**College Coaching Needs Assessment Checklist**

*Created by Achieving the Dream and JFF*

Purpose: This tool is an internal checklist that acts as a companion piece to the College Needs Assessment tool. This checklist outlines broad indicators of college readiness, and lists companion artifacts that a coach can use, to understand college contexts and conditions. These artifacts are suggestions and are not meant to be the sole input for each indicator. Coaches can and should engage colleges in ongoing dialogue to flesh out conditions that lead to transformation, as each college will present unique challenges and opportunities. This document is designed to provide a starting point and reference to ground ongoing work.

| **Readiness category**—*description of what readiness looks like* | **Evidence to support practice (examples)** | **Coach notes** |
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| Leadership commitment * Leaders voice a clear, compelling, and urgent student success vision
* Leaders understand importance of having student success goals and priorities, and organization college has/is developing goals and priorities
* Leaders create culture in which change can happen anywhere in the system
* Leaders are willing to change structures, policies, and processes to accomplish system-wide change
* Leaders allocate resources strategically
* Leaders empower others to step up and take smart risks
* Leaders hold others accountable for progress, results, and shared learning
 |  Five-year strategic planOne-year operating plan with strategic funding priorities External published reports using institutional data.  |  |
| Engagement and communication culture * Student success vision, goals, and priorities understood throughout college
* “Shared responsibility” for equitable student outcomes is widely understood and adopted
* Broadly cross-functional groups of faculty, staff, and students engaged in student success work
* Input from multiple, diverse perspectives regularly sought for problem solving
* Organization college has experience with collaborative problem solving around difficult, complex, or multi-faceted issues
 | Sub-outcomes or metrics for specific departments/units in institution Broad representation for diverse departmental staff on committees or working groupsDocumented history in broad reform work (historic participation in ATD, CBD, or other “whole college” initiatives) |  |
| Data and technology infrastructure* Organization understands student barriers, equity gaps, other student-centered data
* Organization shares data widely and uses it to inform decision making
* Organization spends time getting questions right instead of rushing to premature conclusions
* Organization is willing to challenge anecdotal information or assumptions that have been taken for granted, and admit they don’t know the answer
 | List of any technology solutions acquired by, in use, or under exploration by college (Starfish, etc.)Engaged IR and IT departments as evidenced by committee or working group representation  |  |