

# Using CAS as a Foundation to Create a Culture of Assessment

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Assessment & Persistence Conference

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# Participants will...

- ① Learn to use the CAS Self-Study process as a foundation to build a culture of assessment.
- ② See how one campus developed a plan to meet the needs of accreditation preparation and how the plan evolved.
- ③ Discuss methods to identify and overcome obstacles.
- ④ 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
- ◉ SACCS 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

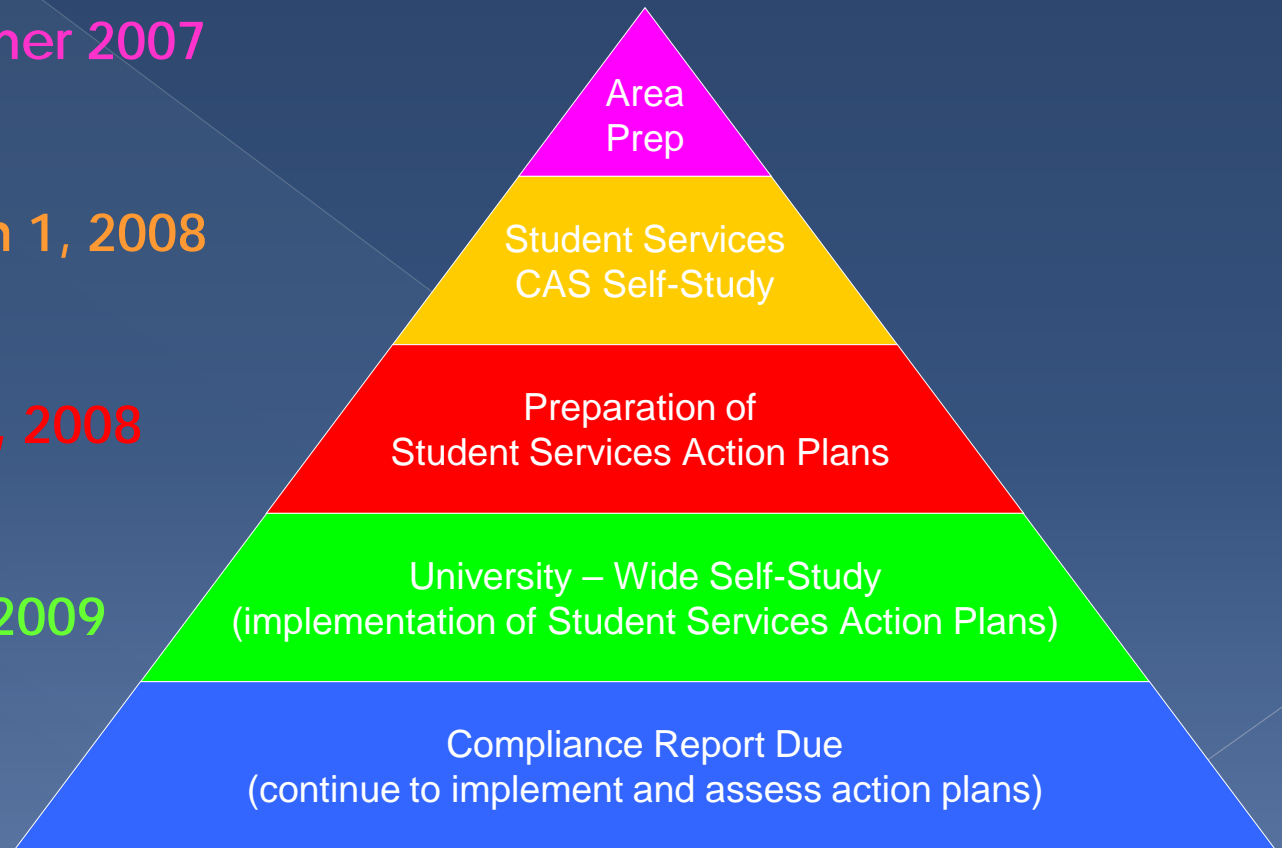
Spring and Summer 2007

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

CAS Student Outcome Domains	TAMU-CC Learning Domains
<p>Knowledge Acquisition</p> <p>Cognitive Complexity</p> <p>Intrapersonal Development</p> <p>Interpersonal Competence</p> <p>Humanitarianism &amp; Civic Engagement</p> <p>Practical Competence</p>	<p>Leadership</p> <p>Wellness</p> <p>Diversity</p> <p>Global Citizenship</p> <p>Life Skills</p>

# 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

# Identifying Obstacles (cont.)

- ◉ 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.
- 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.

# References

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# Thank You!

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