

PA 5: Assessing Diversity and Equity

1 point available

A. Credit Rationale

This credit recognizes institutions that systemically assess diversity and equity on campus. Fostering an inclusive and welcoming campus culture is important to ensuring the academic and social success of all campus community members. In order to foster such a culture, it is helpful to engage in a structured assessment process to identify strengths and areas for improvement in terms of campus climate, student diversity and equity, and employee diversity and equity.

B. Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The [structured diversity and equity assessment](#) process addresses:

- 1) [Campus climate](#) by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of [underrepresented groups](#);
- 2) Student outcomes related to diversity, equity and success (e.g., graduation/success and retention rates for underrepresented groups); and/or
- 3) Employee outcomes related to [diversity and equity](#) (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the *Assessing Employee Satisfaction* credit.

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn the maximum of 1 point available for this credit by engaging in a structured assessment process that addresses campus climate, student outcomes, and employee outcomes, and by publicly posting the results of the assessment. Partial points are available based on whether the assessment addresses campus climate, student outcomes, and/or employee outcomes, and whether the results are shared with the entire campus community and/or made publicly available, as outlined in the following table:

Assessment Attribute	Points earned
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Addresses campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups	0.25
Addresses student outcomes related to diversity, equity and success	0.25
Addresses employee outcomes related to diversity and equity	0.25
Results are shared with the campus community	0.125
Results (or a summary of the results) are publicly posted	0.125
Total points earned →	

E. Reporting Fields

Required

- ☐ Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?

If yes, provide:

- ☐ A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used
- ☐ Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups?
- ☐ Does the assessment process address student outcomes related to diversity, equity and success (e.g., graduation/success and retention rates for underrepresented groups)?
- ☐ Does the assessment process address employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups)?
- ☐ A brief description of the most recent assessment findings and how the results are used in shaping policy, programs and initiatives
- ☐ Are the results of the most recent structured diversity and equity assessment shared with the campus community?

If yes, provide:

- ☐
 - A brief description of how the assessment results are shared with the campus community
- ☐ Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?

If yes, provide:

- ☐
 - The diversity and equity assessment report or summary and/or the website URL where the report or summary is publicly posted (upload or URL)

Optional

- ☐ The website URL where information about the programs or initiatives is available
- ☐ Additional documentation to support the submission (upload)

- Data source(s) and notes about the submission
- Contact information for a responsible party (a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public)

F. Measurement

Timeframe

Report on the most recent assessment(s) conducted or updated within the three years prior to the anticipated date of submission.

Sampling and Data Standards

Diversity and equity may be assessed using representative samples.

G. Standards and Terms

Campus climate

Consistent with the [University of California, Berkeley](#), campus climate is defined as "the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential."

Diversity and equity

Consistent with the [University of California, Berkeley](#), diversity "includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another." More specifically, diversity is:

...all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

Equity is defined as:

...the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Structured diversity and equity assessment

Examples of structured diversity and equity assessment frameworks, scorecards and tools include:

- [Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning](#) (Association of American Colleges and Universities)
- [Diverse Learning Environments \(DLE\) Survey](#) (Higher Education Research Institute)
- [Diversity and Equity Assessment Planning \(DEAP\) Tool](#) (Queen's University)
- [The Equity Scorecard](#) (Center for Urban Education)
- [The Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education](#) (NERCHE)

Underrepresented groups

Consistent with the [University of California, Berkeley](#), underrepresented groups are groups who have been denied access and/or suffered past institutional discrimination and/or have been marginalized and are currently underrepresented. These groups may include, but are not limited to, racial, ethnic and immigrant populations; people with disabilities; lesbian, gay, bisexual, and transgender individuals; adult learners; veterans; and individuals from different religious groups and economic backgrounds.

Underrepresentation may be revealed by an imbalance in the representation of different groups in common pursuits such as education, jobs, housing, etc., resulting in marginalization for some groups and individuals and not for others, relative to the number of individuals who are members of the population involved.