



CAS Self-Study

Utilizing the ***Council for the Advancement of Standards (CAS)*** in a Self-Study Process for St. Louis Community College

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April 25, 2019



What is your level of CAS Experience?



- I am learning about CAS for the first time
- I have previously read about, or attended, a CAS standards presentation
- I have used the CAS Standards to develop a program
- I *have* evaluated a program or *plan to* evaluate a program
- I have tremendous experience with CAS standards

Disclaimers from your presenters:

- It takes a while to be comfortable with CAS and the process
- 1.5 hours is just scratching the surface.



Session Outcomes

- Provide an overview of CAS in Higher Education
- Define the purpose of the self-assessment
- Challenges
- Describe our process and timeline
- Provide examples of the work that was done
- Looking to the future





CAS Overview

- Founded in 1979
- Promotion of standards in higher education
- Promotion of self-assessment
- Consortium of 41 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)



Ethics

- CAS members are guided by ethical codes of professional practice enforced through the prescribed channels of its association
- CAS acknowledges and respects the individual ethical conduct
- Honesty
- Seeking the truth
- Trust
- Transparency





How CAS is *NOT* Used

- To show up other campuses or programs
- To show gaps to embarrass staff
- To pit one campus against another
- As a punishment
- As a binding document (it's *guiding*)





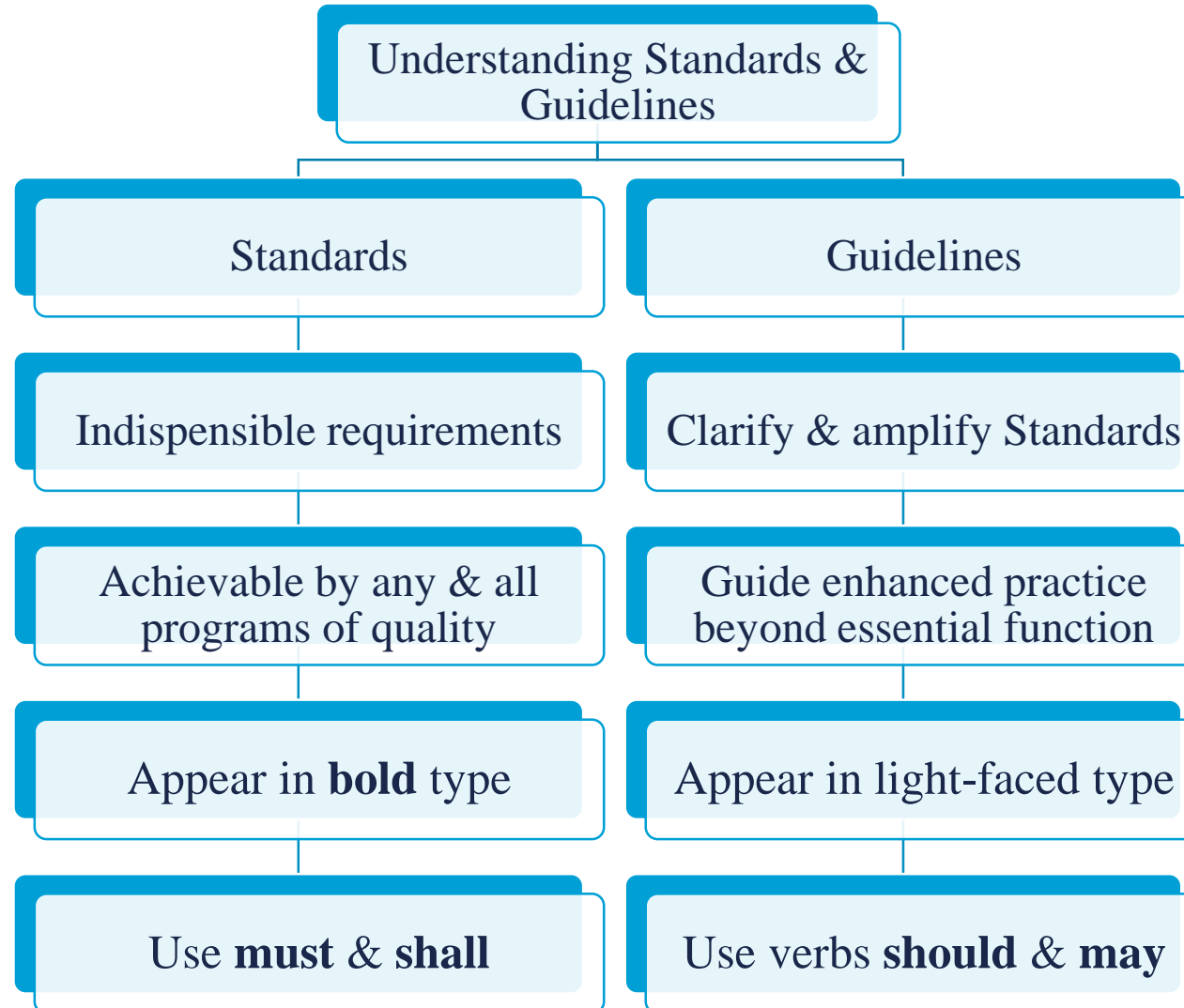
Key Terms

- Functional Area
- Standard
- Guideline
- Components for rating
- Quality assurance
- Compliance
- Learning and development outcomes





Standards and Guidelines





Steps to Self-Evaluation

1. Assemble the Team
2. Educate the Team
3. Compile and Review Evidence and Conduct Rating (SAGs)
4. External Review
5. Complete a Report and Action Plan
6. Prepare a Descriptive Report
7. Implement the Change





Challenges



- *“This isn’t in my job description”*
- *“I have too much other work to do”*
- *“My division isn’t even represented by CAS”*
- *“Our staff will never understand the assessment process”*
- *“Let’s leave the learning to the professors”*
- *“My boss never even reads my reports.”*
- *“Nothing ever changes around here.”*



Subsections of Standards

Mission

Program

Organization and Leadership

Human Resources

Ethics

Laws, Policy and Governance



Subsections of Standards, Continued

Diversity, Equity and Access

Institutional and External Relations

Financial Resources

Technology

Facilities and Equipment

Assessment and Evaluation



Self Assessment Guide Example

Part 5. ETHICS

Suggested Evidence and Documentation: ← New recommendations for evidence to gather

1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 5.1 Ethical Standards ← Clusters of criterion measures (means fewer items to rate!)
- Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice.
 - Programs and services publish and adhere to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

Space to write your narrative explanation of above ratings

- 5.2 Statement of Ethical Standards
- Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.



Self Assessment Guide Example

Part 10: TECHNOLOGY

Suggested Evidence and Documentation:

1. Technology policies and procedures
2. Equipment inventory

Criterion Measures:



DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds



Self Assessment Guide Example

10.4 Accessible and Assistive Technology

- DRS advocates for assistive and adaptive technology that ensures access.
- DRS is timely in securing or arranging for assistive technology necessary for a student's access to curricular materials.
- DRS collaborates with decision-makers to ensure that technology is accessible, usable, and compatible with assistive technologies and that institutional technology procurement practices factor in accessibility, usability, and compatibility with assistive technologies.
- DRS promotes systematic review and evaluation of institutional websites, course management systems, electronic course materials, adopted software, and hardware for accessibility.
- DRS apprises institutional leadership of emerging issues and guidance from governmental agencies related to the use and adoption of technology to ensure accessibility of campus instructional and infrastructure platforms, programs, and hardware.



Document Evidence

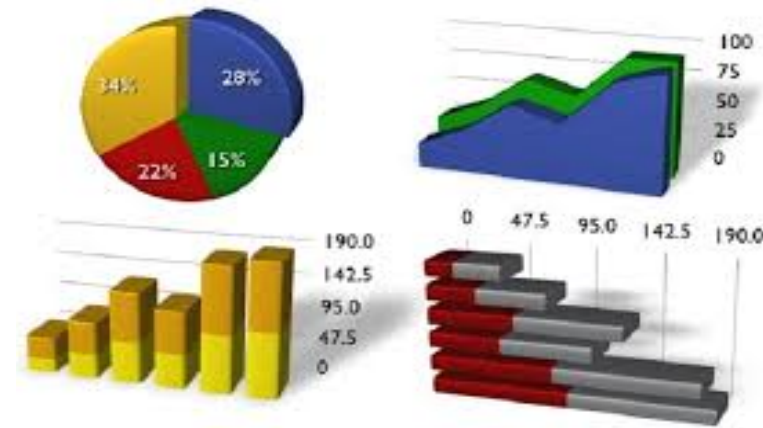
- Student Recruitment and Marketing Materials
- Program Documents
- Institutional Administrative Documents
- Research, Assessment, and Evaluation Data
- Staff Activity Reports
- Student Activity Reports





Evaluative Data

- Collect and document evidence of program
- Consider multiple types of data
- Where are all the sources of data?





Learning and Development Outcome Domains & Dimensions

- 6 Student Learning and Development Outcome Domains are part of the CAS General Standards (**Program**)
- Expectation in CAS General Standards that all functional area programs must place emphasis on identifying relevant learning outcomes and assessing their achievement by student



Learning and Development

6 Outcome Domains & Dimensions

Knowledge acquisition, integration, construction, and application

Cognitive complexity

Intrapersonal development

Interpersonal competence

Humanitarianism and civic engagement

Practical competence

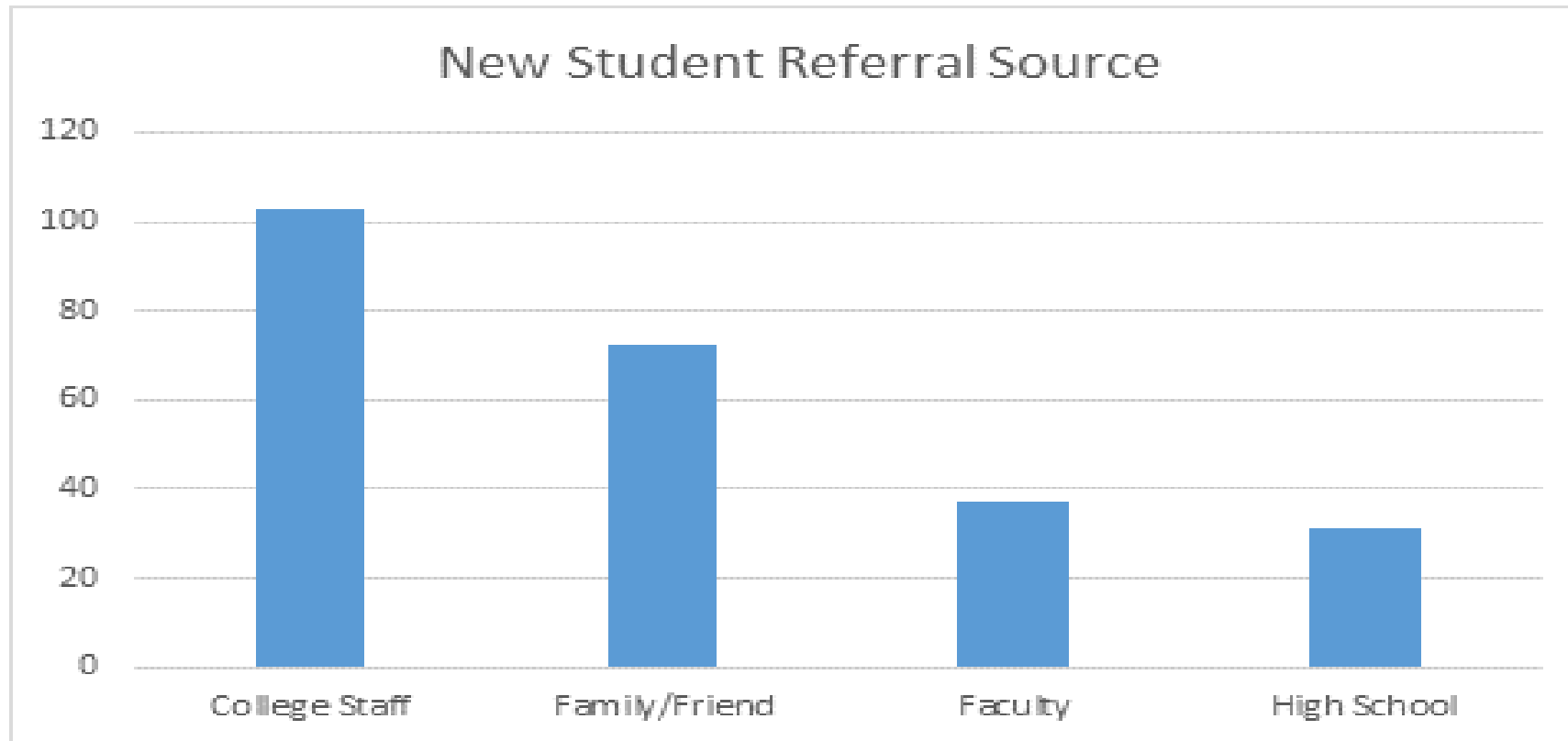


Disability Services Learning Outcome

Student Learning Outcome	Alignment with General Education SLOs	CAS Domains	Experiences Provided for Learning	When Learning Should Occur	Measurement Tool	Measurement – Who /When	Level of Expected Performance (Assessment)
All students will become better informed of opportunities for services available through the Access Office	Communicating A, C Managing Information A, B, F Valuing F, G	Knowledge acquisition; Practical Competence; Intrapersonal development ; civic engagement;	High school outreach, STLCC acceptance correspondence, COMPASS testing NSRW, NSO, advising/registration; syllabi; classroom presentations; flyers; brochures; posters; web-presence; faculty; staff; peers;	On-going/continuous	Tracking new student contacts; phone, walk-in, e-mail inquiries; referral source Hyperion reports of students served by semester	AO administrative support Student/specialist initial meeting	5% increase in number of students seeking services from Access Office over prior year



Disability Services Learning Outcome





Using the Results

- Measure program and service effectiveness
- Prepare for accreditation
- Design new programs and services
- Establish credibility and accountability
- Inform budget and staff allocations
- Determine what are essential, non-negotiable functions
- Shape professional and student development
- Guide strategic planning



Elements of an Action Plan

- 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

- Complete a full review of programs every 3-5 years
- Conduct mini-reviews between years
- Use CAS findings and data to inform future strategic planning





Timeline



MEET SCOTT ARMSTEAD **St. Louis Community College's** **District Wide Assistive Technology** **Coordinator**





STRENGTHS

Alignment of SLO to Program/Service
Diversity, Equity and Access
Ethics (Assessment)
Development of Mission Statements

OPPORTUNITIES

Professional Development
Design of Facilities
Inadequate Staffing
Lack of a Mission Statement



Questions





Resources

Visit www.cas.edu

CAS Professional Standards for Higher Education (9th edition)

- **Self-Assessment Guides**
 - Also available through CAS website
 - Available through Campus Labs Program Review
- **CAS Statements** (available on website)





More Resources

- Characteristics of Individual Excellence
- CAS Statement of Shared Ethical Principles
- **CAS Resource Center** <http://www.cas.edu/resources.asp>
- *Frameworks for Assessing Learning and Developmental Outcomes* (FALDOS) (2006)

