

Tool for Institutional Assessment of Equity and Inclusion

This assessment gives the College the opportunity to gather evidence, engage in dialog and evaluate practices and procedures to determine a baseline for work related to equity. This assessment reflects the development of the Oregon Community College's Inclusion and Diversity Consortium's (IDC) *Best Practices of Equitable and Inclusive Campuses*.*

The tool serves as one way to begin to assess the College's practices, programs, policies, and strategic plans related to inclusion and equity as well as to prompt conversation about future initiatives.

** The IDC is comprised of Oregon community college professionals that focus or have an interest in the evolving dynamics of diversity, equity, and multicultural affairs. The IDC utilized the Higher Education Coordinating Commission's (HECC) Equity Lens document and the Native-Friendly Campus document from the Government to Government Indian Education Cluster Postsecondary Education subcommittee in developing the Best Practices used for this assessment.*

Equity Assessment Worksheet

Directions: Fill in the blanks with the number that best describes where you believe the College is in relation to the best practices listed below. List evidence that leads to your rating and make note of any successes and/or challenges in each area.

Work has not started in this area. (1)	We are not strong in this area. There are minimal efforts. (2)	We have started work in this area. We have plans in place for implementation. (3)	We have made great progress in this area. We have evidence of this. (4)	We model it for others. It is institutionalized and part of our routine. (5)
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- 1) ___ A campus mission and goals statement with a focus on diversity, cultural responsiveness, and social justice along with a strong and action-oriented Diversity Strategic Plan with methods for measurement/assessment.
 - a. Evidence of Successes:

 - b. Evidence of Challenges/Opportunities

 - c. What would a five look like?

- 2) ___ Public statements of the campus commitment to equity and diversity.
 - a. Evidence of Successes:

 - b. Evidence of Challenges/Opportunities

 - c. What would a five look like?

- 3) ___ A campus Diversity Officer that reports to the President who oversees the process of campus inclusion and equity.
 - a. Evidence of Successes:

 - b. Evidence of Challenges/Opportunities

 - c. What would a five look like?

- 4) ___ College budget and resources dedicated to Equity programming designed to eliminate opportunity gaps.
 - a. Evidence of Successes:

 - b. Evidence of Challenges/Opportunities

 - c. What would a five look like?

- 5) ___ A process for using an equity lens when allocating resources or engaging in decision-making.
 - a. Evidence of Successes:

 - b. Evidence of Challenges/Opportunities

 - c. What would a five look like?

- 6) ___ A Presidential Advisory Board comprised of members from community organizations that serve underserved populations.
 - a. Evidence of Successes:

 - b. Evidence of Challenges/Opportunities

 - c. What would a five look like?

- 7) ___ Diverse and *culturally proficient faculty and staff. (*Culturally proficient educators and organizations do not necessarily know all there is to know about every cultural group. They do however, acquire the knowledge, skills and attitudes that enable them to find out what they need to know, to learn that information and to use it effectively.*)
 - a. Evidence of Successes:

 - b. Evidence of Challenges/Opportunities

 - c. What would a five look like?

- 8) ___ Active recruitment and retention programs to increase the diversity of students, staff, and faculty.
 - a. Evidence of Successes:

 - b. Evidence of Challenges/Opportunities

 - c. What would a five look like?

- 9) ___ New employee and new student orientation programs that share the campus expectations for fostering a respectful and inclusive work and learning environment.
 - a. Evidence of Successes:

 - b. Evidence of Challenges/Opportunities

 - c. What would a five look like?

- 10) ___ On-going diversity/cultural fluency programs that develop cross cultural proficiency for faculty, staff, and Board of Education.
 - a. Evidence of Successes:

 - b. Evidence of Challenges/Opportunities

 - c. What would a five look like?

- 11) ___ Multi-lingual publications and front desk services.
 - a. Evidence of Successes:

 - b. Evidence of Challenges/Opportunities

 - c. What would a five look like?

- 12) ___ Annual campus climate assessments that evaluate the level of respect and/or discrimination that students and employees experience on campus.
 - a. Evidence of Successes:

- b. Evidence of Challenges/Opportunities
 - c. What would a five look like?
- 13) ___ Active programs to address achievement gaps and annual assessments of student opportunity and success data disaggregated by race/ethnicity, gender, disability, etc.
 - a. Evidence of Successes:
 - b. Evidence of Challenges/Opportunities
 - c. What would a five look like?
- 14) ___ Financial aid available for undocumented students.
 - a. Evidence of Successes:
 - b. Evidence of Challenges/Opportunities
 - c. What would a five look like?
- 15) ___ A safe, intentional space (such as a Multicultural Center) and active student clubs that support and build community for under-represented and under-served students.
 - a. Evidence of Successes:
 - b. Evidence of Challenges/Opportunities
 - c. What would a five look like?
- 16) ___ Opportunities for celebrating cultural differences and promoting cross-cultural engagement among faculty, staff, and students.
 - a. Evidence of Successes:
 - b. Evidence of Challenges/Opportunities
 - c. What would a five look like?

- 17) ___ Effective and visible processes to report and address acts of discrimination.
 - a. Evidence:
 - b. Successes:
 - c. Challenges/Opportunities
 - d. What would a five look like?

- 18) ___ Ethnic studies classes that provide cultural fluency education for all students.
 - a. Evidence of Successes:
 - b. Evidence of Challenges/Opportunities
 - c. What would a five look like?

- 19) ___ Academic outcomes embedded in all courses that give students skills to interact effectively across cultural differences and an understanding of the dynamics of whiteness and oppression.
 - a. Evidence of Successes:
 - b. Evidence of Challenges/Opportunities
 - c. What would a five look like?

- 20) ___ Expectations for cultural fluency included on all employee performance appraisals and promotion materials.
 - a. Evidence of Successes:
 - b. Evidence of Challenges/Opportunities
 - c. What would a five look like?