Using CAS to Prepare Student Affairs Units for Institutional Accreditation

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Participants will learn...

- To conduct a CAS Self-Study.
- About various tools and methods of integrating the standards into program review.
- How to integrate self-study findings into strategic planning and decision making.
- How to use the CAS Self-Study process and outcomes as evidence for standards 12.1, 12.2, & 8.2.

SACSCOC
Regional body for the accreditation of degree-granting institutions in the Southern states.

CAS
Creates and delivers standards, guidelines and self-assessment guides. CAS is not an accrediting body.
### What is CAS?

The 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 to do CAS Program Reviews

- Comprehensive standards
- "Ready to use" instruments
- Component flexibility
- The institution determines the level of rigor.
  - Internal
  - External
  - Hybrid
- Action Planning Step

### Rigor of Study

- Internal Review
- External Review
  - External to Functional Area
  - External to University
- Expert Review
TAMU-CC CAS Process

Every 5 Years

Every 10 Years

Tools for Program Review

• CAS Self-Assessment Guides (SAGS)
  • Available individually by functional area
  • Set of all 45 SAGS
• Dashboard Instruments
  • Created from SAG instruments
  • Offer increased functionality to meet campus needs.
• Campus Labs-CAS Program Review

Dashboards

• Originally used a dashboard created by University of North Texas.

• Hired a GA to create updated dashboards tailored to campus needs.
  • User-friendly,
  • Functional, and
  • Fun!
Rating Process

- Individual Ratings
- Consensus Meetings
  - Consensus on each rating
  - Review of open-end questions (ability to edit).
- List of recommendations
Action Planning

• The functional area uses feedback and recommendations from the reviewers to create Action Plans.

• Action Plans required for anything that does not meet or exceed the standard.

CAS and Strategic Planning

• CAS Standards establish clear expectations functional areas should strive to achieve.

• Studies lead to robust, standard based action plans based on areas that need improvement.

• Action Plans inform the Strategic Planning process of areas needing improvement.
CAS as a solution for SACSCOC

- 12.1 – Academic and Student Support Programs, Services, and Activities
- 12.2 – Adequate Staff in Academic and Student Support Programs Services and Activities
- 8.2 – Institutional Effectiveness of Academic and Student Services that support student success.

SACSCOC 12.1

- The institution provides appropriate academic and student support programs, services and activities consistent with its mission.
  - CAS Part 1 Mission
  - CAS Part 2 Programs

SACSCOC 12.2

- The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution.
  - CAS Part 1 Mission
  - CAS Part 4 Human Resources
SACSCOC 8.2

• The institution identifies expected outcomes, assesses the extent to which it achieves its outcomes, and provides evidence of improvement based on the analysis of the results in academic and student support services.

• Entire Self-Study Process
• Action Plan
• Specifically CAS Part 2 Programs which includes assessment of student learning outcomes.

References


Questions?

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