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**Chat history**

**You said:**

**Dual Credit Report.pdf**

PDF

This is a performance audit report on dual credit courses in Washington high schools. I'd like you to read this through a DEI or equity lens. Do you see any issues with the language (e.g., gendered, colonized)? Are there any equity issues we seem to have missed? Give me the five most egregious issues you can find.

**ChatGPT said:**

After reviewing the performance audit report on dual credit courses in Washington high schools, I identified several issues related to equity and diversity (DEI), particularly regarding language and inclusivity. Here are five key areas that could be improved:

1. **Overemphasis on individual responsibility**: The report frequently stresses that students are solely responsible for submitting their transcripts to ensure credit transfer, which can unintentionally overlook systemic barriers. For example, students from lower-income backgrounds or under-resourced schools may lack adequate guidance or support in navigating the college admissions process. This focus on individual responsibility doesn't acknowledge these disparities in access to resources and information.
2. **Gendered Language**: Although the report generally avoids gendered language, there are occasional uses of "parents" or "students" without acknowledging the diversity of family structures. More inclusive terms, like "guardians" or "caregivers," could reflect the varying family situations students come from.
3. **Lack of focus on historically marginalized groups**: The report discusses dual credit programs but does not address how these programs impact historically marginalized groups such as Black, Indigenous, and Latino students. It would be beneficial to include an analysis of whether certain demographic groups face barriers to accessing dual credit programs and what measures could be taken to improve inclusivity.
4. **Exclusion of Indigenous perspectives**: The report does not mention Indigenous students, schools, or communities specifically, despite Washington’s significant Indigenous population. It would be valuable to examine whether Indigenous students have equitable access to dual credit programs and to consult with tribal education authorities for insights.
5. **Data disaggregation**: While the audit discusses credit transfer rates across institutions, it does not disaggregate data by race, gender, or socioeconomic status. Understanding how different student groups experience dual credit transfer processes could highlight systemic inequities that need to be addressed.

These areas represent missed opportunities to address diversity, equity, and inclusion more comprehensively within the context of dual credit courses and their transferability.

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