



CAS: FROM BASICS TO BEYOND

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Workshop Learning Outcomes

Workshop Participants Will:

- Have a simple framework for understanding the CAS Self-Study Process and Standards.
- Understand what constitutes a unit “activity.”
- Learn where to gather and document self-study evidence.





Workshop Agenda

Part 1: CAS Simplified

Part 2: Identifying Activities

Part 3: Determining Evidence

Part 4: Documenting the Evidence

Part 5: Final Thoughts



Part 1:
CAS Simplified

Standards overview

- Individually, spend about 3 minutes skipping around and skimming the CAS Standards.
 - *What are 3-5 things you notice?*
- In small groups, share and identify your top 3 “finds.”

Simplifying CAS

“A CAS self-study is just answering 4 big questions through the lens of 12 standards in a 7-step self-study process.”





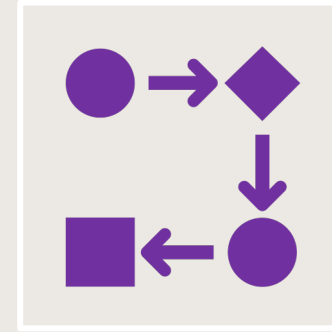
Analogy

- How do you know if your vacation was perfect?
- How do you plan a vacation?



Criteria

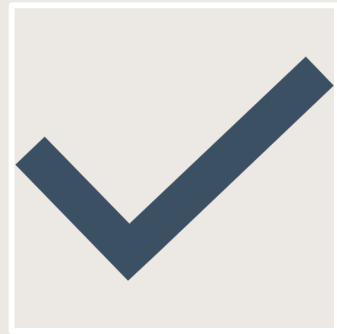
Affordable
Kid Friendly
Walkable
Live Music
Museums



Process

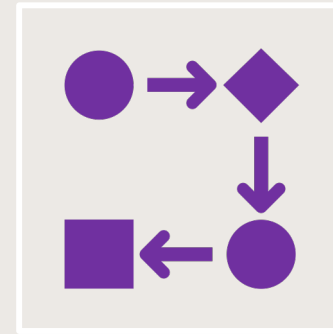
Schedule Time Off
Decide where to go
Determine Budget
Reservation for Dog
Make Hotel Reservation
Make Flight Reservations

Don't over complicate it! CAS is just two elements.



Criteria

*The CAS Standards are
the criteria.*



Process

*The CAS Self-Study is
the process.*

Criteria

Process

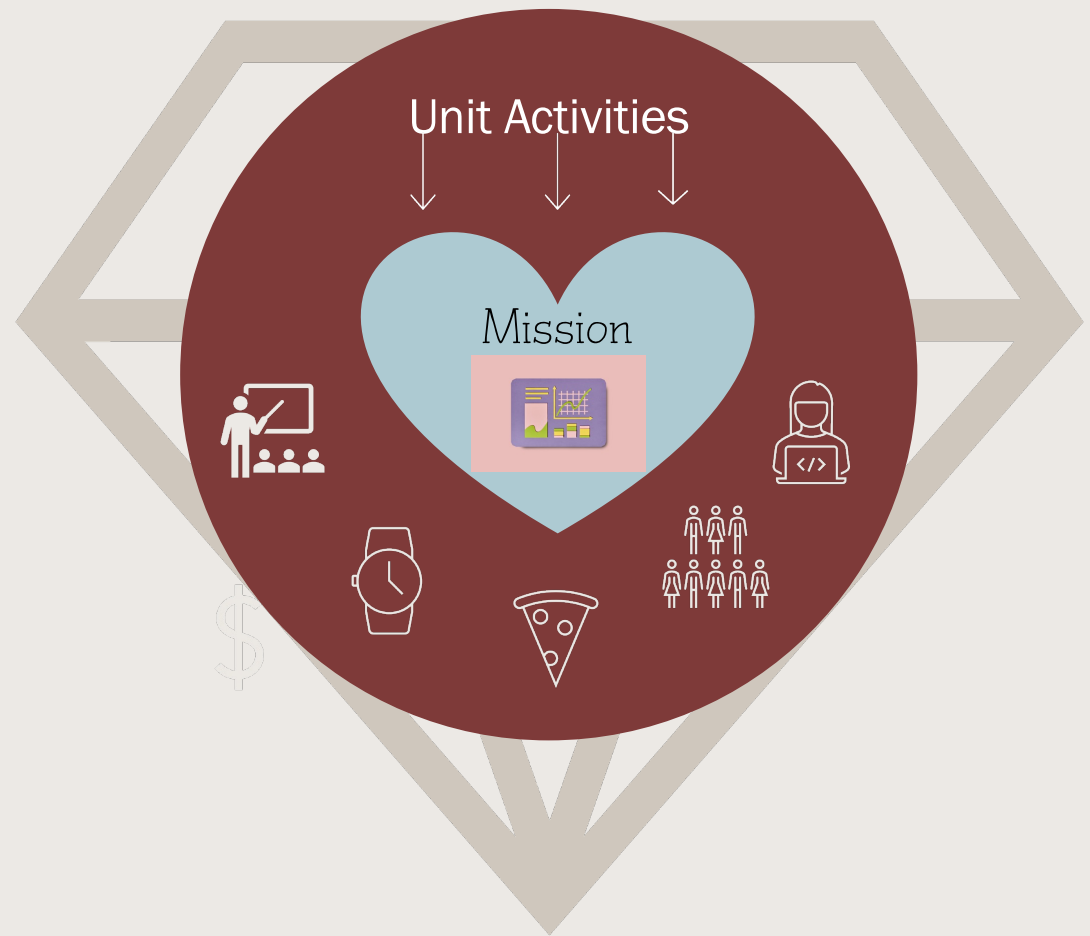
1. **Are unit activities mission focused?**
 - Part 1. Mission
 - Part 2. Program and Services
 - Part 3. Student Learning, Development, and Success
2. **Is there evidence that the unit's activities actually work?**
 - Part 4. Assessment
3. **Does the unit's work represent our values?**
 - Part 5. Access, Diversity, Equity, Inclusion, and Justice
 - Part 8. Collaboration and Communication
 - Part 9. Ethics, Law, and Policy
4. **Does the unit have the resources it needs to implement all its activities?**
 - Part 6. Leadership
 - Part 7. Human Resources
 - Part 10. Financial Resources
 - Part 11. Technology
 - Part 12. Facilities and Infrastructure



Figure 1. Steps of CAS Program Review Process

Purpose of CAS Self Study

1. Are unit activities mission focused?
2. Is there evidence that the unit's activities actually work?
3. Does the unit's work represent our values?
4. Does the unit have the resources it needs to implement all its activities?



CAS Self Study Questions



1. Are unit activities mission focused?

- Part 1. Mission
- Part 2. Program and Services
- Part 3. Student Learning, Development, and Success



2. Is there evidence that the unit's activities actually work?

- Part 4. Assessment



3. Does the unit's work represent our values?

- Part 5. Access, Diversity, Equity, Inclusion, and Justice
- Part 8. Collaboration and Communication
- Part 9. Ethics, Law, and Policy



4. Does the unit have the resources it needs to implement all its activities?

- Part 6. Leadership
- Part 7. Human Resources
- Part 10. Financial Resources
- Part 11. Technology
- Part 12. Facilities and Infrastructure

CAS Simplified



FOUR SELF-STUDY
QUESTIONS



EXAMINED BY 12
STANDARDS



IN A 7-STEP
PROCESS

Criteria

Process

1. **Are unit activities mission focused?**
 - Part 1. Mission
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 - Part 3. Student Learning, Development, and Success
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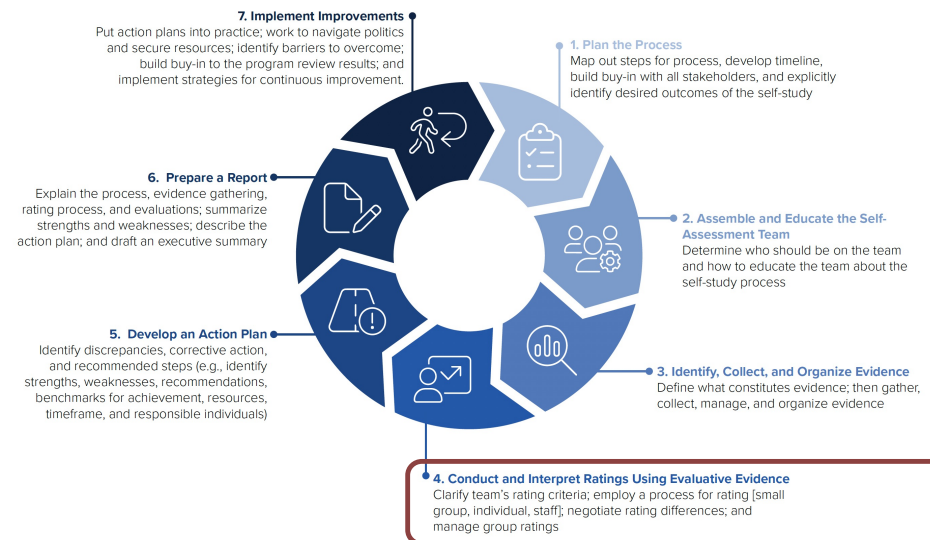


Figure 1. Steps of CAS Program Review Process

“A CAS self-study is just answering 4 big questions through the lens of 12 standards in a 7-step self-study process.”





Part 2: Identifying

Activities

CAS Self Study Questions



1. Are unit activities mission focused?

- Part 1. Mission
- Part 2. Program and Services
- Part 3. Student Learning, Development, and Success



2. Is there evidence that the unit's activities actually work?

- Part 4. Assessment



3. Does the unit's work represent our values?

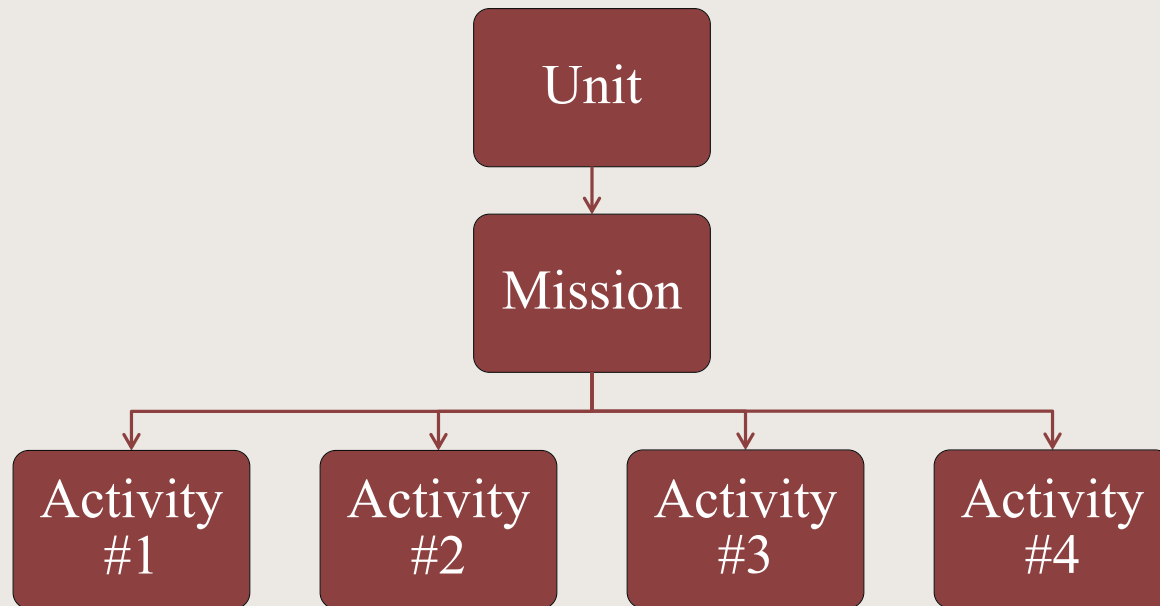
- Part 5. Access, Diversity, Equity, Inclusion, and Justice
- Part 8. Collaboration and Communication
- Part 9. Ethics, Law, and Policy



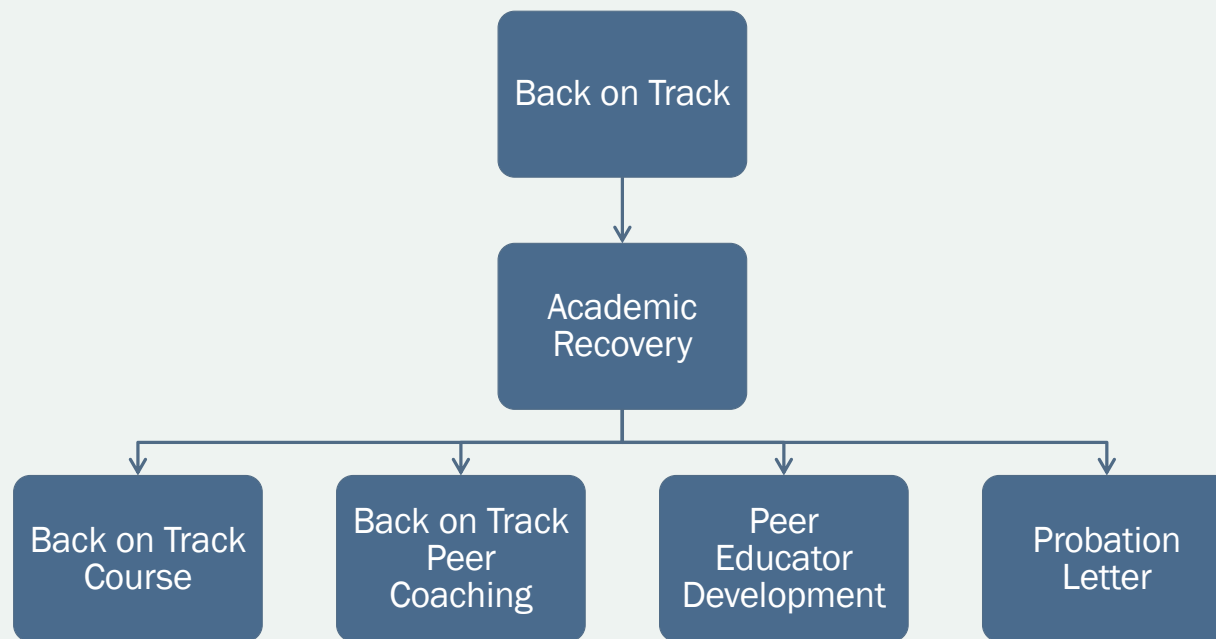
4. Does the unit have the resources it needs to implement all its activities?

- Part 6. Leadership
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- Part 10. Financial Resources
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The unit activities are how you meet the mission.



Everything you do, offer, provide, etc.

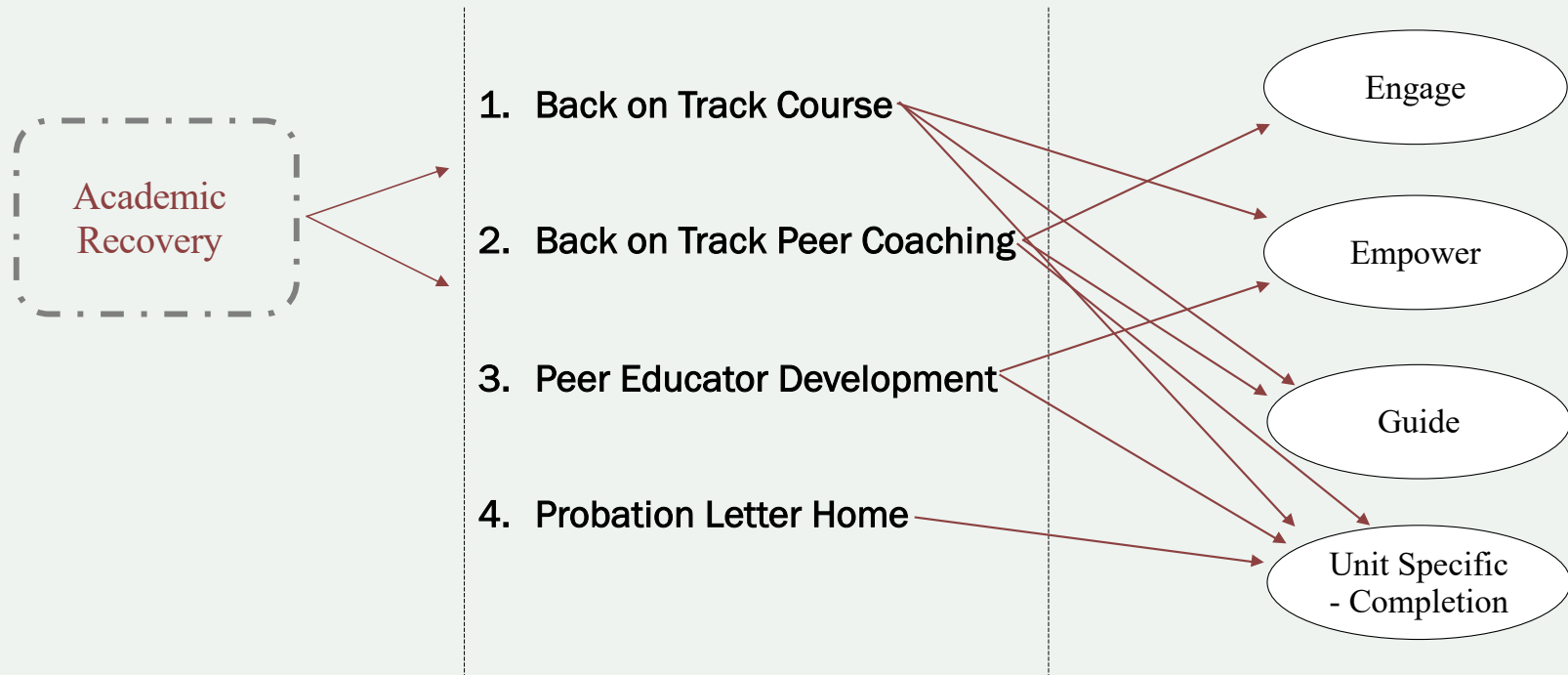


Small Group – Identifying Activities

1. Individually or in small groups, make a list of everything your unit does (fill out the middle column on the handout). If you have colleagues from the same unit, you might want to sit together.
2. Do your activities form themes? Add the themes to column one and map the themes to the activities.
3. Which areas of the DSS mission align with your activities? Map those in the third column.

Unit Name: Back on Track

We Serve (Audience): First-Year Students on Warning, P1 and P2



This goes right into your unit strategic plan.

Debrief



1. Are unit activities mission focused?

- Part 1. Mission
- Part 2. Program and Services
- Part 3. Student Learning, Development, and Success

Do you see the connection between this map and your unit's strategic plan?

I Live the Mission: Mad Libs!

I live the DSS mission because I

1. empower students to do this outcome with this activity .
2. engage students with this activity that guides/empowers them to outcome .
3. guide students to be able to outcome with this activity .

I live the DSS mission because I empower students to *return to good standing* through the *Back on Track Course*.

My *peer coaches* engage students in developing an *Academic Strategic Plan* that guides them to good standing and propels them towards graduation. My *peer educator development program* empowers the peer coaches to *guide students on probation during coaching sessions while developing the peer coaches' communication and leadership skills*.

I Live the Mission: Mad Libs!

I live the DSS mission because I

1. empower students to do this ___ *outcome* ___ with ___ *this activity* ___.
2. engage students with ___ *this activity* ___ that guides/empowers them to ___ *outcome* ___.
3. guide students to be able to ___ *outcome* ___ with ___ *this activity* ___.



Read your Mission
Statement



“Yes you do!”



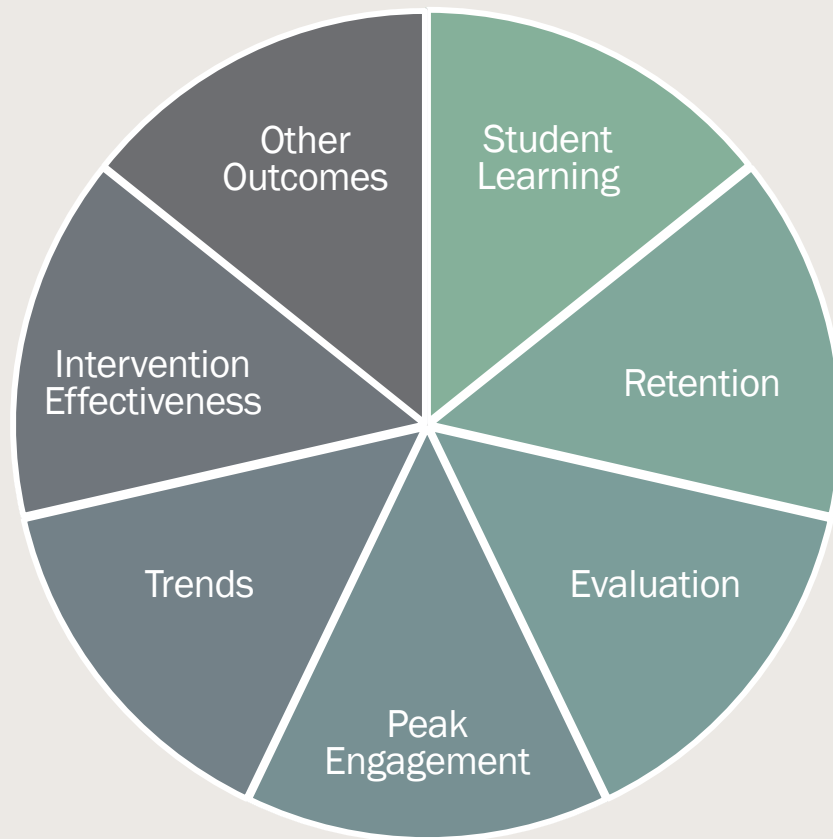
“I know!”

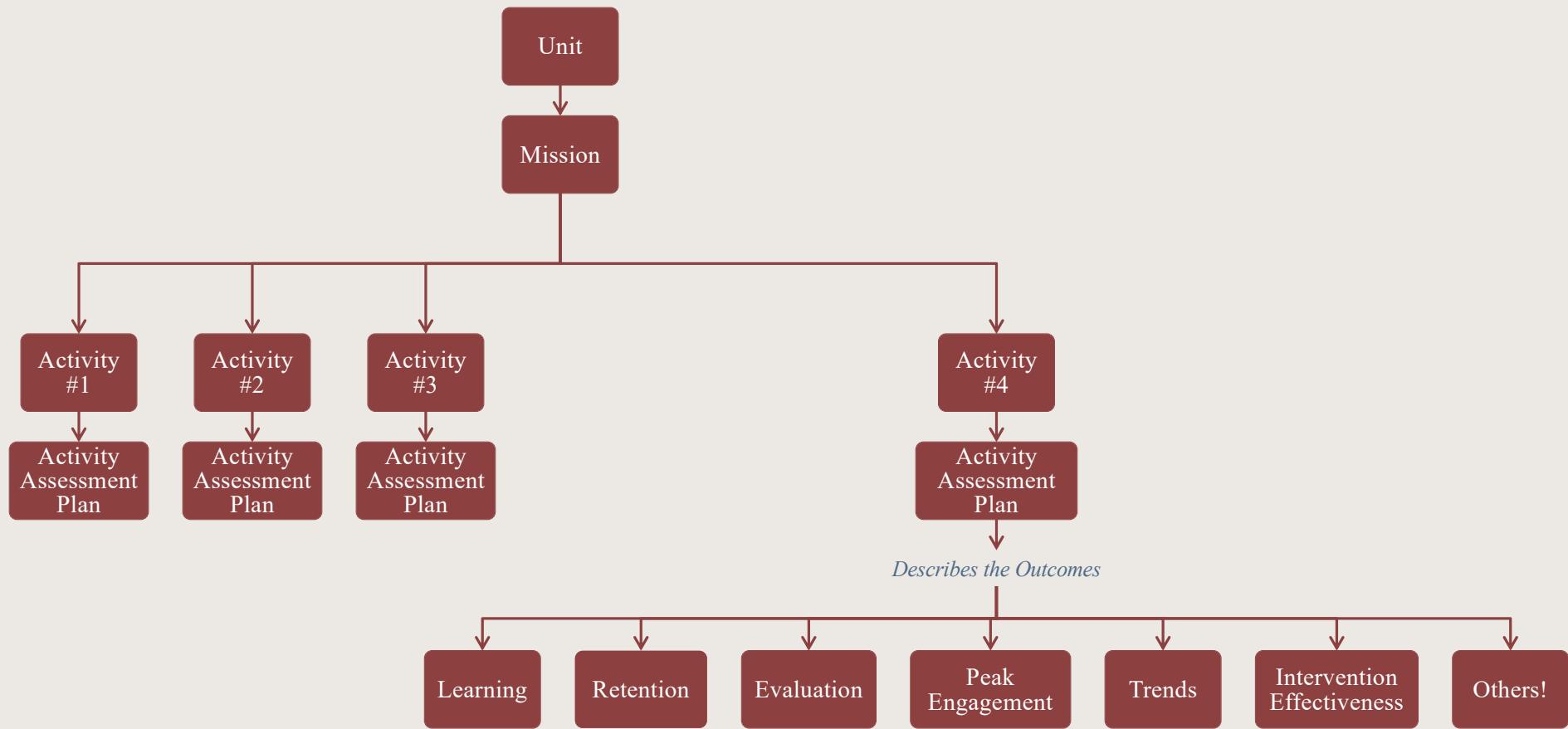


Part 4:

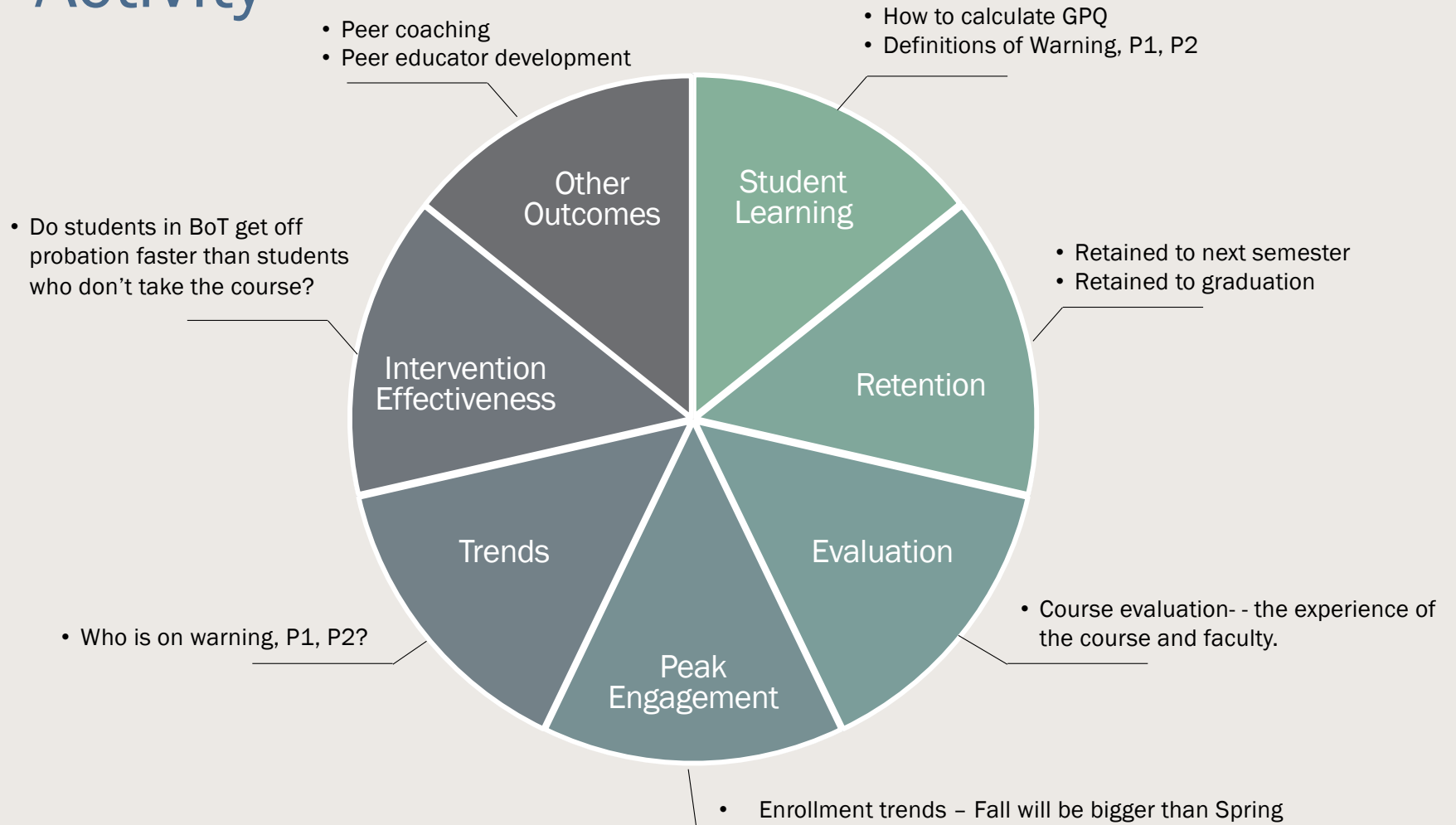
Determining the Evidence

Evidence of successful activities in in the outcomes





Activity



Academic Recovery

Met by

Back on Track Course

Activity Assessment Plan

Back on Track Couching

Activity Assessment Plan

Peer Educator Development

Activity Assessment Plan

Letter Home

Activity Assessment Plan

Describes the Outcomes

Learning

Students enrolled in Back on Track will be able to understand their current GPA in the context of how to return to Good Standing.

Retention
Intervention Effectiveness would be same.

Students enrolled in Back on Track will be retained at greater rates than prior to the Back on Track Intervention.

Evaluation

Instructors teaching Back On Track will be evaluated for teaching effectiveness.

Peak Engagement

The student enrollment data for all Back on Track courses will be documented each semester.

Trends

Each semester, comparisons for student success (standing, GPA, retention, graduation rates), disaggregated by student groups will be compiled.



Part 3:
Documenting the Evidence

Where are these answers?



1. Are unit activities mission focused?

- Part 1. Mission
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- Part 3. Student Learning, Development, and Success



2. Is there evidence that the unit's activities actually work?

- Part 4. Assessment



3. Does the unit's work represent our values?

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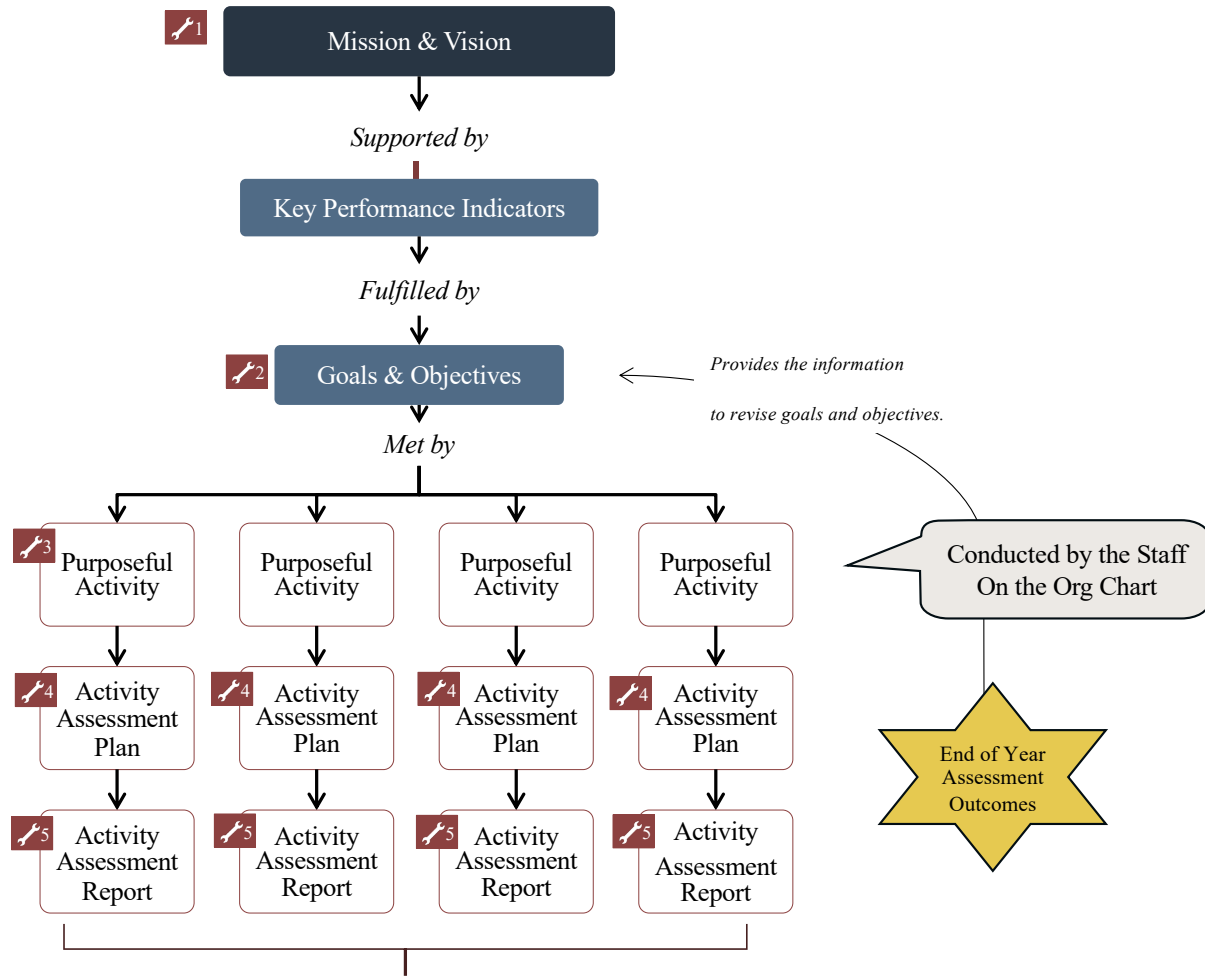
4. Does the unit have the resources it needs to implement all its activities?

- Part 6. Leadership
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The Annual Report!



DSS Annual Report



Documents the Culture of Assessment

Used in the Annual Report to describe program highlights, requests for resources, program sunsetting and continuous improvement.

Tools

- #1** Annual Report: One per year. Ideally, the unit would have multiple years to use for the CAS self-study.
- #2** Strategic Plan: One per unit.
- #3** Purposeful Activities Map: This summarizes all of the activities in the unit.
- #4** Activity Assessment Plan: Needed for each activity. Notice on the graphic that there is a #4 tool for each activity.
- #5** Activity Assessment Report: Needed for each activity. Notice on the graphic that there is a #5 tool for each activity.
- #6** CAS Alignment to Assessment Map: Summarizes all of the activities in the unit & is not part of the Annual Report

This is messy:

- Does the Annual Report answer all of the questions in the self-study or are there gaps?
- What part of the Annual Report is going to be the easiest to complete? Which the most difficult?
- What happens when I have more than one Annual Report for the self-study?



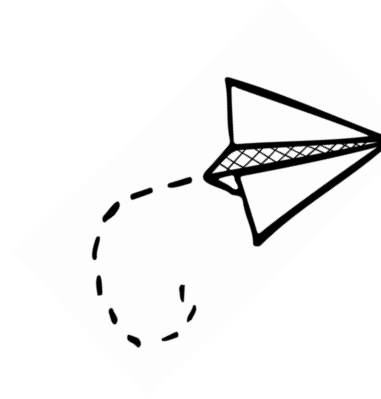
Part 5:
Final Thoughts

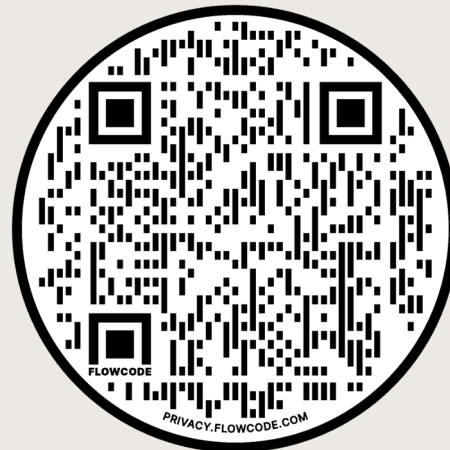


Reading the CAS Standards

- Visit:
 - *Use four questions as a guide*
 - *Skip around*
 - *Skim around*
- Read it from cover to cover:
 - *Annotate*
 - *Write down ideas for your unit separately or as part of your margin notes.*
- Be a good student:
 - *Use reading strategies – MURDER (the M stands for Mood)*
 - *Be metacognitive – sticky notes and pencils, not highlighters!*

Walk Away Message





CONTACT INFO

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