

CAS SELF-ASSESSMENT TEAM PROCESS OVERVIEW

About CAS:	<p>“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.” For more information, visit www.cas.edu.</p>										
Program Area Context:	<p>See ‘Contextual Statement’ in the introductory section of the Self-Assessment Guide for a history and overview of the program area.</p>										
Process Overview:	<p>The CAS self-assessment process follows the Self-Assessment Guide (SAG), which “translates functional area CAS standards and guidelines into tools for conducting self-study.” 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.</p>										
Self-Assessment Team:	<p>The CAS Self-Assessment Team is recommended to consist of 4-5 members, and should include the functional area leader, other functional area staff as appropriate, and relevant stakeholders; including at least one student and one member from outside of the immediate functional area. 1-2 members should be designated to serve as facilitators for the self-assessment process. The Division Assessment Consultant is available to support coordination of the self-assessment process.</p>										
Process Outline:	<ol style="list-style-type: none"> 1. During week one, team members will <i>meet for an initial overview with the Division Assessment Consultant</i>, to review the self-assessment process, the self-assessment guide, and the CAS Teams site, as well as to preview evidence for Standards 1 and 2 (to be reviewed during week two). 2. Before each meeting during weeks two through seven, team members should <i>use the self-assessment guide to independently assign scores</i> for each criterion measures for the standards assigned for each week, based on their understanding of the evidence provided. (Items for which no evidence has been provided may be noted and addressed in subsequent team discussions.) <ol style="list-style-type: none"> a. Open SAG document from Teams (easiest to open in desktop app) b. Open evidence folder in Teams for standard under review (refer to Evidence Tracking Spreadsheet to confirm evidence for each standard) c. Open Score Tracking spreadsheet (easiest to open in desktop app) d. While reviewing the SAG criteria for the standard under review, as well as the relevant evidence for the standard, enter scores for each criterion into the Scoring Tracking spreadsheet (be sure to save before closing the file) <p><u>Rating Scale:</u></p> <table border="1" data-bbox="428 1776 1360 1887"> <tr> <td>DNA</td> <td>IE</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>Does Not Apply</td> <td>Insufficient Evidence</td> <td>Does Not Meet</td> <td>Partly Meets</td> <td>Meets</td> </tr> </table> 	DNA	IE	0	1	2	Does Not Apply	Insufficient Evidence	Does Not Meet	Partly Meets	Meets
DNA	IE	0	1	2							
Does Not Apply	Insufficient Evidence	Does Not Meet	Partly Meets	Meets							

3. **Team members meet during weeks two through seven** to *discuss and assign consensus scores for criterion measures*, as well as to note recognitions and recommendations, relative to standards, evidence provided, and any additional information presented in discussions. (It may be useful to refer to the guidelines and overview questions for each standard in discussing and assigning ratings.)

For each standard, in the Score Tracking spreadsheet:

- a. Assign consensus scores for each criterion measure, based on individual scores
- b. Document any notable areas of good practice for each criterion measure ('Recognitions')
- c. Document any notable areas for improvement for each criterion measure ('Recommendations')
- d. Include any additional relevant information

4. After meeting during week seven, all scores and notes (recognitions, recommendations, etc.) from the Score Tracking spreadsheet should be compiled into the Self-Assessment Report Template for team members to review during week eight.

5. **During week eight**, team members will *meet to formulate an action plan* by identifying areas for improvement and corresponding recommendations. While reviewing the Self-Assessment Report Draft:

- a. For each recommendation included, list specific action items to enhance and strengthen services
- b. Assign priority levels/timeframes for each action item to be completed
- c. Identify responsible parties to complete each action item.

6. The action item draft produced during the week eight meeting should be cleaned up and included, along with any edits agreed upon by the self-assessment team, in the Self-Assessment Report Draft for finalization. The final Self-Assessment Report should then be uploaded to the CAS Teams site.

**Process
Timeline:**

	<u>Emphasis</u>	<u>Time</u>	<u>Prep</u>
Week 1	Process Overview, Introduce Evidence	60m	n/a
Week 2	Mission/Program (1-2)	90m	45m
Week 3	Student Learning & Development/Assessment (3-4)	90m	45m
Week 4	Access, Equity, Diversity/Leadership & Management (5-6)	90m	45m
Week 5	Human Resources/Collaboration & Communication (7-8)	90m	45m
Week 6	Ethics & Policy/Financial Resources (9-10)	90m	45m
Week 7	Technology/Facilities & Equipment (11-12)	90m	45m
Week 8	Action Plan	60m	n/a
	Total Time (Hours):	11h	4.5h

Questions?

Contact Matt Bryant, Division Assessment Consultant, at matt.bryant@wwu.edu