

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

2013 TAIR Annual 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
- › Many thought they did

### ● 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
  - > Derives its authority from the prestige and influence of its member associations and from the consensus of those members.
  - > 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

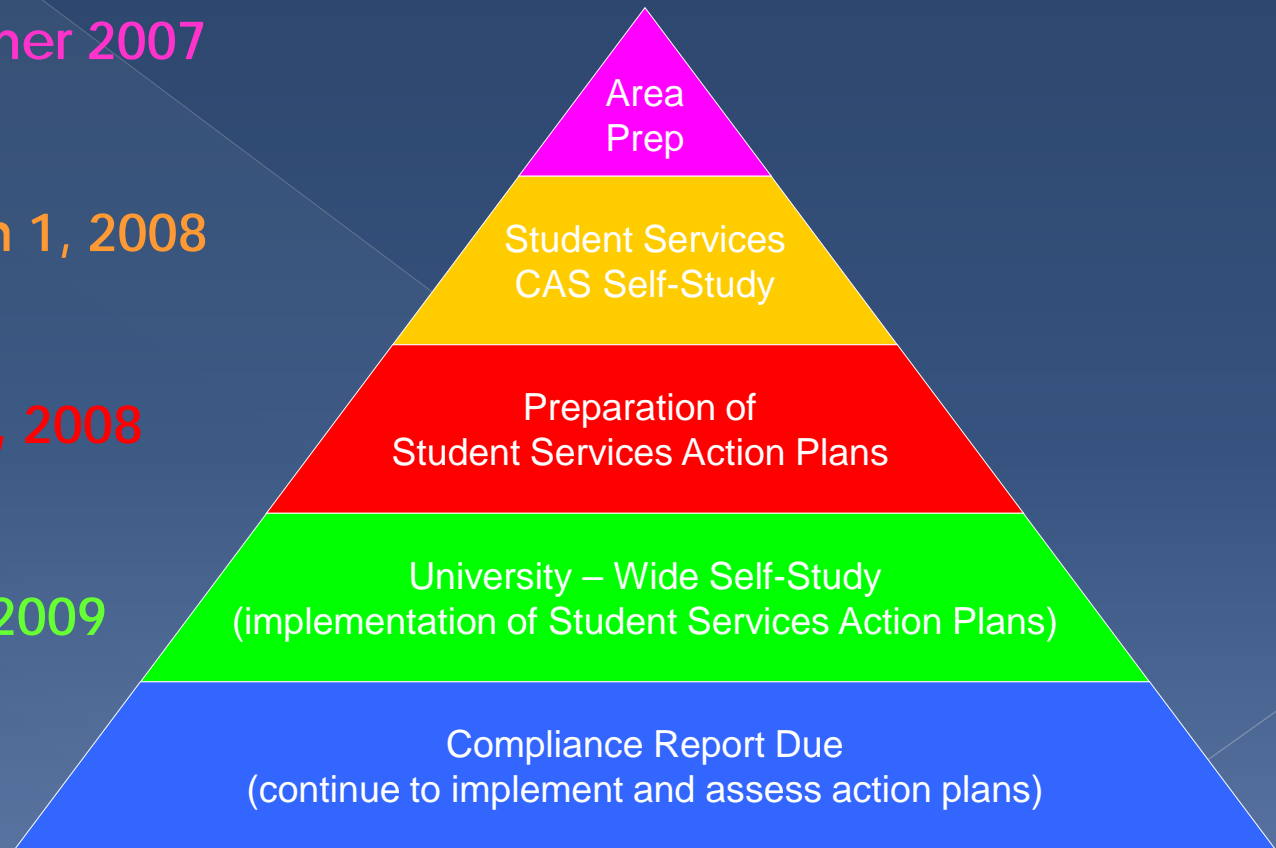
Spring and Summer 2007

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



# 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.**

# Where We Are Now

- ◉ Strategic Planning & 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
Knowledge Acquisition Cognitive Complexity Intrapersonal Development Interpersonal Competence Humanitarianism & Civic Engagement Practical Competence	Leadership Wellness Diversity Global Citizenship Life Skills

Domain	Leadership	Wellness	Diversity	Global Citizenship	Life Skills
Knowledge Acquisition	RA - execute an effective program by the end of their first semester on the job.	Residents - identify & act upon choices for healthy living by the end of the first year.	Resident - effectively communicate with a diverse group of community members after living on campus for a full year.	Residents - recognize & act upon opportunities to engage in their campus community upon completion of the first year.	RA - know & partner with resources to complete job functions after their first semester on the job.
Cognitive Complexity	RA - execute an effective program by the end of their first semester on the job.	Residents - identify & act upon choices for healthy living by the end of the first year.			RA - to recognize and articulate strengths by the end of fall training & utilize strengths to be successful on the job throughout the semester.
Intrapersonal Development					RA - to recognize and articulate strengths by the end of fall training & utilize strengths to be successful on the job throughout the semester.
Interpersonal Competence	RA - execute an effective program by the end of their first semester on the job.		Resident - effectively communicate with a diverse group of community members after living on campus for a full year.		RA - know & partner with resources to complete job functions after their first semester on the job.
Humanitarianism & Civic Engagement				Residents - recognize & act upon opportunities to engage in their campus community upon completion of the first year.	
Practical Competence	RA - execute an effective program by the end of their first semester on the job.	Residents - identify & act upon choices for healthy living by the end of the first year.	Resident - effectively communicate with a diverse group of community members after living on campus for a full year.		Resident - practice self-reliance in life skills at the end of their first year of residency.

# 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).

**What Obstacles Challenge  
You?**

# 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.

# Overcoming Obstacles

## Small Group Discussion

- ⦿ What obstacles do you face on your campuses?
- ⦿ Identify one or two.
- ⦿ Create an action plan to overcome.
  - > Who do you need to partner with?
  - > Who do you need to win?
  - > What tools/resources do you need?
  - > How will you do this?

# 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

**It's that simple – right?**

# It's that simple – right?

- What have you done to attain buy-in for assessment efforts?

# 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.

**Questions?**

# References

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# Thank You!

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