PASS
Promoting At-Promise Student Success

ASSESSING CAMPUS CULTURE THROUGH AN ECOLOGICAL VALIDATION LENS

Purpose
This tool is designed for campuses to assess the progress they have made towards moving the campus towards a culture of ecological validation (EV). The tool is designed to elicit reflection about the pervasiveness of various aspects of the EV approach. Is EV enacted primarily within campus units? in particular spaces and instances at the campuswide level? Or integrated into campus systems and processes in sustainable and meaningful ways?

Timing
Recognizing that culture change is an ongoing process, this tool is intended to provide a mechanism to document growth over time. We suggest engaging with this tool at the beginning, midpoint and culmination of a group's tenure together. Alternatively, the tool can also be used at simply one point in time in order to facilitate reflective dialogue about the pervasiveness of culture change efforts.

Audience
This tool is best suited for campus stakeholders who are able to look across institutional systems and reflect on campuswide groups and processes. Ideally cross-functional groups and campus leaders will find the tool useful.

	EV is mostly enacted at the level of professional units	EV starts to spread beyond individual units to broader campus	EV is enacted broadly across the institution in ways that are pervasive and sustainable	
Criterion	**Initial**	**Emerging**	**Developed**	**Evidence**
Engaging with At-promise Students				
Integrating the norms of ecological validation	Evidence of strengths-oriented, holistic, identity-conscious and developmental approaches to student support are concentrated in particular campus units.	Strengths-oriented, holistic, identity-conscious and developmental approaches to student support are evident at the campus level in discrete spaces and at particular times.	Strengths-oriented, holistic, identity-conscious and developmental approaches to student support are clearly evident at the campus level.	
Proactive outreach	Proactive outreach occurs mostly to students within programs and units.	Proactive outreach occurs at the campus level but dervies from specific programs or offices.	Proactive outreach occurs at the campus level in systematic and consistent ways.	
Employing a Campus-wide Approach to Fostering At-promise Student Success				
Cross-functional collaboration	Evidence of cross-functional collaboration to promote at-promise student success are concentrated to specific spaces or campus initatives (i.e., advisory councils, professional learning communities, communities of practice).	Campuswide opportunities for cross-functional collaboration are evident at the campus level and tend to be offered as one-time or finite professional development opportunities (i.e., summits & workshops).	Cross-functional collaboration on how to improve at-promise student success involves a wide range of campus stakeholders and is integrated into campus structures and processes in ways that are sustainable and consistent.	
Reflective practice	Opportunities for meaningful relfection about bolstering support for at-promise students occur in various programs and units.	Opportunities for meaningful reflection about bolstering support for at-promise students occur at the campus level, likely through professional devleopment opportunities.	Systemic reflection on how to improve at-promise student success involves a wide range of campus stakeholders and is integrated into campus structures and processes in ways that are sustainable and consistent.	
Ecological orientation	Evidence of ecological orientation towards supporting at-promise students in various campus units	Evidence of ecological orientation at the campus level through coordination of activities to foster at-promise student sucess	Campus broadly uses an ecological approach in its at-promise student success approach.	
Structures and processes	Structures and processes (ie., communication, socialization, data, evaluation) within units show evidence of the norms of ecological validation.	Discrete structures and process at the campus-level show evidence of the norms of ecological validation.	Norms of ecological validation are widely embedded into structures and process at the campus-level; structures and processes influencing at-promise student success are coordinated. Leaders at various levels of the institution are aware and supportive of EV.	

Criterion	Initial	Emerging	Developed	Evidence
Leadership	Senior level leadership is aware of EV-related change efforts. Unit-level leadership (i.e., directors, coordinators) are aware and supportive of EV.	Senior level leadership is aware of EV-related change efforts. Mid-level administrators are actively supportive of EV and advocate for its enactment with upper-level leadership as well as with direct reports.	Leaders at various levels of the institution are aware and supportive of EV and integrate a focus on EV into intiatives, stuctures and processes.	
Assessing Campus Context				
Data Mapping	Units utliize data to map at-promise student success and better understand the experiences of at-promise students. Data are used to evaluate EV-related outcomes and impact within the unit.	Cross-functional groups engage with data to better understand challenges that at-promise students face at the campus level, map gaps and synergies of at-promise student support, and evaluate the impact of various programs, initiatives and practices.	Data are employed regularly and widely as a means to map out at-promise student support, evaluate pinch points and successes, and inform strategies for improvement at the campus level.	
Data Auditing	Units identifiy current data availability and usage. Information/data points are collected and language is framed in ways that align with EV-related outcomes and impact. Units identify which data points and practices are missing that need to be considered.	Cross functional groups identify campuswide data points that are helpful for understanding EV-related outcomes. Data reports are shared and utlized at campus-level EV events.	Campuses identifiy current data availability and usage for EV-related outcomes at the campus level. Data points are collected and language is framed in ways that align with EV. Regular data reports that include EV metrics are reported to varied campus stakeholders.	
Data Sharing	Units identify data needs and engage with data in order to develop an understanding of progress made towards EV.	Cross-functional groups identify what data exist across campus to demonstrate enactment of EV, who is able to analyze data across campus units, and what training is needed for varied stakholders to make use of data.	Campuses share EV-related data in timely, systemic, and effective ways. Training is provided so that varied campus stakeholders undersatnd how to interpret and make use of data. A feedback loop exists to reflect and improve on data sharing processes.	
Evaluation	Units develop and implement an evaluation plan with specific metrics identified to assess unit progress toward a culture of EV	Cross-functional groups design and implement metrics to assess campus progress toward a culture of EV at EV-related events.	Campus-level data sharing practices routinely integrate EV-related evalutation data points and share insights across campus on progress toward a culture of EV.	

QUESTIONS FOR DISCUSSION

- *What efforts to support at-promise students currently exist on campus? How does the EV framework align with our current efforts to support at-promise students?*

- *What current systems do we have in place for assessing the pervasiveness of ecological validation approaches across campus?*

- *Where do exemplars exist on campus that illustrate ecologically validating approaches to supporting students? cross-functional collaboration? reflective practice?*

- *What structures and processes facilitate EV-related approaches? Which need to change?*

- *How are we using data in support of at-promise student success? What's working well? What could be improved? Who might collaborate in order to improve data use?*