AASCU
American Association of State Colleges and Universities

Delivering America's Promise

AASCU Transformation Accelerator Cohort Readiness Survey

Introduction

AASCU defines transformation as an evidence-based continuous improvement process to redesign institutional functions to achieve equitable student outcomes.

The goal of the Transformation Accelerator Cohort is to put your institution's equity-driven student success priorities at the center and work within and across institutions to accelerate your transformation and achieve your goals faster and more comprehensively. This experience will be contextualized to your institution, its students, and community.

This self-assessment tool will help you see where your institution is along a spectrum of readiness for a multi-year transformation initiative to close equity gaps for Black, Latinx, indigenous and low-Income students. We hope the self-assessment aids in your decision to participate in the Transformation Accelerator Cohort. Please note the self-assessment is a resource, and no matter where your institution is along the spectrum, you are invited to apply for the cohort.

Ideally, the self-assessment should be completed by a cabinet member or presidents' designee.

At the end of the self-assessment, you will be asked if you are interested in applying for the cohort. If you would like to participate, please register on the application page. If you choose not to participate at this time, please let us know if you would like to explore some of the other student success programming AASCU offers.

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General Information

The following questions ask for contact information, so that we can provide you with a complete set of your responses.

* 1. Please select your institution.

    [⬍]

* 2. Please provide the name of the person completing the survey.

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* 3. Please provide us with your email address; a copy of your completed survey responses will be sent to this address.

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Commitment

The following set of questions addresses the readiness element of commitment, which speaks to how much the institution values the opportunity to change and may be indicative of its commitment to making necessary changes for equitable outcomes. For each question, please indicate which statement best reflects your institution.

* 4. <u>Definition of Equity</u>

To what extent has your institution articulated a clear definition of equity that is widely shared (e.g. website, town-hall meetings, faculty meetings, syllabi, policies, mission statement, strategic plan) and implemented consistently, campuswide?

- ◯ The institution has not established a definition of equity.

- ◯ Equity is only defined and documented in the institutional policies, but it is not shared nor is equity being implemented through policies or practices.

- ◯ Equity is defined and documented within institutional policies but is inconsistently shared and implemented through policies or practices across the campus.

- ◯ Equity is defined and documented within institutional policies, communicated regularly, and consistently practiced campuswide.

* 5. <u>Diversity</u>

To what extent does the composition of your institution's staff, faculty, and administrators proportionally reflect the institution's historically marginalized groups?

- ◯ The faculty, staff, and administration do not proportionally reflect the diversity of the student body, and at this time, the institution has not set forth goals to achieve greater diversity.

- ◯ The faculty, staff, and administration do not proportionally reflect the diversity of the student body, but the institution has set forth some goals to ensure its academic and administrative bodies are diverse and proportionally reflect the student body.

- ◯ The institution has achieved some of its goals to ensure its faculty, staff, and administration are diverse and proportionally reflect the student body.

- ◯ The institution's faculty, staff, and administration are diverse and proportionally reflect the student body.

* 6. <u>Diversity</u>

Does your institution have a diverse body of institutional representatives that help establish campuswide policies and practices?

○ The institution currently does not have interest in improving diversity throughout the institution's staff, faculty, and administrators.

○ The institution has set forth goals to ensure the institutional representatives establishing campuswide policies or practices are diverse, but there have been no concrete changes to this body to date.

○ The institution has achieved some of its goals to ensure the institutional representatives establishing campuswide policies or practices are diverse.

○ The institution's diverse staff, faculty, and administrators play a major role in establishing campuswide policies and practices.

* 7. <u>Collaborative Community</u>

To what extent do all members of your institution's community, including students, have voice and are invited to engage and collaborate on the development and implementation of an equity-driven vision for student success?

○ The institution does not currently have plans in place for the development and implementation of an equity-driven vision for student success.

○ The institution is in the process of the development and implementation of an equity-driven vision for student success, but this process may not have begun yet or may not include all members of the institution's community.

○ Most members of the institution's community have voice and are invited to engage and collaborate on the development and implementation of an equity-driven vision for student success, but the development may not include students or the involved community may not proportionally reflect the institution's historically marginalized groups.

○ All members of the institution's community, including students, have voice and are invited to engage and collaborate on the development and implementation of an equity-driven vision for student success.

* 8. <u>Professional development on cultural responsiveness</u>

To what extent does your institution offer professional development opportunities and support for faculty, staff, and administrators to assist them in implementing equity-minded and culturally-responsive practices within their programs and throughout the institution?

○ The institution does not provide professional development opportunities for faculty, staff, and administrators.

○ Professional development opportunities for faculty, staff, and administrators are limited and not tailored to include equity-minded and culturally-responsive practices.

○ Professional development opportunities for faculty, staff, and administrators are available. Some topics may include culturally-responsive practices or may assist in making sure roles and responsibilities are carried out efficiently and effectively throughout the campus.

○ Professional development opportunities for faculty, staff, and administrators are mandatory for all. The opportunities are tailored to individual positions on campus to assist in addressing culturally-responsive practices within their programs and on campus, and to ensure individuals remain current within the position to best guide students into the workforce/advanced education. The effectiveness of faculty and staff are assessed to determine if the practices have been applied systematically. The application and improvement of various practices are part of the promotion process.

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* 9. Culturally responsive pedagogy and practices

To what extent are culturally responsive pedagogy and practices (e.g., incorporating various -cultures into the curriculum, making learning contextual) consistently implemented throughout your institution and its curricula?

○ There is not a clear understanding of culturally responsive pedagogy and practices. Therefore, it is not being implemented within the institution or curriculum.

○ Some faculty are actively using culturally responsive pedagogy and practices within the classroom.

○ Most faculty are actively using culturally responsive pedagogy and practices within the classroom, and occasionally outside the classroom (e.g., office hours, mentoring, research projects).

○ Faculty have fully integrated culturally responsive pedagogy and practices within the institution's curriculum and have implemented this strategy outside of the classroom (e.g., office hours, mentoring, research projects).

* 10. Scale of potential impact

To what extent are institutional leaders willing to undertake potentially large-scale efforts to maximize the institution's impact of advancing equity for students and the community?

○ Institutional leaders are not willing to undertake potentially large-scale efforts to maximize the institution's impact of advancing equity for students and the community.

○ Institutional leaders are willing to undertake small-scale efforts to maximize the institution's impact of advancing equity for students and the community.

○ Institutional leaders are willing to undertake potentially large-scale efforts to maximize the institution's impact of advancing equity for students and the community but may not be fully committed to the degree of change necessary.

○ Institutional leaders are committed and willing to undertake potentially large-scale efforts to maximize the institution's impact of advancing equity for students and the community.

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Capacity

The next set of questions addresses the readiness element of capacity, which speaks to how the institution may perform throughout the transformation process based on current capacity and may be indicative of the pace at which the institution makes changes.

* 11. Ability to disaggregate student data

To what extent does your institution disaggregate student characteristic (race, gender, socio-economic status, first generation) and outcome (course, program, and institutional) data to inform institutional planning (policies, practices, teaching, learning, support)?

○ The institution does not disaggregate student outcome data nor use data to inform institutional planning and practice.

○ Some levels of the institution disaggregate student outcome data, but the information is not accessible or used to inform institutional planning and practice.

○ Most levels of the institution disaggregate student outcome data, informing institutional planning and practice. The data is somewhat accessible. However, the institution does not consistently use the data to inform institutional planning, policies, teaching and learning, and student support.

○ There is institution-wide disaggregation (race, gender, socio-economic status) of student outcome data (course, program, institutional) that is publicly available, and consistently used to inform institutional planning, policies, teaching and learning, and student support. In addition, the institution collects and reports data using the same definition across campus.

* 12. Strategies for monitoring student progress

To what extent does your institution have strategies (e.g., regular meetings with advisors, course mapping, tracking) in place to ensure success for Black, Latinx, indigenous, and low-income students, such as ensuring students are not accumulating unnecessary credit hours?

○ The institution does not have a system in place to ensure students are not accumulating unnecessary credit hours.

○ Some programs within the institution have a system to ensure students are not accumulating unnecessary credit hours.

○ Most programs within the institution have a system to monitor and ensure students are not accumulating unnecessary credit hours.

○ All programs campuswide have a system in place to assess, continuously monitor, and ensure students, especially transfer students and those who changed majors, are not accumulating unnecessary credit hours.

* 13. <u>Recognition of institutional and systemic racism</u>

To what extent do your leaders recognize the systemic nature of institutional and systemic racism and feel a sense of responsibility to create new systems, policies and practices to ensure that race, socio-economic status, or ethnicity are not predictors of student success?

- ○ Few, if any, institutional leaders recognize the systemic nature of racism or feel any sense of responsibility to address it.

- ○ Some institutional leaders recognize the systemic nature of racism and feel some sense of responsibility to address it through the creation of new systems, policies and practices.

- ○ Most institutional leaders recognize the systemic nature of racism and feel a sense of responsibility to address it through the creation of new systems, policies and practices that ensure race, socio-economic status, and ethnicity are not predictors of student success.

- ○ All institutional leaders recognize the systemic nature of racism and feel a strong sense of responsibility to address it through the creation of new systems, policies and practices that ensure race, socio-economic status, and ethnicity are not predictors of student success.

* 14. <u>Strategies to support Black, Latinx, indigenous and low-income student populations</u>

To what extent has your institution established strategies (e.g., inclusive syllabi, high expectations, equity-minded advising, making their success an institutional priority) to explicitly support Black, Latinx, indigenous, and low-income students, and does it assess these strategies regularly?

- ○ The institution has not established strategies to explicitly support Black, Latinx, indigenous, and low-income populations.

- ○ There are strategies that support some Back, Latinx, indigenous, and low-income populations but are not communicated nor executed by the institution.

- ○ There are strategies that explicitly support Black, Latinx, indigenous, and low-income populations through their student experiences that are communicated and executed by the institution.

- ○ There are strategies (goals, policies, practices, programs, etc.) that explicitly support Black, Latinx, indigenous, and low-income populations through their student experiences (program maps, degree maps, career maps, advising) which are communicated and executed, as well as assessed regularly and consistently campuswide.

* 15. <u>Strategies to support educational and career interests</u>

To what extent does your institution have strategies (e.g., career personality assessment, sharing wages, demand of labor market) and support in place to help students explore their major and career interests?

- ○ The institution does not have strategies in place to help students explore their major and career interests.

- ○ The institution has some strategies in place to help some students explore their major and career interests.

- ○ The institution has several strategies in place to help most students explore their major and career interests.

- ○ The institution provides multiple and non-discriminatory strategies to help every student explore their major and career interests. The institution works to ensure students take advantage of the support.

* 16. <u>Intervention strategies</u>

To what extent does your institution have strategies in place to identify and intervene for Black, Latinx, indigenous and low-income students who exhibit signs of not persisting in their program?

○ There is no intervention for students who exhibit signs of not persisting or stalling in their program.

○ Some programs use a monitoring system to notify the advisors and students of course behavior. There are little to no policies and practices for students when they are not meeting program requirements.

○ Most programs have requirements and policies, along with support in place to identify and assist students who exhibit signs of not persisting or stalling through their programs.

○ All programs consistently communicate their requirements to students. Policies and support are in place to identify and intervene for students as soon as they exhibit signs of not persisting or stalling through their programs. In addition, there are strategies in place to ensure students respond to this support.

* 17. <u>Differentiated support systems</u>

To what extent does your institution provide differentiated support systems (e.g., peer mentoring, tutoring, access to professors) to facilitate student success from entry-level and gateway courses until completion?

○ There is no differentiated support to facilitate student success in entry-level and gateway courses for major program areas.

○ Some programs provide differentiated supports to facilitate student success in entry-level and gateway courses for major program areas. However, the support stops after students complete their entry-level and gateway courses.

○ Most programs provide differentiated support to facilitate student success in entry-level and gateway courses until completion for major program areas.

○ All programs have a system in place to identify the differentiated supports that are needed and are provided to facilitate student success in entry-level and gateway courses until completion for major program areas.

* 18. <u>Strategies for mitigating barriers</u>

To what extent does your institution have the necessary strategies in place to support students and mitigate barriers (e.g., cost to attend college, inadequate resources, attendance, food insecurities, transportation, housing, childcare) toward completion in and outside of the classroom?

○ The institution does not have the necessary tools to support students or mitigate barriers toward completion in and outside of the classroom.

○ The institution provides support and/or mitigates barriers toward completion for some students in and outside of the classroom.

○ The institution has strategies in place to support most students and mitigates barriers toward completion for most students in and outside of the classroom.

○ The institution continuously seeks to identify students with external commitments/concerns and academic barriers toward completion. All students can easily access programs to support them in and outside of the classroom.

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Concluding Information

Please provide the following information about your institution.

* 19. Is your institution interested in participating in the Transformation Accelerator Cohort?

◯ Yes

◯ No

◯ I would like more information.

20. Is there any additional information not included in the questions above that you would like for us to know about your institution and its capacity for and commitment to transformation?

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Upon completion, you will receive a copy of the self-assessment within one week. This report is intended to be a resource to help understand where your institution is along a spectrum of student success readiness and provide a preview into some of the areas of focus and support that you will experience in the Transformation Accelerator Cohort (TAC). In the meantime, please contact Dr. Jacquie Jones at jonesj@aascu.org with any questions you have about the self-assessment or Transformation Accelerator Cohort.

All institutions are encouraged to apply to join the TAC.