

Using the CAS Review Process to Steer Strategic Planning

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Strategic Planning

- How?
- Why?
- 5 year strategic plan to meet goal of “world class LAP”
 - And then what?
- 2020

CAS Self Assessment for Learning Assistance Programs

- LAP is covered within 44 functional areas of CAS
- Best Practices and Field Standard

12 Criterion Measures

- Mission
- Program
- Organization and Leadership
- Human Resources
- Ethics
- Law, Policy and Governance
- Diversity, Equity, and Access
- Institutional and External Relations
- Financial Resources
- Technology
- Facilities and Equipment
- Assessment and Evaluation

Purpose:

- The CAS Standards are in place to advise institutions on best practices to ensure student success.
- The very first criterion measure is, “*The primary mission of the Learning Assistance Program is to provide students with resources and opportunities to improve their ability to learn and achieve academic success.*”
- Student success is integral to the CAS Standards for Learning Assistance Programs.

CAS Self Assessment Process

- Very much a process of refinement and change!
- We did not know where it would take us!

Fall 2012

Leadership Team discussed plan of action

Three goals:

1. Inform strategic planning process
(Complete work in spring to be prepared for annual staff retreat in May)
-Use data to inform goals and outcomes
2. Use data to make improvements, as needed
3. Use the CAS Self Assessment findings in an external review.

Spring 2013

Divided staff into 2 teams for purpose of evidence collection

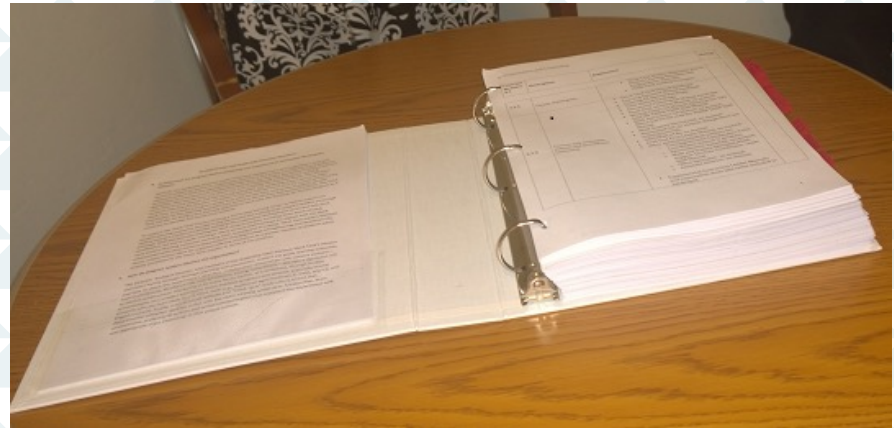
- Each team co-chaired by 2 members of the Leadership Team
- Divided standards among the teams
- Co-chairs determined method of gathering data

Collected evidence in notebooks



Spring 2013

- Presented to Leadership Team in April
- Director met with people that collected evidence for each standard and discussed findings with them
- Leadership Team met for a full day in early May to review evidence



Staff Retreat 2013

- Each group gave an overview of the evidence collected
- Key areas of weakness were identified
- A plan was put in place to remedy the weaknesses during summer/fall

Five areas of work were identified:

- Ethics
- Diversity
- Outcomes as they relate to student employees
- Online presence
- Assessment plan

Ethics

- Summer/Fall 2013 a committee worked on the THINK TANK Code of Ethics
- Adopted in December 2013
- Part of Policy and Procedure Manual

Think Tank Code of Ethics

The THINK TANK strives to be a world-class learning center. In order to do so, the THINK TANK staff adheres to all UA policies and procedures, including the standards delineated in the UA's Code of Ethics. We expect a high standard of conduct in all areas by all staff and visitors. Our mission can only be accomplished if the staff at the THINK TANK, including student employees, and our partners and visitors value and practice the following principles in every aspect of our work:

*The THINK TANK sets a high standard of **EXCELLENCE** by:*

- Providing a wide variety of student support in line with best practices in relevant fields
- Working with other UA departments, campus partners and other community groups
- Making all decisions and actions so as to maximize all students' academic success

*The THINK TANK promotes and encourages **INNOVATION** by:*

- Offering support from all supervisors
- Encouraging and providing professional development opportunities for all employees
- Welcoming and encouraging creativity from all employees, partners and visitors

*The THINK TANK creates a **POSITIVE ENVIRONMENT** by:*

- Promoting and welcoming diversity
- Viewing and understanding each person and situation holistically
- Collaborating on a regular basis among ourselves as well as with campus partners and other organizations

*The THINK TANK demonstrates **INTEGRITY** by:*

- Maintaining a high level of privacy for clients and fellow staff
- Ensuring all programmatic decisions reinforce academic honesty with all students with whom we interact
- Being respectful in all interactions and communications

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Diversity

Fall 2013 and Spring 2014 a committee worked on the THINK TANK Statement of Diversity (adopted Feb 2014)

THINK TANK Statement of Diversity

The THINK TANK recognizes the centrality of a diverse learning environment (DLE) to the development of the habits of mind necessary to enhance life-long learning. As such, we are committed to an innovative approach to pedagogy and programming in order to focus on and promote the following essential elements of a DLE:

Intentionality in our organizational and compositional decision-making.
Recognition and understanding of intersectionality and its impact on academic and career success.

A welcoming and inclusive atmosphere that promotes development of agency and self-efficacy.

Validation of individuals by building on their social, academic, and professional strengths, experiences, and goals.

Outcomes as they relate to student employees

Fall 2013 supervisors met and reviewed CAS Learning Outcomes through a new lens

Common outcomes were identified

Spring 2014 student employee alumni survey to identify needs

Summer 2014 supervisors met to develop ways to articulate outcomes to student employees

Fall 2014 initial training and assessment of new outcomes in progress

Technology and Online Presence

- Fall 2013 an online environment committee was formed to address methods to provide all services online
- Spring 2014 Learning Specialist appointments piloted online
- Summer 2014 SI sessions piloted online
- Summer 2014 a Parent and Family Grant received to provide technology to advance online presence
- Fall 2014 all services (except SI) are available online
- Badging
- Coincides with University Strategic plan



Assessment Plan

- Fall 2013 Assistant Director and Director met with each area services coordinator to update longitudinal assessment plan
- Assistant Director continues to work with area service coordinators

Assessment Plan

THINK TANK LONGITUDINAL ASSESSMENT PLAN 2013-2018

Focus	AY2014		AY2015		AY2016		AY2017		AY2018	
	Fall 2013	Sp 2014	Fall 2014	Sp 2015	Fall 2015	Sp 2016	Fall 2016	Sp 2017	Fall 2017	Sp 2018
SI										
Survey of SI Users		X								
Survey of SI Class		X								
Survey of SI Faculty		X								
SI Focus Group			X					X		
Math and Science Tutoring										
Focus Group of Users				X					X	
Writing Tutoring										
Focus Group of Users					X					X
Fee Based Individual Tutoring										
Focus Group		X					X			
COE										
Session evaluations	X			X			X			X
Academic Skills Tutoring										
ongoing informal evaluations and feedback										
Exam Reviews										
Session evaluations		X					X			
Front Desk										
Survey of Users	X					X				
Educational Planning										
Survey of Users				X					X	
My Wildcat Track										
Survey of Users		X			X			X		
S4S/SAS100AX										
Focus Group of Users		X				X				
Grad Test Prep Courses										
Course evaluations	X			X			X			X
Follow-up Questionnaires		X				X				X

External Review!

Invited a team to review our evidence during spring break 2014:

Roxie Catts, Director of the Advising Resource Center

Dr. Angel Pimentel, Faculty, Molecular and Cellular Biology

Linda Scheu, Associate Director of Assessment, Residence Life

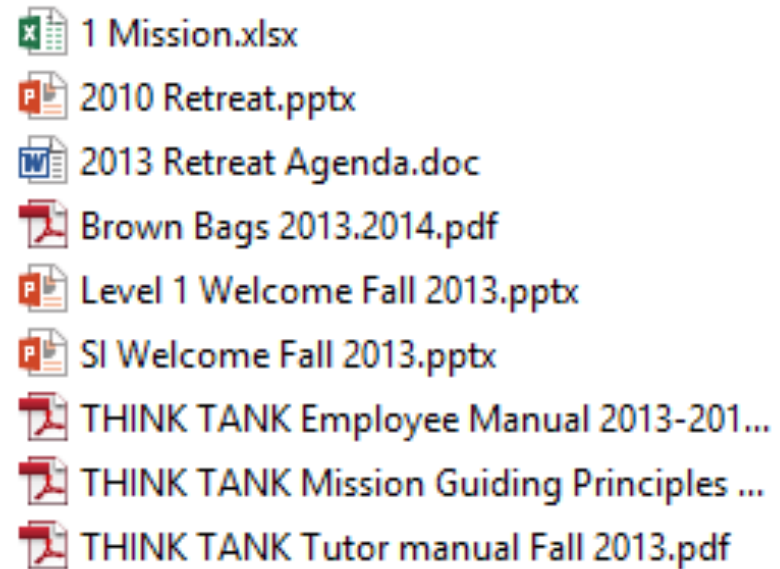
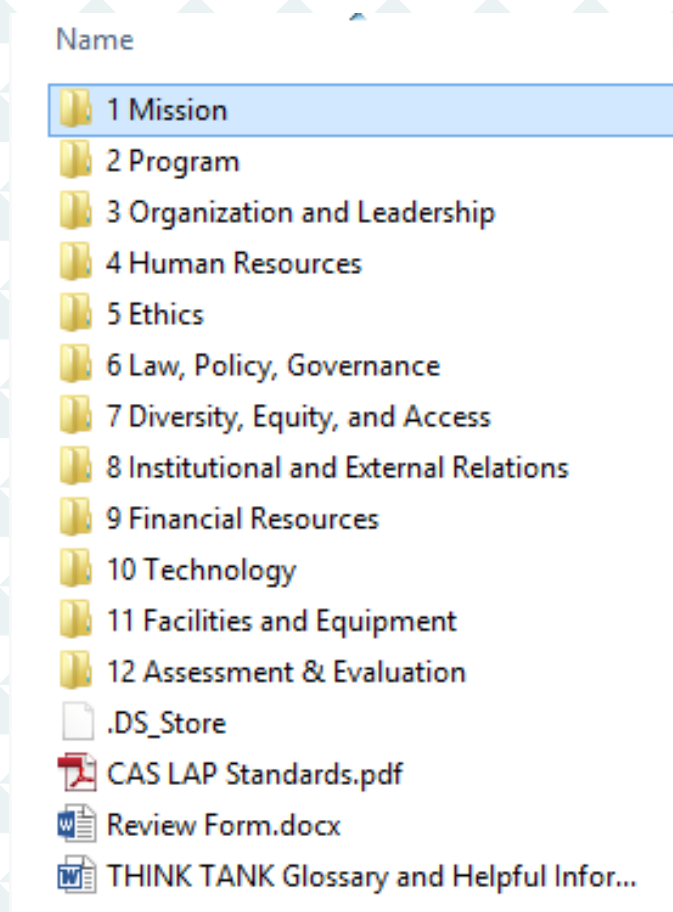
Dr. Penny Turrentine, Learning Center Director from Pima Community College

Nicole Zarkower, Director of Administrative Services, Residence Life

We worked to create a spreadsheet of the evidence

1. Mission	Criterion Measures	Explanation	Documentation	Rating	
1.1	The primary mission of the Learning Assistance Program (LAP) is to provide students with resources and opportunities to improve their ability to learn and achieve academic success				
		Our mission is to empower UA students by providing a positive environment where they can master the skills needed to become successful lifelong learners.	<ul style="list-style-type: none"> • THINK TANK Mission Guiding Principles and Learning Outcomes http://thinktank.arizona.edu/ 		
1.2	The LAP				
	develops, disseminates, and implements its mission	Mission is discussed as part of all new employee training. Mission was used to determine Learning Outcomes. Mission is used to make programmatic decisions. The Brown Bags are evidence of the mission in action.	<ul style="list-style-type: none"> • THINK TANK Mission Guiding Principles and Learning Outcomes http://thinktank.arizona.edu/information/director-message • THINK TANK Employee Manual 2013-2014, p. 3 • THINK TANK Tutor Manual 2013-2014, p. 3 • SI Welcome Fall 2013 pptx, slide 3 • Level One Welcome Fall 2013 pptx, slide 7 • Brown Bags 2013.2014 		
	1.2.1				
	1.2.2	regularly reviews its mission	At annual staff retreats and through strategic planning	<ul style="list-style-type: none"> • 2010 Retreat.pptx • 2013 Retreat Agenda.doc 	
1.3	The LAP mission statement				
	1.3.1	is consistent with that of the institution	The UA mission is referenced in the THINK TANK (TT) Employee Manual.	http://president.arizona.edu/about	
	1.3.2	is consistent with professional standards	TT's mission is similar in theme and goals of many mission statements at other higher education institutions	http://www.lsche.net/?page_id=175	
	1.3.3	is appropriate for student populations and community settings	Follows UA and Student Affairs and Enrollment Management (SAEM) mission and goals by referencing higher education learning and community.	http://studentaffairs.arizona.edu/vpsoffice/mission.php	
	1.3.4	references learning and development	Directly references learning and mastering skills (development)		

We scanned evidence and created folders with documentation



Reviewers Recommendations:

- Identify outcomes for each program area. The Think Tank has overarching learning outcomes identified. However, each program area did not have unique learning outcomes.
- Identify outcomes for student employees. We had begun this conversation in Fall 2013 and it continues.
- Improve assessment of outcomes so we can report out specifically on each area's outcomes.

Strategic Planning 2014

- Spring 2014
- Staff determined strengths, weaknesses, opportunities and threats out of criterion measures
- This activity fueled conversations which developed vision statement for our next 5 years

Staff Retreat 2014

- Staff contributed to brainstorming the vision statement
- Each area determined 1-year and 5-year goals
- Area leaders direct activities towards goals for their respective programs

Think Tank Vision Statement

Every University of Arizona student provides us with the opportunity to discover new ways of learning.

By offering a wide range of programs and services we encourage students to apply and refine transferable skills that will sustain them throughout their academic and professional lives.

Strengthened by our partnerships, application of research, and use of technology, we create diverse learning environments that promote academic and personal exploration, collaboration, and critical thinking.

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Ongoing Work

CAS Standards informed our Strategic Planning process –

- Spring 2014 began planning process

- Developed plan at Staff Retreat in May 2014

Continue to refine area outcomes and student employee outcomes

Continue to refine assessment of outcomes

Value of Process

- ALL staff joined in regular meaningful dialogue about our mission, our goals, outcomes, assessment.
 - ✓ Staff worked with others outside of their area.
 - ✓ New staff were brought into the fold and joined the process.
 - ✓ Challenges arose with the incorporation of all staff
- We are leading the CAS charge institutionally.
- We are leading the CAS charge nationally – presentations, a planned article, application for the Ted K. Miller CRLA/CAS Award for Excellence in Assessment of Student Learning and Development, ongoing dialogue ...

Lessons Learned

- Let it take you where it leads!
- The purpose of assessment is to improve -- refinement and change are necessary!
- Assessment is ongoing and leads to further/ different assessment.

Thank You!!!

Feel free to contact us if you decide to undergo the CAS self-assessment process or CAS external review.

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