

CAS Self-Assessment Final Report

Learning Center

February 2007

As part of the Division of Student Development's Five-Year Assessment Plan, the Learning Center was to complete a Program Review for the 2006-2007 academic year. The *Self-Assessment Guide for Learning Assistance Programs* from the *Council for the Advancement of Standards in Higher Education (CAS)* was chosen as the tool to assess our department using current best practices. As stated in the Guide, "Educators can use this Guide to gain informed perspectives on the strengths and deficiencies of their services and programs and to plan for improvements."

The self-assessment process involved the full-time staff members (including graduate assistants) of the Learning Center and began in a regularly scheduled staff meeting where the *Self-paced e-Course* was viewed. This e-course served as an introduction to the CAS standards and helped to define terms that would be used throughout the process. The Self-Assessment Guide was distributed to each staff member and they were asked to individually rate the following components of the Learning Center using the CAS standards and guidelines:

- 1. Mission**
- 2. Program**
- 3. Leadership**
- 4. Organization and Management**
- 5. Human Resources**
- 6. Financial Resources**
- 7. Facilities, Technology, and Equipment**
- 8. Legal Responsibilities**
- 9. Equity and Access**
- 10. Campus and External Relations**
- 11. Diversity**
- 12. Ethics**
- 13. Assessment and Evaluation**

An off-campus, working retreat was then scheduled where each staff member received a folder with relevant documentation (i.e. LC brochure, Institutional Effectiveness Report, UNT mission, UNT Strategic Plan, UNT Ethics and Compliance Guide, Learning Outcomes, etc.) presenting evidence of program effectiveness to use as a reference. As a group, we discussed each standard and came to a consensus on an overall rating for each. Overview questions were discussed and the collective responses were recorded on a flip chart.

The following pages represent our collective thoughts and serves as our final report. Each component contains the following information:

- **Overview Questions**
- **Areas of Program Strength**
- **Areas of Program Weakness**
- **Practices Requiring Follow-up**
- **Action Plan**

The report is followed by Work Forms A, B, and C from the *Self-Assessment Guide for Learning Assistance Programs* that was used to create this report.

Part 1: MISSION

What is the program mission?

Our mission is to provide programs that enhance learning and facilitate academic excellence for all UNT students.

How does the mission embrace student learning and development?

By challenging learners with diverse learning opportunities (including paraprofessional growth)

In what ways does the program mission complement the mission of the institution?

By promoting excellence in student-centered education

Areas of Program Strength:

Fully Met:

- 1.2 Student learning, development, and educational experiences are incorporated in the mission statement.
- 1.3 The mission is consistent with that of the host institution and the CAS standards.
- 1.4 The program functions as an integral part of the host institution's overall mission.
- 1.5 The program teaches skills and strategies to help students achieve academic success.
- 1.6 The program collaborates across the university in addressing learning needs, performance and retention of students.

Well Met:

- 1.1 A program mission and goals statement is in place and is reviewed periodically.

Areas of Program Weakness:

No standards were rated below "Well Met" for this component.

Practices Requiring Follow-up:

Although a program mission is in place, the Learning Center does not have any stated goals.

Action Plan:

During this assessment process, the Learning Center discussed and adopted the following goals stated in the *CAS Learning Assistance Programs Self-Assessment Guide*:

- To make students the central focus of the Learning Center
- To assist members of the UNT community in achieving their personal potential for learning
- To provide instruction and services that address the cognitive, affective, and socio-cultural dimensions of learning
- To introduce students to the expectations of faculty and the culture of higher education
- To help students develop positive attitudes towards learning and confidence in their ability to learn
- To foster personal responsibility and accountability for one's own learning
- To provide a variety of instructional approaches that are appropriate for the level of skills and learning styles of the student population
- To assist students in transferring skills and strategies they have learned previously to their academic work

- To provide services and resources to faculty, staff, and administrators that enhance and support classroom instruction and professional development
- To support the academic standards and requirements of UNT

The Assistant Director will add the newly adopted goals to the Learning Center Web page by February 16, 2007.

Part 2: PROGRAM

What are the primary elements of the program?

- Volunteer Tutor Program
- Online Tutoring
- Reading and Study Skills Workshop
- Speed Reading Workshop
- Supplemental Instruction
- Supplemental Tutoring
- Connecting for Success
- Academic Resource Library
- Academic Alert Assistance Program

What evidence exists that confirms the program contributes to student learning and development?

Assessment results of Expected Outcomes (LASSI, Ultimate Speed Reader, and End-of-term reports for SI/ST, Online Tutoring, Volunteer Tutoring)

What evidence is available to confirm program goals' achievement?

- Assessment results of Expected Outcomes
- Student Service Fee Request Report
- Professor buy-in and repeated use of Supplemental Instruction
- Math Department sign-off on Special Service Fee for ST in Math 1010

Areas of Program Strength:

Fully Met:

- 2.1 The program promotes student learning and development that is purposeful and holistic.
- 2.5 Program offerings are intentional, coherent and based on theories of learning and human development.
- 2.6 Program offerings are designed to meet the development needs of relevant student populations and communities.
- 2.7 The program promotes, either directly or by referral...
 - 2.7a Stress management
 - 2.7b Test anxiety reduction
 - 2.7c Assertiveness
 - 2.7d Power of concentration
 - 2.7e Motivation
- 2.8 The program provides appropriate referrals to campus and community resources.

Well Met:

- 2.2 The program has identified student learning and development outcomes that are relevant to its purpose.
- 2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.
- 2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains listed:
 1. Intellectual Growth

Areas of Program Weakness:

No standards were rated below "Well Met" for this component.

Practices Requiring Follow-up:

Although the Learning Center has identified three learning outcomes (adapted from Expected Outcomes that the department has had in place for at least three years) it certainly needs to identify more. The current learning outcomes are:

1. Students attending the Study Skills Program and/or Academic Alert Assistance Program will be able to analyze their knowledge of effective study skills.
2. Students attending the Speed Reading Program will be able to demonstrate an increased reading speed and reading comprehension.
3. Students attending Supplemental Instruction and Supplemental Tutoring will be able to demonstrate their knowledge of the subject matter of the course.

Several staff members attended a workshop presented by the Division of Student Development on how to write learning outcomes.

Action Plan:

The Learning Center will identify more learning outcomes and measurements to assess if the outcomes were achieved. We will attempt to write learning outcomes related to intellectual growth, effective communication, enhanced self-esteem, realistic self-appraisal, leadership development, independence, collaboration, satisfying and productive lifestyles, and personal and educational goals. Further learning outcomes will be identified by April 1, 2007.

Part 3: LEADERSHIP

In what ways are program leaders qualified for their roles?

- Education
- Work experience
- Credentials
- Communication skills

In what ways are program leaders positioned and empowered to accomplish the program mission?

- University support (Vice President specifically)
- Autonomy
- Respect for individual strengths
- Resources (other than financial)

How are program leaders accountable for their performance?

- Annual performance reviews
- Annual student service fee request
- Weekly supervision
- Assessment results
- Overall program review

What leadership practices best describe program leaders?

- Fair
- Great use of networking
- Autonomy
- Open communication
- Respectful
- Supportive

Areas of Program Strength:

Fully Met:

- 3.1 The host institution has selected, positioned, and empowered a program leader.
- 3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.
- 3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.
- 3.4 Clearly defined leader accountability expectations are in place.
- 3.5 Leader performance is fairly assessed on a regular basis.
- 3.6 The leader exercises authority over program resources and uses them effectively.
- 3.7 The program leader...
 - 3.7a - articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served.
 - 3.7b - prescribes and practices appropriate ethical behavior.
 - 3.7c - recruits, selects, supervises, instructs, and coordinates staff members.
 - 3.7d - manages fiscal, physical, and human resources effectively.
 - 3.7e - applies effective practices to educational and administrative processes.
- 3.8 The leader communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.

- 3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.
- 3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.
- 3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.

Areas of Program Weakness:

No standards were rated below “Fully Met” for this component.

Practices Requiring Follow-up:

No practices require follow-up.

Action Plan:

No corrective action is sought.

Part 4: ORGANIZATION and MANAGEMENT

What are the institutional organizational structures that define, enable, or restrain the program?

- *Defines* - housed in Student Development
- *Enables* - staff members placed on committees (Enrollment Management, Foundations of Excellence, etc.)

What protocols or processes are in place to insure effective management of the program?

- Chain-of-command
- Vacation calendar
- Annual performance reviews
- Student service fee request
- Continual assessments for Institutional Effectiveness Database (end-of-term reports, etc.)
- SI/ST observations
- Continued faculty support of SI

Areas of Program Strength:

Fully Met:

- 4.1 The program is structured purposefully and managed effectively.
- 4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.
- 4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, viable communications, accountability, and evaluation systems.
- 4.4 Channels are in place for regular review of administrative policies and procedures.

Areas of Program Weakness:

No standards were rated below "Fully Met" for this component.

Practices Requiring Follow-up:

No practices require follow-up.

Action Plan:

No corrective action is sought.

Part 5: HUMAN RESOURCES

What is the strategic plan for staffing the program?

Hire qualified, adequate staff as needed.

In what ways are staff members' qualifications insured and their performance judged?

- Human Resources application process
- Reference checks
- Evaluate transcripts
- Annual performance reviews

In what ways does the program train, supervise, and evaluate staff members?

- Office orientation (checklist form Human Resources)
- Student Development orientation
- New faculty/staff orientation
- Conferences/Workshops
- Annual performance review
- Weekly supervision meetings

Areas of Program Strength:

Fully Met:

- 5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.
- 5.5 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.
- 5.7 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.
- 5.8 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.
- 5.13 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.
- 5.14 The program has a system for regular staff evaluation.

Well Met:

- 5.1 The program is staffed adequately with personnel qualified to accomplish its mission.
- 5.2 Procedures are in place for staff selection, training, evaluation, supervision, and professional development opportunities.
- 5.3 The program strives to improve the professional competence and skills of all staff members.
- 5.6 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situations beyond their training.
- 5.9 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.
- 5.12 A diverse program staff is in place that provides readily identifiable role models for students.

5.15 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.

Areas of Program Weakness:

Minimally Met:

- 5.10 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.
- 5.11 Hiring and promotion practices are fair, inclusive, and non-discriminatory.

Not Done (not applicable):

- 5.16 Staff that hold joint appointments must be committed to the mission of the program and possess the necessary expertise.

Practices Requiring Follow-up:

Compared to comparable institutions, compensation is not commensurate for our coordinators, administrative assistant, and graduate assistants; however, our compensation and promotion practices are restricted by division and university policies.

Although the Learning Center is able to provide some money for travel to conferences and encourages local professional development opportunities, more money would allow for more opportunities. There is also a need for more professional development opportunities for our graduate assistants.

An evaluation process of the Volunteer Tutors needs to be implemented.

The department could use a researcher to help meet the assessment demands of the division and the university.

The Learning Center feels that a diverse student staff is in place and that our professional staff is diverse in their backgrounds, thoughts, ideas, etc.; however, the professional staff is not diverse in relation to race.

Action Plan:

Since staff compensation and promotion practices are restricted by division and university policies, no action plan will be stated regarding these practices.

The Director will ask for more money for travel to conferences through the Student Service Fee Committee on February 16, 2007. As of February 12, 2007, the entire Learning Center staff will seek out more professional development opportunities for the graduate assistants that work in the department.

The Coordinator for Learning Success Programs will develop an evaluation component for the Volunteer Tutors at the completion of the spring 2007 semester.

The Director has submitted a request for a researcher through some monies available to the Vice President for Student Development. The status of this request is unknown at this time.

As staff vacancies come available, efforts will be made to hire a more racially diverse staff.

Part 6: FINANCIAL RESOURCES

What is the funding strategy for the program?

- Look at the needs of students
- Proven effectiveness through assessment
- Checks and balances (open books)

What evidence exists to confirm fiscal responsibility and cost-effectiveness?

- Consistently not going over budget
- Student Service Fee requests (SGA approval)

Areas of Program Strength:

Fully Met:

- 6.1 The program has adequate funding to accomplish its mission and goals.
- 6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.
- 6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.

Areas of Program Weakness:

No standards were rated below “Fully Met” for this component.

Practices Requiring Follow-up:

No practices require follow-up.

Action Plan:

No corrective action is sought.

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

How are facilities, technology, and equipment inventoried and maintained?

- Yearly inventory and maintenance
- Administrative computing team keeps computer technology up-to-date
- Filing of licenses
- Update Academic Resource Library annually

What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

- Inventories
- Computer/technology fee
- Automated External Defibrillator training
- Spontaneous safety checks by safety officers
- Emergency Procedures Folder held by Safety Emergency Coordinator

Areas of Program Strength:

Fully Met:

- 7.2 Program facilities, technology, and equipment is evaluated regularly.

Areas of Program Weakness:

Minimally Met:

- 7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.
- 7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.

Practices Requiring Follow-up:

Although the Learning Center's main office is centrally located in the University Union, the department has grown to a point that additional space was obtained in a residence hall. This space is greatly appreciated; however, the location (2nd floor of a residence hall wing) is not very visible or easily accessible to the student body as a whole. Furthermore, the main office location is not totally wheelchair accessible.

The Learning Center's web page is not ADA accessible.

Action Plan:

Due to several departments relocating to a new facility, the Learning Center will obtain more space in late spring 2007 that will accommodate the growing staff and resolve some space issues.

The Assistant Director will revamp the web page by February 9, 2007, to meet university policies regarding ADA accessibility.

Part 8: LEGAL RESPONSIBILITIES

What are the crucial legal issues faced by the program?

- FERPA
- Statement of Work for SMARTHINKING.COM
- All contracts (Xerox, etc.)
- Test grades from professors

How are staff members instructed, advised, or assisted with legal concerns?

- Human Resources powerpoint training for FERPA and EEO
- Access to the General Counsel's office

Areas of Program Strength:

Fully Met:

- 8.1 Program staff members are knowledgeable about and responsive to laws and regulations relevant to their respective responsibilities.
- 8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.
- 8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.
- 8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.
- 8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.
- 8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Areas of Program Weakness:

No standards were rated below "Fully Met" for this component.

Practices Requiring Follow-up:

No practices require follow-up.

Action Plan:

No corrective action is sought.

Part 9: EQUITY and ACCESS

How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

- Services offered to accommodate different learning preferences (e.g. tutoring: one-on-one, group, and online)
- Presentations to organizations
- NT DAILY advertisements
- Banners
- Resource tables/fairs

What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

- SI/ST sessions open to all students enrolled in the course (not just the section)
- SMARTHINKING.COM for commuters
- Services available to all students (unlike athletics resources, TRIO program, etc.)

Areas of Program Strength:

Fully Met:

- 9.1 All programs and services are provided on a fair and equitable basis.
- 9.4 All services adhere to the spirit and intent of equal opportunity laws.
- 9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.

Well Met:

- 9.2 All program facilities and services are accessible to prospective users.
- 9.3 Program operations and delivery are responsive to the needs of all students and other users.
- 9.5 Program policies and practices do not discriminate against any potential users.
- 9.6 The program acts to remedy imbalances in student participation and staffing.

Areas of Program Weakness:

No standards were rated below "Well Met" for this component.

Practices Requiring Follow-up:

As previously stated, due to space issues, the Learning Center is not totally wheelchair accessible.

The web page is not ADA accessible.

The Learning Center does not have an efficient means to pull demographic information of general student use.

We need to look at historical usage statistics for Supplemental Instruction to determine continued use in certain courses.

Action Plan:

Again, due to several departments relocating to a new facility, the Learning Center will obtain more space in late spring 2007 that will alleviate some space issues.

The Assistant Director will revamp the web page by February 9, 2007, to meet university policies regarding ADA accessibility.

The Division of Student Development is considering a card swipe system that will make it easier to pull demographic information of the students who utilize our programs to determine who currently uses them. The Learning Center will then be able to determine which groups of students do not utilize its services and promote the center's services to those students. No timeline has been given by the division as to when this system will be implemented.

By May 31, 2007, the Coordinators for Supplemental Instruction will look at historical usage statistics in Supplemental Instruction courses to determine continued use of SI in those courses or to move to other courses that could benefit from the program.

Part 10: CAMPUS and EXTERNAL RELATIONS

With which relevant individuals, groups, campus offices, and external agencies must the program maintain effective relationships?

- All academic departments (specifically the professors we work with through SI – Mathematics, Political Science, Music, History, Biology, English, Accounting, Business Law)
- Academic Advisors (UCAN)
- Registrar's Office
- Housing
- Enrollment Management
- Discovery/TRIO
- Student Development departments
- SMARTHINKING.COM

What evidence confirms effective relationships with program constituents?

- Thank you cards received
- Continued relationships with departments/individuals
- Continued requests for services
- End-of-term surveys
- Instructor evaluations of Supplemental Instructors
- Requests for committee and board participation within and outside of the division

Areas of Program Strength:

Fully Met:

- 10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.

Areas of Program Weakness:

No standards were rated below "Fully Met" for this component.

Practices Requiring Follow-up:

No practices require follow-up.

Action Plan:

No corrective action is sought.

Part 11: DIVERSITY

In what ways does the program contribute to the nurturing of diversity?

- Outreach efforts to every organization
- Hiring practices
- Open discussions
- ALLY training
- Purchase advertisements (scholarships) in African American organization programs
- All staff members attend the annual African Heritage Dinner

How does the program serve the needs of diverse populations?

- Present programs for the Division of Equity and Diversity
- Present programs for the Multicultural Center
- Contribute to Eagle Camp scholarships for students with financial need

Areas of Program Strength:

Fully Met:

- 11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored.
- 11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.
- 11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.
- 11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.

Areas of Program Weakness:

No standards were rated below "Fully Met" for this component.

Practices Requiring Follow-up:

No practices require follow-up.

Action Plan:

No corrective action is sought.

Part 12: ETHICS

What ethical principles, standards, statements, or codes guide the program and its staff members?

- University policies
- EEO compliance training
- FERPA
- Ethics and Compliance Statement
- CASA training for student employees

What is the program's strategy for managing student and staff member confidentiality issues?

- FERPA training
- Locking of files
- Shredding confidential information (in compliance with Records Retention Policy)
- All confidential information is discussed behind closed doors

How are ethical dilemmas and conflicts of interest managed?

- Discussed at the appropriate level
- One-on-one discussions

In what ways are staff members informed and supervised regarding ethical conduct?

- Annual performance reviews
- University policies
- EEO compliance training
- FERPA
- Ethics and Compliance Statement
- CASA training for student employees

Areas of Program Strength:

Fully Met:

- 12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.
- 12.2 The program has a written statement of ethical practice that is reviewed periodically.
- 12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.
- 12.4 Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.
- 12.5 Information judged to be of an emergency nature when an individual's safety or that of others is involved is disclosed to appropriate authorities.
- 12.6 All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.
- 12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.
- 12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.

- 12.9 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.
- 12.10 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.
- 12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior.
- 12.12 Staff members practice ethical behavior in the use of technology.
- 12.13 Staff are knowledgeable of policies related to academic integrity, plagiarism, and the student code of conduct.
- 12.14 Claims about outcomes from participating in learning assistance programs are truthful and realistic.
- 12.15 All funds, however gathered, are managed according to institutional policies and procedures.

Areas of Program Weakness:

No standards were rated below "Fully Met" for this component.

Practices Requiring Follow-up:

No practices require follow-up.

Action Plan:

No corrective action is sought.

Part 13: ASSESSMENT and EVALUATION

What is the grand assessment strategy for the program?

- Five year assessment plan ensuring different types of assessments are performed
- Member of Assessment Committee

How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

- Institutional Effectiveness Database Report
- Student Service Fee Request Report

How are student learning and development outcomes determined to ensure their level of achievement?

Attended the Student Development Division workshop on how to write Learning Outcomes (just starting this process).

Areas of Program Strength:

Fully Met:

- 13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.
- 13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.
- 13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.
- 13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.

Areas of Program Weakness:

No standards were rated below "Fully Met" for this component.

Practices Requiring Follow-up:

No practices require follow-up.

Action Plan:

No corrective action is sought.

CAS
Self-Assessment Guide
Learning Assistance Programs

Work Form A
Assessment, Ratings, and Significant Items

INSTRUCTIONS:

This work form should be completed following individual ratings of the participants. For each of the 13 Parts, identify (**circle**) the criterion measure item number(s) in the column labeled *Step One* for which there is a substantial rating discrepancy (two or more ratings apart). Items not circled should reflect consensus among judges that practice in that area is satisfactory. Items where judgment variance occurs need to be discussed thoroughly by team members. Follow this action by determining which practices (criterion measures) can be designated as “excellent” or “unsatisfactory” and record them in the *Step Two* columns. Any criterion measure identified as “Unsatisfactory” by one or more reviewer should be included as a circled item in Step 1. In *Step Three*, list the items requiring follow-up action including any criterion measure rated as being unsatisfactory by any reviewer.

| Step One | | | | | | Step Two | | | |
|---|--|--|--|--|---|--|--|-----------------------------------|------------------------------------|
| Part | Items | | | | | Excellent | | Unsatisfactory | |
| 1. Mission | 1.1 1.6 | 1.2 | 1.3 | 1.4 | 1.5 | 1.2, 1.4 1.6 | 1.3 1.5 | 1.1 | |
| 2. Program | 2.1 2.4.3 2.4.8 2.4.13 2.6 2.7e | 2.2 2.4.4 2.4.9 2.4.14 2.7a 2.8 | 2.3 2.4.5 2.4.10 2.4.15 2.7b | 2.4.1 2.4.6 2.4.11 2.4.16 2.7c | 2.4.2 2.4.7 2.4.12 2.5 2.7d | 2.1 2.6 2.7b 2.7d 2.8 | 2.5 2.7a 2.7c 2.7e | 2.2 2.4.1 | 2.3 |
| 3. Leadership | 3.1 3.6 3.7e | 3.2 3.7a 3.8 | 3.3 3.7b 3.9 | 3.4 3.7c 3.10 | 3.5 3.7d 3.11 | 3.1 3.3 3.5 3.7a 3.7c 3.7e 3.9 3.11 | 3.2 3.4 3.6 3.7b 3.7d 3.8 3.10 | | |
| 4. Organization & Management | 4.1 | 4.2 | 4.3 | 4.4 | | 4.1 4.3 | 4.2 4.4 | | |
| 5. Human Resources | 5.1 5.6 5.11 5.16 | 5.2 5.7 5.12 | 5.3 5.8 5.13 | 5.4 5.9 5.14 | 5.5 5.10 5.15 | 5.4 5.7 5.13 | 5.5 5.8 5.14 | 5.1 5.3 5.9 5.11 5.15 | 5.2 5.6 5.10 5.12 5.16 |
| 6. Financial Resources | 6.1 | 6.2 | 6.3 | | | 6.1 6.3 | 6.2 | | |

| | | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|---------------|--|---|------------|------------|
| 7. Facilities, Technology, & Equipment | 7.1 | 7.2 | 7.3 | | | 7.2 | | 7.1 | 7.3 |
| 8. Legal Responsibilities | 8.1 8.6 | 8.2 | 8.3 | 8.4 | 8.5 | 8.1 8.3 8.5 | 8.2 8.4 8.6 | | |
| 9. Equity and Access | 9.1 9.6 | 9.2 9.7 | 9.3 | 9.4 | 9.5 | 9.1 9.7 | 9.4 | 9.2 9.5 | 9.3 9.6 |
| 10. Campus and External Relations | 10.1 | | | | | 10.1 | | | |
| 11. Diversity | 11.1 | 11.2 | 11.3 | 11.4 | | 11.1 11.3 | 11.2 11.4 | | |
| 12. Ethics | 12.1 12.6 12.11 | 12.2 12.7 12.12 | 12.3 12.8 12.13 | 12.4 12.9 12.14 | 12.5 12.10 | 12.1 12.3 12.5 12.7 12.9 12.11 12.13 | 12.2 12.4 12.6 12.8 12.10 12.12 12.14 | | |
| 13. Assessment & Evaluation | 13.1 | 13.2 | 13.3 | 13.4 | | 13.1 13.3 | 13.2 13.4 | | |

Step Three: List item number(s) for each Part determined to merit follow-up and describe the practice weaknesses that require attention

| |
|---|
| 1.1-No stated goals |
| 2.2-Only have three based on EOs; 2.3-Not many identified outcomes; 2.4.1-Only have three |
| 5.1-Could use a researcher; 5.2-Could use more money for travel to conferences; 5.3-Could provide more opportunities for GAs; 5.6-Volunteer Tutors need an evaluation component; 5.9-Could use a researcher; 5.10-Not with comparable institutions for coordinators, Administrative Assistant, or GAs; 5.11-Promotion practices are restricted due to institutional policies; 5.12-Professional staff not diverse by race; 5.15-Could use more money for travel to conferences; 5.16-(ND) No joint appointments in our office |
| 7.1-LC Too space is not suitably located (2 nd floor of residence hall); 7.3-Facilities not all wheelchair accessible and the website is not ADA accessible |
| 9.2-Not all facilities are accessible and the website is not ADA accessible; 9.3- Not all facilities are accessible and the website is not ADA accessible; 9.5-Not all facilities are accessible and the website is not ADA accessible; 9.6-Do not have a way to show the demographics of general student use and need to use historical usage stats for SI to determine continued use in certain courses |

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Work Form B
Follow-Up Actions

INSTRUCTIONS:

The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (See Step 3, Work Form A). In *Step Four*, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

Step Four: Describe the current practice that requires change and actions to initiate the change. Practices are in order by due dates.

| Practice Description | Corrective Action Sought | Task Assigned To | Timeline Due Dates |
|--|--|------------------|--------------------|
| 7.3-Facilities and technology in compliance with institutional policies | Update website for ADA accessibility | Kent | 2/9/07 |
| 9.2-Facilities and services are accessible to users | Update website for ADA accessibility | Kent | 2/9/07 |
| 9.3-Program operations and delivery are responsive to the needs of all users | Update website for ADA accessibility | Kent | 2/9/07 |
| 9.5-Program policies and practices do not discriminate | Update website for ADA accessibility | Kent | 2/9/07 |
| 5.3-Strives to improve skills of all staff | Provide more opportunities for GAs | All staff | 2/12/07 |
| 1.1-Mission and goals statement in place | Implement stated goals for the department | Kent | 2/16/07 |
| 2.2-Identified student learning outcomes | Identify more learning outcomes | All staff | 4/1/07 |
| 2.3-Provides opportunities to achieve outcomes | Identify more learning outcomes and means of measurement | All staff | 4/1/07 |
| 2.4.1-Provides evidence of Intellectual growth | Identify more learning outcomes and means of measurement | All staff | 4/1/07 |
| 7.1-Adequate, suitably located facilities | More space for growing programs | Barbara | 5/31/07 |

| | | | |
|--|---|---------------|-------------------|
| 7.3-Facilities and technology in compliance with institutional policies | More space to allow for wheelchair accessibility | Barbara | 5/31/07 |
| 9.2-Facilities and services are accessible to users | More space to allow for wheelchair accessibility | Barbara | 5/31/07 |
| 9.3-Program operations and delivery are responsive to the needs of all users | More space to allow for wheelchair accessibility | Barbara | 5/31/07 |
| 9.5-Program policies and practices do not discriminate | More space to allow for wheelchair accessibility | Barbara | 5/31/07 |
| 9.6-Program acts to remedy imbalances in student participation | Look at historical usage stats in SI courses to determine continued use | Valerie/Aaron | 5/31/07 |
| 5.6-Volunteers are evaluated | Add an evaluation component to Volunteer Tutors | Joshua | 6/1/07 |
| 5.2-Procedures in place for professional development | More money for travel to conferences | Barbara | 9/1/07 |
| 5.15-Provides staff opportunity for conferences | More money for travel to conferences | Barbara | 9/1/07 |
| 5.12-Diverse program staff in place | Hire more racially diverse staff | All staff | As positions open |
| 9.6-Program acts to remedy imbalances in student participation | Implement card swipe system to pull demographic information of general student use | Barbara | ? |
| 5.1-Adequately staffed | Hire a researcher | Barbara | |
| 5.9-Staffing adequate to meet demands | Hire a researcher | Barbara | |
| 5.10-Staff member compensation | Commensurate compensation with comparable institutions for coordinators, Admin, and GAs | Barbara | |
| 5.11-Promotion practices are fair | Ideally, obtain ability to promote | Barbara | |
| 5.16-Staff joint appointments | None – no staff members hold joint appointments | | |

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Work Form C
Summary Action Plan

Step Five:

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required.

Part 1: Mission

The Learning Center will adopt the stated goals from the CAS guidelines and publish the goals for the general population.

Part 2: Program

The Learning Center will identify learning outcomes and measurements to assess if the outcomes were achieved. We will attempt to write learning outcomes related to intellectual growth, effective communication, enhanced self-esteem, realistic self-appraisal, leadership development, independence, collaboration, satisfying and productive lifestyles, and personal and educational goals. Staff members have attended workshops presented by the Division of Student Development on how to write learning outcomes.

Part 3: Leadership

Part 4: Organization and Management

Part 5: Human Resources

The Learning Center will provide more professional development opportunities for the GAs that work in the department. The Coordinator for Learning Success Programs will develop an evaluation component for the Volunteer Tutors. The Director will ask for more money for travel to conferences through the Student Service Fee Committee. A request has been made for a researcher through some monies available to the Vice President for Student Development - the status of this request is unknown at this time. Since staff compensation and promotion practices are restricted by division and university policies, no action plan will be stated here. As staff vacancies come available, efforts will be made to hire a more racially diverse staff.

Part 6: Financial Resources

Part 7: Facilities, Technology, and Equipment

The Learning Center will obtain more space in Spring 2007 that will accommodate the growing staff and resolve some space issues. The website will be revamped to meet university policies regarding ADA accessibility.

Part 8. Legal Responsibilities

Part 9: Equity and Access

The Learning Center will look at historical usage statistics in SI courses to determine continued use of SI in those courses or to move to other courses that could benefit from the program. The Division of Student Development is considering a card swipe system that will make it easier to pull demographic information of the students who utilize our programs to determine who currently uses them. We will then be able to determine which groups of students do not utilize our services and promote our services to those students. The Learning Center will obtain more space in Spring 2007 that will accommodate the growing staff and some space issues. The website will be revamped to meet university policies regarding ADA accessibility.

Part 10: Campus and External Relationships

Part 11: Diversity

Part 12: Ethics

Part 13: Assessment and Evaluation