



# CAS Cross-Functional Frameworks and Program Review of a Multi-Functional Area



# Participant Learning Outcomes

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- Participants will be able to:
  - Describe the rationale behind creating cross-functional frameworks and multi-standard review processes
  - Describe key components of each cross-functional framework and the multi-standard review processes
  - Articulate ways the cross-functional frameworks and multi-standard review process can be used

# Why: Cross-Functional Frameworks

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- Request for guidance to deal with issues that span multiple departments
- Wanted frameworks that have common threads regardless of issue, similar to general standards
- Wanted frameworks that looked and felt similar to functional area standards
- Wanted resource that could address emerging issues in higher education



# First Year Experience Framework



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# The Charge to the National Resource Center

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Develop standards and guidelines for **“an approach for addressing emerging, evolving, and on-going issues or topics from a multi- and interdisciplinary perspective through teams of higher education professionals from different fields or functional areas”** for the development, delivery, and assessment of a high-quality first-year experience.



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# Our Reaction



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# FYE: A Working Definition



**“The first-year experience is not a single program or initiative, but rather an intentional combination of academic and co-curricular efforts within and across postsecondary institutions.”**

*(Koch & Gardner, 2006)*



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# Criteria for FYE “Excellence”

- “Evidence of an **intentional, comprehensive approach to improving the first year** that is appropriate to an institution’s type and mission.”
- “Evidence of assessment of the **various initiatives that constitute this approach.**”
- “Broad impact on significant numbers of first-year students, including, but not limited to special student subpopulations.”
- “Strong administrative support for first-year initiatives, **evidence of institutionalization, and durability** over time.”
- “**Involvement of a wide range of faculty, student affairs professionals, academic administrators, and other constituent groups.**”





# Our Organizational Approach

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# Our Organizational Approach

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- Introduction
- **Why?** The Charge and Operating Principles
- **Who?** Cross-Functional Team
- **How?** Approach and Process
- **What?** Initiatives, Strategies, and Tactics
- **So what?** Assessment
- References

IT'S NOT  
**WHAT**  
BUT WHY  
YOU DO IT



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# The Charge and Operating Principles

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- The Charge
  - “This framework advocates that cross-functional teams have a clear and defined role in the organizational structure manifest by a charge coming from source(s) of institutional authority.”
- Context for Operation
- Goals of the Cross-Functional Team
  - “...needs to operate under a set of common goals that are relevant to a comprehensive FYE but also allow enough freedom for interpretation of those goals in various areas of the institution that comprise the components of the FYE.”



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# Cross-Functional team

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- Selection/Composition
  - “It is critical that the composition of the team includes the major stakeholders and constituents of the FYE work on campus” (i.e., faculty, representatives from core elements of the FYE, students, other student transition support efforts”
- Size
- Acknowledgement and Recognition
- Leadership, Responsibility, and Accountability
  - “While composition of the team is intended to create a foundation for participatory governance and to facilitate collaboration, it is necessary to identify a ‘leader among peers.’”





**THIS IS**  
**We How**  
**we DO**



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# Approach and Process

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- Authority
- Resource Parameters
  - “The team must have funding to operate in pursuit of its mission and goals.”
  - “It is imperative to identify resources that extend beyond fiscal support to include other forms of operational assistance.”
- Inventory of Existing Practices
  - “The team needs to conduct an audit of existing...initiatives at the institution as well as a review of promising practices in the field of FYE.”
- Communications

# SAY

# WHAT?

let's break it all the way down



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# Initiatives, Strategies, and Tactics

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- Constitution of the First Year Experience
  - “While there is no one formula for the array of initiatives that comprise a successful FYE, there are certain educational experiences that must be included as pillars for a high-quality, seamless, and comprehensive learning and transition experience for new students.”
- Integration of First-Year Educational Experience
  - “Intentional and meaningful connections across initiatives is critical to achieving true excellence.”
- Integrity and Quality of First-Year Experience Efforts

# so**what**



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# Assessment

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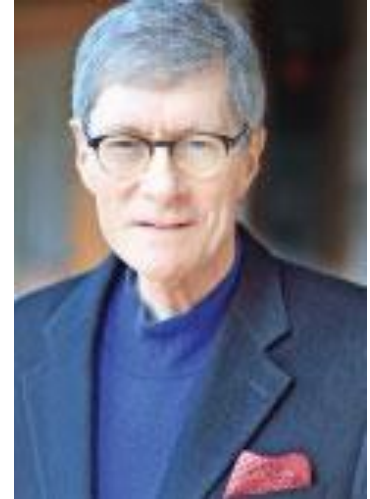
- Assessment Planning
- Identifying Existing Data
  - “Individuals and teams equate assessment with data gathering effort without paying attention to the manifold sources of data that are currently available.”
- Data Collection
- Interpreting and Reporting Effectiveness of Outcomes
- Interpreting and Reporting Effectiveness of Cross-Functional Teams
- Effecting Change Based on Assessment Results



# External Reviewers



**Stephanie M. Foote**, Director and Associate Professor, Department of First-Year & Transition Studies (KSU)



**John N. Gardner**, President, John N. Gardner Institute for Excellence in Undergraduate Education



**Rob Kenedy**, Co-Chair, Canadian First-Year Experience Network (York University)



**Andre van Zyl**, Interim Director, South African National Resource Centre for the First-Year Experience & SIT (UJ)



# High Risk Behavior Framework



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# High Risk Behavior Development Team

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**Gina Abrams, MPH, Ed.M., LSW, MCHES**

Instructor, Boston University School of Social Work

**Stacy Andes, EdD**

Director of Health Promotion

Villanova University

**Beth DeRicco, PhD**

Director of Higher Education Outreach, Caron Treatment Centers;

Adjunct Faculty, Drexel University School of Nursing and Behavioral Health

**Holly Rider-Milkovich**

Director, Sexual Assault Prevention and Awareness Center

Co-Chair, Abuse Hurts Initiative

University of Michigan

**Delynne Wilcox, PhD, MPH, CHES**

Assistant Director, Health Promotion & Wellness

The University of Alabama

# High Risk Behavior Framework Principles

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- Espouses an asset-based approach to high-risk behavior (focus on prevention of risk and promotion of healthy campus norms)
- Emphasizes common nomenclature around high-risk behavior, prevention, treatment, risk and protective factors
- Guided by international charters for health promoting universities

# High Risk Behavior Framework Components

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- Contextual Statement
  - Process of prevention, risk reduction, and health promotion
  - Foundational theories & principles of good practice
  - Historical context of public health and perspectives on high-risk behaviors and populations
  - Integration of functional area standards into the practice of prevention and health promotion
  - Building blocks for multi-stakeholder action
- Charge
  - Cross-functional teams as formal, codified entities
  - Cross-functional teams as decision-making bodies with sufficient authority and accountability
  - Cross-functional teams as process facilitators, not program providers

# High Risk Behavior Framework Components

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- Organization and Leadership
  - Cross-functional teams as knowledgeable and diverse representatives of the institution and community
  - Cross-functional teams as led by a clearly appointed leader
  - Cross-functional teams as distinct from response teams (e.g., behavioral intervention teams) and task-limited teams (e.g., biennial review teams)
  - Cross-functional teams as resourced to operate effectively
- Approach & Process
  - Cross-functional teams as strategic planners
  - Cross-functional teams as inclusive of historically underrepresented populations



# High Risk Behavior Framework Components

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- Program Strategies
  - Cross-functional teams as systems-level agents of change
- Communication
  - Cross-functional teams as messengers who establish common nomenclature, understanding of key terms and approaches to reducing high-risk behaviors and promoting healthy communities
  - Cross-functional teams as facilitators of a communication plan that address the varying needs of audiences
- Assessment
  - Cross-functional teams as informed by data
  - Cross-functional teams as repositories for population indicators, performance measures, and institutional outcomes related to high-risk behaviors
- Additional Resources
  - Tools, guidelines & strategic frameworks for specific high-risk behaviors (e.g., alcohol and other substances)



# Program Review of a Multi-Functional Area



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# Why: Review of a Multi-Functional Area

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- Request for guidance by small office that oversee multiple standards (e.g., student activities office that may be responsible for student activities, leadership program, fraternity and sorority programs, campus unions, etc.
- Wanted to provide a few options for engaging in a review process that includes multiple functional area standards

# Development Team

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## **Victoria Livingston**

University of Wisconsin-Platteville

## **Jason Woods**

Western Illinois University

## **Judith Streeter**

University of Maryland

## **Patricia Carretta**

George Mason University

## **Stephanie Albrecht**

Columbus State Community College

# What do we mean by multi-functional area (MFA)?

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- CAS defines “functional area” as a distinct grouping of activities, programs, and services that can be differentiated from other groups by its purpose, mission, focus, policies, practices, staff, budget, etc.
- MFAs find added value when combining or integrating substantial components of individual functional areas to create a single unit with a broader and more inclusive set of responsibilities.



# Examples of Multi-Functional Areas

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- One-stop student centrals, which integrate components of admissions, registration, and financial aid;
- Combined career and academic advising centers;
- Offices of student engagement that integrate campus activities, leadership, fraternities and sororities, student unions, and/or civic engagement.



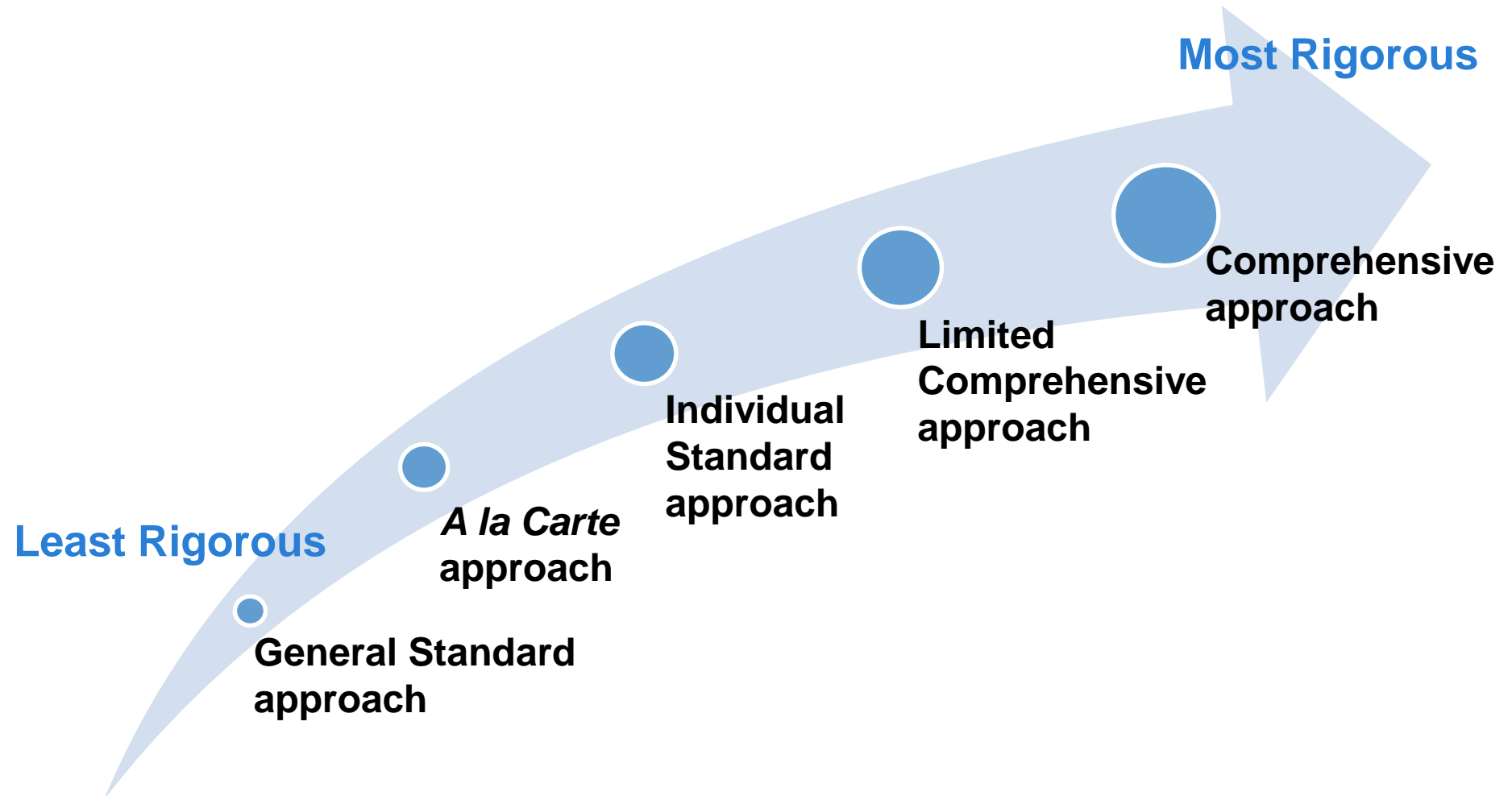
# Program Reviews in Multi-Functional Areas

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Special considerations include:

- Should the unit pick one set of CAS standards to use in the evaluation?
- Should each applicable set of CAS standards be evaluated separately? At the same time?
- Is there a way to merge the standards so one evaluation can be conducted?
- What logistical needs/special considerations need to be taken into account?

# Strategies for MFA Program Reviews



# Example of MFA Program Review

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- Academic and Career Advising Center
  - Academic Advising Programs
  - Career Services
- Did the 2014 merger bring an “added value” to our students?
- Comprehensive approach



# Additional Information in the MFA Program Review Publication

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- Strategies for Conducting an MFA Program Review
  - Description, Pros and Cons for each strategy
- The Program Review Process – Specific Considerations for MFAs
- Frequently Asked Questions
  - Such as, how do I aggregate multiple sets of functional area standards into one self-assessment guide?
- Additional Criteria for MFAs

# Questions, Answers, Feedback

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# Next Steps

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- Take feedback from ACPA and NASPA and development teams will make revisions
- CAS board will review and approve cross-functional frameworks and multi-standard review processes
- Materials will be professionally edited and packaged for distribution