



Ensure Learning

OUTREACH

ENGAGEMENT

INSTITUTIONAL CAPACITY

Equity Considerations:

- How are we ensuring underrepresented students participate in program-relevant active and experiential learning opportunities?
- How do we support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?
- What opportunities exist for faculty or advisors to critically examine their roles in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field or program selection)?
- Are we disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among our staff, with students, and with the outside community?

SECOND YEAR

COMPLETION

EQUITY-FOCUSED DATA ANALYSIS AND INQUIRY



How would we behave if we truly believed every student, regardless of their background, has the capacity to reach to their goals when given appropriate opportunity and support?