Discovery Inventory

**Supplemental material for Request for Proposal: Serving Native Students with Holistic Student Supports**

**IMPORTANT NOTE: PLEASE ONLY COMPLETE FIRST TWO COLUMNS OF EACH MATRIX IN THIS INVENTORY TO SUBMIT WITH YOUR PROPOSAL. IF SELECTED, YOUR TEAM WILL BE ASKED TO FILL OUT THE OTHER COLUMNS BEFORE KICKOFF.**

Holistic Student Supports Discovery Inventory

The Discovery Inventory is a collaborative exercise to foster open discussion at your institution. It could help the guiding team to:

* Examine the current design of the student experience, from intake to advising and sustained support through the transition to the workforce or continuing further college education.
* Identify and address critical pain points; and
* explore additional data and ideas for addressing these pain points.

This inventory enables examination of the current support approach and those of its major structural, process, and cultural components. Remember that **current design** refers to how processes are implemented at your college right now. Aspirational changes or planned future changes not yet implemented would go in the **ideal design** column. You may find that the exploration your team conducts using a mixture of the methods outlined in the “What is?” step of the student-centered design process can be instructive as you complete the discovery inventory, particularly for completing columns two and three: the challenges of the current design and the features of the ideal design.

The last page of the inventory includes supplemental questions related to technology to advance a) analysis of how current tools are used in operationalizing your holistic student supports and b) identification of gaps that may indicate a need for additional tools.

| Admissions and Entry | | | | |
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|  | Current Design | What are the issues for students, staff, or faculty with the current design? | What is the ideal design? What additional information do you need to answer this? | What changes or next steps are needed to move toward the ideal design? |
| **Admissions Documents**   1. What admissions documents must a student complete before registering for classes? 2. How are testing scores recorded for students admitted but not registered? 3. What can be submitted online vs. what must be submitted in person? 4. Who is responsible for obtaining these documents from the student? |  |  |  |  |
| **Intake Survey**   1. Is an intake survey used to gather contextual information about each student? 2. If so, how is this information used to connect students to support services prior to starting class? |  |  |  |  |
| **Use of Registration Holds**   1. Are there additional holds (other than documentation) on students’ profiles that may prevent them from registering? 2. If so, who is responsible for removing those holds, and is this process automatic or manual? 3. How do students know their holds have been removed? |  |  |  |  |
| **Admissions Communications**   1. When do students start receiving communication from the college through their school account? 2. Is a student able to find admission requirements/process checklist, including the office to visit to apply in person on the College website? 3. Is a student alerted to only use the institution email account after admission to the college moving forward? 4. How are communications sent to a student? *For example, email, phone calls, text* messages, snail mail, social media. 5. Does the College ask and use the students’ preferred method of communication? 6. During the admissions process, how many communications does a student receive (all departments)? 7. What evidence indicates that the student is receiving regular communication from the college after admission? |  |  |  |  |

| Orientation | | | | |
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|  | Current Design | What are the issues for students, staff, or faculty with the current design? | What is the ideal design? What additional information do you need to answer this? | What changes or next steps are needed to move toward the ideal design? |
| **Orientation Policies**   1. Is an orientation session held before classes begin? 2. Are all students required to attend an orientation? 3. If not, who is required to do so and how did the institution determine which populations (transfer, dual credit, etc.) needed orientation? |  |  |  |  |
| **Attending Orientation**  What steps must a student take to be able to attend orientation? How does a student register for orientation?  How often is orientation held (including times) and how do students learn about the available orientation sessions?  Does the college make efforts to ensure part-time students, dual credit students, and working adults have options for attending orientation? |  |  |  |  |
| **Orientation Goals and Topics**   1. Are there student learning outcomes for orientation? 2. How does your college define orientation? 3. List the specific topics that are covered during orientation? 4. How is orientation evaluated for effectiveness? |  |  |  |  |
| **Orientation Delivery**   1. How is new student orientation delivered? 2. Is it a one-off event or a series of in-person and virtual interactions/nudges? 3. Who besides orientation staff attend or participate in orientation (current students, faculty members, staff members, administrators, or community partners)? |  |  |  |  |

| Advising and Planning | | | | |
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|  | Current Design | What are the issues for students, staff, or faculty with the current design? | What is the ideal design? What additional information do you need to answer this? | What changes or next steps are needed to move toward the ideal design? |
| **Advising Structure**   1. Do you havefaculty advisors, professional advisors, or a hybrid model? 2. Do you have full-time advisors? 3. Is advising centralized or decentralized by campus/department? 4. How are the degree checklists communicated to the advisors other than through the college catalog? 5. Is one person ultimately responsible for advising? 6. Does this individual have sufficient time to support and oversee advisors? 7. Does this individual review and have sufficient authority to make changes to the advising process to ensure advising quality and consistency? |  |  |  |  |
| **Assignment of Advisors**   1. Does every student have an assigned advisor? 2. If so, how and when are students assigned an advisor? 3. How are students introduced to their advisors? 4. Does a student have a specific advisor for the entire academic journey? 5. If not, at what point does the student move from one assigned advisor to another? 6. What does this hand-off process look like, specifically the communication, from the student’s perspective? 7. Can students walk in without an appointment to see an advisor? Do you use a kiosk or sign-in system? 8. What is your student to advisor ratio? |  |  |  |  |
| **Advising Policies**   1. Are students required to meet with an advisor prior to orientation, registration, and/or program placement? If so, explain the process. 2. What policies are in place to encourage or require students to see their advisors after the initial visit? |  |  |  |  |
| **Student Use of Advising**   1. Where is information related to advising available to students? 2. How are the degree checklists communicated to students other than through the college catalog? 3. What evidence indicates this information is easy to access? 4. Are students required to make an appointment to meet with their advisor? 5. If so, how far in advance do they need to make the appointment? 6. Is technology used to empower students to complete routine tasks or access basic services? |  |  |  |  |
| **Advising Sessions**   1. Roughly how often does an advisor see a student each term? 2. How often does an advisor proactively contact each student to schedule an advising appointment? 3. What is the average length of the advising appointment? 4. What are the top three areas advisors focus their sessions on?*For example: career planning, academic planning, financial literacy and planning, identifying unique barriers to success.* 5. Are there any student surveys or assessments that advisors use when working with students? If so, please list. 6. How is the Advising activity managed over the semester? When are advisors most busy with students? |  |  |  |  |
| **Advising for Student Groups**   1. Are any groups of students advised differently? *For example: Dual credit, STEM students, Pell recipients, certificate seekers, honor students, student athletes, first-generation students, online students, or undecided students.* If so, briefly describe the main differences. 2. Are part-time students’ advising experiences different from those of full-time students? What evidence supports your response? 3. Are Dual credit students’ advising experiences different from those of full-time students? What evidence supports your response? 4. How is advising of noncredit students different in design or process? Does noncredit advising include an emphasis on transition to degree programs? |  |  |  |  |
| **Academic and Career Planning**  Do advisors build/use degree plans for every student they advise?  How is the student instructed to keep track of their academic progress?  Do faculty, and advisors have the ability to easily monitor a student’s progression through a degree program?  Do the degree plans automatically update as the student’s path changes?  How and when is information shared with students about transfer partnerships and articulation agreements?  Are students supported in developing a personalized career plan? If so, how?  Does this career plan align with the student’s academic plan?  In what order are the career plan and academic plan developed? |  |  |  |  |
| **Definition and Roles**   1. Does your institution have a common definition of advising? If so, please list the parts of the current definition. 2. Based on your definition of advising, what skill sets are required for advisors to be successful? 3. Are the roles and responsibilities of advisors clearly defined and differentiated from the roles of other support professionals, such as counselors? 4. Are student learning, retention, and success included in the role description of advisors and other support professionals? 5. Do you have advising learning outcomes and/or syllabus for students? If so, are these academic-related or do they include non-cognitive skill building and career development? 6. How do you evaluate advising? 7. Is someone at the college in charge of the coordination and evaluation of, and the reporting on, all advising services? |  |  |  |  |
| **Training and Collaboration**   1. Is there a training or professional development program for advisors at your college? 2. Is your professional development for advisors optional/mandatory? Ongoingor one-off? Scheduled and in-person and/or available on demand? 3. How do advisors communicate/collaborate with other student service offices or with the academic divisions? *For example: when referrals for academic or personal support services are necessary, or when multiple campus locations are involved.* 4. How are the faculty and support staff informed about the preferred advising process? 5. Is there a common student folder or communication tool through which to read advisor notes? Is it utilized by the entire college? |  |  |  |  |
| **Challenges**   1. What are the two biggest challenges students report experiencing with advising supports? 2. What are the two biggest challenges for advisors? |  |  |  |  |

| Student Financial Security | | | | |
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|  | Current Design | What are the issues for students, staff, or faculty with the current design? | What is the ideal design? What additional information do you need to answer this? | What changes or next steps are needed to move toward the ideal design? |
| **Financial Education and Coaching**  At what point in the student’s journey does the college identify what financial needs the student has? How is this information gained and who owns that data?  Are protocols in place that clarify who responds and in what way(s) based on this information?  Is financial education, including completing the FAFSA, budgeting, financial aid and understanding college tuition, embedded into the institution’s orientation and/or student success course?  If so, is the content designed to be immediately useful to the student?  Are one-on-one financial coaching supports available to students, including help completing scholarship applications?  If so, how do students get connected to these one-on-one services?  Are these supports offered to students throughout their experience or targeted towards incoming students? What mechanisms are in place to connect a student to these services later on in their journey?  Does the college have a system (protocols and/or technology) in place to proactively identify students who need these services and to track their use?  Are financial education supports provided by the college through the Tribe/Nation, State, or external partnerships?  What percentage of students who require these supports actually receive them?*i.e., are these services delivered at scale?*  Are the financial education support services provided on campus? If not, how does the college ensure that students receive the support they are referred to? |  |  |  |  |
| **Food and Clothing Pantries**  Does the college offer a food or clothing pantry services to students either provided by the college or a partner organization?  Is the food pantry located on campus in a location where students are likely to go rather than hidden in a low-traffic part of campus?  If not located on campus, how does the college support students in accessing the pantry?  How do students become aware of and get connected to the food/clothing pantry?  Are all faculty, staff, and administrators aware of the services offered by the pantry?  Does the marketing/messaging campaign incorporate an effort to reduce the stigma often associated with accessing food/clothing pantry services?  When a student uses pantry services, do staff engage the student to identify other support needs or a longer—term strategy to address their food insecurity?  Does the college have a system (protocols and/or technology) in place to proactively identify students who need these services and to track their use?  How is the data that is collected about students used to provide other wrap around services to students? |  |  |  |  |
| **Emergency Aid**  Does the college offer assistance to students experiencing a financial emergency?  In what form(s) is the emergency aid offered? For example, vouchers for purchasing items on campus, gas vouchers, scholarships to cover completion costs, emergency loans, restricted micro-grants, unrestricted micro-grants?  Does the college have a clear operating definition of an “emergency” that guides who can access this support?  How are students made aware of and connected to these supports?  Are there clear guidelines in place to govern how distribution decisions are made and by whom?  Typically, how soon after a need is addressed does the student receive their aid?  Are there any restrictions on which students can access emergency aid and how frequently?  Are faculty, staff, and administrators aware of these supports and how students can access them?  When a student receives emergency aid, do staff engage the student to identify other support needs or a longer—term strategy to address their financial or other needs? If so, how?  Does the college have a system (protocols and/or technology) in place to proactively identify students who need these services and to track their use? |  |  |  |  |
| **Other Financial Supports**  What supports does the college provide to students with financial security challenges?*For example: tax preparation,**public benefits, housing support, transportation assistance, legal aid, child care.*  Are these services provided by the college, the Tribe/Nation, State, or through external partnerships?  How are students made aware of and connected to the supports listed above?  How are these services embedded into the student experience?  Does the college have a system (protocols and/or technology) in place to proactively identify students who need these services and to track their use? |  |  |  |  |

| Integration of Student Supports and Success Strategies | | | | |
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|  | Current Design | What are the issues for students, staff, or faculty with the current design? | What is the ideal design? What additional information do you need to answer this? | What changes or next steps are needed to move toward the ideal design? |
| **Academic Supports**   1. Briefly describe how tutoring works at your institution. How do students get connected or referred to tutors?   How do you incorporate library services in coursework and student support services?  Are there specific spaces on campus for students to hold study groups? Are the study spaces advertised and study groups encouraged? |  |  |  |  |
| **Other Supports**   1. What other service/academic departments do you consider critical to your work in student success? 2. What structures promote collaboration across departments? |  |  |  |  |
| **Connection to Supports**  Are campus-based supports located in one place, or hub, or do students have to go to different offices for different questions/services?  How do students get connected to the following supports: counseling, tutoring, library services, career planning and preparation, and financial aid?   1. Are students and support staff/advisors alerted when students are at risk of falling off their academic program path? Are policies and procedures in place to intervene to help the student get back on track? 2. How are students transitioned or “handed off” between departments? What technology or referral process is used? 3. Are all front-line staff trained to know whom to refer students to for different support issues? If so, how are they trained? 4. Are all faculty (including adjunct) aware of the range of supports provided by your institution and how to connect students with them? If so, how are they trained? 5. Is this training ongoing? What is the process for determining training needs? What delivery method is used? 6. Is information available to faculty and staff after and outside of the training on a website, intranet, or in a printed resource guide? |  |  |  |  |
| **Scheduling**   1. To what extent can students get the courses they need, conflict free, at registration? 2. How are students’ course needs assessed? 3. How does student advising inform student course needs and scheduling? |  |  |  |  |

| Use of Data and Adoption of Technology | | | | |
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|  | Current Design | What are the issues for students, staff, or faculty with the current design? | What is the ideal design? What additional information do you need to answer this? | What changes or next steps are needed to move toward the ideal design? |
| **Student-Level Data**   1. Who is responsible to collect student-level data? 2. How are student-level data collected and shared with faculty and staff? 3. Do you currently have reporting dashboards that are widely used in decision-making? 4. Do advisors and other student support staff use student-level data on a daily basis to inform their work with students? 5. Does Institutional Research (IR) regularly meet with or train college staff and faculty to discuss and explain the nuances of this data, and to answer questions? |  |  |  |  |
| **Institutional Data**   1. How do you evaluate the impact and effectiveness of your student supports? How often does this occur? 2. How do you analyze and use data to inform policy and process decisions related to student supports? 3. Who is involved in making those decisions? 4. How is IR involved in the evaluation process? 5. Are you using or planning to use predictive analytics in student success efforts? If so, briefly describe. 6. If you are currently using predictive analytics in student success efforts, how long have you been doing so? |  |  |  |  |
| **Technology Use**   1. How does the college currently use technology to support advising and student support delivery? 2. To what extent are these technologies used by the target end user in the intended manner? 3. To what extent are these technologies integrated with one another? 4. Are there any functionalities available to you with your existing technologies that you are not currently using? If so, why are they not being used? |  |  |  |  |