**Getting Started Worksheet**

Table 1: *From Elrod and Kezar, 2015 “Workbook for Campus Teams”*

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| --- | --- | --- | --- |
| **Key Questions** | **Yes, Some, No?** | **If yes, then…** | **If no, then…** |
| **Vision:** Is there a campus vision and/or goal statement that is specific to STEM learning goals and/or STEM student success (recruitment, persistence, graduation rates)? Do STEM programs, departments and/or Colleges have articulated goals for STEM student learning and success? |  | … use this as a lever to bring people together to discuss common goals and specific outcomes. | … this may be a good place to start. Present this as an opportunity to start a conversation about what is important regarding STEM student learning and success. |
| **Landscape Analysis:** Does the campus regularly collect and analyze data regarding STEM student learning, retention and graduation? Is there faculty or staff expertise with respect to STEM learning, discipline-based education research (DBER), student support services, etc.? |  | … tie the data to your vision if that hasn’t already been done. Data can be an important lever for change and an opportunity for conversations with faculty and staff. Interview faculty, attend department meetings, leverage educational experts. | … this may be a good place to start, assuming there are appropriate resources and expertise for performing this type of analysis. If not, the campus may need to consider how it will obtain the expertise needed either through staffing or use of consultants. |
| **Identify and analyze challenges:** Has the campus identified student attributes, programmatic bottlenecks, policy, scheduling or other factors that impeded STEM student learning, retention and/or graduation? |  | … leverage this analysis for a focused discussion on specific areas where interventions might be fruitful. | … begin by collecting data and put together a team that can analyze it. This will be an important analysis to carry out and is a critical step needed before moving forward to the next step. |
| **Choose strategies and interventions:** Does the campus have any experience with implementation of evidence-based practices in STEM education (e.g., studio courses, problem-based learning, peer-led team learning (PLTL), etc.), STEM-focused summer bridge programs, supplemental instruction, learning communities, etc.? |  | … bring the people who have this experience together to share their knowledge and assess results; tie results back to vision and landscape analysis to see how they fit together, identify where gaps exist and them create a plan for how to move forward that addresses concerns. | … conduct a review of the relevant literature (see section on strategies and interventions) as well as devoting resources to professional development opportunities for faculty and staff is warranted. |

**Questions:**

1. Based on your responses to the questions in Table 1, map your project back to the Model. Where are you? How can you use the model to create a process for starting or continuing your change effort?
2. What opportunities might you have to leverage for starting at this point? What challenges do you think you might face?