

Understanding and Using Standards in Program Assessment

&

External Comprehensive Program Review



NIRSA Annual Conference

April 21, 2007

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Learning Objectives

➤ *Gain an understanding of the Council for Advancement of Standards (CAS) organization and mission*

➤ *Learn the difference and importance of both internal and external program reviews.*

➤ *Learn how to conduct effective program reviews on your campuses*



Understanding the CAS Standards and why you would perform an internal program self assessment



How does your program measure up?

What is CAS?

- CAS is the Council for the Advancement of Standards in Higher Education
- CAS was established in 1979 to develop professional standards to guide practitioners and their institutions in their work with college students.
- CAS is a consortium of 36 professional higher education associations

www.cas.edu

CAS Mission

- To establish, adopt, and disseminate unified and timely professional standards to guide student learning and personal development support programs and services and related higher education initiatives.
- To promote the assessment and improvement of higher education services and programs through self-study, evaluation, and the use of CAS standards.

Member Associations

- **ACPA – American College Personnel Association**
- **ACUHO-I – Association of College and University Housing Officers - International**
- **ACUI – Association of College Unions International**
- **AFA – association of Fraternity Advisors**
- **NASPA – National Association of Student Personnel Administrators**
- **NIRSA - National Intramural Recreational Sports Association**

Recreational Sports General Standards

- Will be approved at fall CAS meeting
- Town Hall meeting today at 2 pm
- NIRSA will continue to work on developing specialty area standards in the coming years

CAS Self-Assessment



- Internally driven
- Composed of university personnel
- Bases decisions on evidence
- Results in a plan for improvement

General CAS Standard

- Mission
- Program
- Leadership
- Organization and Management
- Human Resources
- Financial Resources
- Facilities, Technology & Equipment
- Legal Responsibilities
- Equal Opportunity, Access & Affirmative Action
- Campus and Community Relations
- Diversity
- Ethics
- Assessment & Evaluation

Why Program Assessment?



- How does my program compare to the standards
- Identify strengths and weaknesses
- Justify need for more resources
- Staff development



Self Assessment Requires...

- Commitment by the management team
- Mutual trust among the members
- Decisions made in the best interest of the college or university
- All team members to contribute something valuable to the group decisions
- Programs & services to be recognized and rewarded if exceptional

CAS and Self Assessment

Self assessment is an internally driven process

Staff thoroughly analyzes each criterion



Determines whether or not the standard is being met



Results in a thorough understanding of the program's strengths and weaknesses

5 Steps

1. Assemble a team
2. Understand terms
3. Compile Evidence
4. Judge Performance
5. Write & Implement the final report



Assembling the Team



- Select team members
- Appoint a leader
- Understanding of the standards
- Develop common rating strategies to establish rater consistency and reliability
- Realize that disagreements, debates, and discussions are natural and desirable for the team to complete its assignment

CAS Criterion Measuring Scale

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Understanding Terminology

- **Standards** - *current indispensable requirements of practice*
 - Are reasonably achievable by programs of quality within all institutions
 - Appear in bold print
 - Use “must” or “shall” verbs

- **Guidelines** - *clarify and amplify the standards*
 - Guide enhanced practice beyond the essential levels of the standards
 - Appear in regular text
 - Use “should” and “may” verbs

Example

- **Standard: The recreational sports program must establish, maintain, and promote effective relations with relevant campus offices and external agencies.**
- **Guideline: The recreational sports program should be an institution-wide process that systematically involves student affairs, academic affairs, and other administrative units, such as campus police, physical plant, and the business office.**

Collecting Data and Types of Data

No self-assessment is complete without relevant data and related documentation to support rater judgments



Quantitative & Qualitative Data

- Participation policies/procedures
- Student recruitment materials
- Program documents
- Mission statements
- Staff and student manuals
- Purpose & philosophy statements
- Staff memos/meeting minutes
- Program evaluations
- Annual reports
- Assessment reports
- Program evaluations
- Participant evaluations
- Financial resource statements

Utilizing the Assessment tool:

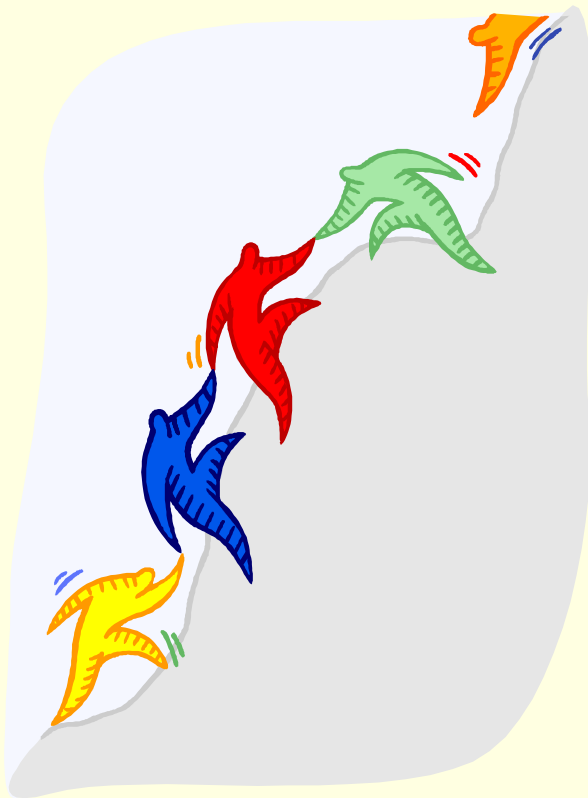
- SAG
- Using Evidence
- Judging Performance



Self-Assessment Guide SAG

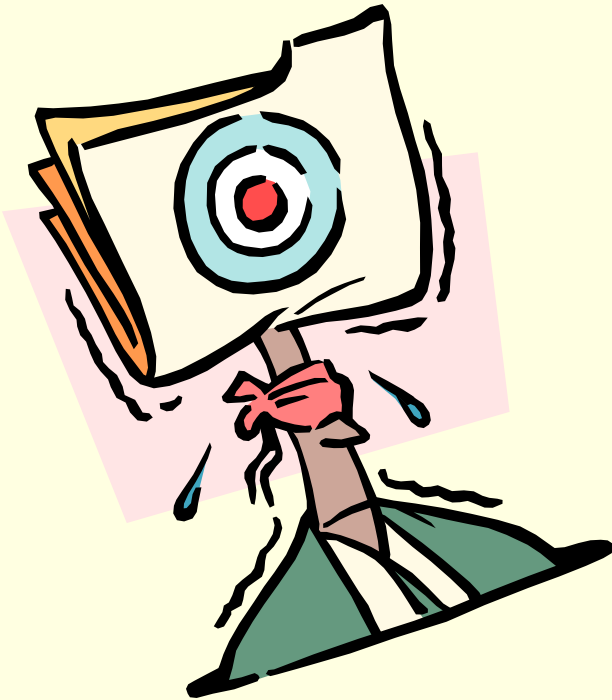
- SAG is the self assessment tool that CAS has created as the method of evaluating whether or not the standards are being met.
- Assessment criterion measures are used to judge how well areas under review meet the standards.
- The rating scale is a tool designed to estimate the extent to which a given criterion has been met.

Using Evidence, the team will...



- Look at the standard under review (e.g. Mission)
- Review the available evidence relevant to that standard (i.e. brochures, website)
- Report evidence in the Self-Assessment Guide

Judging Performance



- **The main goals of self-assessment are:**
 - To evaluate the effectiveness of the target program or service
 - To identify aspects of the program or service that needs improvement or reward using the Self-Assessment Guide (SAG)

CAS Criterion Measuring Scale

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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- There are 4 ratings plus Not Done and Not Rated
- Using this scale, consider each assessment criterion statement and decide the extent to which the given criterion is being met by the target program.
- Use a “4” only when a program is fully in compliance with every aspect of a given criterion
- Remember that anything below a “4” indicates that appropriate change strategies to remedy the shortcoming should be included in the action plan.

Implementing the Final Report

- Form A – Assessment, Ratings, & Significant Items
- Form B – Follow-Up Actions
- Form C – Summary Action Plan



External Comprehensive Program Review

NIRSA Annual National Conference, April 21, 2007

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5 Ws

- Who
- What
- Where
- When
- Why of the Comprehensive Program Review Process

Why conduct the CPR?

- Assist dept. to identify and achieve goals
- Evaluate current practices, processes, activities and facilities
- Infuse differing perspectives
- Strive for continual improvement
- Promote measurable quality control
- Involve staff and students in decision-making
- Enhance creativity
- Encourage strategic planning

When should the CPR be conducted?

- After the internal self-study is completed
- Recommend 5 to 6-year intervals

Where should the CPR be conducted?

- On-site
- Tour Facilities

What should be included in the CPR?

Self-Study Document

- Charge to the Review Team
- Table of Contents
- List of Review Team Members

What should be included in the CPR? Cont.

- Institutional Overview
 - Role and Mission Statement
 - Administrative Org Chart
 - Enrollment Profile
 - Campus Map

What should be included in the CPR? Cont.

- Divisional Overview
 - Division's Mission Statement
 - Org Chart for the Division
 - Other appropriate/unique info

What should be included in the CPR? Cont.

- Departmental Overview
 - Vision, Mission and Goals
 - Strategic Plan
 - Org Chart
 - Profile
 - Significant Historical Events
 - Operating Procedures and Policies
 - Departmental Committees
 - Advisory Council

What should be included in the CPR?

Cont.

- Departmental Resources
 - Financial
 - Human
 - Physical
 - Specialized Equipment

What should be included in the CPR? Cont.

- Department's Current Status
 - Decisions, Problems, and Issues Confronting Dept
 - Strengths and Weaknesses
 - Results of Objective Evaluation

What should be included in the CPR?

Cont.

- Future Opportunities
 - Opportunities dept. is capable of seizing, given appropriate resources
 - Indicate how these opportunities would affect the dept. and the institution

What should be included in the CPR? Cont.

- CAS SAGS
 - Completed Self-Assessment Guide

What should be included in the CPR? Cont.

- Benchmarking and Assessment Data

What should be included in the CPR? Cont.

- Publications
 - Include key dept. publications
 - Website address

What should be included in the CPR?

Cont.

Resource Table

- Additional Publications
- Employee Manuals
- Committee/Task Force Reports
- Departmental Meeting Minutes
- Employee Job Descriptions
- Risk Management Plan
- Other Pertinent Items

Who should be included in the CPR process?

Review Team

- Composition (external and internal)
- External consultant considerations
 - Objectives
 - Expertise
 - Experience
 - Demographics
 - Compensation
 - Availability
 - Quantity
 - Political
 - Utilize NIRSA Consultants' Registry
- Internal consultant considerations
 - Students, faculty, staff, administrators
 - Considerations listed above

Who should be included in the CPR process? Cont.

- Review Team Itinerary (determined by objectives)
 - Tour of Facilities
 - Review Session Composition
 - User groups
 - Colleagues
 - Collaborative partners
 - Administrators
 - Advisory groups
 - Staff

Questions?
Discussion...