



CAS Made Easy!

Council for the Advancement of
Standards in Higher Education



Introductions and Agenda

- **Introductions**

- **Agenda:**

Learn about CAS and how to use

Learn about methods for the review process

Division-wide evaluation processes

Departmental step-by-step processes

Demonstration of a CAS Dashboard

Q & A time

Creation and Function of the Council

- Council for the Advancement of Standards in Higher Education (CAS) created in 1979
- Composed of 35 professional associations



Creation and Function of the Council

- Council for the Advancement of Standards in Higher Education (CAS) created in 1979
- Composed of 35 professional associations



Creation and Function of the Council

Mission

- Promulgate standards and guidelines for practice and preparation
- Promote assessment in educational practice
- Promote the use of standards in practice
- Promote quality assurance within higher education

40 Functional Areas

- Academic advising
- Admissions
- Alcohol and other drugs
- Auxiliary
- Campus activities
- Campus and visitor information
- Career Services
- Clinical health services
- College Unions
- Commuter and off campus
- Conference and events
- Counseling services



40 Functional Areas



- Disabled student services
- Distance education
- Financial aid services
- Food services
- Fraternity and sorority programs
- Health promotion
- Honors societies
- Housing and residential life
- Graduate & professional student
- International students
- Internships
- Judicial programs
- Leadership programs
- Learning assistance
- LGBT programs
- Multicultural students
- Orientation
- Outcomes assessment
- Preparation at master's level
- Recreational sports
- Registrar services
- Religious program
- Service learning
- Student conduct
- Study Abroad
- TRIO
- Undergraduate research
- Women students services

CAS Standards

- Standards and guidelines—basic statements that should be achievable by any program in any institution when adequate and appropriate effort, energy, and resources are applied
- Standards reflect a level of good program practice generally agreed upon by the profession at large

CAS Standards

- Standards are “musts”
- Guidelines are “shoulds” and “mays” that enhance practice beyond essential functions

Note: In Self Assessment Guides Standards are in bold type; guidelines in italics

CAS Standards

- The operating philosophy behind CAS is self-regulation and self-assessment is best
- What do you see as the advantages?



CAS Is Not.....

- A chance to punish staff or an office for performance
- A tool used to help leadership bring about disciplinary action
- A mechanism to embarrass, isolate or marginalize staff or constituents



Why Use CAS Standards?

They give staff choice and control on how to conduct assessment.

They act as an educational opportunity

They de-politicize the assessment process.

They promote the development of an educationally-based shared vision for excellence.



Ways to Use CAS Standards

To develop new programs

To divert resources to “must have” programs/services

In the performance review process

To educate staff on how to identify learning outcomes

Benchmarking

CAS Frameworks for Assessing Student Learning and Developmental Outcomes (FALDOS)

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



Methods for Division Level CAS Review

- UNT allows departments to schedule their own program review in 5 year assessment plan
- Texas Tech reviews over a 6 year cycle (average 24 depts. per period)
- UTA instituted a Division-wide two-year review—1st year internal; 2nd year external



Departmental Process

- Decide who to include
- Decide whether internal only or to include external review
- Facilitator
- Set reasonable timelines but extend deadline if you need to
- What does your institution do?

What Our Staff in ODA told US

- We spent a lot of time discussing our mission statement and as a result of this exercise we changed it. This process was very valuable.
- It was very easy to use and saved us time on creating the report.
- The process was straight forward.
- We liked the graphing features as it gave us instant feedback on how we felt we were doing.
- We wish we would have had a facilitator so that our Director could participate more fully.

Current UNT Process

- Planning and Assessment facilitated.
- Staff worked individually on filling out datasheets.
- Planning and Assessment compiled scores into a master worksheet. Included raw, average and mode scores for each criterion measure. This was shared at internal review.
- Short 30 minute norming session held at internal review retreat.
- Voting system initiated to encourage conversation.
- Went through entire internal review in just 7 hours.
- Process encouraged dialogue and allowed for full participation of all key staff members.
- Springboard for next steps: External Review (Alumni, Employers, Students).

Current Norming Practice at UNT

- Norming session added prior to beginning any work for key staff. Career Services experience demonstrated confusion over scoring.
- Internal review occurs over a span of several days.
- Internal review will be followed up with external constituency group meetings including: students, alumni, faculty and staff over several days.
- Director and senior staff will reconcile any discrepancies in ratings using adapted CAS worksheets which were merged in the Dashboard.

LET'S NORM OUR RATING SCORES

RATINGS

- **ND (Not Done) 1 Not Met 2 Min. Met 3 Well Met 4 Fully Met NR (Not Rated)**
- **CONVERSATION STARTERS:**
 - What is the difference between an NR, ND and a BLANK?
 - How do you know what the difference between a 3 and 4 is?
 - How will we make final decisions on ratings?
 - What happens when the group is divided?
 - What is your role to vote without pressure from others?

Initial Rankings

| CAS AREA | Rate r1 | Rate r2 | Rate r3 | Rate r4 | Rate r5 | Rate r6 | Rate r7 | Rate r8 | Rate r9 | Rate r10 | Rate r11 | Rate r12 | Rate r13 | Rate r14 | Rate r15 | Rate r16 | Rate r17 | Rate r18 | AVG | MOD E | NR/N D |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------|----------|-----------|
| 1.1 A program mission and goals statement is in place and is reviewed periodically. | 4 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 4 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 4 | 3.06 | 3 | |
| 1.2 Student learning, development, and educational experiences are incorporated in the mission statement. | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 2 | 4 | 2 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3.22 | 3 | |
| 1.3 The mission is consistent with that of the host institution and the CAS standards. | 3 | 3 | 3 | 3 | 2 | nd | 3 | 2 | 3 | 1 | 4 | 4 | 3 | 3 | 3 | 4 | nd | nd | 2.93 | 3 | 3 ND |
| 1.4 The program functions as an integral part of the host institution's overall mission. | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 2 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3.22 | 3 | |
| 1.5 The program provides opportunities for: | | | | | | | | | | | | | | | | | | | | | |
| 1.5a a variety of activities | 2 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 3.50 | 4 | |
| 1.5b cooperative and competitive play | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3.50 | 4 | |
| 1.5c learning and practicing leadership, management, program planning, and interpersonal skills | 4 | 3 | 4 | 3 | 4 | 4 | 2 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3.33 | 4 | |
| 1.5d access to quality facilities, equipment and programs | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 3.61 | 4 | |



Process in Recreational Sports

- **Step 1: Planning and Assessment Staff join the staff meeting for Recreational Sports to discuss process and norming.**
- **Step 2: Staff given copies of the CAS datasheet to fill out alone. 2 week deadline enforced.**
- **Step 3: Staff sends their completed worksheets to Caesar who will meet with PASD to compile information. Personally identifiable information stripped.**
- **Step 4: Staff called back for a series of meetings to discuss/deliberate the findings and decide on final scoring for the Internal Review Process. PASD asks probing questions and encourages participants to identify solid sources of information to back up their assertions.**

Process in Recreational Sports

These meetings will be structured as follows:

- Meeting One: Section 1
- Meeting Two: Sections 2 & 7
- Meeting Three: Sections 3 & 4
- Meeting Four: Sections 5 & 6
- Meeting Five: Sections 8,9,11 & 12
- Meeting Six: Sections 10 & 13
- Step 5: Once the internal review is done, Director decides staff assignments to lead or assistant. Staff members will then be responsible for assembling the appropriate data for external presentations.

Process in Recreational Sports

- **Step 6: Dry run of presentations by staff to mock external review committee comprised of Director and PASD staff.**
- **Step 7: PASD conducts same presentation as today with all external reviewers in advance. Recreational Sports norming decisions shared .**
- **Step 8: External Review meetings held with the same flow of sections as the internal review process. The Director and Departmental Staff serve as observers. Departmental staff selected to present information to the Review Committee makes their presentations. The Review Committee discusses CAS guidelines and questions amongst themselves and assigns a rating to each Criterion Measure**



Process in Recreational Sports

- **Step 9: The Director and Lead Team decides how they want to reconcile the External Review Committee's scores with their own. When disagreement is evident, this is noted in the appropriate worksheet in the CAS Dashboard and a rationale is provided by the Lead Team for the rating change from the Review Committee's score.**
- **Step 10: Final reports generated and shared with key stakeholders identified by the Director. Information used for strategic, budget, and programmatic enhancements.**

Some Changes Made from CAS at UNT

- Learning Center created learning outcomes for their student workers
- Office of Disability Accommodation created a Freshman Academic Retention Plan
- Created the Student Money Management Center using CAS General Guidelines





USING THE CAS DASHBOARD

UNIVERSITY OF NORTH TEXAS
STUDENT AFFAIRS

"Where Students Matter"

CAS Made Easy!

Jan Hillman, Ed.D., University of North Texas

Comparison between Dashboard and Word-Based Processes

Word-Based Process

- Time intensive
- Repetitive Steps
- Paper Intensive
- Hard to quickly find relevant information
- Comfortable for non-technical staff

New CAS Dashboard Process

- Convenient
- Efficient Over Time
- Future Oriented
- Limited Technical Skills Needed
- Ability to Bring Together Multiple Datapoints



Interactive CAS Dashboard

- **Goals of CAS Dashboard:**
 - Streamlines use of CAS Standards
 - Increases efficiency of staff time to complete CAS Process
 - Provide Senior Leadership with a “2 Minute Review/Snapshot” of a Program
 - Automates data entry process and produces quantitative and qualitative reports
 - Ensures consistency in use of CAS standards across all units/departments



B C D E F G H I J K

Directions for Use Of the CAS Dashboard

Navigation Bar

| | | | | | |
|--|---------------------------------------|---|--|----------------------------------|--|
| Quantitative Dashboard | Qualitative Dashboard | Discussion & Action Plan Guide | Action Plan Summary | Supporting Files | |
| Part 1: Mission | Part 2: Program | Part 3: Leadership | Part 4: Human Resources | Part 5: Ethics | Part 6: Legal Responsibilities |
| Part 7: Equity & Access | Part 8: Diversity | Part 9: Organization & Management | Part 10: Campus External Relations | | |
| Part 11: Financial Resources | Part 12: Technology | Part 13: Facilities & Equipment | Part 14: Assessment & Evaluation | | |

Thank you for your interest in and use of the CAS Dashboard. We hope you find this tool helpful and easy to use as you document your engagement and practices within the CAS Standards.

STEP 1: Complete the user information on the QUANT. Dashboard Worksheet. Enter Program Director name, phone, email and office location information. The last date worksheet calculated function is automatically populated by the Dashboard. To change the UNT logo on the Dashboard, right click on the UNT logo. Select "Change Picture" and select your own image.

STEP 2: The only areas where you will be entering information include the individual scoring cells and the open ended response sections of each worksheet. All of the graphs, data conversion, quantitative analysis and qualitative reporting will take place automatically by the Dashboard. A "NR" score or blank

▶▶ CAS FSAP Pt 14 Assess Discussion & Action Plan Guide Action Plan Summary Supporting Files



UNIVERSITY OF NORTH TEXAS
STUDENT AFFAIRS
"Where Students Matter"



Fraternity and Sorority Advising Programs: CAS Dashboard

[Click Here For Instructions](#)

Program Director Responsible for CAS Stand:

Phone for Program Director:

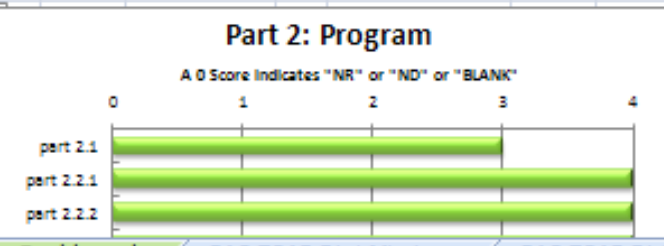
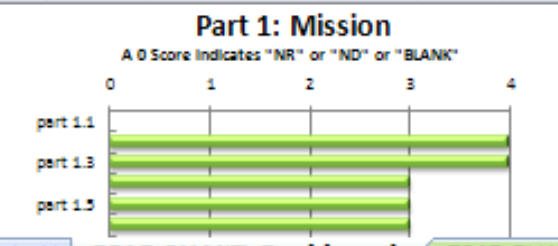
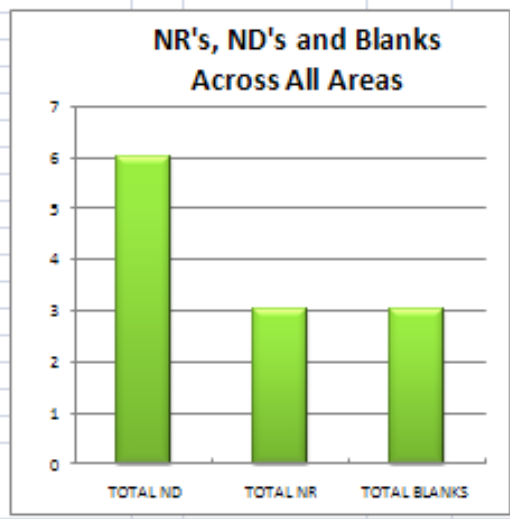
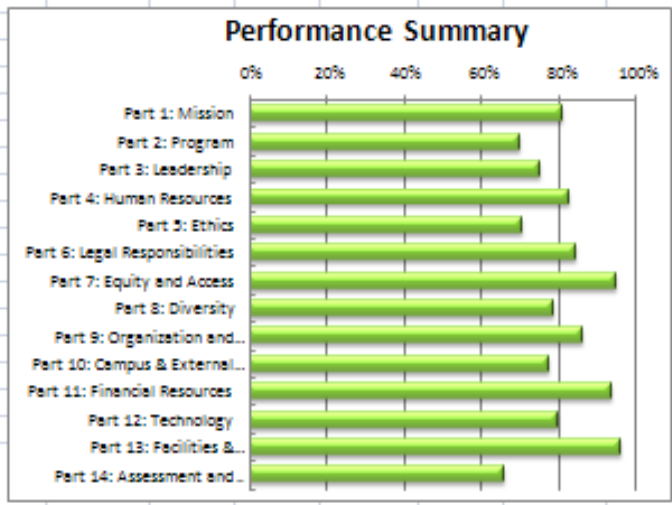
Email for Program Director:

Office Location for Program Director:

Website:

Help: You should see 16 graphs below.

With grateful acknowledgment to:
 Dashboard Adapted From CAS Guidelines By
 Joe Hillman, Ed.D., Skyea Karaskalla, Ph.D.,
 and Jason Simms, M.Ed., The University of
 North Texas, Office of Planning and
 Assessment, Division of Student
 Development.





| PART 1. MISSION (Criterion Measures) | | Score | Percentage |
|--|--|-------|------------|
| 1.1 FSAP develops, disseminates, and regularly reviews its mission. | | | 0% |
| 1.2 FSAP implements its mission. | | 4 | 100% |
| 1.3 The mission statement is consistent with that of the host institution. | | 4 | 100% |
| 1.4 The mission statement is consistent with professional standards. | | 3 | 75% |
| 1.5 FSAP incorporates learning and development outcome domains in the mission statement. | | 2 | 75% |
| 1.6 FSAP promotes academic and personal growth and development of affiliated students. | | 1 | 75% |
| 1.7 FSAP promotes the fraternity and sorority community as integral to the institution. | | NR | |
| 1.8 To accomplish its mission, FSAP must include: | | ND | |
| 1.8.1 promotion of intellectual, social, spiritual, moral, civic, and career development and wellness of students | | 3 | 75% |
| 1.8.2 provision of education and experience in leadership, group dynamics, and organization development | | 4 | 100% |
| 1.8.3 promotion of student involvement in co-curricular activities | | 4 | 100% |
| 1.8.4 promotion of sponsorship of and participation in community service and philanthropic projects | | 3 | 75% |
| 1.8.5 promotion of an appreciation for different lifestyles including cultural and religious heritages | | 3 | 75% |
| 1.8.6 recognition and encouragement of the positive learning experiences that are possible in a fraternity and sorority community that has a diversified membership. | | 2 | 50% |



CAS made Easy!

Contact Information:

UNT

Dr. Jan Hillman

jan.hillman@unt.edu

Jason Simon

Jason.simon@unt.edu

940 369-8054

EWU

Keith Klauss

kklauss@ewu.edu

509 359-6449

- Stacey Reece
- sreece@ewu.edu
- 509 359-6889
- Ron Syth
- rsyth@ewu.edu
- 509 359-6810