

Identifying and prioritizing assets

In the Equity Scorecard, the Evidence Team takes time to identify the policies, special programs, structures, and core educational practices associated with the team's focal effort. One or two from each of the categories below are prioritized for comprehensive inquiry. Through a process of inquiry that is structured through protocols to gather qualitative data, team members study "how the asset works" and "does it work as an asset to close equity gaps?" The Evidence Team will inquire into assets in two broad categories:

THE EDUCATIONAL CORE:

Review core educational practices—specifically looking at courses in the academic curriculum.

STUDENT SUPPORT SERVICES AND STRUCTURES:

Review policies, special programs, and structures.

IMPORTANT TERMS

Focal effort

Focal effort refers to the specific group and equity gap that will be the intervention target. An example of a focal effort is “to close the equity gap experienced by African American students in second-year retention.”

Institutional assets

Institutional assets are the many resources, including people and programs, institutions can mobilize to close equity gaps.

Inquiry questions

Questions to study how institutional assets take equity into account in their implementation, evaluation, and communication. Inquiry questions ask, for example, “In what ways do racially minoritized students experience the tutoring center?” “In what ways do racially minoritized students see themselves in the syllabus for a gateway course?”

The educational core

The educational core consists of assets related to teaching and learning, including gateway courses, the general education curriculum, course content, faculty professional development, and instructional materials, including syllabi.

Using data already collected in the Vital Signs step, the Evidence Team will seek to better understand barriers that impede completion for the focal effort student group. Refer to the Vital Signs profile data in the areas of:

- *Credit accumulation*
- *Progress through English and math gateway courses*
- *Credits attempted, dropped, failed, and passed with a C or better in the first year*
- *Student success in STEM and Public Health pathways*

Based on data analysis, the Evidence Team will prioritize one (or more) courses where the focal effort student group is not being successful, for inquiry.

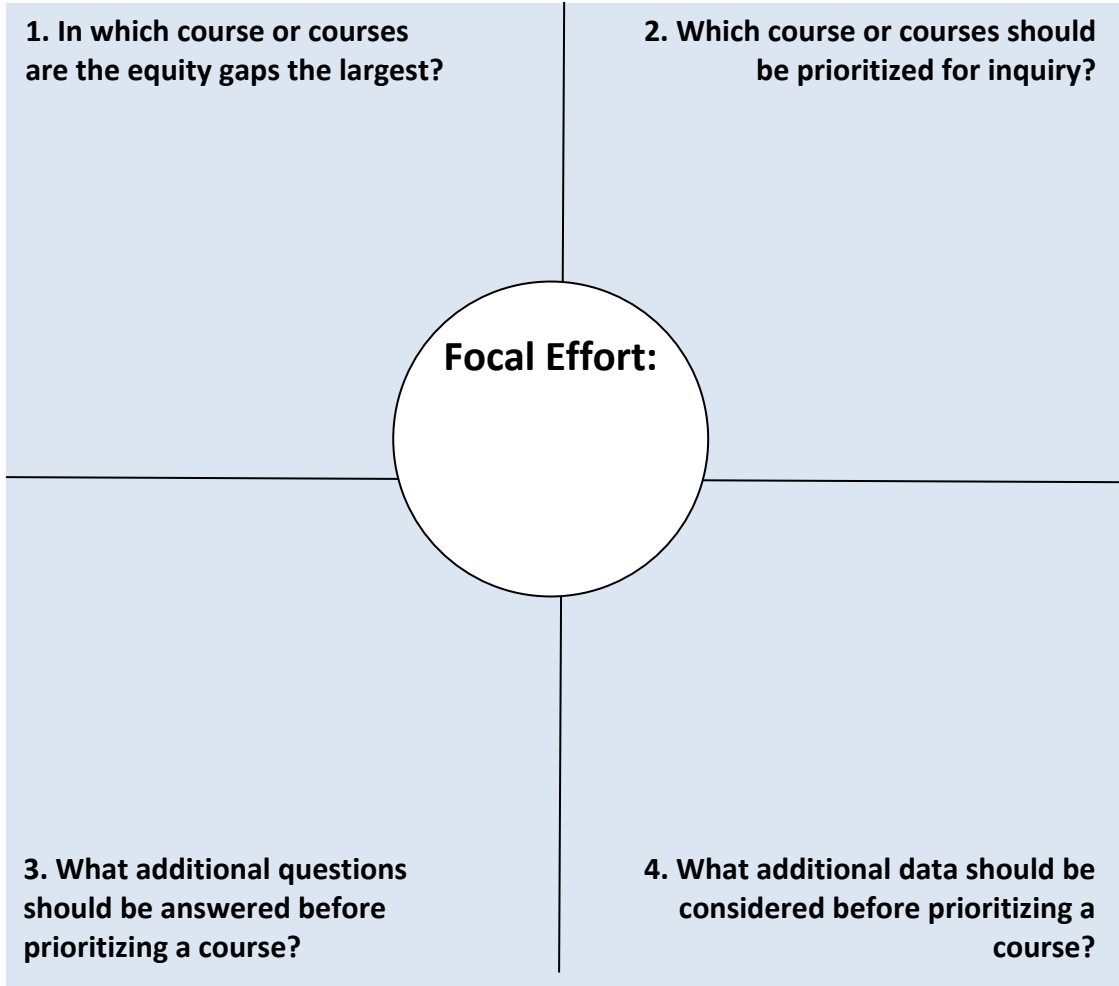
While reviewing the data, use **Worksheet 1** on the next page to take notes on the Evidence Team's discussion.

Step 1: Write your team's focal effort in the diagram, and discuss the four questions.

Step 2: Select no more than two of the gateway courses you suspect are particularly important to closing your retention and completion gaps. Be sure to explain your rationale for the selections.

WORKSHEET

WORKSHEET 1: UNDERSTANDING YOUR FOCAL EFFORT



Course(s):

Rationale:

Student support services and structures

Student support services and structures refer to assets on campus that potentially influence the student experience. Below are examples of assets connected to retention:

Categories	Examples of retention assets	
<i>Policies</i>	<p>Course withdrawal requirements</p> <ul style="list-style-type: none"> • Timeline students are allowed for withdrawal • Approval processes <p>Fees</p> <p>Academic good standing requirements</p> <ul style="list-style-type: none"> • Connection to financial aid eligibility and registration holds 	<p>Developmental course policies</p> <ul style="list-style-type: none"> • Assessment and remedial placement • Guidelines and counseling for course placements • Deadlines for test-taking <p>Financial aid availability from year to year</p> <ul style="list-style-type: none"> • Guidelines and timelines for re-applying
<i>Structures</i>	<p>Academic support services</p> <ul style="list-style-type: none"> • Organization structures (who reports to whom) • Locations and hours • Leaders indicating roles, responsibilities, and expected collaborations between academic support staff and faculty <p>Racial/ethnic composition of faculty and staff</p> <p>Annual retention goals</p> <p>Frequency of key courses students are required to or should take in their first year</p>	<p>Professional development specifically focused on retention for racial/ethnic groups</p> <p>Early warning systems</p> <p>Residential life</p> <p>Advisement from advising centers and faculty, and the relationship between them</p> <p>Faculty's role in providing retention support</p> <p>Faculty support and training on how to create an inclusive and welcoming classroom</p> <p>Curriculum and core requirements</p> <p>Course evaluations</p>

Categories	Examples of retention assets	
<p><i>Special programs</i></p>	<p>Multicultural/racial/ethnic support groups</p> <p>Support programs that extend into the first year and beyond</p> <ul style="list-style-type: none"> • For all students • Specifically for underrepresented groups <p>Collaborative activities between special programs (e.g., Office of Diversity and the English Department)</p>	<p>Second-year retention programs, initiatives, or activities specially designated for underrepresented racial and ethnic groups</p> <p>Outreach to racial and ethnic communities, including parents</p> <p>Special programs (e.g., Mesa) to recruit and retain underrepresented racial and ethnic groups into targeted majors and fields of study</p>

Student support services and structures activity and diagram

The *Equity Assets Activity and Diagram* (**Worksheet 2**) can help you identify asset categories at your institution that are associated with your focal effort. A completed example of this diagram (Figure 1) can be found on the next page.

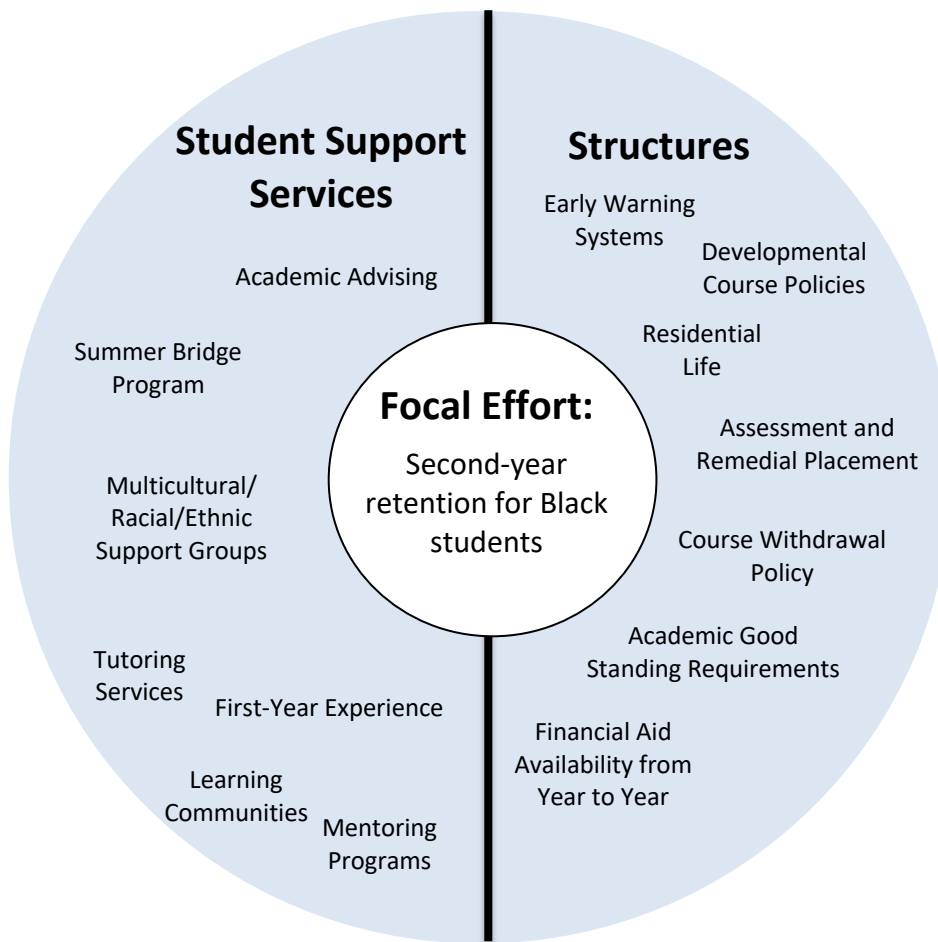
Step 1: Write your team's focal effort in the center of the diagram.

Step 2: List the **student support services** and **structures** in place at your campus that relate to your focal effort.

Step 3: Reflect on the campus resources you identified in Step 2. Explore the connection of the campus resources with the focal effort by posing “who,” “what,” “when,” “how,” and “why” inquiry questions. Select one or two of the assets you've identified. Be sure to explain your rationale for selection.

Review the example below, then use the instructions on the previous page to complete **Worksheet 2**.

FIGURE 1: WORKED EXAMPLE: STUDENT SUPPORT SERVICES AND STRUCTURES EQUITY ASSETS ACTIVITY AND DIAGRAM



Prioritized Asset(s)



Rationale:

The subcommittee suspects Black students are:

- 1) *Not receiving the advising they need;*
- 2) *Disproportionately impacted by course withdrawal policies.*

WORKSHEET

WORKSHEET 2: STUDENT SUPPORT SERVICES AND STRUCTURES EQUITY ASSETS ACTIVITY AND DIAGRAM

