

A photograph taken from the interior of a tent, looking out through the opening. The view is of a vast mountain range with snow-capped peaks under a clear sky. In the foreground, a blue and white patterned blanket is spread out on the tent floor. On the blanket, there is a white mug with a dark rim and a closed book with a yellow cover. The tent's interior is dark, and a string of small lights is visible along the top edge of the tent opening.

CAS Camp

Where Program Review is just as beautiful as the view from this tent.

CAS Camp

Workshop Series to

- Write in community
- Learn the CAS Standards together
- Make excellent progress – together!



Scope of Work



CAS Vocab

Program Review/Self-Study – a comprehensive review of an entire functional area.

CAS – Council for the Advancement of Standards in Higher Education

CAS Bound Assessment – an assessment that is aligned with CAS Standard 4

Evidence/Data – information used as a reference

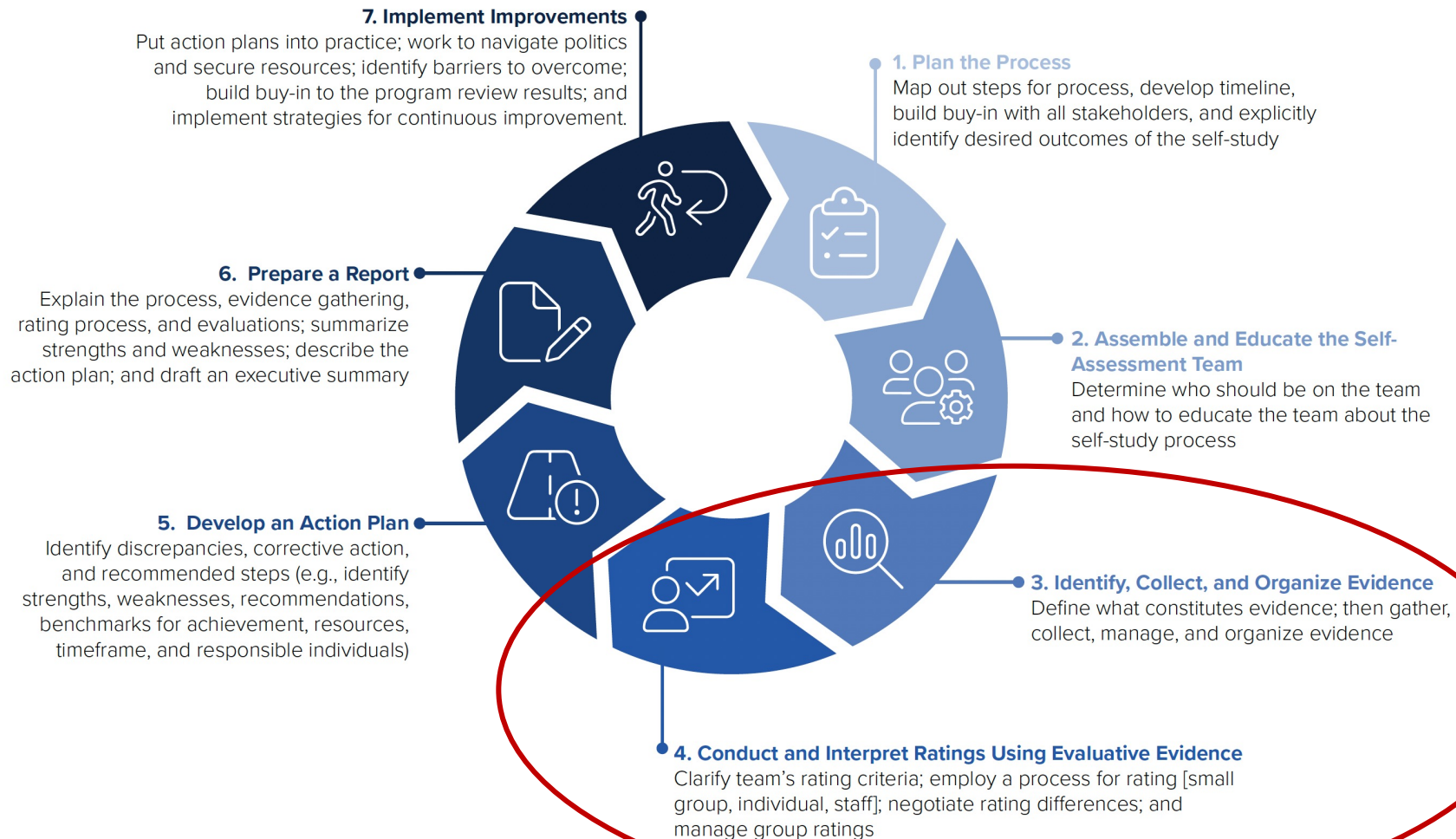
Functional Unit – a generic term for the organizational program, department or area engaging in the self study, depending on the organizational structure and goals of the self-study.

Unit Assessment Practices – the way the unit has chosen to assess its programs, services, activities by collecting data/evidence. These practices are likely to be activity specific.

CAS General Standards – the 12 common criteria that have relevance for each and every functional unit, no matter what its primary focus.

Steps – there are 7 distinct processes for conducting the CAS Program Review

7 Steps of CAS Program Review




The “evidence” that is collected and assessed addresses our alignment with the 12 CAS Standards.

Figure 1. Steps of CAS Program Review Process

12 CAS Standards

- **Part 1. Mission**
- **Part 2. Program and Services**
- **Part 3. Student Learning, Development, and Success**
- **Part 4. Assessment**
- **Part 5. Access, Diversity, Equity, Inclusion, and Justice**
- **Part 6. Leadership**
- **Part 7. Human Resources**
- **Part 8. Collaboration and Communication**
- **Part 9. Ethics, Law, and Policy**
- **Part 10. Financial Resources**
- **Part 11. Technology**
- **Part 12. Facilities and Infrastructure**



So, while we have lots of good unit assessment practices going on, we need evidence to be able to do a Program Review.

DSS Assessment Schedule

Program		Leader
AY 2023: (F'23 - Sprg'24)		
	Tutoring (Learning Assistance)	Tony/Marci
	Aggie Health & Wellness	Ann/Carol & Judi
	Health Promotions	Ann/Amanda
AY 2024: (F'24 - Sprg'25)		
Learning Outcome Focus:	Knowledge acquisition, construction, integration and application	
	Interpersonal competence	
	Advising	Tony/Marissa
	Financial Aid	Seth/Melissa
	Transfer Programs	Danielle/Seth
	Assistance Services (Case Management)	Ann/Will
	Counseling Services	Ann/Bethany
	Student Conduct	Ann/Will
AY 2025: (F'25 - Sprg'26)		
Learning Outcome Focus:	Cognitive complexity	
	Humanitarianism and Civic Engagement	
	TRIO (college access programs)	Tony/Directors
	Leadership Education	Ann/Sarah
	ASNMSU	Ann/Sarah
	Student Records (Registrar)	Dacia/Gabrielle/Krystal
	Student Media	Ann/Sarah
	Disability Access Services	Ann/Will
	Fraternity & Sorority Life	Ann/Sarah
	SILP - Student Activities	Ann/Sarah
AY 2026: (F'26 - Sprg'27)		
Learning Outcome Focus:	Intrapersonal development	
	Practical competence	
	Undergraduate Admissions	Seth
	Orientation	Seth/Nathan
	Internships	Tony/Trish
	Military & Veteran Programs	Hector
AY 2027: (F'27 - Sprg'28)		
Learning Outcome Focus:	Knowledge acquisition, construction, integration and application	
	Interpersonal competence	
	ISSS	Matthew/Seth
	Education Abroad	Tony/Trish
	Parent & Family Programs	Seth/Nathan
	Aggie One-Stop	Seth/Rafael

Track 1: CAS Full Program Review

Will Complete Standards 1 - 12

AY 2023 Functional Areas
aka F'23 – Sprg'24

- Aggie Health & Wellness
- Health Promotions
- Tutoring (Learning Assistance)

Part 4 will need to have assessment evidence from more than one program, service, activity or event. This should be negotiated with your supervisors.

Track 2: CAS Prep

Will Draft Standards 1 - 4

Highly Recommended for the AY 2024 Functional Areas
aka F'24 – Sprg'25

- Advising
- Assistance Services (Case Management)
- Counseling Services
- Financial Aid
- Student Conduct
- Transfer Programs

Draft Standards
Parts 1 – 3,
4.1 – 4.3
for whole
functional area.



Draft Standards
Parts 4.4 – 4.6
with data from
one existing Unit
Assessment
Practice

Track 3: Unit Area Assessment Practices

Will Not Work Within CAS Standards

Likely for Functional Areas
Scheduled for AY 2026 – AY 2027

- Aggie One-Stop
- Disability Access Services
- Education Abroad
- Fraternity & Sorority Life
- Internships
- ISSS
- Leadership Education
- Military & Veteran Programs
- Orientation
- Parent & Family Programs
- SILP - Student Activities
- Student Media
- Student Records (Registrar)
- Undergraduate Admissions



Business as usual

Track 4: Assessment Planning

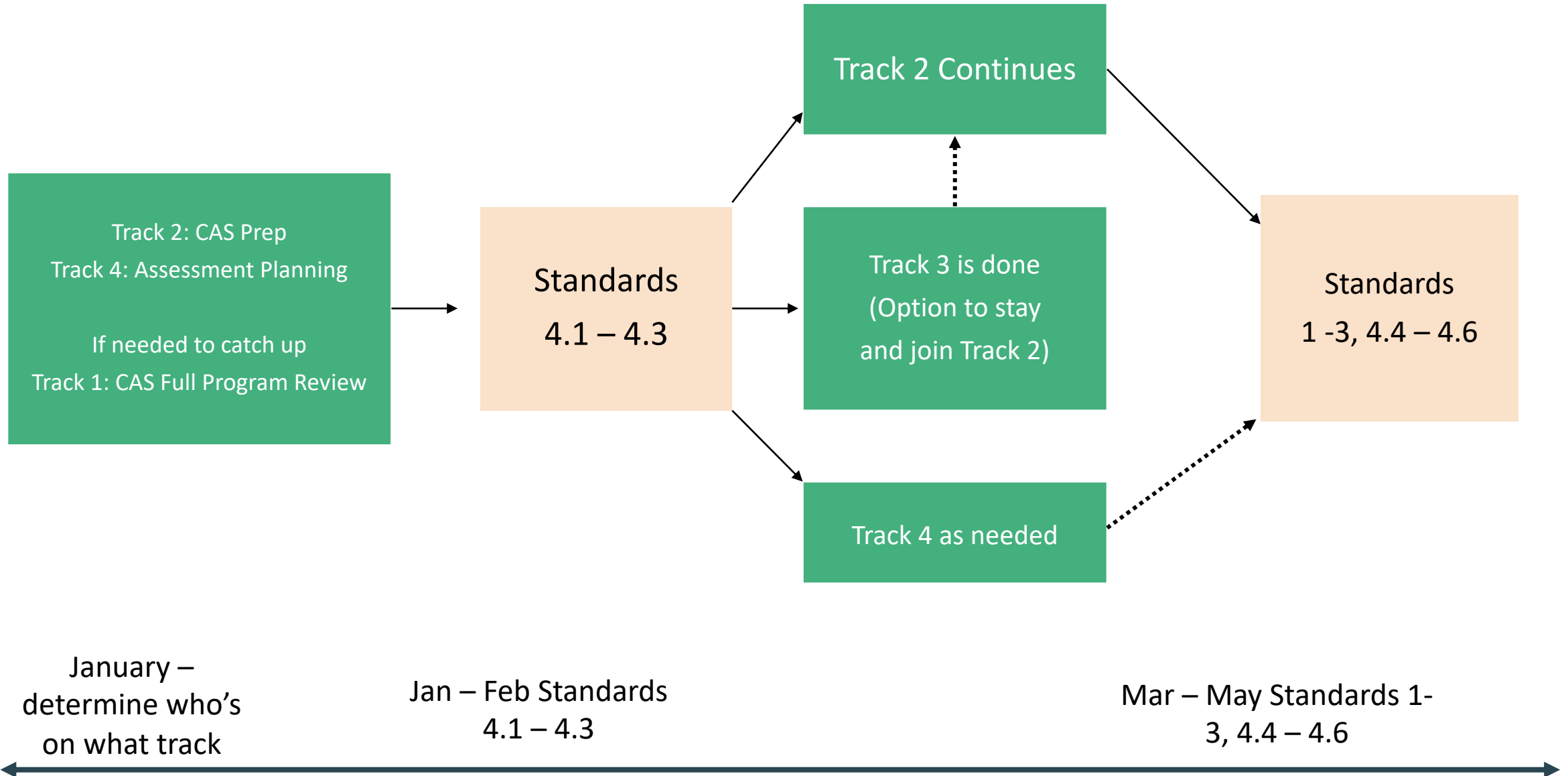
Will Draft CAS Standard 4.1 – 3
This is only the assessment plan.

Recommended for Functional Areas
Scheduled for AY 2025
aka F'25 – Sprg'26

- Disability Access Services
- Fraternity & Sorority Life
- Leadership Education
- SILP - Student Activities
- Student Media
- Student Records (Registrar)
- TRIO (college access programs)
- ASNMSU

Areas scheduled for AY '26 and AY '27 are welcome!

CAS Camp Workshops



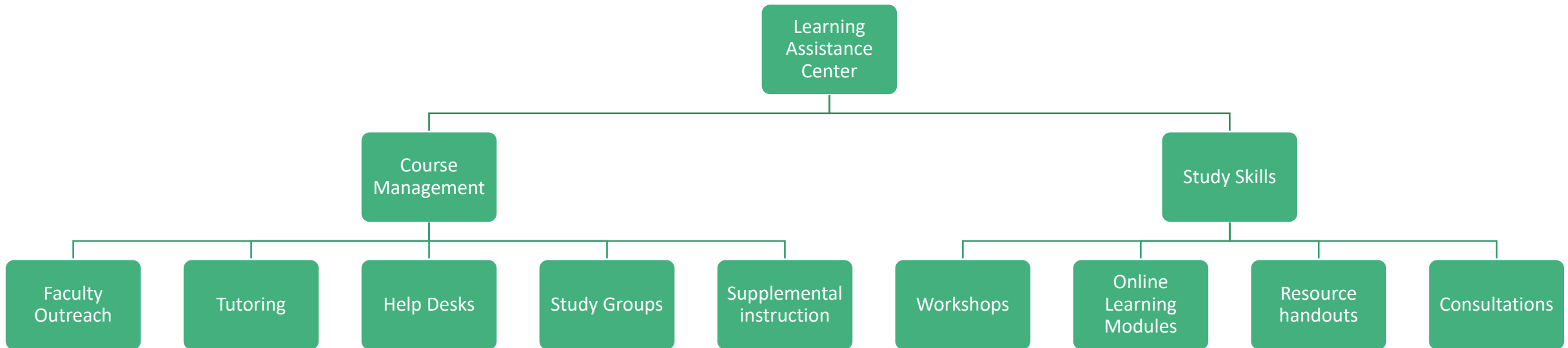


Assessment Day: Options

1. Full CAS Program Reviews
2. Unit Assessment Practices
3. CAS Bound Assessment (Standards 4.1 – 4.6) from CAS Prep
4. Functional Area Assessment Plans

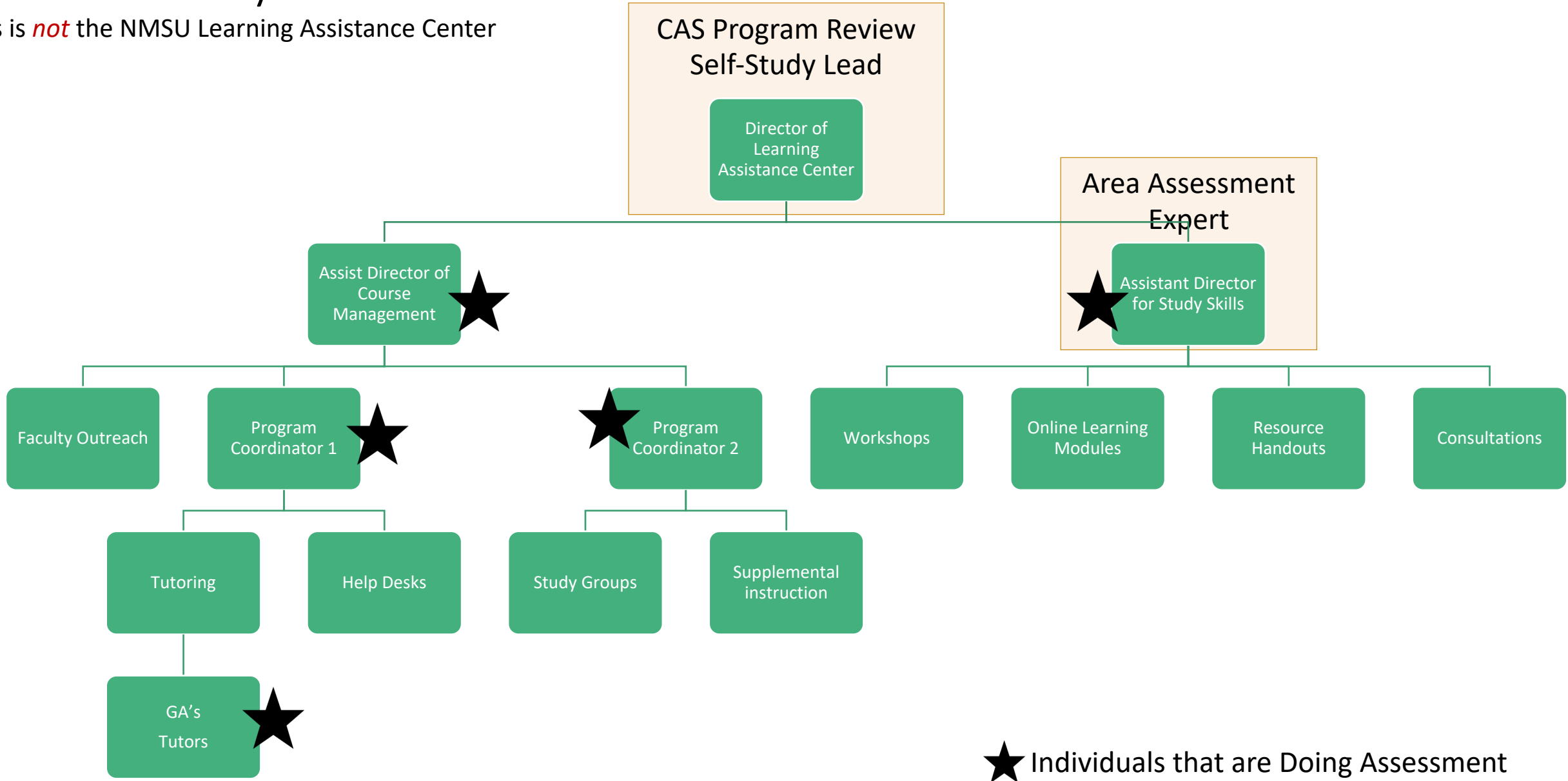
Example Functional Area

This is *not* the NMSU Learning Assistance Center



Same example functional area with staff layered in.

This is *not* the NMSU Learning Assistance Center



★ Individuals that are Doing Assessment

Functional Area

Each box is a program, activity, service or event

Unit
Assessment
Practices

*This is what
you are
already
doing.*

UAP	UAP	UAP	UAP		UAP	UAP	UAP	UAP	UAP
UAP	UAP	UAP	UAP	UAP	UAP		UAP	UAP	
UAP			UAP	UAP		UAP	UAP		UAP
UAP	UAP		UAP	UAP	UAP	UAP	UAP	UAP	UAP
UAP		UAP		UAP		UAP	UAP	UAP	
	UAP		UAP		UAP		UAP		UAP
UAP		UAP	UAP	UAP	UAP	UAP	UAP	UAP	UAP

The decision
not to assess
should be
negotiated
with the
Functional
Area

Supervisor and
ideally would
be
documented
on your
Functional
Area
Assessment
Plan.

Functional Area

Each box is a program, activity, service or event

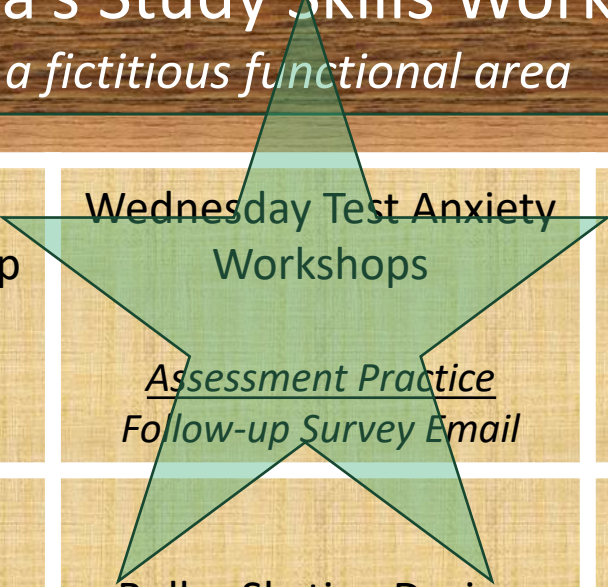
CAS	UAP	CAS	CAS	UAP	UAP	CAS	UAP	CAS	UAP
UAP	CAS	UAP	UAP	UAP	UAP	UAP	CAS	UAP	UAP
UAP	UAP	UAP	CAS	UAP	UAP	CAS	UAP	UAP	CAS
CAS	UAP	UAP	CAS	UAP	UAP	CAS	UAP	CAS	UAP
UAP	UAP	CAS	UAP	UAP	UAP	CAS	UAP	UAP	UAP
UAP	CAS	UAP	UAP	UAP	UAP	UAP	UAP	UAP	CAS
UAP	UAP	CAS	CAS	CAS	UAP	CAS	UAP	CAS	UAP

To prepare for the CAS Program Review, some Unit Assessment Practices will need to shift to CAS Bound Assessments.

The decision shift to CAS Bound Assessments should be negotiated with the Functional Area Supervisor and ideally would be documented on your Functional Area Assessment Plan.

Rebecca's Study Skills Workshops

a fictitious functional area



Monday Time Management Workshop

Assessment Practice
3x5 exit cards

Wednesday Test Anxiety Workshops

Assessment Practice
Follow-up Survey Email

Study Skills Office Hours

Knitting Classes

Roller Skating During Chem Lab Workshop

Lap Swimming with Flashcards Workshop

How to Improve Multi-Tasking Workshop

Passing Anatomy & Physiology By Streaming Grey's Anatomy Workshop

Sleep Reading Workshop

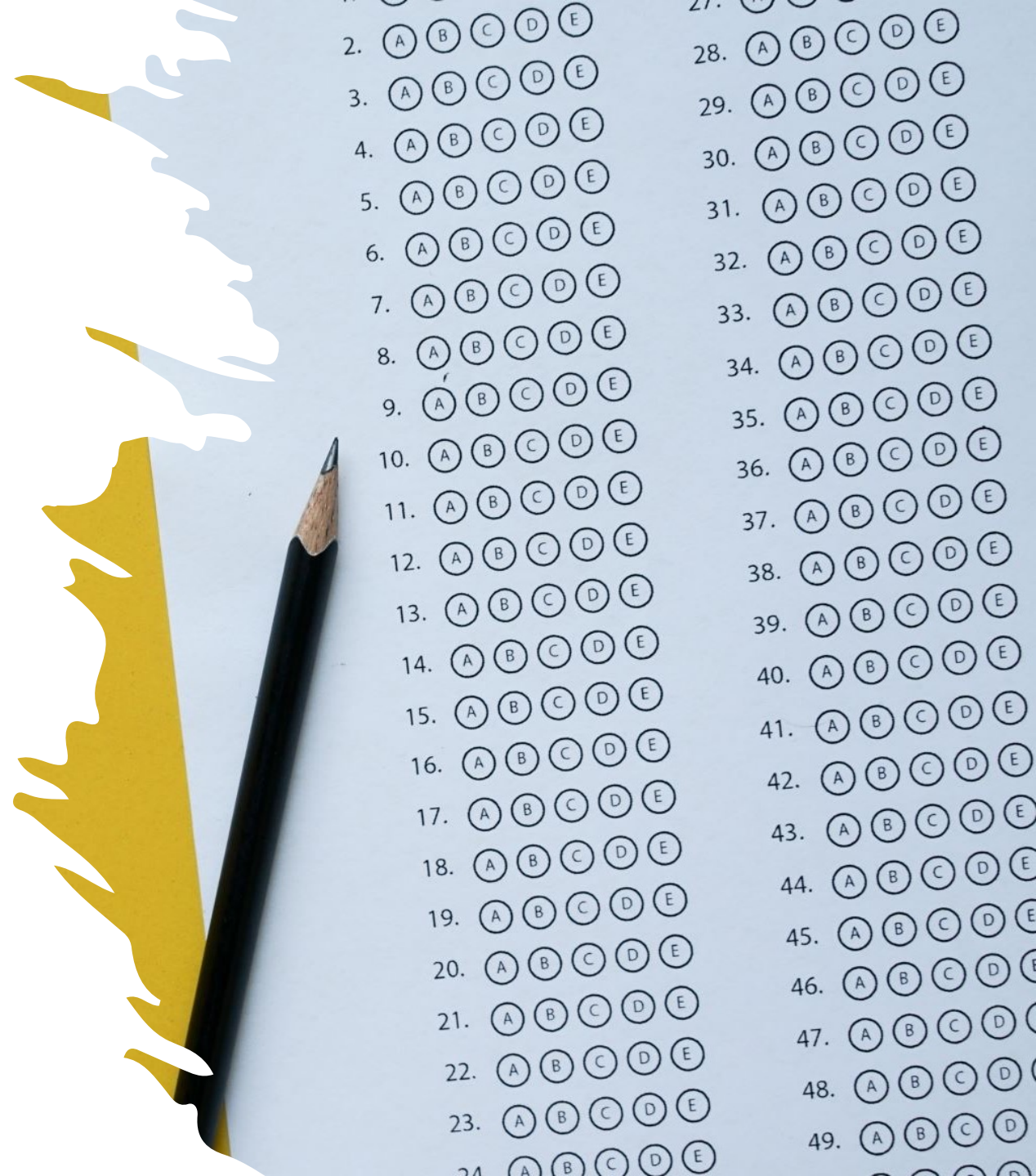
Unit Assessment Practices

This is what you are already doing.

Why the Test Anxiety Follow-up Survey?

Any or all of these reasons:

- Somebody from another Learning Assessment Center lent me their pre-done survey.
 - Saves me time
 - Already has some reliability and validity history
- I don't have time to code the 3 x 5 comment cards
- Assessing the Test Anxiety Workshops was on my assessment time-table for this semester.
- My supervisor told me to.



Assessment Options for the Test Anxiety Follow-up Survey

- Unit Assessment Practice

- Send survey
- Use the survey tool to generate charts that summarize the results
- Discuss at a staff meeting

- CAS Bound Assessment

- Collect same survey data using same survey
- Document the logistics and decisions using Standards 4.4 – 4.6. See Baby Draft of 4.4 on next page.

Baby draft of CAS Standard 4.4 for Text Anxiety Workshop

4.4 Gathering Evidence and Data

- **The functional area must gather evidence and utilize equity-centered data collection processes.**
 - Ensure survey is accessible with screen readers.
 - Ask 2 peer tutors to screen questions for jargon that may not be generally understood.
- **The functional area must utilize multiple methods and measures of data collection.**
 - Survey for the Text Anxiety Workshop but comment cards for the Time Management Workshop.
 - Also, open comment section on the Survey.
- **The functional area must regularly evaluate and update methods of data collection.**
 - Will use response rates and comments to revise survey in year two.
 - Will revise survey for year two if workshop substantially changes based on year one comments.
- **The functional area must develop manageable processes for gathering and evaluating data.**
 - Survey tool is free and existing staff have expertise on building, administering and extracting data.
- **The functional area must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.**
 - Peer Tutor review will address trustworthiness.
 - Another staff member will ensure that slide deck and survey questions are consistent (validity).
 - Will run reliability coefficient post survey administration.
- **The functional area must adhere to institutional policies related to data access and management.**
 - I'm planning to present this at CRLA so I will get IRB approval.
 - I'm **not** planning to present this off campus but only aggregate data will be presented, responses will be anonymized and data dis-aggregated by race, ethnicity etc. will be screened to ensure low response rates cannot be linked to specific students.

Roles for data collection and dissemination

GA that leads Test Anxiety Workshops

- Administers the survey
- Analyzes data?

Program Coordinator for Workshops

- Administers survey
- Writes draft report for Assist. Dir?

Assistant Director for Study Skills

- Gets data from GA and checks/does analysis and writes/edits draft report.
- Approves for presentation at assessment day

Director of Learning Assistance

- Does nothing **or;**
- Edits draft of Test Anxiety Workshop Report for consistency with CAS Standard 4: Assessment **or;**
- Includes in CAS Program Review as evidence.



PART 1. MISSION

1.1 Functional Area Mission

- The functional area mission must be aligned with the mission and core values of the department, college, division, institution, and applicable professional standards.
- The functional area mission must be appropriate for the institution's constituents.
- Regardless of its organizational structure, the functional area must collaborate and consult with its constituents to advance its mission.

1.2 Mission Statements

- The functional area must develop, implement, disseminate, regularly review, and update its mission statement.
- Functional area mission statements must reference student learning, development, and success.

PART 2. PROGRAMS AND SERVICES

2.1 Functional Area Goals

- The functional area must be guided by a set of written goals directly related to its stated mission, priorities, institutional core values, and expectations.
- The functional area's goals must be aligned with institutional vision, mission, and core values.
- The functional area must develop goals addressing access, diversity, equity, justice, and inclusion.
- The functional area must annually determine, review, assess, and consider revising its goals.
- The functional area must determine and define its constituents.

2.2. Achieve and Communicate Functional Area Goals

- The functional area must examine how its programs and services goals align with the functional area's mission and core values.
- The functional area must provide programs and services addressing the diverse needs of its constituents.
- The functional area must provide programs and services addressing access, diversity, equity, justice, and inclusion.
- The functional area must include its constituents when developing programs and services.
- The functional area must communicate at least annually to its constituents its progress toward meeting the mission, goals, and outcomes.
- The functional area must develop and implement strategies for outreach, marketing, and promotion of its programs and services that are consistent with the functional area's mission and goals.
- The functional area must use multiple modes of delivery to meet the needs of its constituents.

PART 2. PROGRAMS AND SERVICES

2.3 Program Structure

- The functional area must provide a research informed, theory-informed, or evidence-based rationale for designing programs and services, strategies, and tactics intended to influence student earning, development, and success goals.
- The functional area must establish and communicate a clear organizational structure for the implementation of its programs and services.
- The functional area must align the components, strategies, and tactics of its programs and services with functional area goals and the corresponding student learning, development, and success outcomes.
- The functional area must be structured and resourced to
 - balance efficiency and effectiveness
 - respond to the needs of its constituents and distinct populations
 - ensure access for its constituents
- Regardless of its organizational structure, the functional area must work in close consultation and collaboration with experts and utilize resources to meet the needs and interests of its constituents.
- The functional area must collaborate with colleagues and departments across the institution to develop programs and services consistent with the institutional core values and department functions.

PART 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

3.1 Student Learning, Development, and Success

- The functional area must contribute to student learning, development, and success by offering programs and services that support curricular and co-curricular experiences.
- The functional area must select relevant [CAS Student Learning and Development Domains and Dimensions](#) or other recognized outcomes frameworks to help create written goals and intended outcomes for its programs and services.
- Outcomes must be developed within one or more of the following areas:
 - Cognitive Complexity
 - Knowledge Acquisition
 - Interpersonal Development
 - Intrapersonal Development
 - Local and Global Humanitarianism and Civic Engagement
 - Practical Competence
- The functional area must provide educational opportunities and experiences for students targeting goals based on relevant [CAS Student Learning and Development Domains and Dimensions](#) or other outcomes frameworks.
- The functional area must align predetermined student learning, development, and success outcomes with the institutional framework for student outcomes.
- The functional area must collaborate with institutional leaders to identify relevant, desirable, and feasible student learning, development, and success outcomes.
- The functional area must document the extent to which intentionally designed programming, strategies, and tactics are implemented as planned.

PART 4. ASSESSMENT: 4.1

4.1 Assessment Culture, Plans, and Processes

- The functional area must create and sustain a culture of assessment that is transparent and valued by its constituents.
- The functional area must create assessment plans and processes in alignment with its mission and the core values of the institution. These plans and processes must
 - be created in collaboration with functional area constituents
 - include functional area goals, objectives, and outcomes
 - engage the functional area in an ongoing cycle of assessment activities
 - incorporate assessment of student learning, development, and success
 - address the role of power and positionality for those conducting assessment
 - be both ethical and equity-centered
 - incorporate different approaches to creating, collecting, and measuring evidence of progress towards achieving goals, objectives, and outcomes
- The functional area must implement strategies, practices, services, and programming toward achieving its stated goals and evaluating intended outcomes.
- The functional area must use data-informed decision-making.
- The functional area must document progress toward goal, objective, and outcome achievement. The functional area must implement and communicate its self-assessment and program review timeline as determined appropriate by department, divisional, and/or institutional leaders.
- The functional area must commit fiscal, human, and technological resources to develop, implement, and improve assessment plans.
- The functional area must support professional development for those responsible for assessment.
- The functional area must collaborate with appropriate departments on assessment of functional area outcomes.
- The functional area must use assessment data, research, and theory to review and revise program mission, goals, and outcomes in a regular cycle.

PART 4. ASSESSMENT: 4.2 – 4.4

4.2 Goals, Objectives, and Outcomes

- The functional area must clearly define goals, objectives, and outcomes for what the functional area intends to achieve. The functional area must develop student learning, development, and success outcomes using relevant frameworks.
- The functional area must review and revise goals, objectives, and outcomes annually, using data and relevant research to inform revisions.

4.3 Implementing Strategies to Achieve Goals and Outcomes

- The functional area must use theory, research, and evidence to develop and implement its programs and services to achieve stated mission, goals, and outcomes.
-

4.4 Gathering Evidence and Data

- The functional area must gather evidence and utilize equity-centered data collection processes.
- The functional area must utilize multiple methods and measures of data collection.
- The functional area must regularly evaluate and update methods of data collection.
- The functional area must develop manageable processes for gathering and evaluating data.
- The functional area must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.
- The functional area must adhere to institutional policies related to data access and management.

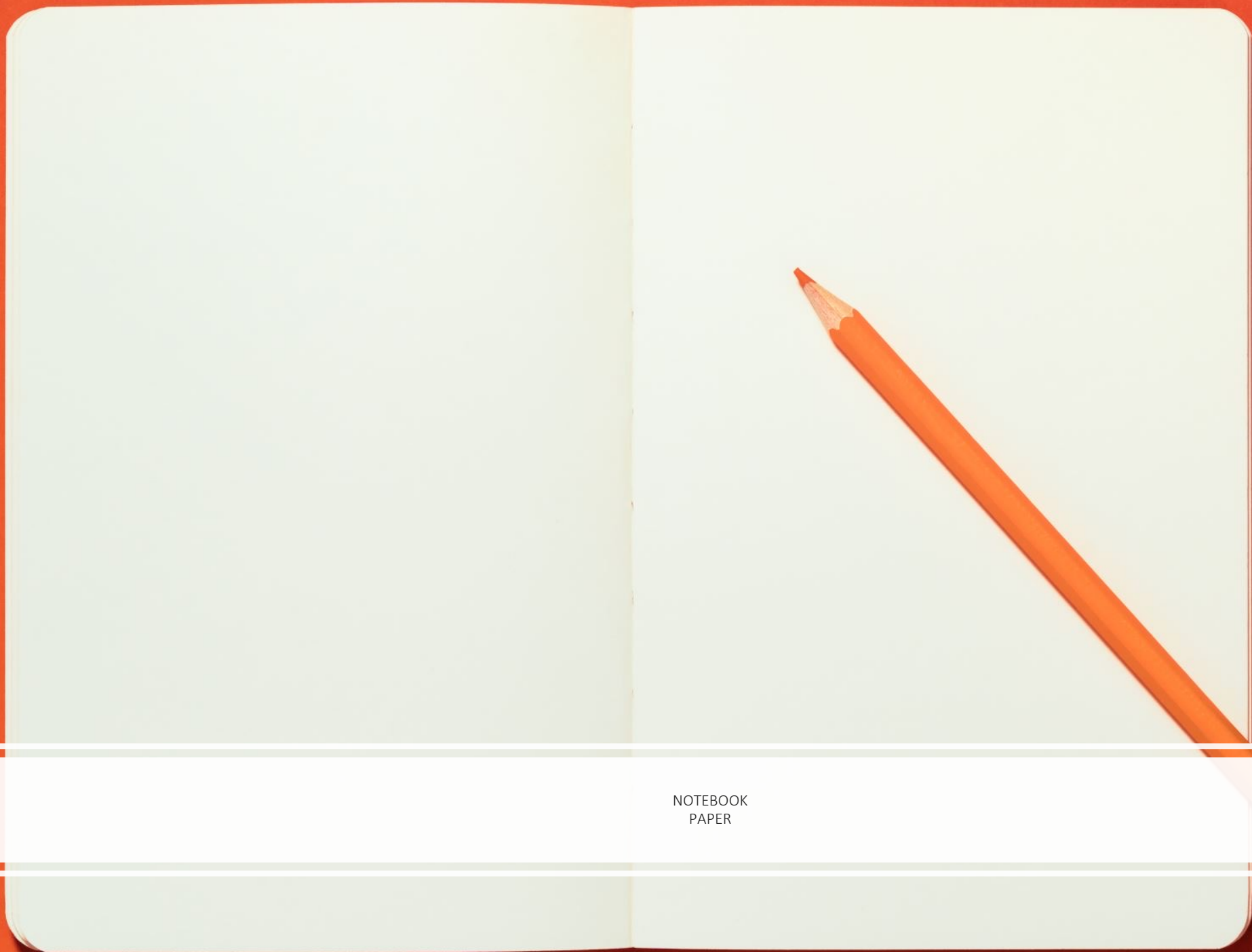
PART 4. ASSESSMENT: 4.5 – 4.6

4.5 Reviewing and Interpreting Findings

- The functional area must analyze and interpret data using appropriate methods for the outcomes and questions developed in the planning processes.
- The functional area must identify and address bias regarding analysis and interpretation.
- The functional area must disaggregate data to identify issues related to equity and inclusion.
- The functional area must compare findings to relevant literature on assessment areas of focus or interest.

4.6 Reporting Results and Implementing Improvement

- The functional area must use data to demonstrate achievement of program outcomes and student learning, development, and success outcomes.
- The functional area must avoid deficit-based reporting of assessment results.
- The functional area must articulate potential bias in data and reported findings when sharing or reporting results.
- The functional area must communicate results and findings to its constituents using formats tailored to them.
- The functional area must use evidence from assessment activities and research to inform decision-making and continuous improvement.
- The functional area must suggest strategies for using results and findings.
- The functional area must monitor improvements made based on assessment results.
- The functional area must provide annual reports regarding how results and findings are used for continuous improvement.
- The functional area must apply results to future planning.



NOTEBOOK
PAPER