Using the CCAS Standards of Practice to Support Improvement Initiatives

AAC&U Annual Meeting • January 23, 2015

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Rider University
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A Self-Assessment Guide for Colleges of Arts & Sciences

www.ccas.net

STANDARDS OF PRACTICE

NOVEMBER 2013
Who’s Doing What and What Isn’t Getting Done?

Lori Vermeulen

Dean of the College of Arts & Sciences,
West Chester University of Pennsylvania
Pennsylvania State System of Higher Education (PASSHE)

Regional, comprehensive, public

Largest in state system (16,000)

Southeast PA, 30 miles west of Philadelphia
Boards, presidents, provosts, and vice presidents may use these standards in order to help assess whether their Arts & Sciences colleges are performing at a high level, need improvement, or require greater attention.

From CCAS Standards of Practice, page 1
<table>
<thead>
<tr>
<th>CAS Exigencies</th>
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<tbody>
<tr>
<td>• Really big</td>
</tr>
<tr>
<td>• Growing rapidly</td>
</tr>
<tr>
<td>• Under-resourced compared to other colleges</td>
</tr>
<tr>
<td>• Unable to leverage power of accrediting body</td>
</tr>
<tr>
<td><strong>CAS 52% SCH</strong></td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>1 Dean</td>
</tr>
<tr>
<td>1 Associate Dean</td>
</tr>
<tr>
<td>2 Half-Time Faculty Associates</td>
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<td>1 Budget Manager</td>
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CAS Has Grown 35% Since 2006

<table>
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<tr>
<th>Department</th>
<th>Fall 06</th>
<th>Fall 07</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>Fall 10</th>
<th>Fall 11</th>
<th>Fall 12</th>
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<td>109527</td>
<td>112009</td>
<td>34.9</td>
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</tbody>
</table>

% Δ prior yr  
2.37%  
3.33%  
5.02%  
4.56%  
7.81%  
5.35%  
2.27%
CAS Enrollment 2005-2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
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<tr>
<td>Fall 06</td>
<td>80000</td>
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<tr>
<td>Fall 07</td>
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<tr>
<td>Fall 08</td>
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</tr>
<tr>
<td>Fall 10</td>
<td>100000</td>
</tr>
<tr>
<td>Fall 11</td>
<td>110000</td>
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<tr>
<td>Fall 12</td>
<td>115000</td>
</tr>
<tr>
<td>Fall 13</td>
<td>120000</td>
</tr>
</tbody>
</table>
Special Assistant to the Provost

CCAS Standards of Practice

Mantra

Interview constituents
Leadership in the college needs to establish processes to monitor and assure the public of the quality of all undergraduate and graduate programs and courses offered in the college.

From CCAS Standards of Practice, pages 5-6
It’s All Fruit?
Interdisciplinary Programs

Tomato/Tomata
Fruit or Veg?

- African American Studies
- Ethnic Studies
- Holocaust and Genocide Studies
- Latin American and Latino/a Studies
- Liberal Studies
- Linguistics
- Peace and Conflict Studies
- Pharmaceutical Product Development
- Professional Studies
- Women’s and Gender Studies
- Youth and Urban Empowerment Studies

fruits (botanical)

fruits (informal)

vegetables
A Program of One’s Own

- Interdisciplinary majors vs. minor
- Program management
- Relationship to “home” department
- Budget
- Course release
- Enrollments
Interdisciplinary teaching and research are essential in 21st-century higher education. Colleges of Arts & Sciences are interdisciplinary by nature, yet there are often barriers that prevent or discourage faculty members and students from collaborating across administrative and disciplinary lines.

From CCAS Standards of Practice, page 12
Fostering Interdisciplinarity

- Policies and procedures
- Joint appointments, reviewing performance, tenure and promotion
  - Establishing, reviewing, eliminating interdisciplinary entities

From CCAS Standards of Practice, page 12
Collaboration across disciplines, faculty expertise, and diverse academic and non-academic units is critical to teaching and learning innovations as well as to stimulating the growth of new ideas and knowledge.

Does the provost/VPAA provide support for campus-wide collaborative initiatives?

From CCAS Standards of Practice, page 6
<table>
<thead>
<tr>
<th>Lessons/Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Access to information, forums</td>
</tr>
<tr>
<td>• Professional and leadership development</td>
</tr>
<tr>
<td>• Improve communication with University offices</td>
</tr>
<tr>
<td>• Program base budgets</td>
</tr>
<tr>
<td>• Allocations for course release</td>
</tr>
<tr>
<td>• Faculty work or staff and/or manager work?</td>
</tr>
<tr>
<td>• Streamline and coordinate program management activities across college/unit</td>
</tr>
</tbody>
</table>
APPLES, ORANGES, and Tomatoes, OH MY!
But PENGUINS and CANOES?
**WCU Penguins**

- Pennsylvania Writing and Literature Project (PAWLP)
- Poetry Center
- Business Writing Institute
- Writing Center
- College Literature
- Television Station
- Forensics Program

**WCU Canoes**

- The Gordon Natural Area
- The Equine Toxicological Laboratory (The Horse Urine Lab)
- The Planetarium
- Center for Microscopy and Imaging Research and Training
What Are They?

- Entrepreneurial in nature
- Often meet multiple strategic goals.
- Often cross colleges and divisions
- Often overlooked by the dean until a crisis occurs
What Are They Not?

- Don’t generate student credit hours
- Not covered by the Collective Bargaining Agreement (CBA)
- Not routinely reviewed
What Did We Learn?

• Need a program review cycle
• Operations
• Oversight
• Relevance to the current strategic plan
• Relevance to current student needs
• The PAWLP was created 30 years ago.
• Tuition revenue supported its operation.
• Practices were not consistent with CBA and strategic goals.
• Not on program review cycle.
• It is in crisis.
PAWLP Study

• Special Assistant to the Provost

• Three parts to the PAWLP operation
  1. Summer writing camps
  2. SCH generated by in-service teachers
  3. Teachers teaching teachers
• Move staff
• Bring in conference services
• Retrieve tuition dollars
• Incorporate SCH within home department
• Shrink offerings to scale
What else did CCAS Standards of Practice help us learn?
Is the governance structure of all units clearly articulated?

Are opportunities provided for developing leadership within the college?

For academic programs, yes.

Not so much for penguins and canoes.

From CCAS Standards of Practice, page 7
College and Departmental Leadership

- Explicit and transparent appointment and election process
- Clearly defined evaluation process
- Role of the dean and the department faculty in the evaluation process clearly defined
- Process for removing unsatisfactory directors
What Do We Need?

Institutional body for strategic initiatives

Associate deans’ and chairs’ handbook

Interdisciplinary programs, penguins, canoes
Organizational Models

- Centers or Institutes (associate dean)
- Schools within a college (associate dean)
- Unit within academic affairs (associate provost or dean)
Leadership in the college needs to establish processes to monitor and assure the public of the quality of all undergraduate and graduate programs and courses offered in the college. These processes include review of curriculum, assessment of student learning, and external program reviews.

**CURRICULUM**
- Is the college’s role in the institution’s general education requirements clearly defined?
- Does the college have a Curriculum Committee?
- Is the role of the Curriculum Committee clearly defined by college documents?
- Are the steps clearly specified for proposal development and course actions (e.g., creation, revision, deletion) consonant with university, state, and accreditation guidelines?
- Is opportunity provided for consultation with units outside the college?

**ASSESSMENT**
- Are there clear processes for assessing student learning for all undergraduate, graduate, and certificate programs?
- Are course learning goals delineated and communicated to students?
- Are program learning goals delineated and communicated to students?
- Are direct assessments of goal achievements collected on a regular basis?
- Is there an established feedback loop mechanism for program refinement?
- Are assessment plans modified on a regular basis?
- Are data on student learning outcomes maintained over time?

**EXTERNAL PROGRAM REVIEW**
- Is there a clear plan and schedule (e.g., five-year, 10-year) for external reviews of all departments and programs housing degree pathways?
### Scoring Rubric

**Answer Questions using 1, 2, 3, or N/A**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Question can be answered in the affirmative without equivocation. Policy/practice is well understood and regularly adhered to.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Partially true. May be a formal policy but is not uniformly adhered to. May be a standard practice but is not codified. Parties within the College may have different answers to the question.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Policy/practice is virtually absent, sporadic, non-uniform, and not well understood.</td>
</tr>
<tr>
<td><strong>N/A</strong></td>
<td>Not applicable. This rating should be used sparingly.</td>
</tr>
</tbody>
</table>
Small-group Work

Take 5-10 minutes to complete the scoring for the questions

Gather with 2-3 other people to discuss your experience with the self-assessment

Share reflections during report-out
For More Information

TO PURCHASE
a copy of the *Standards* is available for $5

TO VIEW
the *Standards* online, visit
ccas.net >> Resources >> Standards of Practice

You must be a member of CCAS to use the Scoring Rubric
networking arts & sciences deans