



# Implementation Planning Guide

## Identifying Barriers and Actions Associated with Closing Demographic Disparities

### Analyze Institutional Data and Develop Implementation Plan

Use this planning guide to identify leading indicators of demographic disparities in key student success metrics. Many campuses will begin prioritizing their work by conducting analyses with strategic goals such as promoting experiential learning or accelerating time to degree. After determining the most important gaps, campus leaders should select a small number to prioritize and task student success, faculty, and staff leaders to craft solutions.

<b>Input Your Institutional Data</b> Analyze your overall institutional data and develop targets for each student success metric. Cut your data by race, gender, ethnicity, income, first-generation status, and other demographics aligned with your population to identify where you have the biggest disparities.	<b>Leading Indicators of Equity Gaps:</b> List the leading indicators of the gap and/or barrier that you hope to eliminate on your campus.	<b>Programs and Offices Involved:</b> Identify the academic program or administrative office that has direct oversight of the gap or barrier in question	<b>What Information Do You Need to Get Started Solving the Problem? How Will You Get It?</b> Use this space to think about what data or evidence you will need to convince faculty and/or staff to start addressing the gap/barrier	<b>Solution Owner:</b> Designate an individual or team to lead efforts to collect information and manage the solution	<b>Next Steps:</b> List the first two to three actions you will take on this gap or barrier upon returning to campus
Sample: Critical Course DFW Rates Overall: 23%  Goal: 17%  Biggest Gap: Between first-gen and continuing-gen students	Sample: GPA by type of pedagogy; Impact of grading practices;	Chemistry; Biology	How do we collect type of pedagogy? Charge departments with recording the type they use?	Center for teaching and learning, but they would also need a member of the faculty from those departments. We could ask the department chair.	First, pull GPA data by first-generation status from each department's courses. Start with the introductory courses. Then, show the data to the CHEM and BIO departments
<b>First Year Retention Rates</b> Overall:  Goal:  Biggest Gap:					
<b>Term-to-Term Persistence Rates</b> Overall:  Goal:  Biggest Gap:					
<b>Critical Course DFW Rates</b> Overall:  Goal:  Biggest Gap:					
<b>Four-Year Graduation Rates</b> Overall:  Goal:  Biggest Gap:					
<b>Six-Year Graduation Rates</b> Overall:  Goal:  Biggest Gap:					