Course and Program Equity Assessment Report Template

Part 1: General Information

Your Name:
Course Designation/Number or Program Name:
Today's Date:

Part 2: Equity Goals

A) **Alignment:** Whether course-level or program-level, equity goals should **align with departmental and divisional equity goals**. Please select the divisional equity goals that align with your course/program goal:

DIV DEI Goal #1	DIV DEI Goal #2	DIV DEI Goal #3	DIV DEI Goal #4	DIV DEI Goal #5
Improve student success and eliminate racial equity gaps	Improve student learning outcomes through high-quality teaching of relevant curriculum	Increase the number of students that attain field employment, career advancement, program completion or successful transfer	Increase student engagement and provide equitable access to high-quality student support services to positively impact student retention and progression	Increase the number of opportunities for students to have equitable access to challenging, intellectual, and creative co-curricular experiences
☐	☐	☐	☐	☐

B) Please **list** your course or program equity goals (e.g., increase graduation rates or increase grades of C or better among students who identify as Black or Hispanic). Please do not list more than three goals.

Part 3: Equity Measures

Please identify and describe the **measures** or **means of assessment** used to meet your equity goals, e.g., pass rates for a course, pass rates on licensure exams, or fall-to-fall retention, disaggregated by race, ethnicity, or gender.

Part 4: Equity Data Source Documentation

Please identify the **source** of the data that you are using and **upload or link to** the relevant documentation, including the semester and year.

Part 5: Equity Data Analysis Results and Documentation

A. Please describe how your program or department analyzed the equity data, including the means (e.g., department meeting), the date(s), and the participants.

Means of data analysis:
Date(s):
Participants:

B. Please describe the results of your equity data analysis. Answer as many of the following questions as seem relevant:

- When you looked at your disaggregated equity measures, what **gaps** did you see?
  - o Did students achieve the outcomes, e.g., graduation, course pass rates, licensure exam pass rates, transfer, at similar rates?
    - For example, 45% of the students in your program identify as Black females, but only 15% of Black females in your program transfer within one year of completing the degree.
  - o Is there a particular student population that is more likely to leave your program after a certain number of credits? What factors might account for this?
- When you looked at your disaggregated equity measures, what **successes** did you see?

Results of data analysis:

Part 6: Data Driving

"Data driving" means that after you collected data and analyzed it to discover gaps (and successes), you worked out what action(s) to take to improve the gaps or sustain your successes. Here are a few examples:

You might drive your data into **new teaching strategies**, such as
- o Creating a more inclusive syllabus
- o Making expectations more transparent, e.g., rubrics and criteria for success
- o Providing more opportunities for students to connect course material with their lived experiences

You might drive your data into **curriculum changes**, such as
- o Including more diverse materials and examples in your course or program
- o Providing more opportunities for students to connect course material with their lived experiences
- o Developing a new course centered in DEI in your discipline
- o Revising course or program learning outcomes with the goal of cultural competence

You may drive your data into **professional development** or **hiring plans**:
- o FCTL equity workshops and institutes
- o Anti-racist and anti-oppression training
- o Attending DEI-focused professional conferences
- o Actively hiring for greater diversity in proportion to the student population

You may drive your data into more **collaboration** with other areas of the College, such as
- o Work with Educational Support Services (Academic Advising, Center on Disability, Learning Lab, etc.)
- o Learn more about and connect students with Student Support at the College (Single Stop, Center for Male Engagement, English Language Learners Student Services, I AM MORE Reentry Program, Office of Collegiate Recovery, etc.)

Plans for data driving: