



Equity & Inclusion Assessment Guide

Your unit can use UO's annual assessment process to focus on any specific goal related to teaching and learning for your students—the assessment reporting process is meant to create short, action-oriented, iterative records of the ongoing work units do to improve and evaluate their pedagogy and curriculum. It's a requirement for UO's accreditation. More than that, it's part of a university-wide commitment to reflection, development, and continuous improvement in teaching and curriculum.

This template will walk you through a process of identifying an area for intervention, developing a plan to make progress in that area, and then monitoring your progress. The "Equity and Inclusion Assessment Guide" outlines four potential assessment projects that focus on equity and inclusion as examples.

Developing a Plan

Step One: Consider data and possibilities for intervention

Purpose: Charge a committee or the full department to investigate and discuss potential areas for improvement in equity and inclusion for your students. Take advantage of existing data sources or existing knowledge in the unit to inform the focus of your assessment efforts related to equity and inclusion. Explore a wide range of possible areas for intervention.

Potential data sources include:

- **Department Profiles:** disaggregated DFNW (D grade, F grade, No Pass, or Withdrawal) data & retention data for majors "disaggregated" by identity categories. <https://teams.microsoft.com/l/team/19%3a2a5cddb5e04c479e570a11abe04863%40thead.tacv2/conversations?groupId=04cc4bf2-2369-4ce8-acf9-78f92af0f474&tenantId=8f0b198f-f447-4cfe-ba03-526b46c661f8>
- **Institutional Research:** Reports on college-wide retention and graduation might usefully frame a departmental conversation but do not offer department-level data: [School/College retention and graduation reportshttps://ir.uoregon.edu](https://ir.uoregon.edu)
- **Student perspectives on inclusiveness and accessibility at UO:** read the [analysis of UO student comments](#) about [inclusiveness](#) and [accessibility](#) from the end-of-course student experience survey.
- **Other sources of information?** There are many other ways to gather information; consider whether surveying syllabi, consulting student experience surveys or instructor reflections, faculty meetings to discuss a specific pedagogical issue, or other kinds of information gathering would benefit your assessment efforts and continuous improvement.

Tip: Avoid a tendency to use data to "prove" there is or isn't a problem instead of using data to find an area to improve. The goal of assessment is improvement.

Step Two: Choose areas of interest

Purpose: The best examples of assessment work come when units choose topics they genuinely care about. Based on what you found in your initial investigation in step one, identify an area of interest related to equity and inclusion in your department that your unit will be drawn to work on for the next year or more.

Step Three: Make a plan

Purpose: Take what you know, and make a concrete plan for what you will focus on this year as part of your assessment work. Identify an area you are interested in improving and plan on how to enact change.

Tip: Again, avoid reaching for more data when you already have enough to identify areas for improvement. Good examples of plans *do* involve collection of additional data to monitor progress or to make adjustments along the way but also involve attempts to make positive change.

Your plan should include a specific goal, sequence of steps, approach for monitoring success, and who is responsible for which tasks and duties.

Specific Goal	Sequence and Timeline	Monitoring	Responsibility
What outcome are you aiming for? Be as specific as possible.	What steps are required, and when will they happen?	How will you know if you are successful? What data do you need to collect along the way?	Who is responsible for enacting and monitoring progress?

**Examples of Plans following this format can be found at <https://teaching.uoregon.edu/topical-assessment-guides>

Action and Documentation

Step Four: Enact your plan

Step Five: Write your assessment report

Purpose: In some cases, your unit may be able to fully enact your plan before the Spring deadline for assessment reports. Your unit should make progress enacting your plan but doesn't have to complete all steps in your plan in a year. The assessment report you submit in the spring should include a narrative of the goal, the process you went through to create your plan, and what progress you have made enacting your plan.

Report Template:

Section 1: Topic or Objective Addressed for this Report

This year, our department used the assessment process to focus on ___[insert specific goal here]___.

Section 2: Assessment Activities

Our department reviewed _____ data and generated a list of ideas for improvement. We refined our list and decided to focus on _____, which we think is a valuable improvement for our students.

[list steps taken here (from planning table "Sequence and Timeline)]

Section 3: Actions Taken Based on Assessment

What are the outputs of your assessment work, is there anything different about your curriculum now? Are there new opportunities for students, new learning objectives adopted, altered course materials, updated assignments?

Section 4: Other Efforts to Improve the Student Educational Experience

There are often multiple concurrent efforts to improve student learning and experience. Briefly describe one or two other improvement efforts that are not directly related to the outcome you stated above. In other words, what activity has the department engaged in to improve the student educational experience?

Section 5: Plans for Next Year

Briefly describe tentative assessment plans for the next academic year. Which goals will be assessed and how? What follow-up actions will be taken as a result of this years' analysis of assessment information? What other plans does the department have to improve the student educational experience?