

***Assessment is the most valid way of demonstrating the effectiveness of services, programs, and facilities, especially in defending and promoting higher education, and also in meeting accreditation standards.*** (Upcraft & Schuh, 2001)

**The Goal:** Offices outside of Academic Affairs and Student Services have responsibilities that significantly impact the services and operation of a college. Assessment is a vehicle to demonstrate contribution to institutional mission, goals, and strategic objectives. Additionally, offices outside of these two divisions also promote skill development among a diverse set of constituents. Determining the effectiveness and moving beyond satisfaction of services allows for a greater understanding of impact and resource allocation.

There are several steps to complete year zero of the CAS Review. Please reference the Year zero instructions document for expanded definitions, guidance and resources.

#### **CAS Standards**

The Council for the Advancement of Standards are professional standards for Higher Education. CAS includes 45 functional areas that traditionally fall within student services and in some cases enrollment management. A functional area such as Auxiliary Services, Marketing & Communication, Assessment Conference & Event Programs, and General Standards applicable to other offices. The application of these standards is often used to understand an office's functionality & best practices against a benchmark. Each area (which is usually an office and not a program within the office) has 10 sub-categories. The first 3 are Mission, Goals & Student Learning Outcomes. CAS provides a road map to assist in creating and assessing learning through the development of outcomes.

#### **Department Mission Statement**

Each department's mission clearly defines their role in the division and lets students and others know how they contribute to the institution's mission by helping them with their development and experience at the institution. A mission statement indicates what is being done, a vision is inspirational and addresses the future. Mission statements state the cause, action, and impact. They are specific, succinct, and straightforward.

#### **Department Goals**

Goals inform the development of services and Outcomes. The need for the Mission and Goals of a department are essential steps in promoting an understanding of a department's role in the community. Goals are broad strokes that are not measurable. They indicate the end result and are overarching.

#### **Department Operational & Student Learning Outcomes**

There are a number of different types of assessments that answer questions and inform our practices in different ways. Depending on the services being provided, most will focus on Learning Outcomes Assessment. Some may focus on other types of assessment. What is important to know is that other types of assessment aren't measuring learning. However, they are useful and can be used to inform practice. Learning outcomes are statements of what students or participants (including community members) will know or be able to do as a result of an experience, process, or policy. Additionally, for the purposes of a department, outcomes reflect the department goals.

### Step One:

Familiarize yourself with the website section on Year Zero deliverables, resources, templates, and instructions.

### Step Two:

Familiarize yourself with the Council for the Advancement of Standards are professional standards for Higher Education. The review cycle will cover several of the 12 common criteria categories (referred to as general standards) found in the CAS functional area review handbook located in a folder on the OneDrive labeled Assessment outside SSEM.AA. The below categories will be addressed during this review year and should be used in the development of the departments Mission Statement, Goals, and Program/Student Learning Outcomes:

#### Part I. Mission

#### Part II. Program and Services

#### Part III. Student Learning, Development, and Success

There are activity worksheets to help in the review/development process of Mission Statements, Goals, and building Program/Student Learning Outcomes. Once these three components of the review are completed, the department lead/director should submit their Mission, Goals, and PSLOs to Web Content Specialist in Marketing and Communication for website upload.

### Step Three:

Review or Revise the departments Mission Statement. When reviewing/revising/or creating a Mission Statement, best practices should be incorporated into the review. It is recommended that you use CAS Standards for your department/functional Area. Sub-Category 1 will help in this effort. Additionally, a review of a national organization can assist in the development of this area.

### Step Four:

Review or Revise the departments Goals. Goals inform the development of services and Learning Outcomes for the department. The need for the Mission and Goals of a department are essential steps in promoting an understanding of a department's role in the community. Goals are broad strokes that are not measurable. They indicate the end result and are overarching. They often represent a more detailed task or cohort of individuals the department serves as stated in the Mission Statement.

### Step Five:

Learning outcomes are statements of what students, community members or participants will know or be able to do as a result of an experience, procedure or policy developed. Essentially to determine the breadth and depth of how effective or how impactful (and whether goals were met) a program/experience provided by a department (or several departments) is, measurable outcomes must be identified and written. There are two types of outcomes: Operational and Learning. Outcomes often lean heavily on student learning but there may be outcomes identified that are not directly related to student or community learning. The Model recommended and used within the review of SLOs is the ABCD Model developed by Heinich et al. 1996.

A is for Audience. B is for Behavior learned. C is for condition in which learning is taking place. D is degree of learning

The Model used for ops outcomes is the SMART Model developed by Doran et al. 1981.

S is for Specific. M is for Measurable. A is for Achievable. R is for Relevant. T is for Time.

### Step Six:

Submission of End of Year CAS Review Report. The link to the form will be provided in April.