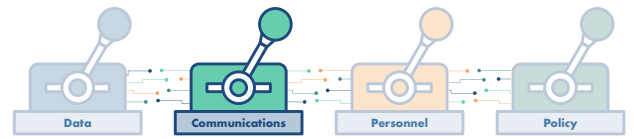# Effective Institution-Wide Communication and Engagement
FSS Self-Assessment

Note: To effectively use these tools, your institution should first ensure that those involved in the process have a clear and collective definition of STEM and a list of institutional STEM programs.

Scale:	Y = Yes	I = In Process	D = Discussing	N = No	U = Unsure

Question	Y	I	D	N	U
A. Campus Engagement in Strategic Planning and Implementation					
A1. Is there a strategic plan — approved by the governing board, where applicable — that sets out the student success goals of the institution and how they are to be achieved? *Comments:*					
A2. Does the strategic planning process connect to accreditation as well as district and state policy? *Comments:*					
A3. Were members of the institutional community, or its representatives (e.g., faculty, staff governing, collective bargaining entities, student government), involved in developing the student success goals? *Comments:*					
A4. Does the institution consider its own culture when developing and implementing elements of strategic planning? *Comments:*					
A5. Does the resource allocation process encourage discussion among leaders, staff and faculty that uses data to inform the allocation of all the resource types (e.g., dollars, positions, space, technology and equipment)? *Comments:*					

Question	Y	I	D	N	U
A6. Does the institutional resource allocation process include the redirection of resources away from less effective initiatives toward more effective ones? *Comments:*					
A7. When rolling out a new initiative, does the institution include the voices of those directly involved in both planning the implementation process and measuring the initiative's success? *Comments:*					
B. Institutional Communication and Engagement					
B1. Does the institution use a variety of communication methods to inform the community when implementing student success planning and initiatives, including meetings, internally accessible written documentation, email updates, briefings with governance groups, and open discussion with executive leadership? *Comments:*					
B2. Are institutional leaders consistent and intentional in their messages around the importance of student success goals? *Comments:*					
B3. Does leadership guide widespread cross-functional conversations at the institution about assisting Hispanic students in STEM fields by setting ambitious goals and meeting them at all stages of the student life cycle? *Comments:*					
B4. Do members of the institutional community, from students to faculty, staff and governing board members, understand their roles in student success? *Comments:*					

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Question	Y	I	D	N	U
B5. Is there effective communication with different types of decision-makers of disaggregated student success data that measures progress toward the strategic success goals of Hispanic students in STEM fields? *Comments:*					
B6. Are all faculty supported in their evidence-based experimentation with Hispanic student-centered approaches to teaching and learning in the STEM fields? *Comments:*					
B7. Are all professional staff whose roles impact student success supported in their use of evidence-based efforts to improve the success of Hispanic students in STEM fields? *Comments:*					
B8. Do all members of the institutional community have the information they need to take action connecting students to resources designed to help them succeed? Community members would include service workers who come in regular contact with students outside of the classroom or formal student engagement activities. *Comments:*					
B9. Is there intentional coordination among all success initiatives focused on Hispanic students in STEM fields? *Comments:*					
B10. Does the institution have ongoing professional development that directly supports the success of Hispanic students in STEM fields? *Comments:*					

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Question	Y	I	D	N	U
B11. Does the institution regularly communicate with external stakeholders relevant to the success of Hispanic students in STEM fields (e.g., business leaders who hire STEM majors, Hispanic[1] community organizations, area school districts and colleges/universities that students transfer from or to)? *Comments:*					
B12. Does the institution publicize the success of Hispanic students in STEM fields to show that there are pathways for them into these fields? *Comments:*					

Sources referenced: The Society for College and University Planning (SCUP), Association of Governing Boards of Universities and Colleges (AGB).

Endnotes

1 The National Science Foundation's grant specifies the use of the term "Hispanic". In this instance, FSS uses "Hispanic" to include individuals of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.

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