

INSTITUTIONAL TRANSFORMATION ASSESSMENT (ITA) PILOT

ALL PARTICIPATING INSTITUTIONS

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TRANSFORMATION AREAS

LEADERSHIP & CULTURE: An institution’s ability to develop and lead the execution of a strategic agenda focused on student success.

POLICY: An institution’s ability to mobilize the support required to change laws, regulations, rules, protocols, and funding priorities governing operations whether the policies fall within the institution’s formal authority to modify.

INSTITUTIONAL RESEARCH: An institution’s ability to use inquiry, action research, data, and analytics to intentionally inform operational, tactical, and strategic accomplishment of an institution’s student success mission. The function—occurring inside and outside of an institutional research office—provides timely, accurate, and actionable decision support to administrators, faculty, staff, students, and other stakeholders.

INFORMATION TECHNOLOGY: An institution’s ability to provide institutional leadership, faculty, and advisors with tools and information they need to contribute to student success and develop and monitor meaningful student success initiatives.

STRATEGIC FINANCE: An institution’s ability regarding the strategic and effective allocation and management of resources in support of the institution’s vision, mission, goals, and priority initiatives.

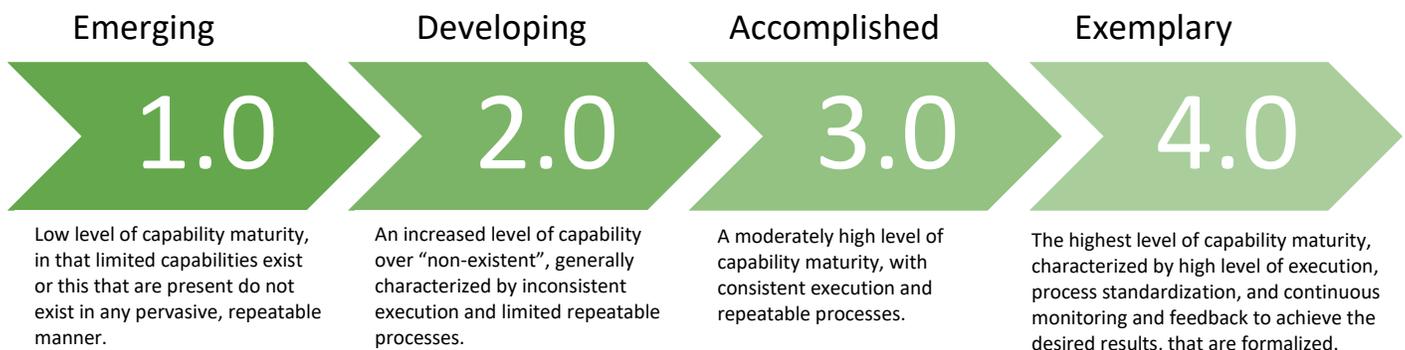
STUDENT SERVICES: An institution’s efforts to provide advising and support services—by leveraging technology—that are proactive, structured, personalized, sustained, and that integrate advising and planning.

DIGITAL LEARNING: An institution’s efforts to implement digital technologies and content for augmenting instruction to promote learning personalization, engagement, feedback, and outcomes.

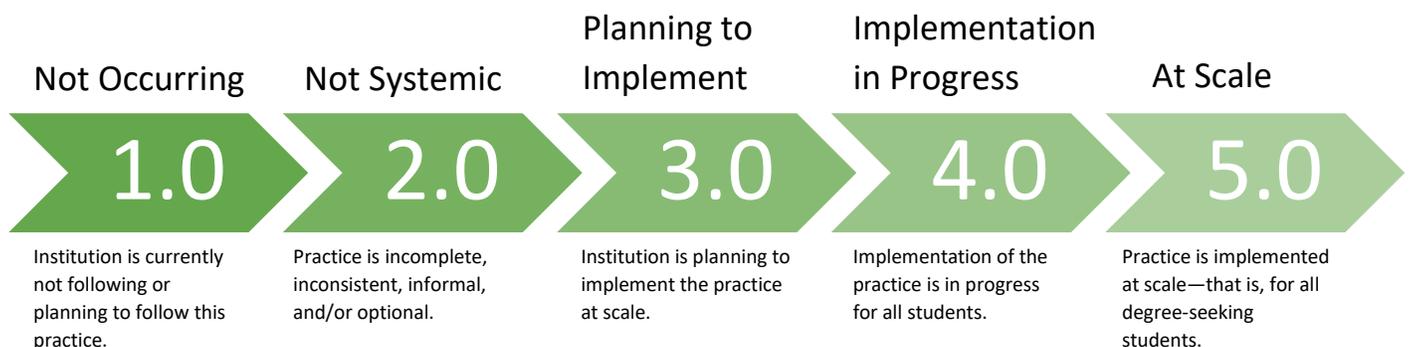
DEVELOPMENTAL EDUCATION: An institution’s capacity for comprehensive and integrated approaches for expediting and supporting students’ progression through developmental education to gateway, college-level course completion.

GUIDED PATHWAYS: An institution’s focus on and ability to define student pathways, map pathways to student end goals, help students choose a pathway, keep students on a pathway, and ensure that students are learning.

CAPACITIES & SOLUTION AREAS SCORING RUBRIC



GUIDED PATHWAYS SCORING RUBRIC



PARTICIPATING INSTITUTIONS

Urban Cluster

University of South Alabama
 University of Toledo
 Virginia Commonwealth University
 Wayne State University

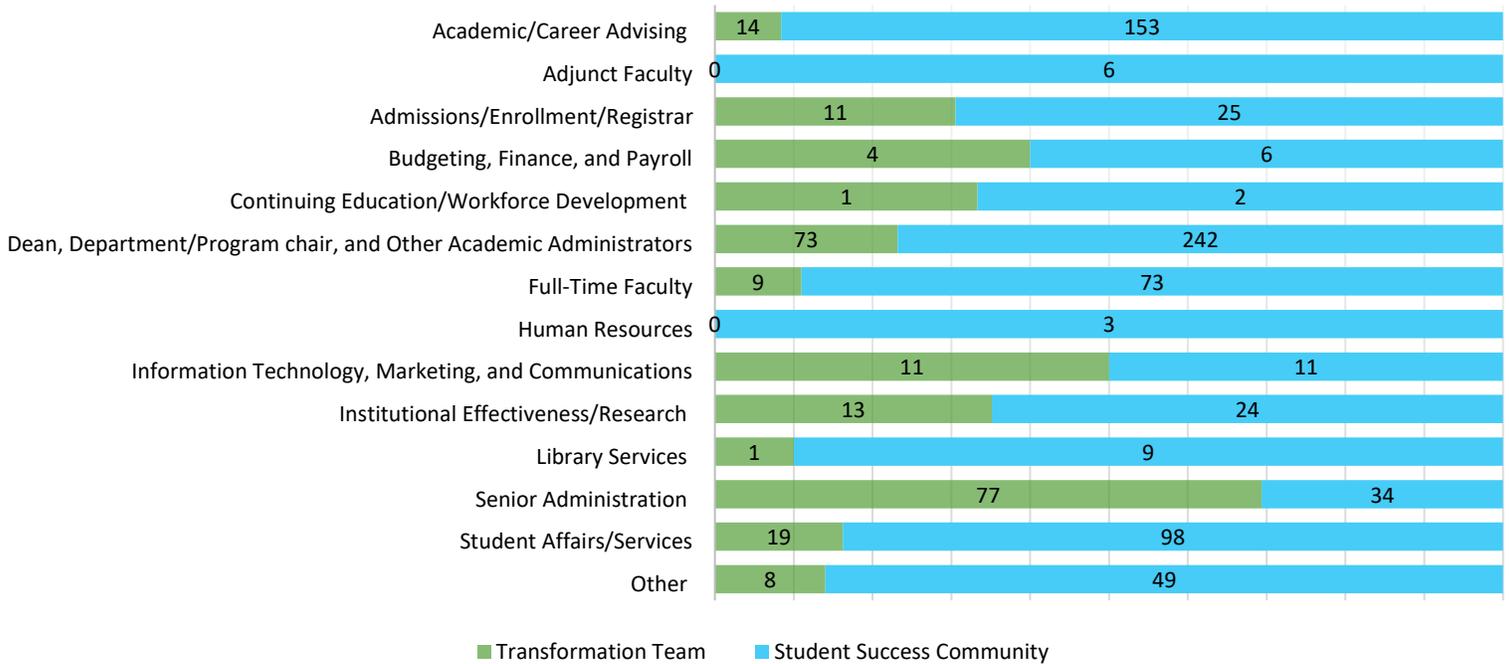
Metropolitan Cluster

University of Cincinnati
 University of Louisville
 University of Missouri-Kansas City
 University of New Mexico
 Wichita State University

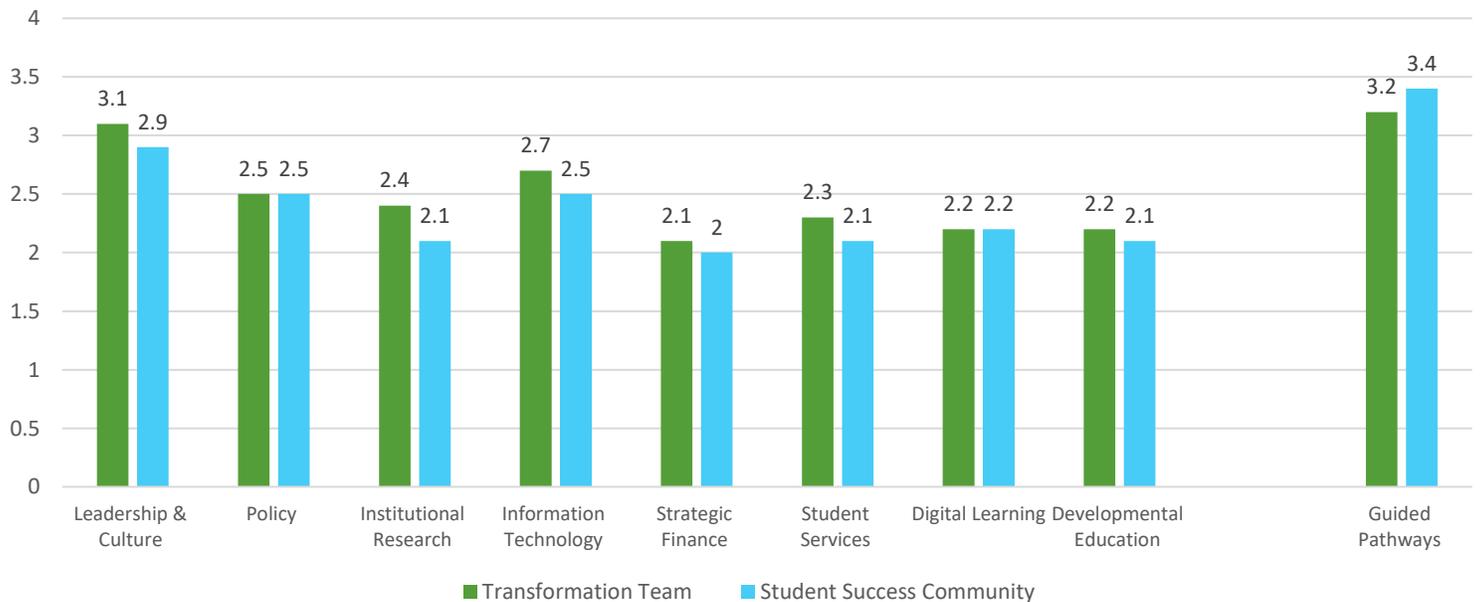
High-Pell Cluster

Rutgers University-Newark
 Texas State University
 The University of Texas at El Paso
 The University of Texas at San Antonio
 University of North Texas

RESPONSES BY ROLE/FUNCTION (ALL INSTITUTIONS) N=976



AVERAGE RATING BY TEAM (ALL INSTITUTIONS)



INSTITUTIONAL TRENDS

LEADERSHIP & CULTURE

- Universities expressed a desire for leadership to be the leading champion of student success work; requesting that leadership set and communicate clear expectations for the entire campus community.
- Accountability was a common discussion topic; participants share a belief that student success is the responsibility of all campus stakeholders and units, but they often reported that elements of their campus's culture works against, or inhibits this from becoming a reality. It is the hope that strong university leadership and clear framing of expectations will shift the campus culture to one of shared responsibility and accountability for ensuring student success on campus.
- For student-facing decision-making processes, participants expressed a desire for leadership to include individuals from the appropriate academic units and departments, not just senior-level leaders (Vice Presidents of Student Success/Academic Success, Student Affairs, Provost, etc.).

COMMUNICATION

- University-wide communication surfaced as a common challenge across all institutions in the pilot. Participants shared how their university shows they are committed to improving their student success outcomes, but university accomplishments are not always shared effectively or efficiently with the broader campus community.
- University decentralization was often described as a challenge, in part due to its tendency to result in the duplication of efforts and services which confuse, rather than streamline the student experience. There are often many scattered initiatives happening on campus; few are comprehensive, inter-departmental, or scaled across campus.
- All universities in the pilot are working on closing the knowledge gap among senior leadership, middle management, and the broader campus community created by university silos.
- Goals and expectations related to student success outcomes outlined in universities' strategic plans are not always diffused within the broader campus community. Participants noted the importance of being able to understand and articulate the future strategic direction of the university, specifically around student success goals.
- Beyond sharing expectations, student success goals, and outcomes, there was a desire for university communication also to include the challenges they are facing related to university capacities (institutional research, technology, resources, etc.).

FACULTY

- All universities in the pilot expressed the need to provide their faculty with professional development opportunities around data literacy and digital learning.
- Universities in the pilot also articulated the desire to improve the quality of faculty instruction, research, and data usage by providing ongoing professional development.
- Many universities highlighted the need for a faculty buy-in to shift the campus culture to conceptualize student success as the responsibility of all.
- Faculty play a significant role in fostering a campus culture; many institutions highlighting the need for a shift in mindset around faculty teaching and learning practices, particularly around digital learning.

DIGITAL LEARNING

- The definition of digital learning is often misunderstood and is usually equated with online courses or distance learning.
- There is often much resistance from faculty (department specific) around adopting digital learning practices, usually due to the lack of understanding around what it is, and a need for more training in this area.

CONTINUOUS IMPROVEMENT

- Universities identified the need to improve guidance and principles around policy development. While in many cases, data and analytics are used in policy development and updates, there are instances where changes are made without the use of this information.
- Many universities expressed a need to systematically review policies that are outdated, non-student-centered, or that overtly form barriers to student success.
- While some campuses have committees established to review institutional policy, many campuses noted that review processes are not formalized or wide-spread, and often happen on an ad-hoc basis.
- Many universities highlighted disconnects or conflicts between university and department-specific policies as a barrier to student success as the difference between the two causes significant confusion among students.

DATA/TECHNOLOGY

- University faculty and staff shared that there is no shortage of data available, but more training is needed for faculty and staff to use the data effectively.
- Data quality: Leadership, faculty, and staff need to be able to drill down into specific populations to better understand student needs.
- Several participants from university IR offices revealed that they are working on developing data governance policies and structures or on refining current policies. The visibility of data policies can help mitigate many of the challenges related to data and technology.
- Several universities highlighted the process for obtaining data to be a barrier; requesting the development of a more streamlined and user-friendly process.
- Having several systems that collect data is common among the universities in the pilot, but these systems do not share a single platform causing faculty and staff to pull data from multiple sources, making the process long and arduous.
- Many university IR offices are understaffed, meaning that they are often juggling institutional needs based on available resources. Universities are finding that building up their IR and IT capacity is necessary to meet the growing needs of students and the university.
- The culture around data usage in decision making, policy analysis, and development varies across universities in the pilot. Institutions with academic departments, colleges, and units with strong data culture, all have leadership that sets an expectation that data will be used in decision-making processes.