### Evaluating Program Components

Among key questions, some of the questions require some information-gathering in order to come to conclusion, decisions, or judgment. Below are some sample questions, sample evidence, and data-gathering methods your unit can use, if you are interested in addressing the evaluation questions to effectively address and improve “diversity and inclusiveness” in your program.

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<th>Key Questions</th>
<th>Evidence/Information</th>
<th>Potential Data-gathering Methods</th>
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<td>Diversity and inclusiveness</td>
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| 1. What are the program’s diversity goals? How is diversity reflected in the program’s strategic plan? How are the diversity goals addressed and implemented in program operation? | • Unit’s mission and vision statements  
• Program’s strategic plan  
• The current and ongoing diversity goals for the unit  
• Examples of policies that reflect a commitment to diversity and diversity awareness  
• Examples of how unit is fostering respect and appreciation for diversity | • Document analysis of mission, vision, and policy statements (including hiring policies) using a check list of ways diversity is supported and encouraged.  
• Alignment between institutional diversity goals and HR’s strategies for managing diversity in the workplace |
| 2. What kind of diversity training do advisors require?                          | • Advisors’ background and training on cultural competencies  
• Advisors’ sensitiveness and awareness to diversity  
• Advisors’ perceived needs in supporting diverse populations of students. | • Advisor survey, advisor’s performance on situation/case scenario tasks (individual or group task) |
| 3. What kinds of resources, information, and/or materials does the program provide in order to increase diversity awareness? | • Program’s availability of resources to help advisors develop inter-cultural competencies and diversity awareness  
• A list of the campus wide committees advisors are involved with | • Inventory of available resources on inter-cultural competency development and diversity awareness  
• Advisor survey or inventory on committees advisors are involved in. |
| 4. How does the program stay abreast of changing demographics/trends in the student population? | • Student profile data  
• Advising student access and use data  
• Frequency of contact and information-exchange opportunities with programs that serve diverse populations of students | • CalAnswers  
• Intake form, advising session access tracking  
• Meeting tracking, tracking of emails and information-sharing |