

In this quick reference guide, we present suggestions on how to measure diversity, equity, and inclusion in ATE evaluations. Visit our website (bit.ly/dei-ate) to learn more about our research study on this topic, including a webinar recording.

DIVERSITY

Definition

Differences among individuals, including demographic differences such as gender, race, ethnicity, and country of origin (NAS, 2018).¹

Example Evaluation Questions

1. How and in what ways are project leadership attending to diversity? What opportunities and barriers exist? How might they be improved?
2. To what extent has this project increased diversity of participants?

Example Indicators



Leadership/
Representation



Initial URM
& %



Change in
URM



Total # of
Participants



Retention
Rates



National
Demographics/
Representation



Demographics

Example Demographic Indicators

- LGBTQ+ identities
- Disability status & physical accessibility needs
- Racial & ethnic identities
- Religious groups
- Learning & mental accessibility needs
- Gender identity
- Age
- Nationality
- School attended/no schooling
- Countries lived in
- Social economic status

Example Data Collection Methods



Surveys



Focus Groups
& Interviews



Institutional or
Administrative Data



Program
Documentation

¹ National Academies of Sciences, Engineering, and Medicine. (2018). *Indicators for monitoring undergraduate STEM education*. The National Academies Press. bit.ly/NASSTEMIndicators

EQUITY

Definition

Parity in program access, participation, and accomplishment for all program participants, especially those least well-served in the context (Greene, Boyce, & Ahn, 2011).²

Example Evaluation Questions

1. How and in what ways are project leadership attending to equity? What opportunities and barriers exist? How might they be improved?
2. What is the quality of the program design, content, and pedagogy, as designed for various and diverse learners in the context?
3. To what extent is the project differentiating instruction based on need?
4. How and in what ways is the project ensuring that various populations have access to resources?
5. Are key project components operating effectively? What is working well and for whom?

Example Indicators



External factors/ threats



Support in place (access)



Diversification of services



Trainings offered & taken



Compensation



Criteria for selection



Recruitment vs selection rates



Retention (disaggregated)



Disciplinary actions



Curriculum



GPA



Mentoring type & amount



Satisfaction



% resource based on need



Attendance



Recruitment

Example Recruitment Indicators

- LGBTQ+ identities
- Disability status and physical accessibility needs
- Racial and ethnic identities
- Religious groups

Example Data Collection Methods



Surveys



Focus Groups & Interviews



Institutional or Administrative Data



Program Documentation



Observational Data

² Greene, Boyce, & Ahn. (2011). *Values-engaged, educative evaluation guidebook*. University of Illinois, Urbana-Champaign. Created and produced with funds from the National Science Foundation. AEA eLibrary.

INCLUSION

Definition

Fostering an environment in which participants are (and feel) embraced, included, and valued. Processes through which all students are made to feel welcome and are treated as motivated learners (NAS, 2018).³

Example Evaluation Questions

1. How and in what ways are project leadership attending to inclusion and cultural issues across components? What opportunities and barriers exist? How might they be improved?
2. What is the project culture and climate? What are participant experiences and sense of belonging? Are there differences in experience across groups?

Example Indicators



Support in place (access)



Curriculum



Leadership



Programmatic training



Project goals



Stakeholder voice



Attendance



Satisfaction



Participant experience



Climate

Example Climate Indicators

- Sense of belonging
- Understanding of role/responsibility
- Self-efficacy
- Relationship with leadership
- STEM identity

Example Data Collection Methods



Surveys



Focus Groups & Interviews



Program Documentation



Observational Data

³ National Academies of Sciences, Engineering, and Medicine. (2018). *Indicators for monitoring undergraduate STEM education*. The National Academies Press. bit.ly/NASSTEMIndicators

