*Diversity, Equity, and Inclusion Essential Competency (DEI EC)*

Assessment Plan

27 November 2019

**I. Assessment of Courses:**

The Assessment Subcommittee of the DEI Essential Competency Committee courses will assess DEI EC course on a rolling basis, see the DEI Essential Competency Committee Charter.

Using the information faculty submitted when vetting courses for the DEI Essential Competency, the DEI EC Assessment Subcommittee will collect a representative sample of DEI EC courses taught across colleges and schools in each academic year. In addition, the DEI EC Assessment Subcommittee will utilize a random sampling method to assess courses within a particular college or school to ensure that courses are not overrepresented or underrepresented from any single academic department or unit on campus. The DEI EC Assessment Subcommittee will request artifacts of student learning indicated on the vetting form, and review those artifacts to determine how well students met the DEI EC competency. The Assessment Subcommittee should work with the Director of Institutional Effectiveness and Institutional Accreditation to develop an appropriate assessment strategy and assessment tools that align with the competency statement for the DEI EC.

The DEI EC Assessment Subcommittee will share outcomes of the assessment with faculty, widely, and especially with faculty who taught DEI EC course in that academic year.

See information below, regarding **Assessment of learning goals/institutional goals.**

**II. Assessment of Institutional Goals:**

A. The DEI Essential Competency Committee and Assessment Subcommittee will work with Director of Institutional Effectiveness and Institutional Accreditation to create a brief survey aligned with concepts in the Intercultural Competence work, and designed to capture data on:

* Student and faculty perceptions of DEI efforts, including the degree to which participants report they have progressed in terms of the competency statement and as related to the particular student outcomes identified for inclusion in the course (i.e., ability to communicate/engage with and across diverse communities and identities; self-awareness; action; and application to the discipline)
* Student and faculty perceptions of the value of the work products/artifacts/readings in the course related to DEI efforts
* Student and faculty perceptions of the range of “critical social identities” addressed in the course through readings, dialogues, and/or assignments.
* Student and faculty connections of learning experiences with application (in personal/professional relationships; in classrooms and/or the workplace; with regard to current events) [open-ended item]
* Student and faculty suggestions for strengthening/improvement of the course (or courses) with regard to DEI outcomes [open-ended item]

This survey would, in the ideal, be deployed approximately ¾ of the way through the semester, with results fed back to instructors for reflection/revision of future courses if needed, and aggregated for presentation in a report to the DEI Essential Competency Committee.

B. The DEI Essential Competency Committee and Assessment Subcommittee will develop a checklist/brief report form to be requested of a college/school-level representative selection of randomly sampled DEI EC courses taught that academic year. The checklist/brief report would ask the instructor to:

1. briefly synthesize course-level evidence around student progress on the pertinent learning goals;
2. provide this brief (100 word, maximum) synthesis of course DEI outcomes;
3. Include 2-3 artifacts related to the synthesis (e.g., work samples/papers with student names redacted) to the DEI EC Assessment Subcommittee.

The DEI EC Vetting Committee and Assessment Subcommittee, working with the Director of Institutional Effectiveness and Institutional Accreditation will determine how frequently to conduct the survey described above in item II., A and the checklist described above in item II, B., but no less than once every three years.

The DEI EC Assessment Subcommittee will share outcomes of these assessment tools with faculty, widely, and especially with faculty who taught DEI EC course in that academic year.