

Supporting Undocumented College Students Scorecard: Long-term Planning for Inclusive Excellence

WHAT IS "INCLUSIVE EXCELLENCE"?

"AAC&U endeavors to develop "equity minded practitioners" who are willing to engage in the necessary, and sometimes difficult conversations and decision-making that can lead to transformational change for student learning and achievement." Connecting this approach to ways in which allies, educators and policymakers support undocumented students, provides an additional framework for planning, implementing and evaluating campus practices that involve undocumented students with inclusive excellence, diversity and equity in mind. Inclusive Excellence is about a cultural transformation that seeks to change an institution's structure and culture into one that welcomes, supports, and validates diverse communities. Additional information about Inclusive Excellence can be found here:

http://www.aacu.org/compass/inclusive_excellence.cfm

WHAT IS THE UNDOCUMENTED STUDENT SUPPORT SCORECARD?

The following is an administrative checklist to assess the effectiveness of providing support services to undocumented students at your institution. This tool can inform the institution's leadership where gaps exist in current efforts. Addressing these gaps can then become the focus of institutional planning to improve access and success for undocumented students. This checklist is not intended to be a thorough assessment of your efforts, however it can serve a starting point to more fully examine your institution's effectiveness in serving Undocumented Students, and provide points of discussion for leadership, decision-makers and practitioners alike. From the onset, the department or division has to be committed to change and transformation to better serve undocumented students.

HOW TO USE THIS SCORECARD

Use this in the way that you feel best fits your institution's needs! Suggestions for conducting the assessment:

Form a committee or use an existing diversity committee to undertake the audit.

- Distribute to staff on an individual basis to assess the institution and then discuss results in department or other meetings or gatherings.
- Distribute as a survey to students to assess the institution, review responses among leadership, practitioners, etc.,
- Conduct assessment as a department, functional team, leadership group, etc. and discuss together how you would rate your institution.

Suggestions for taking Action:

- Discuss across functional areas.
- Consider areas of deficit as opportunities to develop resources and programs.

- Seek out best practices from colleagues and other institutions in the areas you want to develop.
- Present to leadership in order to spur division-wide, institution-wide, or system-wide changes.
- Revisit periodically to assess for progress and improvement.

WHAT DO THESE FOUR CATEGORIES MEAN?

1. Access & Equity: AAC & U describes this category as "Paying attention to compositional numbers and status, reduction of barriers to participation, and achieving equitable success levels across groups." These ideas apply whether the unit focuses on students or on the workplace.
2. Diversity in the Formal and Informal Curriculum: AAC & U describes this category as "Including diversity content in courses, programs, and experiences across various academic programs and in the social dimensions of the campus environment." The Washington State Coalition for HB1079 has developed an informal curriculum which includes topics related to the undocumented college student experience. Through university programming and the development of ongoing training, employees and units could establish benchmarks to learn about the undocumented student population and their on-campus experiences.
3. Campus Climate: AAC & U describes this category as "Developing a psychological and behavioral climate supportive of all students."
4. Student learning and Development: AAC & U describes this category as "Assuring that students acquire content knowledge about diverse groups and cultures, and develop cognitive complexity."

SAMPLE INDICATORS AND DOCUMENTATION

ACTION PLAN

ACCESS AND EQUITY	<ul style="list-style-type: none"> • Develop institutional agents who will champion the needs of undocumented students • Create an undocumented student advisory board • develop admissions policies that are inclusive of undocumented students • Join a network of higher education and k-12 allies dedicated to advocacy for Hb1079 • Create a Memorandum of Understanding for supporting Undocumented Students • Create scholarships and financial aid for undocumented students • Legislative advocacy for inclusive laws that directly impact undocumented students. 	
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SAMPLE INDICATORS AND DOCUMENTATION

ACTION PLAN

<p>FORMAL AND INFORMAL CURRICULUM</p>	<ul style="list-style-type: none"> • Training for Staff and Faculty • Creation of a website for resources on supporting undocumented students • Encourage scholarly work by faculty on the undocumented student population • Encourage faculty and staff to attend conferences and workshops which include sessions about the undocumented student experience • Faculty and Staff Engagement in issues that directly impact undocumented students. 	
<p>CAMPUS CLIMATE</p>	<ul style="list-style-type: none"> • Articulated commitment from university regarding undocumented student support • Policies supporting undocumented students • Encourage the hiring of DACA eligible student employees • Develop resources for undocumented students • Create and fund student advocacy groups • Create marketing that is inclusive of undocumented students • Create anti-discriminations and bias policies to support undocumented students • Develop programs that create awareness and concern amongst faculty staff and students in the campus community • Encourage the promotion of scholarships and financial resources that do not require the FAFSA 	
<p>STUDENT LEARNING AND DEVELOPMENT</p>	<ul style="list-style-type: none"> • Ensure that your Crisis and Counseling Staff is trained and understands the needs of undocumented students • Encourage student orientation to include information geared towards undocumented students • Include community resources for undocumented populations in high-traffic areas throughout campus 	

**SAMPLE INDICATORS AND
DOCUMENTATION**

ACTION PLAN

	<ul style="list-style-type: none">• Develop brochures and marketing that highlight campus resources for undocumented students• Encourage the creation of student leadership and support groups for undocumented student leaders.	
SUMMARY		

DEVELOPED BY:

**WASHINGTON STATE
COALITION FOR
HB1079**

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from the University of Wisconsin IE
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