Assessment 101: Introduction to CAS Standards in Testing and Self-Assessment.

Kristen Vickery   kbvickery@aacc.edu

Director of Testing & Assessment

Anne Arundel Community College, MD

Assessment 101: Outcomes

- Create understanding of CAS as a self-assessment tool

- Apply newly learned information to your institution

- Evaluate assessment opportunities for your Testing Offices and what will be your role

Assessment 101: Objectives

- Provide an overview of CAS
- Introduce Testing Standards
- Discuss how assessment in a testing office can be used
- Provide real samples of how self-assessment is completed
- Introduce the concept of continuous improvement

Definition : Assessment

"Assessment is a process that focuses on *student learning*, a process that involves reviewing and reflecting on practice as academics have always done, but in a more *planned and careful* way"

(Ewell, 2000)

Definition : Assessment

"Assessment is the **systematic** basis for making inferences about the **learning** and **development** of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase **students' learning and development**."

Erwin (1991)

Definition : Assessment

"Assessment is the *systematic* collection, review, and use of information about educational programs undertaken for the purpose of *improving student learning* and *development*"

(Marchese, 1993)

Definition : Assessment

"Assessment is an **_ongoing process_** of collecting information that is aimed at **_understanding and improving student learning and personal development_**"

(Angelo, 1995)

Assessment vs. Evaluation

	Assessment	**Evaluation**
Focus	Programmatic	Individual
Process	Continuous & Embedded	Episodic
Measures	Outcomes	Effectiveness
		Part of assessment, *part* of measuring outcomes

Overview of CAS

Council for the Advancement of Standards in Higher Education

- Founded in 1979
  - Celebrating its 40th Anniversary in 2019
- Promotion of standards in higher education
- Promotion of self-assessment
- Consortium of 42 member organizations
  - Representing 100,000 professionals in higher education
  - Joins academic affairs, student affairs, and service units
    - into one council
- 45 standards and self-assessment guides (SAGs)

CAS: Types of Evaluation Processes

- Certification
- Best Practice
- Accreditation
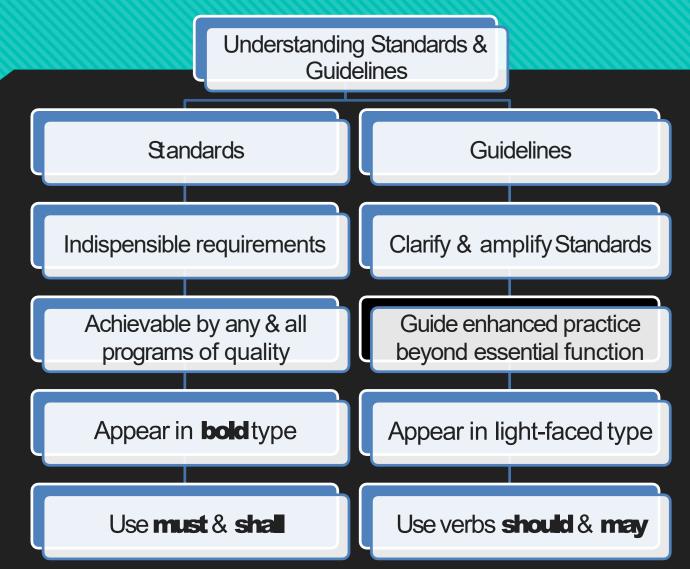- Registry
- Licensure
- Self-Assessment

CAS Terminology

o Functional Area

o Standard

o Guideline

o Components for rating

o Quality assurance

o Compliance

o Learning and development outcomes

Subsections of Standards

- Mission
- Program
- Organization and Leadership
- Human Resources
- Ethics
- Law, Policy, and Governance

- Diversity, Equity and Access
- Institutional and External Relations
- Financial Resources
- Technology
- Facilities and Partnerships
- Assessment and Evaluation

Standards and Guidelines

Understanding Standards & Guidelines

Standards

- Indispensible requirements
- Achievable by any & all programs of quality
- Appear in **bold** type
- Use **must** & **shall**

Guidelines

- Clarify & amplify Standards
- Guide enhanced practice beyond essential function
- Appear in light-faced type
- Use verbs **should** & **may**

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Self Assessment Process

Assessment Timeline

Supervising Dean	Department	Service	CAS Standards	2016/17	2017/18	2018/19
Engagement	Student Conduct	Student Conduct	Student Conduct 418	Completed	Implement Action Plan	Implement Action Plan
Transition	Student Engagement	Student Life	Campus Activities 86	Completed	Implement Action Plan	Implement Action Plan
Transition	New Student Experience	Orientation	Orientation Programs 366	Completed	Implement Action Plan	Implement Action Plan
Transition	Admissions		Undergraduate Admissions Programs and services, pg 461		Completed	Implement Action Plan
Enrollment	Records and Registration		Registrar Programs & Services pg 395		Completed	Implement Action Plan
Student Success	Tutoring		Learner Assistance Programs, 320 and CRLA		Completed	Implement Action Plan
Student Success	Transfer Advising		Transfer Student Programs and Services, pg440		Completed	Implement Action Plan
Engagement	Athletics	Athletics	Recreational Sports Programs, 384			Begin
Transition	Veterans		Veterans and Military Programs 499			Begin
Student Success	TLC		LAP, pg 320 and ITSI			
Student Success	Counseling	Counseling	Counseling Services 201			
Student Success	Academic Advising	Advising	Academic Advising, 37			
Student Success	Career Services		Career Services 127			Begin
Student Success	DSS	DSS	Disability Resources Services, pg 223			
Transition	Testing	Testing	Test Center Certification			
Transition	SASP	SASP	Trio 470, International 92, Multicultural Students 361, LAP, 320			
Enrollment	Financial Aid		Financial Aid Services, pg 245			
Enrollment	Student Information		Campus Information and Visitors Services pg 97	››		Begin
Engagement	Health	Health Services	Health Promotions Services 277			
Engagement		Tobacco Cessation	Alcohol, Tabacco and other drug programs, 55			

Assessment Teams and Train the Trainor

Staff Member	Department Completing SAG	LEAD	Coach	Team Members
Duane Herr	Athletics	*		
Tara Carew				*
Erik Hunter			*	
Bonnie Lasher-Kimmel				*
Harlan Herrel	Veterans	*		
Cassandra Moore			*	
Paul Creel				*
Danielle Brookhart				*
Veronica Boreland	Career Services	*		
Andrew Blazie			*	
Beth Mays				*
Kristen Vickery				*
Verna Marlow	Student Information	*		
Janice Watley			*	
Courtney Sales				*
Nancy Beier				*

Evaluation Steps

- **1. Assemble Team**

  3-5 (program) to 8-10 (division) comprised of stakeholders including students

- **2. Educate Team**

  Self-assessment concepts & principles

  Evidence & Conduct Rating

  Self-assessment guides (SAG)

- **3. Compile & Review**

  Implement the changes

- **4. Complete a**

  Report & Action Plan

  What would be necessary to meet standards?

- **5. Prepare a**

  Descriptive Report

  Document how well the standards are met

- **6. Close the Loop**

Storing Data

▼ 📁 SSAM 2017_18		Today, 11:54 AM
▶ 📁 2017 CAS Self-Assessment Guides		Jul 31, 2018, 12:44 PM
▶ 📁 Action Items		Nov 28, 2017, 10:43 AM
▶ 📁 Agendas		Apr 16, 2018, 9:03 AM
▶ 📁 Documents		Jun 5, 2018, 2:25 PM
📄 SSA Final Report2017_18.docx		Aug 21, 2018, 3:53 PM
▶ 📁 Team 1 Admissions		Jul 17, 2018, 3:20 PM
▶ 📁 Team 2 Registrar Programs		Jul 17, 2018, 4:17 PM
▼ 📁 Team 3 Transfer Advising		Today, 12:44 PM
📄 AGENDA 10_9_17.docx		Oct 9, 2017, 1:07 PM
▶ 📁 Assessment		Sep 6, 2017, 9:20 AM
📄 CAS Team 3 - Transfer Programs...Services - Criterion Measures.xlsx		May 21, 2018, 11:21 AM
▶ 📁 Diversity, Equity, and Access		May 10, 2018, 11:03 AM
📄 EMOT Team 18Transfer Recommendations.pdf		Apr 10, 2018, 11:02 AM
▶ 📁 Ethics		May 1, 2018, 4:09 PM
▶ 📁 Facilities and Equiptment		Sep 6, 2017, 9:20 AM
▶ 📁 Financial Resources		Jan 27, 2018, 10:40 AM
▶ 📁 Human Resources		May 1, 2018, 10:44 AM
▶ 📁 Internal and External Relations		May 1, 2018, 10:45 AM
▶ 📁 Law, Policy, and Governance		Jul 31, 2018, 11:23 AM
▶ 📁 Mission		Jul 31, 2018, 11:24 AM
▶ 📁 Organizational Leadership		Jul 31, 2018, 11:29 AM
▼ 📁 Program		Jul 31, 2018, 11:42 AM
📄 7 Yrears Later California Colleg...lping to Fix Transfer Process.pdf		Nov 13, 2017, 10:10 AM
📄 2015GFUReport.pdf		Dec 21, 2017, 12:26 PM
📄 2017-2018 Anne Arundel Count...ays Team meeting schedule.msg		Oct 24, 2017, 8:57 AM
📄 Assistant Director Counseling jb description 2017.docx		Nov 3, 2017, 12:12 PM
📄 CAS Mission Statement - Admissions Office 101817.doc		Oct 31, 2017, 8:42 AM
📄 CCSSE_2014_Results.pdf		Dec 21, 2017, 12:28 PM
📄 Choosing a Career Path and Cre...Successful Transfer 9.2017.pptx		Nov 3, 2017, 12:19 PM
📄 Content Intake - Transfer Services.docx		Nov 3, 2017, 11:50 AM
📄 Learning_Retreat_1815.pdf		Dec 21, 2017, 12:30 PM
📄 Partnering for Transfer.pdf		Nov 14, 2017, 11:40 AM
📄 PathwaysSuccessFall2017.docx		Oct 24, 2017, 9:15 AM
📄 PVP Presentation May 1 2017 Ad...esentation Ready for Today.pptx		Nov 3, 2017, 12:28 PM
📄 Reverse Transfer at AACC EM Team 18.docx		Dec 11, 2017, 1:52 PM
📄 schloarship workshop.docx		Oct 31, 2017, 10:37 AM
📄 ST_PGCC_casestudy.pdf		Jan 19, 2018, 10:34 AM
📄 Transfer Advising Day - Oct. 25 - 11am-2pm.pdf		Oct 23, 2017, 11:10 AM
📄 TransferGuide2017.pdf		Oct 31, 2017, 10:55 AM
📄 UPCOMING STUDENT ACTIVITIES Oct 23.pdf		Oct 23, 2017, 11:08 AM
▶ 📁 Team Documents		Sep 6, 2017, 9:14 AM
▶ 📁 Technology		Feb 6, 2018, 2:04 PM
📄 Transfer Student Programs and Services SAG.docx		Jul 16, 2018, 8:39 AM
▶ 📁 Team 4 Tutoring		Jun 6, 2018, 5:06 PM

Testing Programs and Services

Mission

TESTING PROGRAMS AND SERVICES
CAS Standards and Guidelines

Part 1. MISSION

The mission of Testing Programs and Services (TPS) must be to promote and provide quality test administration services for enrolled students, potential students, and community members and to offer the best opportunity for test takers to demonstrate accurately their knowledge, skills, abilities, and behaviors.

TPS must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of their institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

TPS must establish goals that
- are consistent with the standards and guidelines within the profession
- are guided by professional standards and guidelines
- are relevant to its placement in the institutional structure
- provide a variety of test, exam, and assessment tools and approaches
- support the academic integrity standards and requirements of the institution
- maximize the security and integrity of testing materials, administration and results

Standard and SAG

○ Standard is completed. Available March 1 https://www.cas.edu/store_category.asp?id=14

○ SAG is Completed Available April 1

○ Both available in the 40th anniversary 10th Edition

○ Follow CAS on Facebook or Twitter for updates and release   https://www.cas.edu
https://www.facebook.com/CAS.Standards   @CAS_Standards

○ Facebook has a 2 and 4 year college group

○ SSAL – Student Services Assessment Leader Group http://studentaffairsassessment.org

○ NASPA –Assessment Persistence and Evaluation KC

    ○ Twitter   @NASPA_AERKC   https://www.facebook.com/NASPAAERKC

○ AALHE – Association for the Assessment of Learning in Higher Education

Now is the time to Read and Plan………

Continuous Improvement

What is Continuous Improvement

○ Comes from business and Manufacturing

○ CI "is a management philosophy in which an organization pursues incremental and innovative improvements of its processes, products, and services" (p. 475)

○ "what one achieves through CI is a cycle of learning, in which a firm replaces outdated and incorrect knowledge with more current and accurate knowledge." (p. 475)

○ "The modern leader has an ethical obligation to exemplify the highest standards of integrity and moral insight but must also demonstrate uncommon business acumen and a profound knowledge of business systems, contexts, and technologies." (p. 484)

Cam Caldwell, Rolf D. Dixon, Ryan Atkins, Stefan M. Dowdell. (2011) Repentance and Continuous Improvement: Ethical Implications for the Modern Leader. *Journal of Business Ethics* 102:3, pages 473-487.

Action Planning

- Once self-assessment is complete it does not sit. Assessment is a fluid process that requires action and reevaluation to support students.

The Assessment Cycle
Maki (2002, 2004)

**SAG
(Self-assessment Guide)**

responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

SCP staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

SCP must obtain permission to use copyrighted materials and instruments. SCP must purchase the materials and instruments from legally compliant sources or seek alternative permission from the publisher or owner. References to copyrighted materials and instruments must include appropriate citations.

SCP staff members must be knowledgeable about internal and external governance systems that affect programs and services.

Appropriate policies and practices to ensure compliance with regulations should include notification to all constituencies of their rights and responsibilities under the student conduct system, a written description, accurate record keeping of all aspects of the student conduct proceedings, and regular reviews of the student conduct policies and practices.

ND	0	1	2	3	4	5
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds	Exemplary

Criterion Measures			Rating
6.1		The Student Conduct Program (SCP)	2
	6.1.1	is in compliance with laws, regulations, and policies that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole	2
	6.1.2	informs staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations	2
	6.1.3	has written policies on all relevant operations, transactions, or tasks that have legal implications	3
	6.1.4	regularly reviews policies to ensure that they reflect best practices, available evidence, and policy issues in higher education	3
	6.1.5	has procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations	2
	6.1.6	has systems and procedures to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations	2
	6.1.7	obtains permission to use copyrighted materials and instruments	ND
	6.1.8	purchases the materials and instruments from legally compliant sources or seeks permission from the publisher or owner	ND
	6.1.9	references copyrighted materials and instruments with appropriate citations	ND
6.2		SCP staff members	
	6.2.1	use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents	3
	6.2.2	are informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and are referred to external sources if the institution does not provide coverage	3
	6.2.3	neither participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive environment	3

Appendix A

Work Form B – Strengths and Areas for Improvement

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- **Strengths:** Item number(s) for which all participants have given a rating of 3, indicating agreement that the criterion *exceeds* the standard.
- **Areas for Improvement:** Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.

Note – Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 2, which indicates agreement that the criterion *meets* the standard.

Part	Strengths: Items that exceed the standard (consensus ratings – 3)	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings – 0, 1)
1. Mission	N/A	1.1, 1.2, 1.3
2. Program	N/A	2.1, 2.2, 2.3, 2.4, 2.6, 2.7
3. Organization and Leadership	N/A	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
4. Human Resources	N/A	4.1
5. Ethics	N/A	5.1, 5.2
6. Law, Policy, and Governance	N/A	6.1, 6.2, 6.3
7. Diversity, Equity, and Access	N/A	7.2
8. Internal and External Relations	N/A	N/A
9. Financial Resources	N/A	9.1, 9.2
10. Technology	N/A	10.1, 10.2, 10.3

Council for the Advancement of Standards in Higher Education

Appendix C

Work Form C – Recommendations for Unit Action

INSTRUCTIONS:
This is the last form to be completed by the review team. List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

Part	Item Requiring Attention
1. Mission	Cross departmental and college workgroup needs to determine a cohesive mission and vision for TSPS that consolidates the functions of various offices (i.e., Admissions, Records, Student Success (office formerly known as CARS)). Any Mission and Vision must be inclusive of all types of transfer students (i.e., both students transferring in and students transferring out)
2. Program	We recommend the development of a transfer center staffed by a transfer coordinator and at least 2 transfer specialists. This center will be the hub of the decentralized offices with specific transfer functions. The center must be visible and accessible to students, staff, and faculty. Suggested functions will include evaluation of dispersed transfer services to assure that there are no gaps in these services for students, faculty and staff. Other functions would include supporting faculty as they network with other institutions, ensuring transferability of programs of study and courses, and providing training to faculty and staff regarding transfer student advisement. In addition, work with PRIA to access increased data on transfer students to facilitate the development of programs of study to support transfer students. For example, assist departments with the evaluation of ARTSYS for accuracy as it relates to the department's courses and programs of study.
3. Organization and Leadership	The determination as to where TSPS fits into the organizational structure is important. It needs to be placed so that faculty respond to recommendations for programs of study and still remain easily accessible to advisors as they guide students. The goal of the transfer center which is to support the transfer student aligns with the many goals of the units within Learner Support Services. The decision which needs to be made therefore is to decide in which unit it should reside.
4. Human Resources	Today AACC has one role that meets the requirements of the transfer specialist which is the Title 13 mandated role of transfer coordinator. Given the complicated nature of transfer in the Maryland system and outside of the system and the increase in demand for the skills the role possess TSPS is inadequately staffed. The focus of Advising has been on retention rather than the development of various modalities for presenting transfer information. The point that is frequently missed is that the possibility of successful seamless transfers will result in increased retention. Because of the decentralized nature of TSPS at AACC, there are no technical and support personnel dedicated to TSPS. AACC TSPS needs a dedicated transfer coordinator and staff.

Appendix D

Work Form D – Beginning the Action Plan

INSTRUCTIONS:
This work form is for use by the staff of the unit being reviewed and is the first step in identifying the actions to be taken as a consequence of study results. Using the Items Requiring Attention listed in Work Form C, write a brief action plan that identifies the focus and intended outcomes of the next steps in to be taken in each area.

Part 1. Mission

Cross departmental and college workgroup needs to determine a cohesive mission and vision for TSPS that consolidates the functions of various offices. A significant focus of the mission will be the assurance of the seamless transfer into the Bachelor's degree.

Part 2. Program

Working toward developing a transfer center. TSPS staff will build relationships with other facets of the institution that also focus on Transfer Services, and program of studies.

Part 3. Organization and Leadership

The visibility of the transfer coordinator has to increase for students so that they understand that they have access and availability to the transfer coordinator when issues arise that affect seamless transfer.

Part 4. Human Resources

TSPS needs to focus on obtaining another position dedicated to Transfer Services.

Part 5. Ethics

All staff should understand that the focus of the services is for the student achieves the goal as defined by each individual student.

Part 6. Law, Policy, and Governance

TSPS will develop a schedule for trainings for staff regarding transfer policies and procedures.

Part 7. Diversity, Equity, and Access

TSPS will update transfer services brochures to include information regarding rights of transfer students and also how to access transfer coordinator if issues arise.

Part 8. Internal and External Relations

TSPS will develop a plan for networking to develop and maintain needed relationships with high schools, USM offices and the public and independent colleges in Maryland.

Action Planning

LSS Unit Level Assessment Plan

Unit Name:	
Assessment Pal for Academic Year:	
Director:	
Assessment Contact(s) (if not the director):	
Department Mission Statement:	
Department Vision Statement:	
Department Goals:	
1	
2	
3	
4	

Program or Service Being Assessed:

Learning Outcome(s) and/or Program Objective(s)	Method	Frequency	Timeline (mounth)	Purpose	Goal(s) Supported

Program or Service Being Assessed:

Learning Outcome(s) and/or Program Objective(s)	Method	Frequency	Timeline (mounth)	Purpose	Goal(s) Supported

Program or Service Being Assessed:

Learning Outcome(s) and/or Program Objective(s)	Method	Frequency	Timeline (mounth)	Purpose	Goal(s) Supported

Program or Service Being Assessed:

Learning Outcome(s) and/or Program Objective(s)	Method	Frequency	Timeline (mounth)	Purpose	Goal(s) Supported

Questions

Kristen Vickery   kbvickery@aacc.edu   410-777-2543