



Learner Characteristics

Monitor disaggregated data & act on equity gaps:

- Race/Ethnicity
- Gender Identification
- SES or Pell Grant Status
- 1st Generation
- Age

Goals and Commitments

- Support from faculty/staff in establishing students' life purpose, academic, and career goals
- Ensure course-level goals are established & visible to students
- Engage in career mentoring inside & outside BU
- Provide career-focused activities to enhance commitment

Psychological, Affective & Social Skills

- Increase student study skills & strategies
- Offer training in resilience, grit, time management & stress management
- Ensure technology readiness during admissions
- Provide guidance on establishing a strong home learning environment
- Promote a growth mindset, self-efficacy & self-confidence
- Implement RADAR principles within curriculum

Social Belonging

- Promote faculty mentoring of students
- Ensure faculty are trained in effective teaching practices
- Develop faculty/staff in effective communication strategies
- Provide peer mentoring & tutoring
- Utilize enterprise-wide communications technology
- Assess faculty/staff beliefs & concern that all students can succeed
- Evaluate faculty/staff quality of outreach & feedback efforts

Academic Belonging

- Provide curriculum relevant to career goals
- Design stackable programs with scaffolded curriculum
- Ensure ease of use of learning technologies
- Promote clarity of course assignment instructions
- Embed real-world simulated career experiences
- Offer learning resources to prepare workforce-ready students
- Establish support: new student orientation, academic tutoring, technical support & academic remediation pathways

Result

Confident, Capable & Career-Ready Learners