Institutional Responsibility
Outcomes (C40) Model of
The Context, Actions, and

Chapter 4
Cognitive Frames: Definitions and Theories

Institutional Responsibility: Reflections on Institutional Responsibility

The CMO Model of Institutional Responsibility

The CMO Model (Choice, Motivation, Opportunity) is a framework for understanding the role of institutional responsibility in shaping the academic experience of students. The model posits that students' choices in their academic pursuits are influenced by the opportunities available to them and the motivations they bring to their academic decisions. The model suggests that institutions have a responsibility to create an environment that supports student choice and motivation, thereby enhancing the likelihood of academic success.

The Choice Component

The choice component of the CMO Model refers to the student's autonomy in making decisions about their academic paths. Institutions can influence student choice by offering a variety of courses and programs that cater to diverse student interests. By doing so, institutions can create an environment that encourages students to pursue their passions and achieve academic success.

The Motivation Component

The motivation component of the CMO Model refers to the student's internal drive to succeed academically. Institutions can influence student motivation by creating a supportive and engaging learning environment. This can be achieved through effective teaching methods, opportunities for hands-on learning, and a culture that values academic excellence.

The Opportunity Component

The opportunity component of the CMO Model refers to the external factors that influence student academic success. Institutions can influence opportunity by providing students with access to resources such as libraries, technology, and professional development opportunities. By doing so, institutions can create an environment that supports student learning and success.

In conclusion, the CMO Model of Institutional Responsibility highlights the importance of creating an environment that supports student choice, motivation, and opportunity. Institutions have a responsibility to ensure that their academic programs and policies align with these components to enhance student success.

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THE CAA MODEL OF INSTITUTIONAL RESPONSIBILITY

The CAA model of institutional responsibility (2009) posits that institutions are responsible for the outcomes of their educational programs. The model is based on the idea that institutions have a duty to ensure that students are prepared for success in their chosen fields. This includes providing quality education, resources, and support to help students achieve their goals.

The CAA model includes several key components:

1. **Student Success**: The success of students is the primary measure of institutional responsibility.
2. **Program Outcomes**: These are specific learning outcomes that are intended to be achieved by students as a result of their participation in the program.
3. **Institutional Effectiveness**: This refers to the extent to which the institution is able to achieve its stated goals and objectives.
4. **Continuous Improvement**: The institution is expected to continuously improve its programs and processes to better meet the needs of students.

Incorporating the CAA model into institutional practices requires a commitment to ongoing assessment and improvement. This involves collecting and analyzing data on student outcomes, program effectiveness, and institutional performance. The collected data is then used to inform decision-making and guide the development of new programs and initiatives.

In conclusion, the CAA model of institutional responsibility highlights the importance of institutions taking a proactive role in ensuring the success of their students. This approach not only enhances the quality of education but also contributes to the overall effectiveness of the institution.

OUTCOMES

MODEL OVERVIEW: CONTEXT, ACTIONS, AND IMPACT

The CAA model of institutional responsibility is built on the premise that institutions are accountable for the outcomes of their educational programs. This model emphasizes the importance of outcomes-based thinking and provides a framework for institutions to evaluate and improve their programs and services. By focusing on student success, institutions can better meet the needs of their students and improve their overall effectiveness.
RESPONSIBILITY

EXHIBIT 4.2: Domains of Institutional Responsibility

The CAO Model of Institutional Responsibility

The model of institutional responsibility is divided into four domains: Academic, Fiscal, Operational, and Institutional. Each domain represents a critical aspect of institutional management and includes specific practices and policies designed to ensure effective governance and strategic alignment.
Cognitive development “accounts for the ways an individual develops critical thinking and reasoning processes” (Barr & Desler, 2000, p. 236). Cognitive development is a function of the formal and informal learning environment. In the classroom, students encounter new concepts, ideas, philosophies, and other content that challenges and extends their previous knowledge. However, as noted by Barr and Desler (2000), cognitive development also connotes the development of critical thinking and other higher order reasoning (e.g., evaluation, synthesis) that is the mark of a learned individual. As with a student’s affective development, affirmation, support, and nurturance are necessary conditions for cognitive development. Institutions must take accountability for outcomes experienced by underserved student communities (Bensimon, 2005), particularly for Black males (Harper, 2009; Harper & Kuykendall, 2012). To be clear, colleges and universities are responsible for equitable outcomes (Bensimon, 2005) that close achievement gaps between Black men and their racial/ethnic and gender counterparts (Harper, 2006). Each of the eight domains portrays elements necessary to foster outcome parity.

Programs are the first key domain of institutional responsibility. Colleges and universities are responsible for providing high impact academic and co-curricular programming for all students, including Black men. Note here, that we emphasize academic and co-curricular programming as opposed to purely social programming. As noted by Harper and Kuykendall (2012) many colleges “focus almost entirely on providing entertainment and opportunities for social interaction among Black students” (p. 26). While purely social programming can have its place in postsecondary education, it does not always have a positive effect on student success for Black male collegians (see Wood, 2012a), nor is it necessarily a core responsibility of the institution. Rather, academic and co-curricular programs that provide Black men with opportunities to engage in research experiences, academically-oriented clubs and organizations (Harper, 2010), study abroad, community service (Harris et al., 2010), and learning communities (Wood & Hilton, 2012) should be readily available and must target involvement among Black men. This programming is essential to Black male success, as it allows them to engage in educationally purposive activities that reframe and extend upon classroom learning and personal development. Moreover, high-impact practices disproportionately benefit historically underrepresented and underserved students, particularly men of color (Community College Survey of Student Engagement (CCSSE), 2014). Moreover, such programming can also provide students with greater access to networks (social capital) and understanding of the spoken and unspoken structures of academe (cultural capital). Given this, institutional leaders are responsible for ensuring that Black men are represented in high-impact programs, not just those serving remedial needs. This is the litmus test for efficacious practice; not simply having programming in place, but actual use of these programs by Black men.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Select sub-domains</th>
<th>Key responsibilities</th>
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<tbody>
<tr>
<td>Academic</td>
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<td>Engagement</td>
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<td>Co-curricular</td>
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<td>Socio-cultural capital</td>
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<td>Policies</td>
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<td>Practices</td>
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<td>Student services</td>
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<td>Teaching and learning</td>
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<td>Strategic planning</td>
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<td>Hiring, retention, advancement</td>
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<td>Students</td>
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<td>College personnel</td>
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<td>Programs and services</td>
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<td>Learning organization</td>
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The second domain of institutional responsibility is policy. Policy is an essential element of consideration given that it often serves as the backbone of institutional practices, functions, and activities. Much of the policy focus relevant to meeting the needs of Black men are academic policies (e.g., add/drop, withdrawal, filing deadlines) and services (e.g., work study, institutional aid) that seem to have an adverse impact on these men. As such, colleges and universities have a responsibility to enact institutional policies that foster student success, not inhibit it. From a CRT perspective, policies (e.g., rules, regulations, codes) are created by the powerful to maintain and extend their power. Therefore, extant policy often results in injustice and inequity (Solorzano & Ornelas, 2002; Solórzano & Villalpando, 1998). For example, an institution seeking to increase their rankings will often revise their admission policies to require higher levels
The CDA Model of Institutional Responsibility

responsibility for all college personnel, not simply the cart, to ensure that success is achieved. The implementation of any institutional improvement plan should be a collaborative effort involving all levels of the organization, from the faculty and staff to the administration and governance. In many institutions, this requires leadership to drive the process and to ensure that all areas are working together towards the common goal. The CDA model provides a framework for this collaborative approach, emphasizing the importance of communication, collaboration, and continuous improvement. It is essential for success.
THE CAO MODEL OF INSTITUTIONAL RESPONSIBILITY

The CAO model of institutional responsibility is the framework by which higher education institutions are held accountable for their actions, decisions, and outcomes. The model is designed to ensure that institutions are transparent, accountable, and responsive to the needs of their constituents, including students, faculty, staff, and the broader community.

The CAO model is based on five key principles:

1. **Transparency:** Institutions must be transparent in their operations, decision-making processes, and outcomes.
2. **Accountability:** Institutions must be accountable for their actions, decisions, and outcomes.
3. **Responsiveness:** Institutions must respond to the needs and expectations of their constituents.
4. **Collaboration:** Institutions must collaborate with their constituents to achieve shared goals.
5. **Innovation:** Institutions must be innovative in their approaches to education, research, and community service.

The CAO model is a continuous process of assessment, improvement, and renewal. It is designed to promote institutional excellence and ensure that higher education institutions are effective and efficient in serving their constituents.

In summary, the CAO model of institutional responsibility is a framework that holds institutions accountable for their actions and outcomes, and ensures that they are transparent, responsive, and innovative in serving their constituents.

References:

- Hargreaves (2008) on the importance of the CAO in institutional governance.
- Hargreaves (2011) on the future of the CAO in higher education.

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Notes:

- The CAO model is a key component of the broader movement towards institutional accountability and transparency in higher education.
- The CAO model is designed to ensure that institutions are responsive to the needs of their constituents, and are held accountable for their actions, decisions, and outcomes.
- The CAO model is a continuous process of assessment, improvement, and renewal, and is designed to promote institutional excellence and effectiveness.

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*Images and tables are not included in this text.*
The CAN Model of Institutional Responsibility

The CAN Model of Institutional Responsibility proposes a framework through which institutions can be held accountable for the outcomes they produce. The model is based on the idea that institutions have a responsibility to ensure that their practices lead to positive outcomes for students and society as a whole.

The CAN Model is built around four core principles:

1. **Community Engagement:** Institutions must engage with their communities to identify the needs and expectations of the communities they serve.
2. **Academic Excellence:** Institutions must provide high-quality educational programs that prepare students for success in their careers and lives.
3. **Civic Engagement:** Institutions must foster a sense of civic responsibility among students, encouraging them to be active citizens and leaders.
4. **Equity and Access:** Institutions must ensure that all students have equal access to high-quality education, regardless of their background or circumstances.

The CAN Model emphasizes the importance of institutional self-reflection and continuous improvement. It encourages institutions to assess their practices and make changes as needed to ensure that they are aligned with the needs of their communities and the students they serve.

Institutions that adopt the CAN Model are expected to demonstrate clear evidence of their commitment to these principles, including data on student outcomes, community engagement efforts, and institutional policies and practices that support equity and access.

The CAN Model is part of a larger movement towards accountability and transparency in higher education, and it is gaining increasing attention as a way to improve the quality and impact of college and university programs.
CONCLUDING REMARKS

The role of the CAO model of institutional responsibility

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On Black Men
Research Responsibility Research Guide Institutional to Using the CAO Model

Chapter 5
APPLIED ORIENTATION

COLLEAGUES

SEVEN STRATEGIES FOR IR ON BLACK MALE

are essential for improving upon prior efforts. These elements are (i) problem of the institution; (ii) personal action; (iii) social action; and (iv) institutional action. Each strategy is designed to be implemented within the existing institutional structure. The focus of attention is on expanding the resources and capabilities of the institution to support the efforts of individuals who are affected by the problems presented in the institution. The strategies are designed to enable the institution to be more effective in improving the educational experiences of all students.

According to the model of non-traditional education, the model of non-traditional education is a model that is often used in higher education. The model is based on the idea that education should be accessible to all individuals, regardless of their social, economic, or political status. The model is intended to provide a more inclusive and equitable education system by focusing on the needs of individual students, rather than on the needs of the institution as a whole.

The importance of a firm foundation cannot be understated. The ability to

TOWARDS A FIRM FOUNDATION

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The fourth key component of effective, institutionally focused research on black men.

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A Focus on Institutional Actions

Institutions have a central role in shaping the dynamics of higher education and research. They are key actors in shaping the landscape of STEM education, research, and development. Institutions can influence the trajectory of higher education through their policies, programs, and practices. They shape the environment in which students learn and researchers conduct their work. Institutional actions can either support or hinder progress towards equity and excellence.

Institutions can take a variety of actions to promote equity and excellence. These actions include:

- Providing resources and support for underrepresented groups
- Creating inclusive policies and practices
- Encouraging diversity in hiring practices
- Promoting collaborative research and teaching
- Offering opportunities for professional development and advancement
- Fostering a culture of equity and inclusion

Institutions should be proactive in identifying areas for improvement and implementing strategies to address them. They should evaluate their effectiveness and continuously work to improve their institutional actions.

In conclusion, institutions have a critical role to play in promoting equity and excellence in STEM education and research. They can use their power and resources to create a more inclusive and equitable environment for all students and researchers.

References:

Research

Institutional Responsibility: Retaining

Table 5.1 continued

Using the CAQ Model to Guide Research on Black Men
A Proactive Response to Criticism

Considering the feedback received from professors and other educators, we have made several adjustments to the course content, teaching methods, and assessment strategies. We have also implemented a peer review system to encourage students to critically evaluate each other's work. In addition, we have provided more opportunities for students to engage in discussions and share their perspectives. Our goal is to foster a learning environment where students feel supported and encouraged to think critically. We are committed to continuously improving the course to meet the needs of our students and prepare them for success in their future endeavors.
Chapter 6

In Higher Education and Supporting Black Men

Strategies for Recruiting

Recognizing the significance of increasing educational attainment for Black men and women in order to improve educational outcomes, especially in STEM fields, is crucial. This chapter explores strategies for recruiting and supporting Black men in higher education.

Getting involved in educational initiatives that promote Black student success is essential. Relationships between students and educators can greatly impact educational outcomes. Teachers and mentors play a vital role in guiding students towards academic success.

Practical steps include:
1. Creating inclusive environments that encourage Black student participation.
2. Offering academic support services tailored to Black students.
3. Providing mentorship opportunities for Black students.
4. Fostering a culture of diversity and inclusion.

By implementing these strategies, educational institutions can help improve Black student success rates and foster a more equitable academic environment.