Utilizing CAS Self-Assessment Guidelines in Demonstrating Institutional Effectiveness

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CAS Mission

* Promote the improvement of programs and services
* Enhance the quality of student learning and development
* Develop and promulgate standards and guidelines for practice and preparation
* Promote assessment in educational practice

(CAS Handout, February 2013)

CAS Learning & Developmental Outcomes

* Knowledge acquisition, construction, integration, and application
* Cognitive complexity
* Intrapersonal development
* Interpersonal competence
* Humanitarianism and civic engagement
* Practical competence

(CAS Handout, February 2013)

CAS General Standards

* Mission
* Program
* Organization & Leadership
* Human Resources
* Ethics
* Law, Policy, & Governance
* Diversity, Equity, & Access

* Institutional & External Relations
* Financial Resources
* Technology
* Facilities & Equipment
* Assessment & Evaluation

(CAS Handout, February 2013)

CAS Self-Assessment Process

* Establish and prepare self-assessment team
* Initiate self study
* Identify and summarize evaluative evidence
* Identify discrepancies
* Determine appropriate corrective action
* Recommend steps for program enhancement
* Prepare an action plan

(CAS Handout, February 2013)

CAS Standards Included in the Current Edition (2012)

- Academic Advising Programs
- Adult Learner Programs and Services
- Alcohol, Tobacco, and Other Drug Programs
- Assessment Services
- Auxiliary Services Functional Areas
- Campus Activities Programs
- Campus Information and Visitor Services
- Campus Police and Security Programs

- Campus Religious and Spiritual Programs
- Career Services
- Clinical Health Services
- College Honor Societies
- College Unions
- Commuter and Off-Campus Living Programs
- Conference and Event Programs
- Counseling Services

CAS Standards Included in the Current Edition (2012)

- Dining Services Programs
- Disability Resources and Services
- Education Abroad Programs
- Fraternity and Sorority Advising Programs
- Graduate and Professional Student Programs and Services
- Health Promotion Services
- Housing and Residential Life Programs
- International Student Programs and Services

- Internship Programs
- Learning Assistance Programs
- Lesbian, Gay, Bisexual, and Transgender Programs and Services
- Masters-Level Student Affairs Professional Preparation Programs
- Multicultural Student Programs and Services
- Orientation Programs
- Parent and Family Programs
- Recreational Sports Programs

CAS Standards Included in the Current Edition (2012)

* Registrar Programs and Services
* Service-Learning Programs
* Sexual Assault and Relational Violence Programs
* Student Conduct Programs
* Student Leadership Programs
* Transfer Student Programs and Services
* TRIO and Other Educational Opportunity Programs

* Undergraduate Admissions Programs and Services
* Undergraduate Research Programs
* Veterans and Military Programs and Services
* Women Student Programs and Services

What is the Importance of CAS in Relation to SACS?

"CAS does not prescribe or proscribe ways of using the standards; rather, they are intended to be tools for practitioners to use to improve practice." (CAS, 2014)

"The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness):

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 academic and student support services

3.3.1.4 research within its mission, if appropriate

3.3.1.5 community/public service within its mission, if appropriate (SACS, 2014)

Developing a CAS review schedule….NOT EVERYONE ALL AT ONCE!!!

* At Tarleton, IR worked with Divisional leaders (AVP Enrollment Management, VP Student Life, etc….non-academic units) and department heads

* If you have multiple departments in a division, you want to avoid too much overlap….a CAS review is pretty extensive and you don't need everyone working on one at once!

* Tarleton has developed a 4-5 year cycle

"It's so overwhelming….where do I start??!!"

* As mentioned, identify your time frame….realistically allow 6-12 months
* Identify your potential committee members
* Representative from your office
* Colleague from another institution that you aspire to
* Representation from campus…may or may not be familiar with your operation
* Student representation

"It's so overwhelming….where do I start??!!"

* You want people willing to assist

* Participation can possibly be used as faculty service

* Members who can offer fresh eyes to what is old hat for the department head

* Don't let student reps be bullied into agreeing with faculty/staff…encourage them to take a position!

Questions?