Yakima Valley College

Academic Program Review Report

2021-2022

Program Review for

Associate of Arts-DTA

Contents

Section 1. Program Description

Pathway:

AA DTA doesn't belong to a particular pathway, though the degree primarily resides in Arts & Humanities, Social Sciences & Education, and Exploratory. The courses in the AA DTA program support programs in all pathways, particularly transfer degree programs and programs with general education requirements.

Description:

According to the YVC Catalog, "The Associate in Arts - Direct Transfer Agreement (DTA) degree is designed for students who plan to transfer to a four-year college or university. YVC offers many disciplines so students can select their course load based on their area of interest within this degree."

Program Purpose: The AA DTA program prepares students for general education or transfer.

Relationship of the program to YVC's 2021-2025 Strategic Plan: The AA DTA program serves the YVC Strategic plan through Direction One (Commitment to Student Learning and Achievement) and Direction Two (A Culture of Teaching, Learning, and Innovation)

Program Overview & Planning Process:

Program Overview:

To complete an AA-DTA, students must complete at least 90 credits distributed as follows:

- General Requirements
  - Group A: Written Communication (10 credits)
  - Group B: Quantitative Reasoning (5 credits)
  - Group C: Communications (3 – 5 credits)
- Humanities Distribution (15 credits, across at least 3 disciplines)
- Natural Science/Mathematics Distribution (15 credits, across at least 2 disciplines, including at least one lab science)
- Social Science Distribution (15 credits, across at least 3 disciplines)
- Core electives (15 - 17 credits of additional distribution area courses)
- Electives (10 – 12 credits of any college-level (100+ level) college course)

Students must earn a 2.0 or higher GPA in each section above.

Program Planning:

AA-DTA program planning is a shared responsibility between the Arts & Sciences faculty, dean, and curriculum committee. In consultation with the Arts & Sciences dean and in compliance with the Washington State Intercollege Relations Commission (ICRC) guidelines, disciplinary faculty propose, review, and revise program courses. The curriculum committee, which consists of representatives from each department area in the program, receives proposed and revised

curriculum and determines whether to advance the courses of study to the college president for final approval.

All courses in the AA-DTA program undergo a regular cycle of review and revision at least once every five years. However, the department/discipline associated with the courses in a program of study may choose to revise a course more frequently or to propose a new program course. Such course proposals or revisions are approved during the department's/discipline's regular quarterly meetings before they are advanced to the curriculum committee review process.

On an ongoing basis, program faculty track student learning outcomes within their courses and report evidence of student learning. Program faculty meet at least twice annually, during Convocation and Assessment Workday, to review learning outcome data and to plan improvements to student learning, achievement, and equity within courses and groups/distribution areas of the AA-DTA program. Once every three years, the program faculty and the program review team members use information gleaned from these annual reviews to assess program effectiveness and to develop action plans.

Program Learning Outcomes:

PLO: **Written Communication** (Group A): Students will use a process to make conscious rhetorical choices to compose texts in varying situations, modalities, and genres.

PLO: **Quantitative Reasoning** (Group B): Students will use mathematical skills or symbolic reasoning to analyze and interpret quantitative information and draw conclusions.

PLO: **Humanities:** Students will create, examine, interpret, and/or qualitatively evaluate products of human expression through the arts, language, literature, philosophy, culture, and/or religion.

PLO: **Natural Sciences:** Students will demonstrate knowledge, comprehension and application of scientific concepts and insights as well as employ scientific or mathematical inquiry.

PLO: **Social Sciences:** Students will analyze human behaviors and the products and impacts of those behaviors using social science methodologies and theoretical approaches.

- Are the PLOs approved by the Curriculum Committee? Yes
- Does the program have a learning outcomes map or record of which courses are assessing which Learning Outcomes? Yes☑ No☐   ILOs are identified on course outlines; PLOs have been added to course outline template and will be added to courses as they go through their regular revision cycle; additionally, maps aligning course outlines to PLOs/ILOs have been developed for the most commonly taught courses in each department; Guided Pathways is also supporting mapping work within each pathway.

Academic Credit for Prior Learning:

Some program courses may offer credit by testing (e.g,, AP, CLEP) or by course challenge. See
https://yvcc.instructure.com/courses/1142101

Section 2. Program Intent Analysis

Program of Intent Analysis:

A Program Enrollment Dashboard of basic data elements with trend summary was provided by OIE. Enrollment data includes all students coded for the program. For programs with selective admission, the enrollment numbers reflect accepted students and students who are working toward application/acceptance. At all times when the term "enrollment/enrolled" is used it is referring to all students coded into the program. When the term "accepted" is used, it is referring to all students who applied and were accepted into a selective admissions program. The APR Workgroup and the AA DTA APR Committee reviewed and analyzed data to identify any trends or patterns in student enrollment that might affect the program. Using the years 2016-2020 the following trends were observed:

Data:

- Program Intent/Enrollment: average of 2935, from a high of 3315 in 2017 to a low of 2444 in 2020; program intent/enrollment has mostly declined over the past five years.
- Gender: average of 67% female and 32% male with a slight increase in female enrollment and slight decrease in male enrollment in 2020.
- Age: average of 78% for <25 years, 18% 25-39 and 3% 40 and older, with a slight increase in <25 years enrollment over the past five years.
- Race/Ethnicity: Historically Underserved Students of Color, on average, represent 60% of enrolled students with a slight increase over the last five years, and White represent an average of 34% enrolled students with a slight decrease over the last five years.
- Low-Income (Pell-eligible): an average of 43% of enrolled students are low-income, and the proportion of low-income has decreased slightly over the past five years.

Observations and Analysis:

- Program Intent/enrollment is complicated to capture and measure because it is based on how students are coded in the system, which is not always up-to-date or accurate; additionally, many students who are not officially "enrolled" in AA DTA programs are taking AA DTA coursework to meet general education or transfer requirements for other programs or degrees, including BAS degrees.
- "Enrollment" declines in the AA DTA, including a notable decrease during the pandemic, reflect the declines in YVC's undergraduate enrollment rates.
- For the most part, AA DTA demographics mirror the overall demographics of the college.
- The increase in enrollment of students under 25 years old may be in part a reflection of increasing enrollment of Running Start (dual enrollment) students over the past five years.

Section 3. Achievement & Equity Analysis

A Program Achievement Dashboard of basic data elements with trend summary was provided by OIE. The APR Workgroup reviewed and analyzed data to identify any trends or patterns in student achievement that might affect the program. Using the years 2016-2020 the following trends were observed:

Overall Completion Data:
- Completion: Roughly 500 students per year complete the AA-DTA.
- Gender: on average, 67% who declare AA DTA program intent are female, and 70% of those who complete AA DTA degrees are female; 32% of those who declare AA DA program intent are male, but only 29% of completers are male.
- Age: although 78% of "enrollees" are under age 25, 93% of completers are under age 25. Additionally, students between the ages of 25-39 make up 18% of "enrollees," but only 5% of completers.
- Race/Ethnicity: on average, 64% of students who complete AA DTA degrees are Historically Underserved Students of Color (HUSOC); 31% are White. HUSOC students complete at slightly higher rates than they "enroll," and White students complete at slightly lower rates than they "enroll."
- Low Income (Pell-eligible): an average of 43% of incoming AA DTA students are low income, and an average of 37% of AA DTA graduates are low income. Low income students seem to be completing at lower rates than non-low income students.

Observation and Analysis:
- Without time parameters or a clear sense of program "enrollment" (as selective programs have), the overall "rates" of program completion cannot be determined. Additionally, the AA DTA courses and faculty serve programs beyond the AA DTA degree.
- There are small gaps between program intent/enrollment and program completion in the areas of gender, race/ethnicity, and income, with women and HUSOC completing at *higher* rates than they "enroll," but low-income completing at slightly lower rates than they enroll, which may suggest an equity gap among low-income students.
- It appears that non-traditional-aged students are not completing at rates consistent with their "enrollment" (declared program intent) representation; in fact, 21% of "enrollees" are students over the age of 25, but only 6% of students in those age groups complete degrees.

Program Course Completion Rates:

A Program Course Completion Dashboard of basic data elements with trend summary was provided by OIE. Course completion data includes all courses listed in the current catalog as required for degree completion. For this degree, course completion data was organized by Distributions. The APR Workgroup reviewed and analyzed data to identify any trends or patterns in student enrollment that might affect the program. Using the years 2016-2020 the following trends were observed: *(NOTE: "Completion" rates below are defined as earning a C or higher.)*

Course Completion Data and Observations:

Written Communication (Group A) Data Summary:
- On average, the distribution has an 88% course pass rate.
- Gender: on average, males have an 86% course pass rate, and females have an 89% course pass rate. This is consistent with the overall program course pass rate.
- Age: on average, <25 have an 88% course pass rate, 25-39 have an 85% pass rate, and 40 and over have an 90% pass rate.
- Race/Ethnicity: 90% course pass rate for white students, and 87% course pass rate for Historically Underserved Students of Color.
- Low-Income (Pell-eligible): 85% pass rate for low-income students, and 90% pass rate for non-low-income students.

Quantitative Reasoning (Group B) Data Summary:
- On average, the distribution has an 80% course pass rate.
- Gender: on average, males have an 78% course pass rate, and females have an 82% course pass rate.
- Age: on average, <25 have an 80% course pass rate, 25-39 have an 75% pass rate, and 40 and over have an 83% pass rate.
- Race/Ethnicity: 83% course pass rate for White students, and 78% course pass rate for Historically Underserved Students of Color.
- Low-Income (Pell-eligible): 75% pass rate for low-income students, and 82% pass rate for non-low-income students.

Humanities Data Summary:
- On average, the distribution has an 88% course pass rate.
- Gender: on average, males have an 87% course pass rate, and females have an 89% course pass rate.
- Age: on average, <25 have an 89% course pass rate, 25-39 have an 85% pass rate, and 40 and over have an 88% pass rate.
- Race/Ethnicity: 90% course pass rate for White students, and 87% course pass rate for Historically Underserved Students of Color.
- Low-Income (Pell-eligible): 86% pass rate for low-income students, and 90% pass rate for non-low-income students

Natural Sciences Data Summary:
- On average, the distribution has a 79% course pass rate.
- Gender: on average, males have an 80% course pass rate, and females have a 78% course pass rate.
- Age: on average, <25 have a 79% course pass rate, 25-39 have a 75% pass rate, and 40 and over have a 75% pass rate.
- Race/Ethnicity: 84% course pass rate for White students, and 76% course pass rate for Historically Underserved Students of Color.

- Low-Income (Pell-eligible): 72% pass rate for low-income students, and 82% pass rate for non-low-income students

Social Sciences Data Summary:
- On average, the distribution has an 82% course pass rate.
- Gender: on average, males have an 81% course pass rate, and females have an 83% course pass rate.
- Age: on average, <25 have an 82% course pass rate, 25-39 have an 80% pass rate, and 40 and over have an 87% pass rate.
- Race/Ethnicity: 85% course pass rate for white students, and 80% course pass rate for Historically Underserved Students of Color.
- Low-Income (Pell-eligible): 79% pass rate for low-income students, and 84% pass rate for non-low-income students

Observations and Analysis:
- Except for Natural Sciences, course pass rates (defined as earning a C grade or higher) in each distribution area (PLO area) of the AA DTA were 80% or higher, and Natural Sciences course pass rates were only slightly lower at 79%.
- Equity gaps were observed in all distribution areas in the areas of race/ethnicity (White/Asian students vs. HUSOC) and income (Pell-eligible vs. non Pell-eligible), with the largest gaps in the area of income. The equity gap for low income students was particularly pronounced in the Quantitative Reasoning (7% gap) and Natural Science (10% gap) distribution areas.
- Faculty noted that it was difficult to ascertain statistical significance of gaps without knowing the "n" represented by the percentages. They also observed that course pass rates only reflected data through 2020, which does not reveal the impact the pandemic and fully online learning had on student success. In most departments, faculty requested more up-to-date data on course pass rates.
- Faculty in some departments felt affirmed by the data; course pass rates are high across the board, and the data suggests that faculty engagement with initiatives, like Escala (culturally relevant pedagogy), is having a positive impact.
- Faculty in some departments recognized that equity gaps related to income may reveal barriers students face outside of the classroom; to address these gaps likely requires college-wide support and resources for students.

Section 4. Learning & Student Voice Analysis

A Program Learning Outcomes Dashboard and Institutional Learning Outcomes Dashboard was provided by OIE. The APR Workgroup reviewed and analyzed data to identify any trends or patterns in student learning that might affect the program. Using Fall Quarter 2021 and Winter Quarter 2022 data the following trends were observed:

Summary of Reported Data for Written Communication PLO

- Instances: 989 instances were tracked, and 83% of those instances indicated the PLO was met
- Gender: 85% of females met, and 82% of males met
- Age: 84% of Under Age 20 met, 79% of 20-29 met, 85% of 30-39 met and 95% of 40 and Over met.
- Race/Ethnicity: 83% of Historically Underserved Students of Color (HUSOC) met, and 85% of Non-HUSOC (Asian and White) met
- Low-Income: 80% of low income (Pell-eligible) students met, and 86% of non-low-income students (not Pell-eligible) met

Summary of Reported Data for Quantitative Reasoning PLO

- Instances: 823 instances were tracked. and 77% of those instances indicated the PLO was met
- Gender: 76% of females met, and 77% of males met
- Age: 76% of Under Age 20 met, 76% of 20-29 met, 85% of 30-39 met and 83% of 40 and Over met.
- Race/Ethnicity: 75% of Historically Underserved Students of Color (HUSOC) met, and 79% of Non-HUSOC (Asian and White) met
- Low-Income: 74% of low income (Pell-eligible) students met, and 79% of non-low-income students (not Pell-eligible) met

Summary of Reported Data for Humanities PLO

- Instances: 1111 instances were tracked, and 86% of those instances indicated the PLO was met
- Gender: 87% of females met, and 85% of males met
- Age: 85% of Under Age 20 met, 88% of 20-29 met, 90% of 30-39 met and 95% of 40 and Over met.
- Race/Ethnicity: 86% of Historically Underserved Students of Color (HUSOC) met, and 87% of Non-HUSOC (Asian and White) met
- Low-Income: 87% of low income (Pell- eligible) students met, and 85% of non-low-income students (not Pell-eligible) met

Summary of Reported Data for Natural Sciences PLO

- Instances: 1564 instances were tracked, and 83% of those instances indicated the PLO was met
- Gender: 83% of females met, and 80% of males met

- Age: 84% of Under Age 20 met, 80% of 20-29 met, 83% of 30-39 met and 88% of 40 and Over met.
- Race/Ethnicity: 81% of Historically Underserved Students of Color (HUSOC) met, and 84% of Non-HUSOC (Asian and White) met
- Low-Income: 81% of low income (Pell-eligible) students met, and 84% of non-low-income students (not Pell-eligible) met

Summary of Reported Data for Social Sciences PLO

- Instances: 708 instances were tracked, and 81% of those instances indicated the PLO was met
- Gender: 82% of females met, and 82% of males met
- Age: 82% of Under Age 20 met, 79% of 20-29 met, 84% of 30-39 met and 78% of 40 and Over met.
- Race/Ethnicity: 81% of Historically Underserved Students of Color (HUSOC) met, and 83% of Non-HUSOC (Asian and White) met
- Low-Income: 80% of low income (Pell-eligible) students met, and 83% of non-low-income students (not Pell-eligible) met

Observation and Analysis:

- Faculty observed that, overall, the results of the learning data are positive. Humanities reported the greatest number of students achieving the PLO in their courses (86%); all PLO areas reported more than 80% of students achieved the PLO in the context of their courses, except for Quantitative Reasoning, which still reported high rates (77%).
- Most PLO areas (except for Humanities) reported slight performance gaps according to demographics, with income (Pell-eligible vs. not Pell-eligible) as the largest learning gap across PLOs. The equity gap for low-income students was especially pronounced in the areas of Written Communication (6% gap) and Quantitative Reasoning (5% gap).
- Age is another area with some noticeable differences in percentages in some PLO areas; however, we would need to look at raw data to determine whether these gaps are statistically significant.
- In most cases, the PLO learning data correlated fairly closely to the course completion data ("achievement"); except for Natural Sciences, the course pass rates are somewhat higher than the PLO "met" rates. Some faculty offered interpretations for why this may be the case, but also noted that the "achievement" data (course pass rates) was, for the most part, collected prior to the pandemic while the PLO learning data was collected only during the last academic year (during the pandemic). Most faculty groups wanted to see pandemic-era course completion data.
- In discussion groups, some faculty raised questions about whether PLO tracking needed to be more standardized. Others wondered about how to gather qualitative data about student learning. Some faculty wondered about how to address the gaps they observed in their areas.

Section 5. Faculty Response & Project(s) Plan

Summary of Prior Improvement Efforts:

Prior to the development of PLOs and PLO assessments (2020-21), several departments engaged in efforts to improve student learning and/or retention and completion in general education. These efforts include the following:

- English and math accelerated learning options (to reduce time in and associated costs of developmental education)
  - English faculty developed accelerated learning (ALP) course options for both levels of developmental writing (ENGL 90T and ENGL 95), beginning in Fall 2013; initial data (see 2013 - 2015 report) revealed that accelerated learning courses appeared to be having a positive effect, though the courses were under-offered and under-enrolled. In the years since, data still suggests that developmental writing students in ALP courses, especially the reading/writing link (ENGL 90T/81T), are succeeding and are being retained at similar or higher rates to those in stand-alone sections of developmental writing, although there are still issues with enrollments (few sections offered each quarter, which reflects demand).
  - In concert with other interventions, math faculty developed two accelerated learning options, offered beginning in Fall 2014. One option was to replace the lowest level math course, MATH 49T, with an Emporium model that allowed students to work ahead, potentially completing multiple developmental math courses (MATH 49T, MATH 50, and MATH 75) in a single quarter, though only about 20% of enrolled students earned credit for more than one course. The other option to accelerate learning was to link two developmental math courses together, MATH 50/75, MATH 75/85, and MATH 85/93, enabling students to complete two developmental math courses within the same quarter. Both acceleration options revealed slight improvements in student outcomes for a limited number of students; typically, one section of each pair of linked accelerated courses was offered each quarter. However, with the majority of students placing below college-level, requiring multiple developmental math courses to reach their college-level quantitative reasoning requirement, these types of accelerated courses (linking two full courses together in one quarter)--and accelerated options alone–were insufficient to address the problem. (See report.) These prior improvement efforts of the math department laid the foundation for its current developmental math reform initiative, described in Section V.
- English placement redesign (to increase college-level placement and reduce placement-related equity gaps)
  - After the COMPASS was discontinued in 2016, the English department developed multiple methods for determining ENGL& 101 readiness (including high school GPA, SBAC test scores, AP/IB test results, GED test results, etc.) as well as a

customized self-reflective, multiple measure placement tool, The Write Class. Since implementing the new placement methodology, a majority of students place directly into college-level writing and student success rates in writing courses remain high. Importantly, equity gaps have closed with respect to both placement levels and student success rates. (See [report](#) for summary of changes and overview of results; see [chapter excerpt](#) for disaggregated data and analysis.)

- YVC SURE (summer undergraduate research experience) program in STEM

Since 2016, YVC, in partnership with Central Washington University, developed an intensive summer undergraduate research experience that has increasingly attracted female students and historically underserved students of color and has resulted in learning gains for students involved (see [article](#)). During the academic year under review, faculty groups representing several PLO areas–Written Communication, Quantitative Reasoning, and Natural Sciences–developed program learning projects to demonstrate how to use program learning data to develop actions and close the loop on program learning assessment (to use evidence to drive program improvements). The project summaries are listed below with links to their complete reports. In the case of Math (Quantitative Reasoning), their project, still in process, draws upon prior learning efforts (outlined in Section 1, "Summary of Prior Improvement Efforts"), and their work connects to Sections 2, 3, and 4 (enrollment, achievement, and learning). The math reports included below outline the department's efforts in developmental education reform since 2014 and describe their current efforts with placement reform and implementing curriculum redesign.

- **English/Written Communication: Assessing Impact of Curriculum on Students' Rhetorical Awareness**
  - To assess student learning of the Written Communication PLO, the department developed and piloted a pre-/post-survey that asked students about the extent to which they made "conscious rhetorical choices" in their writing. The survey was given Fall 2021 and Winter 2022 in volunteers' AA DTA Group A courses (ENGL& 101 and ENGL 102) to over 300 students per quarter. In both courses and over both quarters, results revealed that students consistently demonstrated growth in all areas of rhetorical decision-making between the pre- and post-survey, which suggests writing course curriculum (both the course outcomes and the use of common pedagogical strategies in writing courses, such as metacognition and reflective writing) appears to be having the intended effect on student learning and growth. (See [report](#) for full description of methodology, results, and analysis.)
- **Natural Sciences: Examining Students' Understanding and Perceptions of the Value of Natural Science in Their Program and Lives**
  - An interdisciplinary group of Natural Science faculty piloted a pre-/post-survey in their classes during Fall Quarter 2021 in an effort to understand students' knowledge and attitudes about science and to see whether science coursework impacted their perceptions. Survey results revealed that most students indicated they will use scientific thinking in their future coursework and in their daily lives. Students who had taken three or more science classes were somewhat more likely to agree that science is a value in their lives beyond the classroom. (See [report](#) and [data](#) for complete discussion of this project, results, and possible next steps.)
- **Math/Quantitative Reasoning: Developmental Math Reform, a data-driven rationale and overview**

- As described in Section 1 ("Summary of Prior Improvement Efforts"), the math department has been engaged in developmental math reform since 2013, with initial efforts centered on acceleration. Data revealed, at best, only modest improvements in success, retention, and completion resulting from initial efforts, so, in 2020, the department explored alternative ways to serve developmental math students with the goal of "amend[ing] the math pathway and placement so that all students are able to complete their college-level quantitative course within a <u>maximum</u> of 3 quarters." To date, their reforms have included redesigning math pathways, reducing the number of stand-alone developmental courses to one (MATH 80) and adding two- or three-credit corequisite support courses to gateway math classes, both on the STEM and general education tracks (MATH 95, MATH& 107, MATH 111, MATH 130, MATH& 131, MATH& 141, MATH& 146). Additionally, the department has revised its system of placement to a self-guided placement method in effort to reduce the number of students who place below college-level. (See Matt Lewis's [report](#) on the department's data-driven developmental math reform efforts. See Mike Jenck's and Panyada Sullivan's draft [report](#) for updates on the progress of the math pathway realignment specifically.)

During Convocation and Assessment Day (2022), faculty in Arts & Sciences will review the AA DTA Academic Program Review Report and any new data collected since Winter 2022 and will use these data to assess the general education and transfer program and to identify research questions or specific actions they intend to undertake before the next program review cycle (2024-25) in effort to improve student learning and equitable outcomes in each program PLO area. Faculty groups will identify particular research questions or issues they hope to address, the methodology for study or implementation and assessment, and the resources needed (e.g., data) for their PLO projects.

In addition to PLO-specific project work, another plan of action that arose from this initial academic program review process is a revision of the definition of "program" for Arts & Sciences. Because the basic ICRC requirements for transfer are the same across all transfer degrees, because Arts & Sciences courses apply to multiple degrees and the general education requirements of many programs in both Arts & Sciences and Workforce Education, and because the same faculty teach across transfer and general education (without necessarily knowing which program students intend to complete), we intend to revise the AA DTA "program" to include all direct transfer degrees. We also will consider ways to assess general education course work, especially the general education requirements for WED and BAS programs, and to collaborate with faculty who use Arts & Sciences courses as prerequisites or program requirements as part of our regular Academic Program Review processes in the future.

Section 6. Dean Response

The observation that equity gaps for students >25 years old and 25-30 years old could reflect different levels of support available to the age groups. Dual credit Running Start students make up a high percentage of the students in the > 25 years old population. Running Start students are more likely to be engaged in support services and have mandatory advising with a Running Start advisor and their high school counselor each quarter.

Faculty feedback noted that college-wide student support is needed to address the equity gaps for low-income students. The completion data evaluated for this report is from 2020, just before the fall 2021 implementation of six Guided Pathway Navigator positions. The primary objective of the Pathway Navigators is retention and completion through intrusive outreach and case management work with students. Faculty are encouraged to collaborate with Pathway Navigators to support students in resolving barriers to retention and completion.

Likely, the faculty do not agree about the need for standardized PLO Assessment across the programs. Therefore, it will be necessary for faculty assessment leaders to seek feedback from faculty on the guidelines and practices for PLO assessment.

Commendations

The dean extends commendations to the Arts and Sciences faculty assessment leaders and the program representatives for the expedited time frame in which the program review process was designed and implemented. In addition, the division faculty are commended for their participation and engagement in completing the PLO assignments and reviewing their program data.

The Math and English departments are commended for their continuous improvement efforts to serve students and the developmental level and decrease a student's time in prerequisite classes.

Recommendation

The dean agrees with the faculty feedback that there needs to be a deeper look at the data regarding the equity gap in the course and degree completion rates for low-income students compared to non-low income students and students ages 25-39 compared to other age groups. The raw data will be available to faculty during the fall 2022 Assessment Workday.

The dean recommends that faculty consider the characteristics of departments with higher and lower completion rates for low-income versus non-low-income students. In addition, faculty should consider the percentage of faculty who have completed ESCALA or TILT (culturally responsive teaching training) in each department. The question that needs to be answered is if there is a correlation between programs with a higher percentage of faculty who have completed culturally responsive teaching training and the completion rates of low-income students compared to non-low-income students.

The dean recommends that all faculty provide professional development on the **additional** challenges and barriers low-income students are more likely to experience than non-low-income students in their classes and how this should inform course policies and instruction.