DE&I Assessment and Learning Framework

GUIDING PRINCIPLES	LEARNING DEVELOPMENT PRACTICES	MEASURE OF IMPLEMENTATIONS	MEASURE OF IMPACT ON STUDENTS
Welcome Me *If I feel accepted and comfortable and can be my authentic self, I can focus more fully on learning and demonstrating competence.*	- Building SEL support and development into the course - Including community-building activities and tools - If content with problematic references or stereotypes must be used (such as in primary sources in history), addressing it directly with critical analysis in the explanations	- Monitor content for intersectionality (aspects of an identity that can intersect across multiple demographics) through tagging in the Digital Asset Management System (DAMS) - Iterative review of target learner profiles and clusters - Peer review by internal and external specialists through continuing research and engagement	- Persistence measures - Satisfaction ratings from students - Surveys of faculty, learners, and alumni - Reenrollment rates for learners from various backgrounds
Integrate Diverse Perspectives and Experiences *When I see that others like me have succeeded, I am more likely to persist. Seeing others who I perceive to be different helps me to grow.*	- Including images and voices in the course that demonstrate diversity and avoid stereotypes - Including career highlights that show real diversity in target occupations - Providing opportunities to overtly analyze matters related to diversity, bias, inclusion, etc. - Identifying and encompassing industry case studies that demonstrate workplace diversity standards and pedagogy	- Use DAMS tags to monitor diversity in images use as well as diversity markers in case studies, examples, and other content - Peer review of content against DE&I Standards and Guidance to prevent bias	- Persistence measures (drop rate, program change rates, grad rate) - Satisfaction ratings - Number of students who change programs (and to what) - Number of graduates in fields with goals to broaden diversity, such as nursing and IT
Make It Matter *I need to be able to trust that what I'm learning has workplace relevance, but it also needs to matter to me personally in ways to which I can relate.*	- Completing needs analysis of target learner audiences and target occupations - Utilizing the skills libraries and marketability index to ensure career relevance - Supporting and fostering connections between content and learners' identities and communities and to other cultures - Including case studies that contain various environments with diverse protagonists	- Marketability index - Mapping course content and assessments to needs analyses - Mapping of competencies and assessments to programmatic accreditation or professional standards	- Persistence measures - Factored Graduate Impact - Employer evaluation of graduate readiness across all courses - Graduates employed in field of study

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PROGRAM DEVELOPMENT

DE&I Assessment and Learning Framework

GUIDING PRINCIPLES	LEARNING DEVELOPMENT PRACTICES	MEASURE OF IMPLEMENTATIONS	MEASURE OF IMPACT ON STUDENTS
Remove Barriers *I deserve an equal opportunity to pursue my education.*	- Adhering to principles of Universal Design for Learning (UDL) - Providing varying access points to read, listen to, and view course material - Providing support for students to advance at an individual pace and raise the challenge level for themselves - Selecting tools that do not exacerbate the digital divide	- Review against UDL principles by internal and external reviewers - Correlation of tags for certain skills versus variety of content types in the DAMS - Review Differential Item Function and other methods of monitoring assessment fairness	- Persistence of learners with specific access needs - Course Completion Rates of specific learner personas
Personalize to My Needs *Give me your best recommendation about pathways and content for my needs and goals, but let me have the final say. Agency matters in learning, but if wrong choices are made, we should both learn from them.*	- Surfacing prerequisite skills and providing just-in-time awareness of any related foundational skills - Providing choice of examples that resonate with various learner personas - Designing constructed response assessments to allow learners to contextualize their work in ways important or familiar to them	- Review of when/where/how learner personas - Tagging and analyzing constructed response (PA) assessments that allow learners to contextualize and tracking learner behavior and success - Analytic tracking to assess the potential match/pathway for the learner relative to degree/credential attainment to meet professional goals	- Persistence - Attempts - Course Completion Rates
Prioritize Value *My tuition and time are precious resources. Help me optimize the way I spend both.*	- Helping keep tuition low via efficiency - Providing content in multiple modalities (mobile, downloadable, text, video) to accommodate less-than-ideal study contexts - Leveraging scale to reduce per-student costs	- Reduction of learning resource costs over time - Budget management and program development efficiency measures - Correlation of tags for certain skills versus variety of content types in the DAMS - Per-student cost measures	- Persistence of low-income learners - Number of learners who cite costs as reason for dropping
Strengthen My Opportunities for Impact *I will have to function in diverse environments. I will have opportunities to promote equity. Help me learn to do both well.*	- Appropriately including in our programs DE&I competencies that prepare our graduates to work in diverse environments and promote equity - Creating high-quality learning and assessment practices to help our learners attain these competencies	- Track adoption of these DE&I competencies - Map these DE&I competencies to programmatic accreditation or professional standards - Marketable skills reports focused specifically on DE&I skills tagged to these competencies	- Student success rates on these competencies - Employer surveys regarding preparedness and application of these competencies - Student and alumni surveys

DE&I ASSESSMENT AND LEARNING FRAMEWORK
FOR CREATING CONTENT THAT ADVANCES EQUITABLE ATTAINMENT FOR ALL

In alignment with the university's 2021 vision for DE&I[1], this framework was created to align with WGU's definitions for Diversity, Equity, and Inclusion.

- Diversity is about reflecting the mixture of difference and similarities found in the world and acknowledging the related tension as we strive to develop more inclusive and high-performing environments

- Equity is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some

- Inclusion is about making people feel welcomed and valued

When we engage in discussion(s) about DE&I, it is with an emphasis on fostering the shared wisdom and innovation across our communities. The term DE&I refers to the infinite range of individuals' unique attributes and experiences, such as ethnicity, gender, age, and accessibility.[2]

USING THE EQUITY FRAMEWORK

In using the Equity Framework, remember its purpose and scope:

- This framework is a guide that will evolve as we learn more about bringing greater diversity, equity, and inclusion to our learning and assessment content.

- Use the framework as a reference in your contribution to the formation of WGU courses and how its guiding principles can assist in strengthening course elements.

- With course design, think through how the mapping of the course and connection with engagement aligns with the framework's learning development practices.

- During course development, build toward implementation and student impact that fosters exposure and growth.

- Reference as a guide in determining an approach to course materials that may have an impact on the university's Key Results, particularly Equity and Attainment.

[1] Definitions of DE&I. DE&I - Western Governors University: 2021.
https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:33dd5d09-18f2-421f-8717-5ed4ac1b39f0#pageNum=3

[2] Diversity and Inclusion. U.S. Department of Labor: 2022.
https://www.dol.gov/agencies/odep/program-areas/employers/diversity-inclusion

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