

## CAS SELF-ASSESSMENT TEAM PROCESS OVERVIEW

<b>About CAS:</b>	“Founded in 1979, the Council for the Advancement of Standards in Higher Education (CAS) is the pre-eminent force for promoting standards in student affairs, student services, and student development programs.” ( <a href="http://www.cas.edu">www.cas.edu</a> )																																								
<b>About Functional Area:</b>	See ‘Contextual Statement’ in introductory section of Self-Assessment Guide.																																								
<b>Process Overview:</b>	The CAS self-assessment process follows the Self-Assessment Guide, which “translates functional area CAS standards and guidelines into tools for conducting self-study ... to gain informed perspectives on the strengths and deficiencies of programs and services, as well as to plan for improvements.” The Self-Assessment Team will conduct and interpret ratings using evaluative evidence. Ratings will be based on standards, which have been translated into criterion measures and grouped into subcategories for rating purposes. Following the ratings process, the Self-Assessment Team will formulate an action plan for the functional area.																																								
<b>Self-Assessment Team:</b>	The CAS Self-Assessment Team is recommended to consist of 4-5 members, and should include the functional area leader, other functional area staff, and relevant stakeholders; including at least one student and one member from outside of the immediate functional area. The Division Assessment Consultant will serve as a neutral coordinator for the self-assessment process.																																								
<b>Process Outline:</b>	<ol style="list-style-type: none"> <li>1. Team members individually rate criterion measures based on their understanding of the evidence provided using the Self-Assessment Instrument. (Items for which no evidence has been provided may be noted and addressed in subsequent team discussions.)</li> <li>2. Team discusses and assigns collective ratings for criterion measures relative to standards, evidence provided, and additional information presented in team discussions. (It may be useful to refer to the guidelines and overview questions for each standard in discussing and assigning ratings.)             <ul style="list-style-type: none"> <li>For each standard:                 <ol style="list-style-type: none"> <li>a. Document areas of good practice (‘Recognitions’).</li> <li>b. Document areas for improvement (‘Recommendations’).</li> <li>c. Include any additional relevant information.</li> </ol> </li> </ul> </li> <li>3. After all ratings have been assigned, team formulates an action plan by identifying areas for improvement (rated 0-1) and corresponding recommendations.             <ol style="list-style-type: none"> <li>a. For each recommendation, list specific action items to enhance and strengthen services.</li> <li>b. Assign priority levels and timeframes for each action item to be completed.</li> <li>c. Identify responsible parties to complete each action item.</li> </ol> </li> <li>4. Coordinator prepares a final report, including all ratings, documentation, and action plan for team members to review and provide feedback prior to completion and submission.</li> </ol>																																								
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