



## Who Should Read

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Chief of Staff  
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Student Affairs Leaders  
COVID-19 Response Team

# 360-Degree Student Equity Audit

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Answering the Renewed Urgency to Advance  
Student Equity in Higher Education

**A note from the authors:** *We conceived of and wrote this piece before the tragic and senseless murder of George Floyd and the ensuing protests for justice. More than ever, equity and systemic racism need to be at the forefront of our national conversation, not just for law enforcement but for all institutions, including our own. There is no better time than now for higher education leaders to recognize where and how systemic racism still impacts our campus communities, including how these inequities are being exacerbated by the pandemic. We stand ready to support you.*

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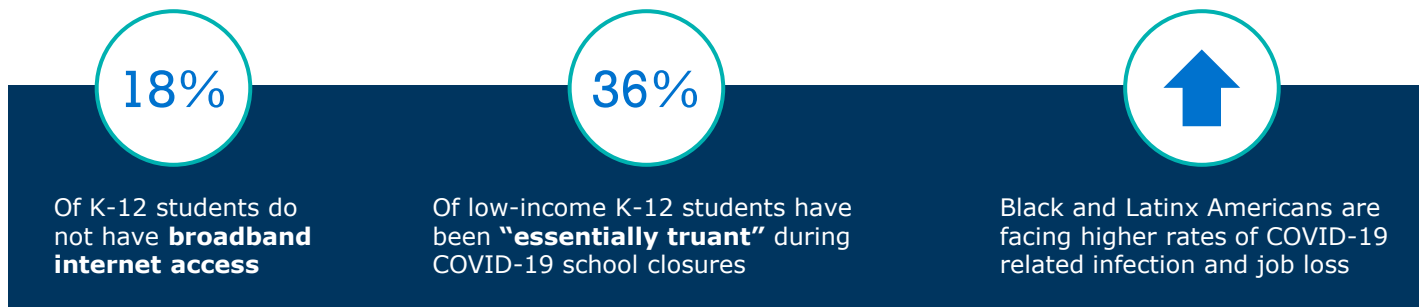
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# Executive Summary

## Keep Equity at the Center of Your COVID-19 Response and Recovery Plans

As the COVID-19 pandemic has disproportionately affected low-income communities and people of color, higher education’s commitment to equity has never been more challenging—or more urgent.



A commitment to equity in student outcomes requires critical examination of institutional policies and practices that negatively effect Black, indigenous, people of color and other historically underserved student groups. Use this audit to determine if the policies and practices in place at your institution support these students.

## Section 1

### Audit Your Institution’s Existing Strategies to Promote Student Equity

*Understanding Five Critical Institutional Equity Priorities*



#### Do policies and partnerships at my institution encourage college access and college readiness?

Right now, college may feel more out of reach than ever for students. [SAT and ACT tests have been canceled](#), in-person campus visits are out of the question, and [FAFSA filing rates are down](#). Students may be doubting that your college or university is the right next step for them, particularly if there is still uncertainty around the mode of delivery for the fall semester.

Your institution must remain dedicated to promoting college access for all students—especially those who traditionally face the most barriers to college enrollment and completion. Reaching out to high school students, adjusting admissions policies, and easing the path to transfer can help ensure students are making informed decisions about their next steps and reduce the administrative hurdles they face in successfully arriving on campus.

#### Promote College Access and Ease the Path to Transfer. . . . .7

Source: Silber, Jeffrey M., Henry Sou Chien. “A Deep Dive: Education and the Coronavirus, Part III,” *BMO Capital Markets*, May 18, 2020.

# Executive Summary

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## How can my institution mitigate the increased financial strain that students are likely to experience as a result of the COVID-19 economic downturn?

In just a few months, the U.S. has seen what [some economists](#) are calling the “worst economic downturn since the great depression.” Over 30 million Americans have filed unemployment claims since mid-March, and millions of students have lost employment or have parents who have lost theirs.

While the CARES Act will certainly alleviate immediate financial strain for many, students are only eligible for funds if they are eligible for Title IV aid, shutting out undocumented and international students. Regardless of any short-term government aid, students are likely to face long-term financial strain, and institutions need to be prepared.

### **Maximize Financial Support for Students in Need. . . . . 8**



## Is my institution prepared to deliver academic and career support to students, including those graduating into an economic crisis?

Low-income, underrepresented, international, and first-generation students may be especially struggling as they pivot to learning and academic planning in a remote environment. During this period of heightened instability and uncertainty, some students may decide they need to pause their education, international students may face new challenges with visa requirements or travel, and students will be highly vulnerable as they graduate into an economic crisis.

Though students are no longer on campus, institutions must be proactive about identifying struggling students and connecting them with the resources and support they need to be successful.

### **Provide Essential Advising and Registration Support. . . . . 9**

### **Meet Students’ Academic and Career Development Needs. . . . . 10**



## Has my institution done enough to ensure equitable student learning, especially in a suddenly remote learning environment?

Inclusive teaching has always been a key ingredient for combating equity gaps in student performance. With the rapid transition to remote learning and an uncertain outlook for future semesters, the need for equitable teaching practices is both more important and more challenging than ever. The crisis presents an opportunity for faculty to improve teaching strategies for remote and eventual in-person learning.

In a remote environment, faculty must adapt their teaching to reach students who have new home responsibilities, limited technology access, or who may have disabilities. Downstream, colleges and universities must be prepared to teach students whose K-12 learning was disrupted by the COVID-crisis.

### **Implement Inclusive Teaching Practices. . . . . 11**

# Executive Summary

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## How is my campus supporting sense of belonging, engagement, and basic needs security in a remote world?

Student success doesn't occur in a vacuum; COVID-19 and the move to fully remote instruction has caused many non-academic barriers to be especially disruptive. The complex lives of students can shape their successes, but also their challenges as they struggle with access to technology and mental health care, maintaining a sense of belonging, basic needs insecurity, or COVID-related racism. Other students are also facing new work obligations or increased family care responsibilities.

Campuses and private companies have scaled up technology support and many college communities are rising to the occasion with extensive mutual aid efforts. But institutions can't rely on the generosity of the community alone and must prepare to support struggling students beyond the immediate crisis.

<b>Bridge the Digital Divide</b> . . . . .	12
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<b>Increase Engagement and Sense of Belonging</b> . . . . .	13

## Section 2

### Implement and Sustain Equity Initiatives at Your Institution

A suite of implementation tools will help you to reflect on, plan for, and track progress on your student equity strategy as a leadership team. Contact your strategic leader if you would like to connect with an EAB researcher for a consultation about equity at your institution.

<b>Data Analyses to Guide Your Equity Strategy</b> . . . . .	15
<b>Equity Strategy Discussion Guide</b> . . . . .	16
<b>Practice Implementation Planning Exercise</b> . . . . .	17

## Section 1

# Audit Your Institution's Existing Strategies to Promote Student Equity

### Instructions

Use this audit to evaluate the policies and practices in place at your institution to support historically underserved students. Indicate which practices your institution has adopted by checking the "in progress" box for each statement. For incomplete items, refer to the supplementary resources for expert advice and sample practices. You can also see EAB's [COVID-19 resource center](#) for more implementation resources and sample peer practices.

**Note:** Across the entire audit, "student success staff" refers to any individual charged with supporting students and may include advisors, financial aid staff, or student workers.

### Audit Key





**High impact practice**






Look for the "high impact practice" designation for guidance on where to focus limited time and resources to improve student equity.






## Promote College Access and Ease the Path to Transfer



Quick Wins	In Progress	For More Information
Our institution offers an application fee waiver to prospective students and proactively reminds prospective students about how to access a waiver to reach those newly financially affected by COVID-19.	 <input type="checkbox"/>	See EAB's <a href="#">expert advice</a> and learn more from <a href="#">Rowan University</a>
Our institution has made SAT and ACT scores optional for the 2020 application cycle and has adjusted our admissions evaluation process to more heavily weight student grades and other factors.	 <input type="checkbox"/>	Learn more about institutions waiving <a href="#">SAT and ACT</a> requirements
Our admissions and registrar's offices have coordinated to allow prospective transfer students to transfer all credits with a "pass" grade for terms affected by COVID-19.	<input type="checkbox"/>	Read EAB's expert advice <a href="#">here</a> and <a href="#">here</a> and learn more about <a href="#">reducing barriers to transfer enrollment</a>
Graduate programs have adjusted acceptance policies to allow for a "pass" grade in lieu of a letter grade for terms impacted by COVID-19.	<input type="checkbox"/>	Learn more from <a href="#">Harvard Medical School</a>

Longer-Term Strategies	In Progress	For More Information
Our institution is adopting a permanent policy to make SAT and ACT scores optional for admission.	 <input type="checkbox"/>	Read this <a href="#">blog post</a> and learn more from the <a href="#">National Center for Fair &amp; Open Testing</a>
Our institution has partnerships with community colleges and other main feeder colleges with joint advising, regularly updated degree paths, and streamlined onboarding steps to support prospective transfer students.	 <input type="checkbox"/>	Learn more about <a href="#">reducing barriers</a> to transfer preparation, <a href="#">guided pathways</a> implementation, and <a href="#">UCF DirectConnect</a>
Our institution has adopted a multiple-measures approach to placement in developmental education, implemented a co-requisite developmental education structure, and aligned developmental education pathways to students' academic goals.	 <input type="checkbox"/>	<i>Coming soon: EAB expert advice on developmental education reform</i>
Our institution has developed a strategy to combat summer melt with text nudges or an AI-enabled chatbot.	<input type="checkbox"/>	Learn more about <a href="#">text nudges</a> and <a href="#">Georgia State University's</a> chatbot
Our admissions team has adopted virtual campus tours and virtual information sessions as part of their regular student outreach strategy.	<input type="checkbox"/>	Tell your campus' unique story with a <a href="#">virtual campus tour</a>
Our admissions office partners with K-12 institutions to offer college access programs and working sessions on the college application and FAFSA submission processes for prospective high school students.	<input type="checkbox"/>	Learn about a <a href="#">college application bootcamp</a> , <a href="#">college affordability academy</a> and <a href="#">scaling college access programs</a>
Our institution hosts parent-focused college access programs and tailored events to engage parents of first-generation students to demystify the enrollment process and foster a college-going culture.	<input type="checkbox"/>	Learn about supporting parents of <a href="#">first-generation students</a>



## Maximize Financial Support for Students in Need

Quick Wins	In Progress	For More Information
Our institution has waived registration and bursar holds from terms affected by COVID-19 to facilitate student persistence.	 <input type="checkbox"/>	Read <a href="#">this case study</a> and learn about <a href="#">bursar hold</a> and <a href="#">registration</a> reform
Our institution has temporarily expanded the types of expenses covered by our emergency grant program, proactively clarified to students what it can be used for, and minimized application, approval, and disbursement steps associated with accessing funds.	 <input type="checkbox"/>	See section one of EAB's <a href="#">expert advice</a>
Our institution has implemented new criteria for maintaining GPA-dependent scholarships to continue delivering funds to students whose GPAs have been affected by the COVID-19 crisis.	 <input type="checkbox"/>	Omit semesters affected by COVID-19 from GPA calculations used to determine scholarship eligibility
All emergency grant applicants are connected with a staff member who can help students find alternative forms of support if they do not receive any or enough funds through the program.	<input type="checkbox"/>	Learn more from the <a href="#">Hope Center</a>
Our institution maintains federal work study requirements to continue to pay student employees during COVID-19 disruptions and has redeployed student staff, if necessary, to continue their employment.	<input type="checkbox"/>	See section three of EAB's <a href="#">expert advice</a>
Campus offices with non-federal work study student employees continue to pay students during COVID-19 disruptions and are providing virtual work opportunities, as necessary, to continue their employment.	<input type="checkbox"/>	Hire students to support admissions, social media content, marketing content creation, etc.
The campus bookstore is waiving late fees and increasing their mailing options for returning rented textbooks.	<input type="checkbox"/>	Learn more from <a href="#">Wayne State College</a>
Our institution has developed a refund policy to reimburse students for housing, student fees, dining, or unfinished credits.	<input type="checkbox"/>	See EAB's expert advice on refunds <a href="#">here</a>

Longer-Term Strategies	In Progress	For More Information
Our institution has maximized allocation of CARES Act funds to support students facing COVID-related financial challenges.	 <input type="checkbox"/>	See EAB's expert advice <a href="#">here</a> and <a href="#">here</a>
Student success staff reach out to students with high financial need to proactively remind them of critical deadlines to refile financial aid forms.	 <input type="checkbox"/>	Learn how to <a href="#">encourage FAFSA renewal</a>
If students do not respond to outreach emails about missing financial aid information and forms, student success staff continue with phone or in-person outreach until they connect with students.	<input type="checkbox"/>	Learn about student <a href="#">aid renewal nudges</a>
Student success staff proactively reach out to students who lose financial aid eligibility to help those students develop an academic recovery plan and work with the financial aid office to access bridge funding.	<input type="checkbox"/>	Learn more from <a href="#">Georgia State University</a>
Financial aid staff proactively work with their advancement colleagues to continue fundraising to sustain emergency grant programs.	<input type="checkbox"/>	Learn how to fundraise for grant programs <a href="#">here</a>



## Provide Essential Advising and Registration Support

### Quick Wins

### In Progress

### For More Information

Our institution has created policies allowing exceptions or extensions to experiential learning requirements for students whose experiences were affected by COVID-19.



See EAB's [expert advice](#), read [this case study](#), and [watch this webinar](#)

Student success staff have optimized virtual advising by scheduling a series of short, focused appointments to engage in academic planning or connect students with needed support services.



See EAB's [expert advice](#) and watch [this video](#) on virtual advising

Student transcripts will include a marker for terms affected by COVID-19 so future employers and educators are aware of the disruption.



Learn more about [evaluation and grading policies](#)

Our institution has introduced a non-letter (or non-numerical) grading system to ensure student degree progression and have enabled advisors to help students make informed decision about their grading choices.



See EAB guidance on [revising grading policies](#)

Our institution has excluded terms and courses affected by COVID-19 from academic standing calculations to prevent penalizing students for unavoidable conflicts and stressors.



Read [section two of this resource](#) for more information

Our institution has adjusted deadlines for major declaration and dropping courses to allow students more time to consider important academic progress decisions.



Read [section three of this resource](#) for more information

### Longer-Term Strategies

### In Progress

### For More Information

Our institution triages advising outreach to high-risk students by monitoring alerts from faculty and staff, student grades, financial concerns, missed administrative deadlines, and engagement with the learning management system.



See how you can [track LMS activity](#), [triage student outreach](#), and [strategically deploy staff](#)

Student success staff strive to create academic degree plans that allow students to complete 15 credits per term or 30 credits per year to ensure timely completion.



Learn about [on-time degree plans](#) and promoting [timely degree completion](#)

Student success staff connect with students who need to pause their education due to COVID-19 related issues to create an updated academic plan and get permission to re-approach them in the future.



Create [re-approach campaigns](#), [engage stop-out students](#), and help [update academic plans](#)

Our institution identifies and addresses unique registration issues by proactively sending re-enrollment messages to students who have not registered for the fall term.




Learn how to [encourage re-enrollment and registration](#)

Our institution has developed a coordinated care network of faculty, mental health counselors, tutoring staff, and advisors with procedures in place to facilitate information sharing and ensure holistic support.

See EAB's [expert advice](#) and this [webinar](#) with implementation guides



## Meet Students' Academic and Career Support Needs

Quick Wins	In Progress	For More Information
Our career services office has developed email templates that students can adapt to communicate with prospective employers.		<input type="checkbox"/> Use these templates developed by the <a href="#">University of Virginia</a>
Our career services office has moved upcoming career fairs and other employer engagement opportunities to a virtual environment.		<input type="checkbox"/> See section three and four of EAB's <a href="#">expert advice</a> and learn from the <a href="#">University of Toronto Scarborough</a>
Our career services office has created a one-stop self-service resource page to promote career development opportunities and resources students can use to learn new skills.		<input type="checkbox"/> Learn more from <a href="#">Boise State University</a> , <a href="#">University of Virginia</a> , and <a href="#">University of South Florida, St. Petersburg</a>
Our career services office has enlisted volunteer support from alumni to conduct virtual resume reviews, identify internship and job opportunities, mentor students, and share career journeys.		<input type="checkbox"/> See EAB's <a href="#">expert advice here</a> and <a href="#">here</a>
Our institution is proactively doing outreach to graduating students/new alumni to identify where they are in their job search and how we can best help		<input type="checkbox"/> See EAB's <a href="#">expert advice</a>
Our career services office actively seeks out alumni and employers with different backgrounds and identities to participate in career services events		<input type="checkbox"/> Be sure to consider race, gender, sexual orientation, industry, and geographic location

Longer-Term Strategies	In Progress	For More Information
Our career services office has increased the number of virtual internship opportunities and project-based experiential learning activities.		<input type="checkbox"/> See EAB's <a href="#">expert advice</a> and learn more about <a href="#">virtual internships</a>
Our institution offers grants for networking trips, employer treks, and for students pursuing necessarily unpaid internships so they can gain critical professional experience and eliminate or reduce the need for additional part-time work to fund their education.		<input type="checkbox"/> Learn more from <a href="#">Claremont McKenna College</a> and work with your advancement office to help secure and sustain grant funding
Our institution scales virtual academic support services by deploying students as peer tutors and advisors.		<input type="checkbox"/> Learn more about <a href="#">improving peer-to-peer support programs</a>
All regularly available career and academic support services (study skill sessions, supplemental instruction, tutoring, writing, and math centers) continue to operate virtually, and proactively share access information with students.		<input type="checkbox"/> Learn more from <a href="#">Wayne State University</a>
Our career services office provides guidance on professional dress and access to no-cost or discounted professional clothing for students participating in interviews.		<input type="checkbox"/> Learn more from <a href="#">UNC Charlotte</a>



## Implement Inclusive Teaching Practices

Quick Wins	In Progress	For More Information
Courses are administered synchronously, but faculty record sessions so content remains accessible for student whose circumstances do not allow for synchronous learning.		<input type="checkbox"/> Learn more from the <a href="#">University of Southern California</a>
All learning materials used for remote instruction are in PDF format, primarily text-based, or use short video content to remain mobile-friendly.		<input type="checkbox"/> See EAB's <a href="#">expert advice</a>
Our institution connects students with open educational resources or other freely available textbooks and learning materials to ensure that students who relied on library reserve textbooks or shared with classmates can continue access to key study materials.		<input type="checkbox"/> Help <a href="#">students access open educational resources</a> or <a href="#">freely-available textbooks</a>
Our institution has shared resources with faculty geared towards building community in asynchronous online courses.		<input type="checkbox"/> Learn more from <a href="#">Duke University</a>
Faculty establish rules of engagement for each virtual class and are transparent about expectations of attendance, class participation, and respectful dialogue, including why those expectations are in place.		<input type="checkbox"/> Learn more about class meeting guidelines <a href="#">here</a>
Faculty allow students to engage in class in different ways such as virtual breakout rooms, "raising their hand," chat functions, and "reacting" to comments.		<input type="checkbox"/> Learn more about different engagement strategies <a href="#">here</a>
Our institution has created an online course orientation module to prepare students for online learning and ensure students are aware of the expectations and policies for online learning.		<input type="checkbox"/> Learn about UCF's <a href="#">online orientation modules</a>
Our institution has proactively shared the process to request accessibility accommodations in a virtual learning environment.		<input type="checkbox"/> Learn more from <a href="#">UC, Santa Cruz</a>

Longer-Term Strategies	In Progress	For More Information
Our institution mitigates faculty bias in course development, pedagogy, and interactions with students and actively promotes the use of inclusive teaching practices in face-to-face, hybrid, and online classes.		<input type="checkbox"/> Learn about <a href="#">bias</a> on online discussion boards and see <a href="#">this guide</a> on inclusive teaching
Our institution has a specific, data-informed strategy in place to increase the recruitment and retention of diverse faculty members.		<input type="checkbox"/> Learn how to <a href="#">instill equity and inclusion</a> in departmental practices
Faculty and staff have ensured that learning materials are accessible to all students through items like transcripts and captions for videos and alternative text for images.		<input type="checkbox"/> See U of Washington's <a href="#">checklist</a> and <a href="#">guide</a> , <a href="#">Association on Higher Education and Disability resources</a> , and <a href="#">EAB accessibility guidance</a>
Faculty are discouraged from using norm-referenced, or curved, grading practices.		<input type="checkbox"/> Learn more from <a href="#">UCLA</a>
Our institution has incorporated principles of universal design (designing spaces and products to be accessible to all) into face-to-face, hybrid, and online courses, especially critical introductory or other milestone courses.		<input type="checkbox"/> See examples of <a href="#">universal design</a>



## Bridge the Digital Divide

Quick Wins	In Progress	For More Information
Our institution has surveyed students to determine if they have access to a computer and created a laptop loaner program to ensure all students can continue to learn.		<input type="checkbox"/> See section one of EAB's <a href="#">expert advice</a> and <a href="#">watch this webinar</a>
Faculty and staff minimize the need for students to download learning materials to accommodate those with data and broadband restrictions.		<input type="checkbox"/> See section three of EAB's <a href="#">expert advice</a>

Longer-Term Strategies	In Progress	For More Information
Our institution has partnered with state and local governments and internet providers to begin long-term planning for extended crises.		<input type="checkbox"/> See EAB's analysis and case studies <a href="#">here</a>
Our institution has created a technology fund to support the short- and long-term technology needs of our students.		<input type="checkbox"/> Learn about technology support at <a href="#">UC Berkeley</a>
Our institution has expanded Wi-Fi coverage on campus to parking lots and proactively shares information about other public Wi-Fi hotspots so local students and faculty can access the internet.		<input type="checkbox"/> See EAB's <a href="#">expert advice</a>









## Address Heightened Basic Needs Insecurity

Quick Wins	In Progress	For More Information
Our institutional food pantry is open during the crisis to continue to serve the community while adhering to CDC guidelines (e.g., by preparing grab-and-go bags for students to pick up).		<input type="checkbox"/> See section one of EAB's <a href="#">expert advice</a> , <a href="#">this blog</a> , and this <a href="#">Hope Center resource</a>
International students and students without a safe home can remain in campus residence halls even when campus operations are closed.		<input type="checkbox"/> Maintain housing for <a href="#">international students</a> and <a href="#">students with need</a>
Student success staff send reminders to the campus community about the availability of basic needs resources with information on how to access them for students who may be using them for the first time.		<input type="checkbox"/> See section two of EAB's <a href="#">expert advice</a>
Student success staff proactively connect students to local, state, and federal resources including food banks, state and federal unemployment forms, mental health and domestic violence helplines, and mutual aid.		<input type="checkbox"/> See EAB's <a href="#">expert advice</a> and how to <a href="#">connect students with public aid</a>



## Increase Engagement and Sense of Belonging

Quick Wins	In Progress	For More Information
Messaging from my institution uses positive, asset-based language, which focuses on students' strengths instead of their deficits.	 <input type="checkbox"/>	Learn more about positive identity-based <a href="#">messaging</a>
Our institution plans to adopt growth mindset and resiliency priming exercises for students during online orientation.	 <input type="checkbox"/>	See EAB's <a href="#">expert advice</a> and watch this <a href="#">webinar</a>
Our institution has adapted summer bridge programs to an online format in response to COVID-19 to promote academic self-efficacy and a sense of belonging.	<input type="checkbox"/>	Learn about <a href="#">bridge programs</a> and <a href="#">FAU's</a> online summer success course
Our institution has created a one-stop-shop for online community engagement that includes wellness resources, upcoming activities, and local and national events to keep students connected with one another.	<input type="checkbox"/>	See examples at <a href="#">Bowling Green State University</a> and <a href="#">Oregon State University's e-campus</a>
Faculty, staff, and administrators are calling all students individually to check in on their wellbeing, connect them to resources, and catalog challenges students are facing.	<input type="checkbox"/>	Watch <a href="#">this webinar</a> and read how <a href="#">University of Tennessee at Knoxville</a> called all their students

Longer-Term Strategies	In Progress	For More Information
Our institution has a method for regularly assessing campus climate and students' sense of belonging.	 <input type="checkbox"/>	See EAB's <a href="#">campus climate survey</a> and <a href="#">resource center</a>
Our institution has developed a bias response team charged with developing a plan for bias incidents and preparing faculty to address racism, with specific resources to address COVID-related racism.	 <input type="checkbox"/>	See EAB's <a href="#">expert advice</a> , this <a href="#">webinar</a> , this <a href="#">roadmap</a> on climate flashpoints, and this supplementary <a href="#">resource</a>
Our institution connects student concerns and lack of belonging to histories of discrimination and hostility that have occurred in the campus community.	 <input type="checkbox"/>	See EAB's <a href="#">expert advice</a> , this <a href="#">roadmap</a> on student activism, and the <a href="#">National Center for Truth and Reconciliation</a>
Our institution offers virtual counseling services, support groups, and virtual wellness events (e.g., fitness classes, mindfulness breaks, webinar on coping strategies) for students who are struggling with mental health challenges such as anxiety, grief, and social isolation.	 <input type="checkbox"/>	See EAB's <a href="#">expert advice</a> and these <a href="#">sample virtual counseling groups</a>
Our institution is creating or scaling up a virtual peer-to-peer support program to promote engagement and sense of belonging.	<input type="checkbox"/>	Learn more about <a href="#">peer-to-peer support programs</a>
Faculty and staff incorporate mental health and well-being content into both in-person and online instruction.	<input type="checkbox"/>	Learn from <a href="#">Ryerson University</a> and <a href="#">Simon Fraser University</a>

## Section 2

# Implement and Sustain Equity Initiatives at Your Institution

### Instructions

To advance student success for historically underserved students, equity must be an integrated part of your institution's financial and academic planning, and the overall framework for how faculty and staff interact with students, identify needs, and provide services and supports.

Achieving equity begins with understanding the most pressing needs of historically underserved student groups at your institution, and then setting specific equity goals that are regularly informed by your student data.

Use the following tools to prioritize best practices and to keep student equity at the center of your institutional mission and strategy.

<b>Data Analyses to Guide Your Equity Strategy</b> . . . . .	13
<b>Equity Strategy Discussion Guide</b> . . . . .	14
<b>Practice Implementation Planning Exercise</b> . . . . .	15



#### When using these tools, please keep the following questions in mind:

- Have we consulted a **diverse and representative** group of stakeholders to set institutional goals related to equity?
- Are the voices of historically underserved groups **reflected and amplified** in our strategy?
- What is our strategy for **regularly communicating** our equity goals with our school community?
- How will we **provide updates** on how goals are being met and what adjustments are being made in response to those outcomes?



# Data Analyses to Guide Your Equity Strategy

## Transformation Metrics

**Average Time and Cost to Degree**

**Retention, Persistence, and Graduation Rates**

**Summer Melt Rates**

**Equity Gaps in All Metrics**

Break down all data analyses by student demographic to identify disparities

## Outcome Metrics

### Student Performance

- GPA or Academic Standing
- Avg grade, DFW rates
- Midterm to final grade changes

### Student Progress

- Credits attempted, earned, and completion %
- Major changes

### Enrollment

- Registration, re-enrollments
- Application yield
- Earlier registration, holds cleared

### Other

- Applications to graduate
- Staff or student time savings and satisfaction

## Process Metrics

### Appt. Activity

- Total appts., appt. per student
- No-show or cancellation rates
- Summary reports filed

### Interventions

- Students contacted
- Scheduled and completed appts
- Completed actions
- Increased use of support services

### Case Management

- Progress Report response rates
- Alerts issued
- Cases opened and closed

### Student Adoption

- Mobile app adoption and utilization
- Completed to-dos
- Appts scheduled by students

## Key Analyses for the COVID-19 Era

- Deploy quick polls and surveys through advising software and emails to generate lists of students who may need emergency aid without forcing an extensive application process
- Track students who have lost scholarship eligibility in order to deploy additional financial and academic support for these students
- Analyze course management software data for equity gaps in class participation.
- Have instructors use flash polls and questionnaires to identify students who are struggling and connect them with relevant resources.
- Develop an end-of-term engagement survey to gain student feedback for future planning.



## Equity Strategy Discussion Guide

1 What are the most important **outcomes** that we want to achieve as a result of our equity initiatives? What are the specific **measure(s)** associated with these outcomes?

2 Are there any existing initiatives we should **adjust or discontinue** because they do not align with best practice, do not advance our primary goals for student success, or are not delivering intended outcomes?

3 Where are we likely to experience **resistance to proposed changes** to policies, programs, or instructional practices? What can we do to mitigate these potential challenges?

4 Who are likely to be our biggest supporters and **champions of proposed initiatives**? How can we elevate their roles so they have a leadership opportunity and can carry enthusiasm for the work to and through our institution?





# Practice Implementation Planning Exercise

Based on your audit responses, circle the top 3 areas you will prioritize to improve student equity at your institution.



Promote **College Access** and Ease the Path to Transfer



Maximize **Financial Support** for Students in Need



Provide Essential **Advising and Registration** Support



Meet Students' **Academic and Career Support** Needs



Implement **Inclusive Teaching** Practices



Bridge the **Digital Divide**



Address Heightened **Basic Needs Insecurity**



Increase Engagement and **Sense of Belonging**

For each priority area you selected, indicate the practices you will implement at your institution along with notes on next steps. Be sure to include at least one longer-term strategy in your selection.

Priority Area #1:

Practice	Next Steps	Owner(s)	Timeline



# Practice Implementation Planning Exercise

Priority Area #2:

Practice	Next Steps	Owner(s)	Timeline

Priority Area #3:

Practice	Next Steps	Owner(s)	Timeline



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