Using CAS as a Foundation to Create a Culture of Assessment

2012 NASPA Assessment & Persistence Conference

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Participants will...

- Learn to use the CAS Self-Study process as a foundation to build a culture of assessment.
- See how one campus developed a plan to meet the needs of accreditation preparation and how the plan evolved.
- Discuss methods to identify and overcome obstacles.
- Identify methods of attaining buy-in.
Texas A&M – Corpus Christi

Where We Were

- Efforts
  - Evaluation of satisfaction and participation
  - Scattered – no communication, collaboration or organization

- Interest and Expertise
  - No one really understood assessment
  - Everyone thought they did
  - Only VP wanted to see change in practices

- Perception
  - This too will pass.
Issues We Faced

- No Institutional Learning Outcomes
- Lack of Resources (time, money and expertise)
- Fear
- SACs was looming
  - Told to do something - even if it was wrong
The Solution: CAS

- Council for the Advancement of Standards in Higher Education
  - A consortium of associations in higher education
  - CAS derives its authority from the prestige and traditional influence of its member associations and from the consensus of those members in establishing requirements for high-quality practice.
  - Professional Standards for Higher Education.
Why We Chose CAS

- Comprehensive standards
- "Ready to use" instrument
- Component flexibility
  - Functional areas vs. departments
  - Committees, units and full departments
- The institution determines the level of rigor
  - Internal
  - External
  - Mixed
2007 CAS Process

Spring and Summer 2007

Fall 2007 - March 1, 2008

Spring - August 1, 2008

Fall 2008 - Spring 2009

Fall 2009
2007 Action Plan Items

- Division-wide Assessment Plan
- Student Learning Domains/Outcomes
- Documentary Evidence of Activities
- Division Strategic Plan
Where We Are Now

- Student Affairs Assessment Committee
  - 5 year CAS Rotation Schedule alternating internal and full reviews
  - Assessment Review Process to assure quality assessment division-wide
- Student Affairs Learning Domains
  - Relationship to CAS domains
- Student Learning Outcomes Matrix
Learning Domains

CAS Student Outcome Domain

Knowledge Acquisition
Cognitive Complexity
Intrapersonal Development
Interpersonal Competence
Humanitarianism & Civic Engagement
Practical Competence
## Learning Domains

<table>
<thead>
<tr>
<th>CAS Student Outcome Domains</th>
<th>TAMU-CC Learning Domains</th>
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<tbody>
<tr>
<td>Knowledge Acquisition</td>
<td>Leadership</td>
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<tr>
<td>Cognitive Complexity</td>
<td>Wellness</td>
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<tr>
<td>Intrapersonal Development</td>
<td>Diversity</td>
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<td>Interpersonal Competence</td>
<td>Global Citizenship</td>
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<td>Humanitarianism &amp; Civic Engagement</td>
<td>Life Skills</td>
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<tr>
<td>Practical Competence</td>
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What We Learned

- CAS provides easy tools to launch efforts.
- Short term plans CAN lead to long term solutions
  - Met critical need of preparation
  - Opened the door for ongoing assessment and improvement
- Close the loop.
  - Action plans make it meaningful.
- Assessment cannot end with accreditation.
A Culture of Assessment

“An organizational environment in which decisions are based on facts, research, and analysis, and where services are planned and delivered in ways that maximize positive outcomes and impacts for customers and stakeholders” (Lakos and Phipps 2004, p. 352).
Identifying Obstacles

- Primary Barriers to Assessment

  (Banta & Associates, 2002; Bresciani, 2006; Bresciani et al., 2004; Palomba & Banta, 1999; Suskie, 2004; Upcraft & Schuh, 1996)

  - Time
  - Resources
  - Understanding of Assessment
Additional Obstacles faced by Student Affairs Practitioners (Bresciani, 2009).

- Lack of understanding student learning and development theory that undergird practice.
- Lack of collaboration with faculty.
- A disconnect between what Student Affairs professionals expect students to be able to know and do and the manner they are able to provide the opportunities for the outcomes to be realized.
Attaining Buy-In:

A Culture of Assessment vs. A Culture of Mandates

- Start With the Basics
  - What Assessment Is:
  - What Assessment Is Not:
  - Why We Must WANT TO Assess:

- Demonstrate Benefits
Did We Accomplish Our Session Goals

- Learn to use the CAS Self-Study process as a foundation to build a culture of assessment.
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References


Thank You!

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