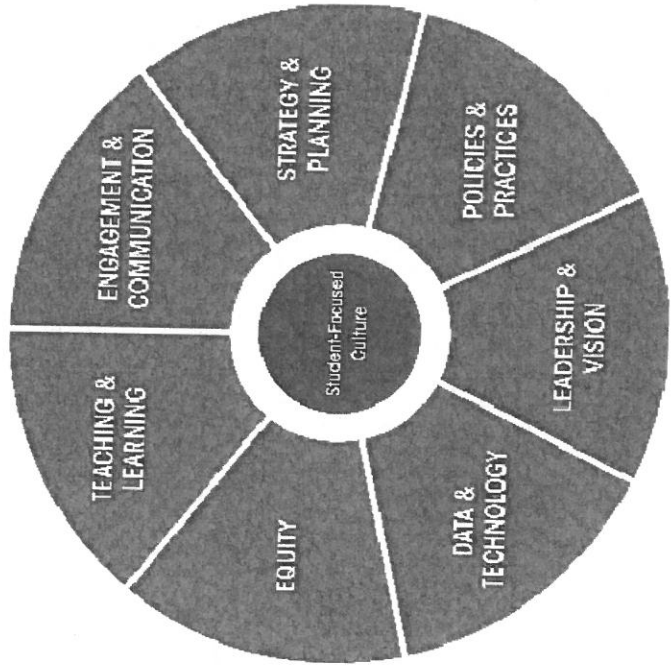




Achieving the Dream™

Community Colleges Count

# INSTITUTIONAL CAPACITY ASSESSMENT TOOL



## EQUITY

The commitment, capabilities, and experiences of an institution to fairly serve low income students, students of color and other at-risk student populations with respect to access, success, and campus climate.

## Equity Lens: Leadership & Vision

	Level 1	Level 2	Level 3	Level 4	Do Not Know
1	There is no college-wide definition for equity.	The college has defined equity but the definition is not operationalized.	The college has an operationalized definition for equity, but there is some variation and inconsistency in the application of the term.	The college has a written, universally accepted definition for equity that is consistently used to foster a common language and shared understanding.	
2	The college has no written value statement regarding a commitment to equity.	The college has a written equity statement, but it is rarely referenced or used to set priorities or direct action.	The college has a written equity statement, and it is occasionally referenced and used to set priorities and direct actions.	The college has a written equity statement that is consistently referenced and used to set priorities and direct action.	
3	Equity is not a consideration in the college's major student success efforts such as guided pathways, integrated planning and advising, and developmental education redesign.	Equity is loosely or informally considered in the college's major student success efforts.	Equity is often considered with the college's major student success efforts.	An equity lens is formally and consistently applied in the design and implementation of major college student success efforts.	
4	College employees are not encouraged to pursue professional development on equity.	College employees are encouraged to pursue professional development on equity, and on-campus professional development is available.	College employees are encouraged to pursue professional development on equity, and on-campus professional development is available. Resources are provided to support engagement in off-campus opportunities such as conferences.	College employees are encouraged to pursue professional development on equity, both on- and off-campus with professional development funds, and participation is recognized in the performance review and promotion process.	

### Equity Lens: Strategy & Planning

	Level 1	Level 2	Level 3	Level 4	Do Not Know
5	The college's strategic plan does not include any goals to advance equity.	The college's strategic plan sets at least one goal to advance equity but it focuses on access not success.	The college's strategic plan sets short and long-term goals to advance equity in access and success.	The college's strategic plan sets short and long-term goals to advance equity in access and success, and there is an operational plan to guide implementation.	
6	The college does not have a designated individual, office or committee structure dedicated to advancing equity.	The college has a designated individual responsible for coordinating equity efforts.	The college has a structure in place to advance equity with cross-functional support beyond the equity officer or office, such as an equity committee.	The college has an equity officer or office. Equity is further supported through shared governance such as an equity subcommittee, equity core teams to guide equity planning, or an equity action team to operationalize the plans.	
7	A discussion of the college's equity objectives is rarely	The college is developing practices to calculate the	The financial impact of achieving some equity goals has been	A process is in place whereby the college assesses and discusses the	

### Equity Lens: Engagement & Communication

	Level 1	Level 2	Level 3	Level 4	Do Not Know
8	College employees are not encouraged to engage in	College employees are sometimes encouraged to	College employees are often encouraged to engage in	College employees have frequent opportunities to engage in	

	equity conversations.	engage in equity conversations.	courageous conversations on equity through deliberate opportunities for dialogue.	courageous conversations on equity, and the conversations often inform changes to policy and practice.	
9	Students are rarely included in conversations on advancing equity.	Students are sometimes included conversations on advancing equity.	Students are often involved in conversations on advancing equity.	Student are consistently involved in conversations on advancing equity, and the college uses methods such as focus groups to develop a deeper understanding of the student perspective.	

### Equity Lens: Policies & Practices

	Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Do Not Know
10	College committees rarely use equity as a criterion when proposing or evaluating policies that impact students.	College committees sometimes use equity as a criterion when proposing or evaluating policies that impact students.	College committees often use equity as a criterion when proposing or evaluating policies that impact students.	College committees consistently use equity as a criterion when proposing or evaluating policies that impact students.	
11	Few decision-makers at the college examine their practices in the context of how they impact all students, including students of color and low-income students.	Some decision-makers at the college examine their practices in the context of how they impact all students.	Many decision-makers at the college routinely examine their practices in the context of how they impact all students.	Most decision-makers, spanning all levels of the college, routinely examine their practices in the context of how they impact all students.	

### Equity Lens: Teaching & Learning

	Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Do Not Know
12	The college has not yet integrated equity into an institutional core competency with curricula aligned to support the development of respect for social and cultural diversity.	The college has integrated equity into an institutional core competency and aligned curricula in a select few departments.	The college has integrated equity into an institutional core competency and aligned curricula in many departments.	The college has integrated equity into an institutional core competency with aligned curricula across all departments.	
13	The college provides limited opportunities for students, faculty and staff to learn the value of equity and cultural inclusion through curricular, co-curricular and academic supports such as mentoring, experiential learning and coaching.	The college provides opportunities in a select few departments for students, faculty and staff to learn the value of equity and cultural inclusion through curricular, co-curricular and academic supports.	The college provides opportunities in many departments for students, faculty and staff to learn the value of equity and cultural inclusion through curricular, co-curricular and academic supports.	The college, through integration across the curriculum, provides opportunities for students, faculty and staff to learn the value of equity and cultural inclusion through curricular, co-curricular and academic supports.	

### Equity Lens: Data & Technology

	Level 1	Level 2	Level 3	Level 4	Do Not Know
14	The college has not identified a set of equity metrics to collect and monitor.	The college identified equity metrics for access (e.g. demographics of student population vs. college's service area), but not for success (e.g. demographics of college's entering class vs. graduating class).	The college identified equity metrics for access and success but they are weighted towards access.	The college identified a balanced set of equity metrics for access and success.	
15	Decision-makers do not have access to disaggregated student outcome data.	Decision-makers have access to disaggregated student outcome data through an ad hoc request to Institutional Research.	Decision-makers have on-demand access to disaggregated student outcome data, but the data is static and can't be filtered for further analysis.	Decision-makers have access to disaggregated student outcomes on a platform that allows for interactive analysis and filtering of data.	

### Equity Lens: Culture of Evidence

	Level 1	Level 2	Level 3	Level 4	Do Not Know
16	Few college decision-makers use disaggregated student data to inform decisions related to student access and success.	Some college decision-makers use disaggregated student data to inform decisions related to student access and success.	A majority of decision-makers at the college use disaggregated student data to inform decisions that impact student access and success.	Decision-makers at all levels of the college use disaggregated student data to inform decisions that impact student access and success.	