guides (SAGs) provide institutions of higher education with strategies for assessing program & service effectiveness based on the evidence a self-study team gathers & evaluates

CAS MISSION

- To promote the improvement of programs and services to enhance the quality of student learning & development.
- CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment (CAS, 2008).
 - To establish, adopt, & disseminate unified & timely professional standards to guide student learning & develop support programs & services & related higher education initiatives.
 - To promote the assessment & improvement of higher education services & programs through self-study, evaluation, & the use of CAS standards.
 - To establish, adopt, & disseminate unified & timely professional preparation standards for the education of student affairs practitioners.
 - To promote the assessment & improvement of professional preparation in graduate programs for student affairs administrators through the use of CAS standards for assessment, evaluation, & self-study purposes.
 - To advance the use and importance of professional standards among practitioners & educators in higher education.
 - To develop and provide materials to assist & support practitioners and educators in the use of professional standards in higher education.

USES OF CAS STANDARDS

- **Credibility, accountability, improvement:**
 - Program & service improvement; measures of quality and effectiveness; measures of impact on learning
 - Design of new programs & services
 - Restructuring / reorganization
 - Change in leadership
 - Institutional self-studies
 - Preparation for accreditation
- Staff development
- Academic preparation

ORGANIZATION OF CAS STANDARDS

1. **Mission**
2. **Program**
3. **Organization & Leadership**
4. Human Resources
5. Ethics
6. Law, Policy, & Governance
7. Diversity, Equity & Access
8. Institutional & External Relations
9. Financial Resources
10. Technology
11. Facilities and Equipment
12. **Assessment & Evaluation**

THE CAS SAG: A SELF-ASSESSMENT GUIDE

- Translates CAS standards into an effective workbook format
- Promotes program self-assessment & development
- Informs on program strengths & weaknesses
- Supports professional staff development
- Leads to enhanced student learning & development

SPECIAL FOCUS

Mission
Program
Leadership &
Organization

MISSION

Using the
CAS
Standards

MISSION STATEMENT

- Describes the overall purpose of the organization or program
- **Tells what makes your program unique**
 - Distinguishes the mission of the organization/program from other organizations/programs

MISSION STATEMENT

- Guide to planning & daily management
- States fundamental purposes
- Unique qualities or distinctiveness
- Commitments to constituencies
- Major emphases, directions, & services
- Philosophy, key organization/unit values
- Key outcomes

CAS STANDARDS MISSION

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

CAS STANDARDS – MISSION

- The mission of TRIO and Other Educational Opportunity (TRIO and OEO) Programs is to encourage & assist people who are traditionally under-represented in post-secondary education because of income, family educational background, disability, or other relevant federal, state, provincial or institutional criteria, in the preparation for, entry to, & completion of a post-secondary education.
- TRIO & OEO Programs must:
 - Serve as an advocate for access to higher education
 - Provide services to assist individuals achieve their educational goals
 - Facilitate the educational development of individuals served
 - Provide an environment that recognizes the diversity of backgrounds & learning styles of the individuals served
 - Develop collaborative relationships with institutions, organizations, & communities to promote an environment conducive to the completion of a postsecondary education
- TRIO & OEO Programs must:
 - Incorporate student learning & development in its mission
 - Enhance overall educational experiences
 - Must develop, disseminate, implement & regularly review its mission & goals consistent with that of the institution's mission
 - Must operate as an integral part of the institutions overall mission

EOF STATEWIDE MISSION

- EOF contributes to the development of a college-educated public that reflects the diversity of New Jersey. In partnership with New Jersey colleges & universities, the Fund provides access to higher education & support for highly motivated students who exhibit the potential for success, but come from families/communities disadvantaged by low income & the lack of access to the quality educational preparation necessary to attend college.
- The Fund seeks to maximize educational opportunities for EOF students by providing direct program services designed to promote persistence through degree completion. EOF supports innovative educational initiatives, supplemental instruction, support services, & leadership development activities to improve the student's chance of academic success.
- In concert with other sources of student financial assistance, the Fund also attempts to make college affordable for those students who find the costs of higher education an impediment to access & student persistence.

CAS STANDARDS MISSION

- What is the program mission?
 - **At your institution**
- How does the mission embrace student learning & development?
 - **List 3 areas**
- In what ways does the program mission complement the mission of the institution?
 - **How does your program mission bridge the statewide mission & you institution's mission?**

CAS STANDARDS PROGRAM MISSION

ND Not Done	1 Not Met	2 Minimally Met	3 Met Well	4 Fully Met	5 Not Rated
1.1 A program mission & goals statement is in place & is reviewed periodically.				ND 1 2 3 4 NR	
1.2 Student learning, development, & educational experiences are incorporated in the mission statement.				ND 1 2 3 4 NR	
1.3 The program facilitates the transition of new students into the institution and prepares them for the educational offerings				ND 1 2 3 4 NR	
1.4 The mission is consistent with that of the host institution & the CAS standards.				ND 1 2 3 4 NR	
1.5 The program functions as an integral part of the host institution's overall mission.				ND 1 2 3 4 NR	
1.6 The program develops relationships to promote student completion of higher education				ND 1 2 3 4 NR	

PROGRAMS

Using the
CAS
Standards

FOCUS ON PROGRAMS

Programs & Services Must

- Assess relevant & desirable student learning & development
- Provide evidence of impact on outcomes
- Articulate contributions to or support of student persistence & success
- Use evidence gathered through this process to create strategies for improvement of programs & services

Programs & Services Must Be

- **Intentionally designed**
- **Guided by theories and knowledge of learning & development**
- Integrated into the life of the institution
- Responsive to needs of individuals, populations with distinct needs, & relevant constituencies
- Delivered using multiple formats, strategies, & contexts

CAS STANDARDS - PROGRAMS

- Programs, services, & activities for students involved in specific TRIO & OEO programs should include academic support services such as academic instruction; tutoring; English as a Second Language (ESL) activities; collaborative learning opportunities; supplemental instruction; development of oral and written communication skills; assessment of academic needs, skills & individual plans to provide appropriate interventions; monitoring of academic progress; preparation for proficiency & entrance exams; academic advising; opportunities for national & international study exchange; research internships; & opportunities to present and publish research.

PROGRAM: STUDENT LEARNING & DEVELOPMENT OUTCOMES DOMAINS & RELATED DIMENSIONS

Domain

Dimensions

Knowledge acquisition, integration, construction, & application

Understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, & experiences; constructing knowledge; & relating knowledge to daily life

Cognitive complexity

Critical thinking; reflective thinking; effective reasoning; & creativity

Intrapersonal development

Realistic self-appraisal, self-understanding, & self-respect; identity development; commitment to ethics & integrity; and spiritual awareness

Interpersonal competence

Meaningful relationships; interdependence; collaboration; & effective leadership

Humanitarianism & civic engagement

Understanding & appreciation of cultural & human differences; social responsibility; global perspective; & sense of civic responsibility

Practical competence

Pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health & wellness; & living a purposeful & satisfying life

STUDENT LEARNING & DEVELOPMENT

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

CAS STANDARDS – PROGRAMS

- What are the primary elements of the program?
 - **How are they intentional in scope?**
 - **What evidence-based practice &/or research informs the practices?**
- What **evidence** exists that confirms **the program contributes** to student learning and development?
- What **evidence** is available to confirm program goals' achievement?

Evidence-Based Practice

- The use of research & scientific studies as a base for determining the best practices in a field
- Origin – medical, nursing & social work fields
- Refers to instructional techniques, counseling/advisement techniques, training and evaluative assessments

Intentional

- Performed with a purpose
- Designed
- Planned

PROGRAM ORGANIZATION & LEADERSHIP

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ORGANIZATION & LEADERSHIP

To achieve student & program outcomes, programs & services must be structured purposefully & organized effectively.

Programs/services must have

- Clearly stated goals
 - **Stemming from the mission what are the major goals for your program?**
- Current & accessible policies & procedures
- Written performance expectations for employees
- Clear channels of authority

Program leaders must have

- Organizational authority for the programs & services
- Must
 - Provide strategic planning
 - **How are you thinking/operating strategically?**
 - Supervision, & management
 - Advance the organization
 - **How does EOF advance the mission of your institution?**
 - Maintain integrity

LEADERSHIP CHALLENGE – THINK SYSTEMATICALLY/STRATEGICALLY

Strategic/Systems

Leadership
Doing things right
Systemic/ Structural
Long-term
Vision, Mission, Conceptual
Focus, alignment,
adaptable

Tactical

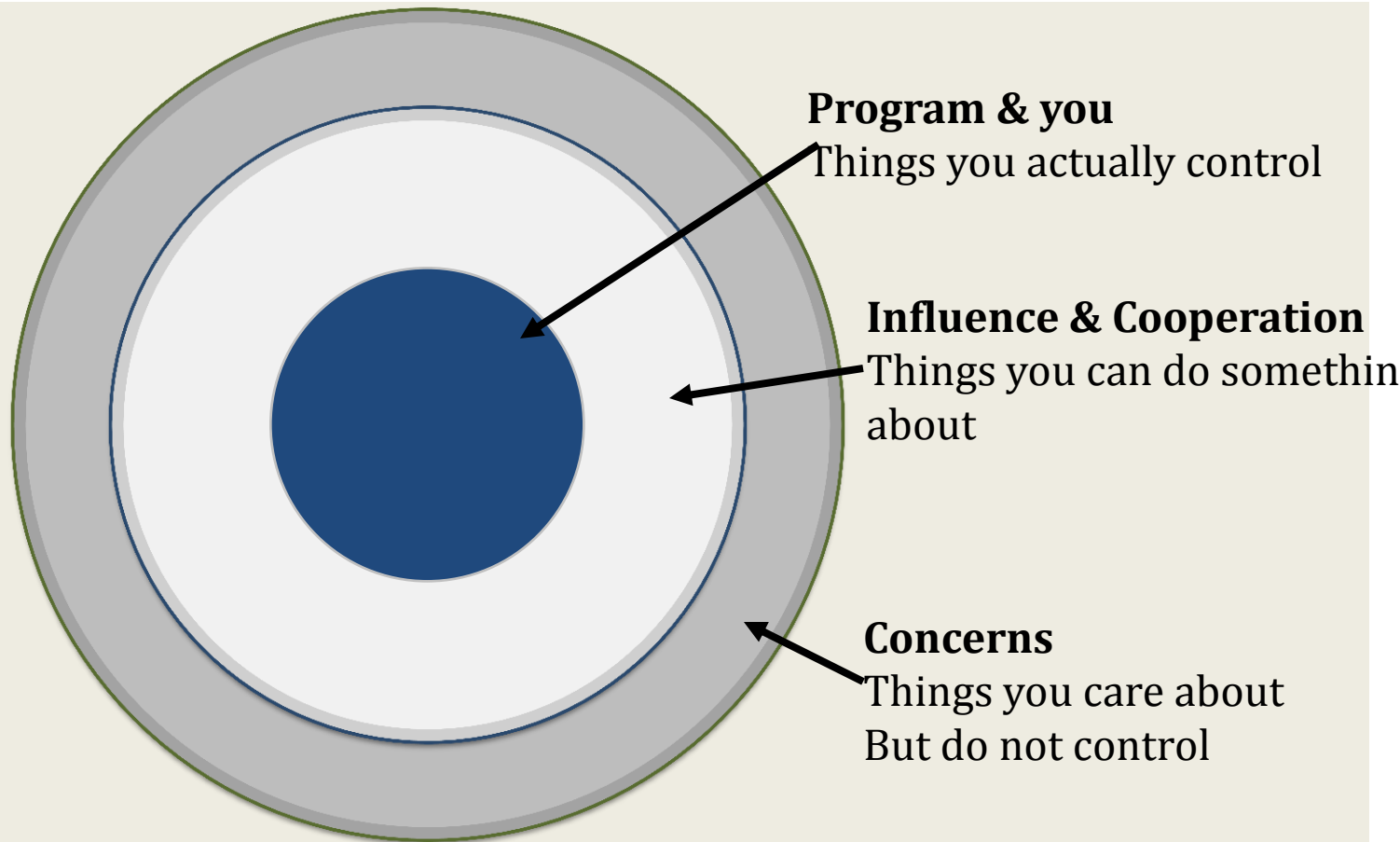
Management
Doing things right
Day to day, short-term

Situational

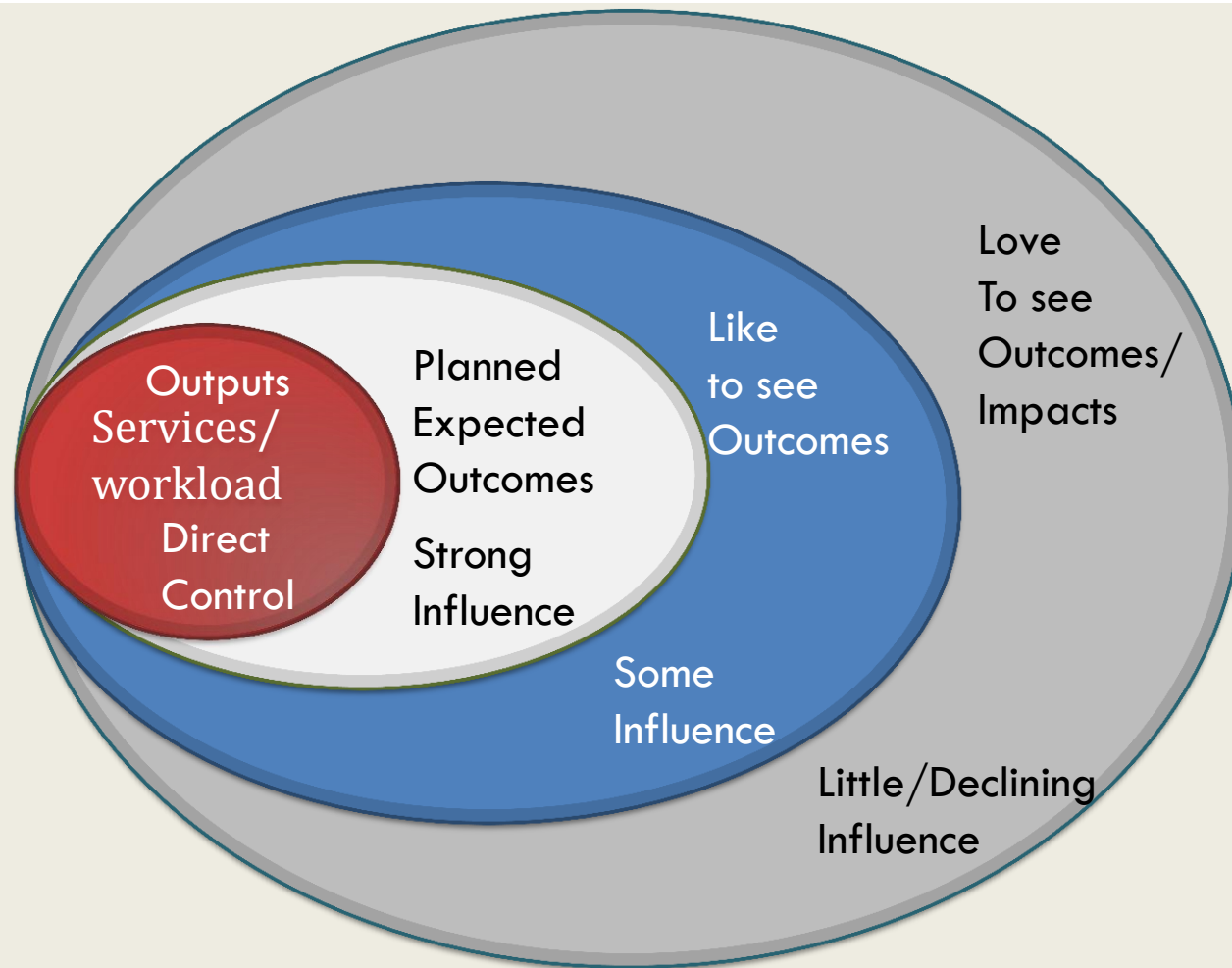
Immediate circumstances
you are in, or might be in
later on in the future,
Actions are designed to
react or respond to them
Most people have been
taught to think situational

CIRCLES OF INFLUENCE

CHALLENGE –EXPAND PROGRAM RESOURCES BY TAKING PROACTIVE STEPS TO EXPAND THE CIRCLE OF INFLUENCE THROUGH RELATIONSHIP BUILDING



SETTING REALISTIC OUTCOMES & CIRCLES OF INFLUENCE



LEADERSHIP ISSUE YOU HAVE A STAFF VACANCY

- How do you view it:
 - Situational?
 - Tactically?
 - Strategically

LEADERSHIP ISSUE

YOU ARE PLANNING THE SUMMER PROGRAM

- How do you view it:
 - Situational?
 - Tactically?
 - Strategically

KEY TERMS

ASSESSMENT V EVALUATION

Assessment

- The systematic collection and analysis of information to improve student learning & outcomes.

Evaluation

- How one uses assessment evidence to improve or change a process or program
 - The value judgments one makes about the usage of assessment information

TYPES OF ASSESSMENTS & EVALUATION

Formative

Along the way...

- Improving processes
- Solving problems
- Checking progress

Summative

...at the end

- Accountability
- Planning
- Enhancing/Eliminating a function or program

WHY DO ASSESSMENT?

- Helps to answer
 - What are you trying to do?
 - How well are you doing it?
 - Using the answers (above), how can you improve?
- To be accountable to our stakeholders.
- To maintain institutional accreditation.

PROGRAM RESULTS

Outputs

- The direct products of program activities and may include types, levels & targets of services to be delivered by the program.
- Examples:
 - # of student contacts
 - # of workshops

Outcomes

- The specific changes in program participants' behavior, knowledge, skills, status & levels of functioning
- Short-term
- Longer-term
- Examples:
 - Retention/graduation rates
 - Course pass rates
 - Tutoring results

Impacts

- Fundamental intended or unintended change occurring in organizations, communities or systems as a result of the program
- Longer time-frame
- Examples:
 - Change in policies
 - Curriculum changes

TYPES OF OUTCOMES

Student Learning (SLO)

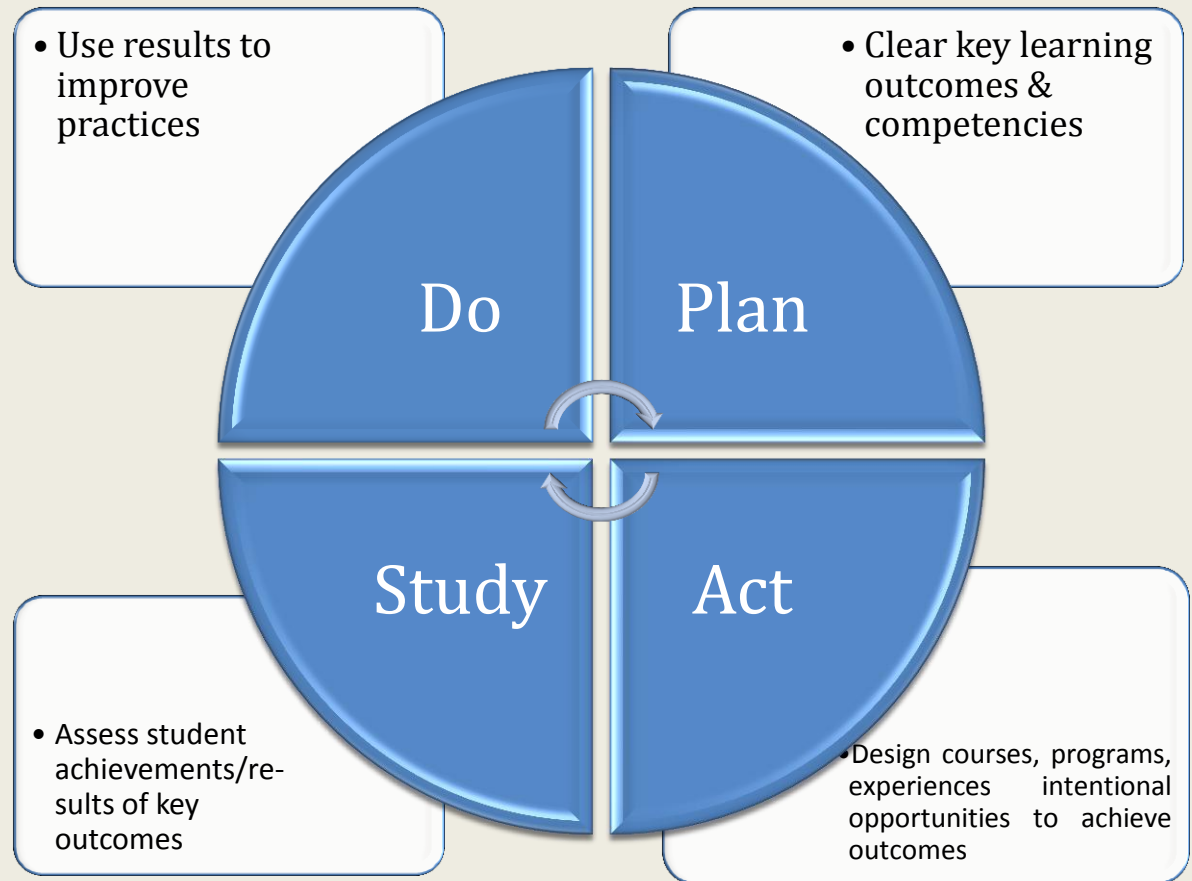
- Broad statements about what students will think, know, feel or be able to do as a result of an education experience
- Examples
 - Course level
 - Program level
 - Service level - students attending personal statement/essay workshops will list the methods used for constructing a competitive personal statement

Administrative Unit (AUO)

- Statements about either what students will experience, receive or understand as a result of a given service or what the unit can provide, improve, increase or decrease
- Example – Summer program
 - students enrolled in the xx cluster in summer bridge will have an increased retention rate of xx% above students who do not participate

CLOSING THE LOOP

- Concept of continuous quality improvement
- Based on Deming/Shewart Cycle
- Critical Issues
 - How do we improve student learning outcomes
 - How do we improve program processes & services to enhance student chances for success
 - How do we make the maximum use of finite resources to achieve outcomes



NICHOLS 5-COLUMN MODEL

(LOOKS LIKE D-2!?)

1	2	3	4	5
Mission/Goals	Intended Outcomes/ Objectives	Means of Assessment/ Criteria for Success	Summary of Data	Use of Results/ Closing the Loop
What is the mission & goals(s) of the program, department or administrative unit?	What will a student think, feel, know, or be able to do as the result of a given educational experience?	What are the criteria for success? What tools will be used to establish & measure success?	Summarize the findings. How close were the results to the criteria for success?	What does the data tell us about our processes. Is there anything we need to do to our course, program or department to improve? What resources are necessary?

Repeat the process continuously focusing on relevant SLOs and AUOs

ANOTHER WAY OF LOOKING AT THINGS

