Context
The University of Oklahoma’s (OU) Diversity and Inclusivity Academic Council met in September 2016 to develop a Theory of Change (TOC) focused on the retention and recruitment of underrepresented faculty, students, and staff/administrators at OU. In developing four interconnected Theories of Change (Faculty, Staff/Administrators, Graduate Student, Student) the University aims to map complex work to give a sense of direction to behaviors and actions related to broadening the participation and experiences of inclusion among underrepresented groups throughout the University. Ideally, individualized plans and maps within colleges, schools, departments and other support units could be designed to achieve goals and outcomes articulated in the TOC.

The Diversity and Inclusivity Academic Council is the primary advisory committee to the Vice President for University Community at OU on matters of diversity, equality, equity, and inclusivity in our academic colleges, schools, departments and support units on the Norman Campus. The Council will serve to develop and promote the TOCs and measure progress within the University as it strives to innovate in order to actuate the University’s equity and inclusivity goals.

Undergraduate Student Work Group Assessment
Stemming from the February 2017 decision, the Graduate Student Work Group met several times to craft and refine needs, strategies, goals, outcomes, and measures. Six categories of needs emerged from these discussions.

1. Admissions pathways for historically underrepresented undergraduate students
2. Improved sense of inclusion and belonging.
3. Low participation by historically underrepresented undergraduate students in educational opportunities and initiatives.
4. Increased financial resources and supports.
5. Decreased educational debt for historically underrepresented students upon degree completion.
6. Reduced bias and increased inclusion in the undergraduate student experience.

These needs provide a frame and scope for continuing discussions regarding University of Oklahoma undergraduate students. The Diversity and Inclusivity Academic Council will lead efforts to communicate recommendations for changes in policy and practice and an articulation of identified common outcomes, where appropriate, for current and future practices.
Causal Mechanisms

The DRAFT Undergraduate Student Theory of Change proposes the following:

**IF** evidenced-based educational outreach strategies to minimize barriers to higher education is implemented; financial and student affairs support for inclusive collaboration and cultural awareness is expanded; a consolidated “team” approach to holistically advise historically underrepresented students of educational outcome opportunities is built; an online outreach financial literacy program is built, academic financial support is increased; promising practices are promoted to facilitate equity and inclusion throughout the undergraduate lifecycle; and awareness among undergraduate students is built of advocacy services.

**THEN** funding and resources available to support national outreach, recruitment, and student supports for historically underrepresented students, enhanced and organized evidenced-based recruiting strategies for historically underrepresented students is implemented, robust academic student supports are activated to assist in transition historically underrepresented students into undergraduate education; increased cultural awareness and collaboration amongst student organizations, enhanced cultural awareness due to infused existing curricula, student organizations are incentivized to increase collaboration and cultural awareness, increased evidence-based student organization programming that supports cultural awareness and development of scholarly support networks; decrease in siloed digital information and increase in digital support systems are integrated to promote student well-being through mentoring, advising, and coaching, coordination among student support service offices features improved communication and collaboration, increased knowledge and utilization among historically underrepresented undergraduate students of educational opportunities and initiatives; potential collaborators and partners are identified and recruited, endowment established to support academic needs of historically underrepresented undergraduate students, plan is developed to distribute funds that address financial barriers to degree completion for historically underrepresented undergraduate students; increased student, family and academic communities understanding of necessary financial commitments for matriculation, increased student, family and academic communities understanding of necessary financial commitments for matriculation; collection of promising practices for mitigating bias is utilized; faculty and staff promote promising practices for mitigating bias; undergraduate students from historically underrepresented groups have the knowledge and tools to mitigate the effects of bias and stereotype threat; and undergraduate students form scholarly support networks.

**SO THAT** historically underrepresented graduate student applications, admissions and admission yield counts and percentages increase; retention counts and percentages increase; degree completion counts and rates increase; time to degree completion decreases; perceptions of inclusion in academic, social and professional development programing increase; development of diverse scholarly networks improve; upon degree completion educational debt for historically underrepresented students decrease; counts and percentage of reported university bias incidents decrease;
perceptions of being equipped to navigate bias in multiple environments by historically underrepresented undergraduate students increase, perceptions by historically underrepresented undergraduate students of being equipped to actively create an inclusive undergraduate environment for all students increase; which collectively will lead to an inclusive environment at the University of Oklahoma where all undergraduate students are welcomed, supported, and celebrated, while contributing to diverse and engaged learning communities for all.

Enabling Factors
Success for this TOC depends on funding and resources to support the admissions and outreach pathways for historically underrepresented undergraduate, to increase student collaboration and reduce bias in the undergraduate student experience, and to decrease educational debt for historically underrepresented students upon degree completion.

Success for this TOC depends on commitment from University of Oklahoma faculty, staff and administrators to create a vision and direction that advances the University Community in its pursuit of excellence in equity, access, and inclusivity.

Success also depends on the willingness of faculty, staff, and administrators to collaborate in developing plans for action for sustained behavior and institutional culture change.

Long-term success depends on a continuous improvement loop in which goals and benchmarks are assessed in order to ensure achievement or recalibrate of strategy as needed. This ensures the TOC is a living document that guides behavior, action, and resources.

Opportunities
As the University increases its capacity and awareness around issues of diversity and inclusion and broadening participation, there are multiple opportunities for discussion, implementation of practices, and adapting practices to meet localized needs, for the University, colleges, and units.

For example, each semester, the Office of University Community hosts all diversity officer liaisons. The reinstatement of monthly liaison meetings provides a forum for the undergraduate student TOC and its recommendations for college admissions pathways, sense of inclusion and belonging, increase historically underrepresented undergraduate student participation in educational opportunities, increase financial resources for student support, decrease historically underrepresented educational debt, and increase inclusion while reducing bias in the undergraduate student experience. These meetings allow liaisons to learn from each other, develop promising practices, and collaborate on effective TOC implementation for their respective units. Students and student organizations utilization of the TOC will foster an environment of student organization and student scholar collaboration and
resource efficiency. In addition to fostering a culturally aware and inclusive student experience, the University will utilize the TOC to implement active measures to decrease the undergraduate student achievement gap and educational debt upon graduation.

The University of Oklahoma made the initial commitment to diversity and inclusion in the stated long-term goal to, “Cultivate an OU environment where all graduate students are welcomed, supported, and celebrated, while contributing to diverse and engaged learning communities for all,” by establishing the Office of University Community.

Testing the Theory of Change
Undergraduate students, graduate students, faculty, and administrators at the University of Oklahoma will be asked to review the Theory of Change logic for Plausibility, Testability, and Feasibility. Plausibility speaks to the logic of the outcome pathway. “Does it make sense? Are the outcomes in the right order? Are the outcomes (If … then) each necessary and collectively sufficient to reach the long-term outcomes and ultimate impact? Are there gaps in the logic? Feasibility refers to whether the initiative can realistically achieve its long-term outcomes and impact. Does the scope, expectations, or timeline of the theory need adjustment? Testability refers chiefly to the indicators: Are they solid and measurable? Will they yield sufficient information to evaluate the success of the initiative? Will they be convincing to necessary audiences?”
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Undergraduate Student Work Group

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

### Need 1 Strategy 1 and Outcomes

<table>
<thead>
<tr>
<th>Need/Problem Statement: Need 1 - Admissions pathways and academic supports for historically underrepresented undergraduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Statement: There is a lack of multiple and known pathways for historically underrepresented undergraduate students that provides academic supports while minimizing barriers to education.</td>
</tr>
</tbody>
</table>

| Strategy # 1. | Build enhanced evidenced-based outreach capacity to historically underrepresented undergraduate students to inform them of the multiple opportunities for education, while making transparent the supported pathways into the institution. |
| --- |
| Strategy Leader |
| • Admissions Director |
| • VP Student Affairs |

<table>
<thead>
<tr>
<th>Desired Short-Term and Intermediate Outcomes</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition of Success</strong></td>
<td></td>
</tr>
<tr>
<td>1. Increased investment of human and financial resources in recruitment, acceptance, and retention of historically underrepresented undergraduate students.</td>
<td>1. The financial plan is procured, and initiatives and staffing plans receive budgets.</td>
</tr>
<tr>
<td>2. Center for Inclusive Excellence created for oversight of diversity,</td>
<td>2. The financial plan is procured, and initiatives and staffing plans receive budgets.</td>
</tr>
</tbody>
</table>
## University of Oklahoma

### Diversity and Inclusion Academic Council

### Theory of Change

#### Undergraduate Student Work Group

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 1 Strategy 1 and Outcomes**

<table>
<thead>
<tr>
<th>Desired Short-Term and Intermediate Outcomes</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>inclusion, and belonging theories of change, action plans, and initiatives created</td>
<td></td>
</tr>
<tr>
<td>3. Funding and resources available to support historically underrepresented undergraduate student outreach and recruitment</td>
<td>3. The financial plan is procured, and initiatives and staffing plans receive budgets.</td>
</tr>
<tr>
<td>5. Robust academic student supports activated to assist historically underrepresented undergraduate students into undergraduate education</td>
<td>5a. Tracking by Canvas of student support module. Certificate of module completion. Registration and satisfaction surveys for in-person sessions. 5b. Utilization records of student support services.</td>
</tr>
</tbody>
</table>
Ultimate Goal: Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

Need 1 Strategy 1 and Outcomes
University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Undergraduate Student Work Group

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 1 Strategy 1 and Outcomes**

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Undergraduate Student Work Group

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 1 Strategy 1 and Outcomes**

| Increased applications, admissions, and enrollment yields by number and percentage of historically underrepresented undergraduate students across academic units | 1. Establish baselines for number and percentages of historically underrepresented undergraduate students who apply across academic units. |
| | 2. Conduct ongoing comparison of number and percentages of historically underrepresented undergraduate students who apply across academic units. |
| | 3. Conduct ongoing comparison of number and percentages of applications for historically underrepresented undergraduate students to applications for historically represented undergraduate students across academic units. |
| | 4. Establish baselines for number and percentages of historically underrepresented undergraduate students who are admitted across academic units. |
| | 5. Conduct ongoing comparison of number and percentages of historically underrepresented undergraduate students who are admitted across academic units. |
| | 6. Conduct ongoing comparison of number and percentages of admission yields among historically underrepresented undergraduate students across academic units. |
| | 7. Establish baselines for number and percentages of historically underrepresented graduate student’s enrollment yields across academic units. |
| | 8. Conduct ongoing comparison of number and percentages of historically underrepresented graduate student’s enrollment yields across academic units. |
University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Undergraduate Student Work Group

Ultimate Goal: Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

Need 1 Strategy 1 and Outcomes

9. Conduct ongoing comparison of number and percentages of enrollment yields among historically underrepresented undergraduate students across academic units.
**University of Oklahoma**  
Diversity and Inclusion Academic Council  
Theory of Change  
Undergraduate Student Work Group  

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 1 Strategy 1 and Outcomes**

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Increased retention number and percentages among historically underrepresented undergraduate students | 1. Establish a baseline for retention among historically underrepresented undergraduate students.  
2. Conduct ongoing reviews of retention among historically underrepresented undergraduate students and compare data to established baseline.  
3. Conduct ongoing reviews of retention among historically underrepresented undergraduate students and compare data for historically underrepresented groups to data for historically represented groups. |
| Increased degree completion number and percentages among historically underrepresented undergraduate students | 1. Establish a baseline for degree completion among historically underrepresented undergraduate students.  
2. Conduct ongoing reviews of degree completion among historically underrepresented undergraduate students and compare data to established baseline.  
3. Conduct ongoing reviews of degree completion among historically underrepresented undergraduate students and compare data for historically underrepresented groups to data for historically represented groups. |
| Increased perceptions of satisfaction among historically underrepresented undergraduate students | 1. Establish a baseline for historically underrepresented undergraduate students’ perceptions of satisfaction through OU climate survey.  
2. Conduct ongoing surveys for historically underrepresented undergraduate students’ perceptions of satisfaction and compare data to established baseline. |
**University of Oklahoma**  
**Diversity and Inclusion Academic Council**  
**Theory of Change**  
**Undergraduate Student Work Group**  

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

Need 1 Strategy 1 and Outcomes

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Increased perceptions of inclusion among historically underrepresented undergraduate students | 3. Conduct ongoing surveys for undergraduate students’ perceptions of satisfaction and compare data for historically underrepresented groups to data for historically represented groups.  
1. Establish a baseline for undergraduate students’ perceptions of inclusion through OU climate survey.  
2. Conduct ongoing surveys for historically underrepresented undergraduate students’ perceptions of satisfaction and compare data to established baseline.  
3. Conduct ongoing surveys for historically underrepresented undergraduate students’ perceptions of inclusion and compare historically underrepresented data to historically represented data. |
| Increased perceptions of belonging among historically underrepresented undergraduate students | 1. Establish a baseline for historically underrepresented undergraduate students’ perceptions of belonging through OU climate survey.  
2. Conduct ongoing surveys for historically underrepresented undergraduate students’ perceptions of belonging and compare historically underrepresented data to established baseline.  
3. Conduct ongoing surveys for underrepresented undergraduate students’ perceptions of belonging and compare data for historically underrepresented to data for historically represented students. |
University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Undergraduate Student Work Group

Ultimate Goal: Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

Need 1 Strategy 1 and Outcomes
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Undergraduate Student Work Group  

**Ultimate Goal: Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.**

**Need 2 Strategy 2b and Outcomes**

<table>
<thead>
<tr>
<th>Need/Problem Statement: Need 2 - Improved Sense of Inclusion and Belonging</th>
<th>Problem Statement: There is a need to promote a University environment where historically underrepresented undergraduate students are engaged and feel a sense of inclusion and belonging.</th>
</tr>
</thead>
</table>
| **Strategy # 2b** | **Strategy Leader (Responsible for shepherding this strategy)**  
- Vice President for Student Affairs  
- Student Life Director |
| Support undergraduate student organizations in creating experiences that enhance cultural awareness while enhancing a shared sense of inclusion and belonging to the greater university community. | |

**Desired Short-Term and Intermediate Outcomes**

<table>
<thead>
<tr>
<th>Definition of Success (What will success look like for this strategy? List desired outcomes.)</th>
<th>As a result of this strategy we expect......</th>
</tr>
</thead>
</table>
| 1. Incentives in place to encourage undergraduate students to gain cultural awareness.  
2. Enhanced offerings within existing curricula and undergraduate student programs support cultural awareness  
3. Funding reserved for OU undergraduate student organizations | How we will measure these outcomes. |
| 1. Student Government Association data on the count and percentages of student organizations submitting applications and receiving recognition and awards that include a cultural awareness component.  
2. Number and percentages obtained from CourseLeaf of new or enhanced course offerings, certificates, micro credentials, programs, and degrees with an emphasis on cultural awareness.  
3. An electronically accessible Student Government Association budget plan is |
**University of Oklahoma**
**Diversity and Inclusion Academic Council**
**Theory of Change**
**Undergraduate Student Work Group**

*Ultimate Goal: Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.*

**Need 2 Strategy 2b and Outcomes**

<table>
<thead>
<tr>
<th>Desired Short-Term and Intermediate Outcomes</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>to enhance cultural awareness among students</td>
<td>procured and accessible online with cultural awareness activities clearly earmarked.</td>
</tr>
<tr>
<td>4. Collaborative programming developed across undergraduate student groups to support cultural awareness and development of scholarly support networks</td>
<td>4. Student Government Association data on the count and percentages of student organization collaboratives that submit applications and receiving awards that include a cultural awareness component.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Improved development of diverse scholarly support networks | 1. Establish a baseline for diverse scholarly support networks.  
2. Conduct ongoing comparison of diverse scholarly support networks to established baseline. |
| Increased retention number and percentages among historically underrepresented undergraduate students | 1. Establish a baseline for retention among historically underrepresented undergraduate students.  
2. Conduct ongoing reviews of retention among historically underrepresented undergraduate students and compare data to established baseline.  
3. Conduct ongoing reviews of retention among historically underrepresented undergraduate students and compare data for historically underrepresented groups to data for historically represented groups. |
University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Undergraduate Student Work Group

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 2 Strategy 2b and Outcomes**

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Increased degree completion number and percentages among historically underrepresented undergraduate students | 1. Establish a baseline for degree completion among historically underrepresented undergraduate students.  
2. Conduct ongoing reviews of degree completion among historically underrepresented undergraduate students and compare data to established baseline.  
3. Conduct ongoing reviews of degree completion among historically underrepresented undergraduate students and compare data for historically underrepresented groups to data for historically represented groups. |
| Increased perceptions of satisfaction among historically underrepresented undergraduate students | 1. Establish a baseline for historically underrepresented undergraduate students’ perceptions of satisfaction through OU climate survey.  
2. Conduct ongoing surveys for historically underrepresented undergraduate students’ perceptions of satisfaction and compare data to established baseline.  
3. Conduct ongoing surveys for undergraduate students’ perceptions of satisfaction and compare data for historically underrepresented groups to data for historically represented groups. |
| Increased perceptions of inclusion among historically underrepresented undergraduate students | 1. Establish a baseline for undergraduate students’ perceptions of inclusion through OU climate survey.  
2. Conduct ongoing surveys for undergraduate students’ perceptions of satisfaction and compare data to established baseline.  
3. Conduct ongoing surveys for undergraduate students’ perceptions of inclusion and compare historically underrepresented data |
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Undergraduate Student Work Group

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 2 Strategy 2b and Outcomes**

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Increased perceptions of belonging among historically underrepresented undergraduate students | 1. Establish a baseline for undergraduate students’ perceptions of belonging through OU climate survey.  
2. Conduct ongoing surveys for undergraduate students’ perceptions of belonging and compare historically underrepresented data to established baseline.  
3. Conduct ongoing surveys for undergraduate students’ perceptions of belonging and compare data for historically underrepresented to data for historically represented. |
**University of Oklahoma**  
**Diversity and Inclusion Academic Council**  
**Theory of Change**  
**Undergraduate Student Work Group**  

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 3 Strategy 3 and Outcomes**

<table>
<thead>
<tr>
<th>Need/Problem Statement:</th>
<th>Need 3 Low participation by historically underrepresented undergraduate students in educational opportunities and initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Statement:</td>
<td>There is low participation by historically underrepresented students in educational opportunities and initiatives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy #3</th>
<th>Create a “team” approach for mentoring historically underrepresented undergraduate students and offer coaching and advising about the myriad of institutional educational opportunities and initiatives available.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy Leader (Responsible for shepherding this strategy)</td>
<td></td>
</tr>
</tbody>
</table>
• Student Life Director  
• Associate Vice President of Student Affairs |

<table>
<thead>
<tr>
<th>Desired Short-Term and Intermediate Outcomes</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of this strategy, we expect ......</td>
<td>How we will measure these outcomes.</td>
</tr>
<tr>
<td>1. Digital support systems integrated to promote student well-being through mentoring, advising, and coaching</td>
<td>1. Data analytics from integrated electronic communication systems on access and use for mentoring, advising and coaching.</td>
</tr>
<tr>
<td>2. Coordination among student support service offices features improved communication and collaboration</td>
<td>2. Inventory and coordination plan is disseminated to all academic units and colleges and available on the Office of University Community and Center for Inclusive Excellence websites.</td>
</tr>
<tr>
<td>3. Increased knowledge and utilization among historically underrepresented undergraduate students of educational opportunities and initiatives</td>
<td>3. Survey of knowledge of educational opportunities is tracked and number and percentages of historically underrepresented students participating in educational opportunities and initiatives is monitored.</td>
</tr>
</tbody>
</table>
University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Undergraduate Student Work Group

Ultimate Goal: Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

Need 3 Strategy 3 and Outcomes
**University of Oklahoma**  
**Diversity and Inclusion Academic Council**  
**Theory of Change**  
**Undergraduate Student Work Group**

_Ultimate Goal:_ Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 3 Strategy 3 and Outcomes**

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Improved creation of diverse scholarly support networks | 1. Establish a baseline for diverse scholarly support networks.  
2. Conduct ongoing comparison of diverse scholarly support networks to established baseline. |
| Increased retention number and percentages among historically underrepresented undergraduate students | 1. Establish a baseline for retention among historically underrepresented undergraduate students.  
2. Conduct ongoing reviews of retention among historically underrepresented undergraduate students and compare data to established baseline.  
3. Conduct ongoing reviews of retention among historically underrepresented undergraduate students and compare data for historically underrepresented groups to data for historically represented groups. |
| Increased degree completion number and percentages among historically underrepresented undergraduate students | 1. Establish a baseline for degree completion among historically underrepresented undergraduate students.  
2. Conduct ongoing reviews of degree completion among historically underrepresented undergraduate students and compare data to established baseline.  
3. Conduct ongoing reviews of degree completion among historically underrepresented undergraduate students and compare data for historically underrepresented groups to data for historically represented groups. |
| Increased perceptions of satisfaction among historically underrepresented undergraduate students | 1. Establish a baseline for historically underrepresented undergraduate students’ perceptions of satisfaction through OU climate survey.  
2. Conduct ongoing surveys for historically underrepresented undergraduate students’ perceptions of satisfaction and compare data to established baseline.  
3. Conduct ongoing surveys for undergraduate students’ perceptions of satisfaction and compare data for historically underrepresented groups to data for historically represented groups. |
University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Undergraduate Student Work Group

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 3 Strategy 3 and Outcomes**

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Increased perceptions of inclusion among historically underrepresented undergraduate students. | 1. Establish a baseline for undergraduate students’ perceptions of inclusion through OU climate survey.  
2. Conduct ongoing surveys for undergraduate students’ perceptions of satisfaction and compare data to established baseline.  
3. Conduct ongoing surveys for undergraduate students’ perceptions of inclusion and compare historically underrepresented data to historically represented data. |
| Increased perceptions of belonging among historically underrepresented undergraduate students. | 1. Establish a baseline for undergraduate students’ perceptions of belonging through OU climate survey.  
2. Conduct ongoing surveys for undergraduate students’ perceptions of belonging and compare historically underrepresented data to established baseline.  
3. Conduct ongoing surveys for undergraduate students’ perceptions of belonging and compare data for historically underrepresented to data for historically represented. |
University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Undergraduate Student Work Group

Ultimate Goal: Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

Need 4 Strategy 4 and Outcomes

<table>
<thead>
<tr>
<th>Need/Problem Statement: Need 4 Increased Financial Resources and Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Statement: There is a need to identify and generate additional resources and supports to address the needs of historically underrepresented undergraduate students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy #4a</th>
<th>Create additional financial supports for historically underrepresented undergraduate students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy Leader (Responsible for shepherding this strategy)</td>
<td></td>
</tr>
<tr>
<td>• President</td>
<td></td>
</tr>
<tr>
<td>• Vice President for Student Affairs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Desired Short-Term and Intermediate Outcomes</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of this strategy, we expect......</td>
<td></td>
</tr>
<tr>
<td>How we will measure these outcomes.</td>
<td></td>
</tr>
<tr>
<td>1. Potential collaborators and partners identified and recruited</td>
<td></td>
</tr>
<tr>
<td>1. Endowment development plan that identifies potential collaborators and partners is drafted and submitted to President for approval.</td>
<td></td>
</tr>
<tr>
<td>2. Endowment established to support academic needs of historically underrepresented undergraduate students</td>
<td></td>
</tr>
<tr>
<td>2. Endowment account is established and initial deposits received.</td>
<td></td>
</tr>
<tr>
<td>3. Plan developed to distribute funds that address financial barriers to degree completion for historically underrepresented undergraduate students</td>
<td></td>
</tr>
<tr>
<td>3. Distribution policies, procedure and processes are drafted and approved by OU foundation.</td>
<td></td>
</tr>
</tbody>
</table>
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Undergraduate Student Work Group  

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.  

**Need 4 Strategy 4 and Outcomes**  

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Decreased educational debt for historically underrepresented undergraduate students upon degree completion | 1. Establish baseline for educational debt upon degree completion for historically underrepresented undergraduate students.  
2. Conduct ongoing comparison of educational debt upon degree completion for historically underrepresented undergraduate students to established baseline.  
3. Conduct ongoing comparison of educational debt upon degree completion for historically underrepresented undergraduate students and compare data to data for historically represented groups. |
| Increased retention number and percentages among historically underrepresented undergraduate students | 1. Establish a baseline for retention among historically underrepresented undergraduate students.  
2. Conduct ongoing reviews of retention among historically underrepresented undergraduate students and compare data to established baseline.  
3. Conduct ongoing reviews of retention among historically underrepresented undergraduate students and compare data for historically underrepresented groups to data for historically represented groups. |
| Increased degree completion number and percentages among historically underrepresented undergraduate students | 1. Establish a baseline for degree completion among historically underrepresented undergraduate students.  
2. Conduct ongoing reviews of degree completion among historically underrepresented undergraduate students and compare data to established baseline.  
3. Conduct ongoing reviews of degree completion among historically underrepresented undergraduate students |
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Undergraduate Student Work Group

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 4 Strategy 4 and Outcomes**

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Increased perceptions of satisfaction among historically underrepresented undergraduate students | 1. Establish a baseline for historically underrepresented undergraduate students’ perceptions of satisfaction through OU climate survey.  
2. Conduct ongoing surveys for historically underrepresented undergraduate students’ perceptions of satisfaction and compare data to established baseline.  
3. Conduct ongoing surveys for historically underrepresented undergraduate students’ perceptions of satisfaction and compare data for historically underrepresented groups to data for historically represented groups. |

| Increased perceptions of inclusion among historically underrepresented undergraduate students. | 1. Establish a baseline for historically underrepresented undergraduate students’ perceptions of inclusion through OU climate survey.  
2. Conduct ongoing surveys for historically underrepresented undergraduate students’ perceptions of satisfaction and compare data to established baseline.  
3. Conduct ongoing surveys for historically underrepresented undergraduate students’ perceptions of inclusion and compare historically underrepresented data to historically represented data. |

| Increased perceptions of belonging among historically underrepresented undergraduate students. | 1. Establish a baseline for historically underrepresented undergraduate students’ perceptions of belonging through OU climate survey.  
2. Conduct ongoing surveys for historically |
University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Undergraduate Student Work Group

Ultimate Goal: Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

Need 4 Strategy 4 and Outcomes

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<tbody>
<tr>
<td></td>
<td>underrepresented undergraduate students’ perceptions of belonging and compare historically underrepresented data to established baseline.</td>
</tr>
<tr>
<td></td>
<td>3. Conduct ongoing surveys for historically underrepresented undergraduate students’ perceptions of belonging and compare data for historically underrepresented to data for historically represented.</td>
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</tbody>
</table>
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Undergraduate Student Work Group  

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 4 Strategy 4b and Outcomes**

<table>
<thead>
<tr>
<th>Need/Problem Statement: Need 4 Increased Financial Resources and Supports</th>
<th>Problem Statement: There is a need to identify and generate additional resources and supports to address the needs of historically underrepresented undergraduate students.</th>
</tr>
</thead>
</table>

| **Strategy #4b** | Create an online financial literacy and outreach program for students, families, and academic communities which focuses on improving access to needed resources as an integrated part of the application and enrollment process. |

<table>
<thead>
<tr>
<th><strong>Strategy Leader (Responsible for shepherding this strategy)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Associate Vice President Student Enrollment and Management</td>
<td></td>
</tr>
<tr>
<td>• Director of Financial Aid</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Desired Short-Term and Intermediate Outcomes</strong></th>
<th><strong>Outcome Measures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of this strategy, we expect…….</td>
<td>How we will measure these outcomes.</td>
</tr>
<tr>
<td>1. Increased student, family and academic communities’ knowledge of necessary financial commitments for matriculation</td>
<td>1. Measure student, family and academic communities’ knowledge of financial commitments for matriculation pre and post access to online financial literacy materials.</td>
</tr>
<tr>
<td>2. Increased student, family and academic communities’ understanding of necessary financial commitments for retention and graduation</td>
<td>2. Measure student, family and academic communities’ knowledge of financial commitments for retention and graduation pre and post access to financial literacy materials.</td>
</tr>
</tbody>
</table>
University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Undergraduate Student Work Group

Ultimate Goal: Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

Need 4 Strategy 4b and Outcomes
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Undergraduate Student Work Group  

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 4 Strategy 4b and Outcomes**

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
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</table>
| Decreased educational debt for historically underrepresented undergraduate students upon degree completion. | 1. Establish baseline for educational debt upon degree completion for historically underrepresented undergraduate students.  
2. Conduct ongoing comparison of educational debt upon degree completion for historically underrepresented undergraduate students to established baseline.  
3. Conduct ongoing comparison of educational debt upon degree completion for historically underrepresented undergraduate students and compare data to data for historically represented groups. |
| Increased retention number and percentages among historically underrepresented undergraduate students. | 1. Establish a baseline for retention among historically underrepresented undergraduate students.  
2. Conduct ongoing reviews of retention among historically underrepresented undergraduate students and compare data to established baseline.  
3. Conduct ongoing reviews of retention among historically underrepresented undergraduate students and compare data for historically underrepresented groups to data for historically represented groups. |
| Increased degree completion number and percentages among historically underrepresented undergraduate students. | 1. Establish a baseline for degree completion among historically underrepresented undergraduate students.  
2. Conduct ongoing reviews of degree completion among historically underrepresented undergraduate students and compare data to established baseline.  
3. Conduct ongoing reviews of degree completion among historically underrepresented undergraduate students and compare data to established baseline. |

Rev 01.24.19 kdv
University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Undergraduate Student Work Group

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 4 Strategy 4b and Outcomes**

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<tbody>
<tr>
<td></td>
<td>underrepresented undergraduate students and compare data for historically underrepresented groups to data for historically represented groups.</td>
</tr>
</tbody>
</table>

**Increased perceptions of satisfaction among historically underrepresented undergraduate students.**

1. Establish a baseline for historically underrepresented undergraduate students’ perceptions of satisfaction through OU climate survey.
2. Conduct ongoing surveys for historically underrepresented undergraduate students’ perceptions of satisfaction and compare data to established baseline.
3. Conduct ongoing surveys for undergraduate students’ perceptions of satisfaction and compare data for historically underrepresented groups to data for historically represented groups.

**Increased perceptions of inclusion among historically underrepresented undergraduate students.**

1. Establish a baseline for undergraduate students’ perceptions of inclusion through OU climate survey.
2. Conduct ongoing surveys for undergraduate students’ perceptions of satisfaction and compare data to established baseline.
3. Conduct ongoing surveys for undergraduate students’ perceptions of inclusion and compare historically underrepresented data to historically represented data.

**Increased perceptions of belonging among historically underrepresented undergraduate students.**

1. Establish a baseline for undergraduate students’ perceptions of belonging through OU climate survey.
2. Conduct ongoing surveys for undergraduate students’ perceptions of belonging and compare historically underrepresented data to established baseline.
University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Undergraduate Student Work Group

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 4 Strategy 4b and Outcomes**

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<td></td>
<td>3. Conduct ongoing surveys for undergraduate students’ perceptions of belonging and compare data for historically underrepresented to data for historically represented.</td>
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University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Undergraduate Student Work Group

Ultimate Goal: Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

Need 5 Strategy 5a and Outcomes

Need/Problem Statement: Need 5 - Reduced bias and increased inclusion in the undergraduate student experience

Problem Statement: Explicit and implicit bias result in additional barriers for historically underrepresented undergraduate students that diminishes inclusiveness in all aspects of the student experience.

<table>
<thead>
<tr>
<th>Strategy #5a</th>
<th>Strategy Leader (Responsible for shepherding this strategy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote the adoption of promising practices that reduce implicit bias in the experiences of historically underrepresented undergraduate students throughout the student lifecycle.</td>
<td>Vice President of Student Affairs</td>
</tr>
</tbody>
</table>

Desired Short-Term and Intermediate Outcomes

Outcome Measures
University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Undergraduate Student Work Group

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 5 Strategy 5a and Outcomes**

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<tr>
<th>As a result of this strategy, we expect...</th>
<th>How we will measure these outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Widely utilized, evolving collection of promising practices for mitigating bias in the undergraduate life cycle in place</td>
<td>1. Inventory is disseminated to all Academic Units; made available on the student affairs website; Participation and satisfaction surveys for the mitigating bias module is tracked online in Canvas by college, unit, and position, and in-person training by registration forms and satisfaction surveys.</td>
</tr>
<tr>
<td>2. Promising practices for mitigating bias and increasing inclusion in the undergraduate student lifecycle promoted by faculty and staff across campus</td>
<td>2. Participation in the promotion of promising practices for mitigating bias in the student lifecycle is recorded for faculty in the Faculty Activity System (FAS) FAS, and for staff by training registration forms.</td>
</tr>
</tbody>
</table>

### Impact Outcomes

<table>
<thead>
<tr>
<th>Increased retention number and percentages among historically underrepresented undergraduate students</th>
<th>Measures</th>
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</thead>
<tbody>
<tr>
<td>1. Establish a baseline for retention among historically underrepresented undergraduate students.</td>
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<td>2. Conduct ongoing reviews of retention among historically underrepresented undergraduate students and compare data to established baseline.</td>
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<th>Increased degree completion number and percentages among historically underrepresented undergraduate students</th>
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Ultimate Goal: Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 5 Strategy 5a and Outcomes**

<table>
<thead>
<tr>
<th>Impact Outcomes</th>
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</table>
| Decreased experiences of bias by historically underrepresented undergraduate students | 1. Establish counts and prevalence of reports of bias to university bias reporting hotline.  
2. Conduct ongoing comparison of counts and prevalence of reports of bias to university bias reporting hotline to established baseline.  
3. Establish a baseline for undergraduate student reports of bias to university Ombudsperson.  
4. Conduct ongoing comparison of counts and prevalence of reports of bias to university Ombudsperson to established baseline. |
| Increased perceptions of being equipped to navigate bias in multiple environments by historically underrepresented undergraduate students | 1. Establish baseline through Undergraduate Student Culture and Climate Survey on perceptions of ability to navigate bias in multiple environments.  
2. Conduct ongoing review of Undergraduate Student Culture and Climate Survey on perceptions of ability to navigate bias in multiple environments. |
| Increased perceptions by historically underrepresented undergraduate students of being equipped to actively create an inclusive undergraduate environment for all students | 1. Establish baseline through Undergraduate Student Culture and Climate Survey on perceptions of ability to create inclusive environments.  
2. Conduct ongoing review of Undergraduate Student Culture and Climate Survey |
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Undergraduate Student Work Group  
*Ultimate Goal:* Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.  

Need 5 Strategy 5a and Outcomes

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3. Conduct ongoing surveys for undergraduate students’ perceptions of satisfaction and compare data for historically underrepresented groups to data for historically represented groups. |
| Increased perceptions of inclusion among historically underrepresented undergraduate students  | 1. Establish a baseline for undergraduate students’ perceptions of inclusion through OU climate survey.  
2. Conduct ongoing surveys for undergraduate students’ perceptions of satisfaction and compare data to established baseline.  
3. Conduct ongoing surveys for undergraduate students’ perceptions of inclusion and compare historically underrepresented data to historically represented data. |
| Increased perceptions of belonging among historically underrepresented undergraduate students  | 1. Establish a baseline for undergraduate students’ perceptions of belonging through OU climate survey.  
2. Conduct ongoing surveys for undergraduate students’ perceptions of belonging and compare historically underrepresented data to established baseline.  
3. Conduct ongoing surveys for undergraduate students’ perceptions of belonging and compare data for historically underrepresented and historically represented students. |
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Undergraduate Student Work Group  

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.  

**Need 5 Strategy 5a and Outcomes**

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<td>underrepresented to data for historically represented.</td>
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University of Oklahoma
Diversity and Inclusion Academic Council
Theory of Change
Undergraduate Student Work Group

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 5 Strategy 5b and Outcomes**

**Need/Problem Statement:** Need 5 - Reduced bias and increased inclusion in the undergraduate student experience

**Problem Statement:** Explicit and implicit bias result in additional barriers for historically underrepresented undergraduate students that diminishes inclusiveness in all aspects of the student experience.

**Strategy #5b**

<table>
<thead>
<tr>
<th>Increase knowledge and build skills among undergraduate students to reduce explicit and implicit bias.</th>
</tr>
</thead>
</table>

**Strategy Leader**

- Vice President of Student Affairs
- Student Life Director

**Desired Short-Term and Intermediate Outcomes**

<table>
<thead>
<tr>
<th>Outcome Measures</th>
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<tbody>
<tr>
<td>1. Historically underrepresented undergraduate students equipped with knowledge and tools that enhance ability to mitigate the effects of implicit bias</td>
</tr>
<tr>
<td>2. Scholarly networks formed by historically underrepresented undergraduate students that facilitate an inclusive experience</td>
</tr>
</tbody>
</table>

| 1. Tracking by Canvas of access, completion, and satisfaction of Mitigating Bias Module. Certificate of module completion. Registration and satisfaction surveys for in-person sessions on mitigating bias. |
| 2. Registration/Attendance at Student Life sessions reflects historically underrepresented graduate students. Satisfaction surveys for each Student Life event. |
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Undergraduate Student Work Group  

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 5 Strategy 5b and Outcomes**

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| Increased degree completion number and percentages among historically underrepresented undergraduate students | 1. Establish a baseline for degree completion among historically underrepresented undergraduate students.  
2. Conduct ongoing reviews of degree completion among historically underrepresented undergraduate students and compare data to established baseline.  
3. Conduct ongoing reviews of degree completion among historically underrepresented undergraduate students and compare data for historically underrepresented groups to data for historically represented groups. |
| Decreased experiences of bias by historically underrepresented undergraduate students | 1. Establish number and percentage of reports of bias to University bias reporting hotline.  
2. Conduct ongoing comparison of number and percentage of reports of bias to University bias reporting hotline to established baseline.  
3. Establish a baseline for historically underrepresented undergraduate student reports of bias to university Ombudsperson. |
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
Undergraduate Student Work Group  

*Ultimate Goal:* Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 5 Strategy 5b and Outcomes**

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<tr>
<td></td>
<td>4. Conduct ongoing comparison of number and percentage of reports of bias to University Ombudsperson to established baseline.</td>
</tr>
</tbody>
</table>
| Increased perceptions of being equipped to navigate bias in multiple environments by historically underrepresented undergraduate students | 1. Establish baseline through *Undergraduate Student Culture and Climate Survey* on perceptions of ability to navigate bias in multiple environments.  
2. Conduct ongoing review of *Undergraduate Student Culture and Climate Survey* on perceptions of ability to navigate bias in multiple environments. |
| Increased perceptions by historically underrepresented undergraduate students of being equipped to actively create an inclusive undergraduate environment for all students | 1. Establish baseline through *Undergraduate Student Culture and Climate Survey* on perceptions of ability to create inclusive environments.  
2. Conduct ongoing review of *Undergraduate Student Culture and Climate Survey* on perceptions of ability to create inclusive environments. |
| Increased perceptions of satisfaction among historically underrepresented undergraduate students | 1. Establish a baseline for historically underrepresented undergraduate students’ perceptions of satisfaction through *Undergraduate Student Culture and Climate Survey*.  
2. Conduct ongoing surveys through *Undergraduate Student Culture and Climate Survey* for historically underrepresented undergraduate students’ perceptions of satisfaction and compare data to established baseline.  
3. Conduct ongoing surveys through *Undergraduate Student Culture and Climate Survey* for historically underrepresented undergraduate students’ satisfaction. |
**University of Oklahoma**  
**Diversity and Inclusion Academic Council**  
**Theory of Change**  
**Undergraduate Student Work Group**

**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

**Need 5 Strategy 5b and Outcomes**

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2. Conduct ongoing surveys through *Undergraduate Student Culture and Climate Survey* for historically underrepresented undergraduate students’ perceptions of satisfaction and compare data to established baseline.  
3. Conduct ongoing surveys through *Undergraduate Student Culture and Climate Survey* for historically underrepresented undergraduate students’ perceptions of inclusion and compare historically underrepresented data to historically represented data. |
| Increased perceptions of belonging among historically underrepresented undergraduate students. | 1. Establish a baseline for historically underrepresented undergraduate students’ perceptions of belonging through *Undergraduate Student Culture and* |
University of Oklahoma  
Diversity and Inclusion Academic Council  
Theory of Change  
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**Ultimate Goal:** Recruitment, retention, and graduation rates of underrepresented/minority undergraduate students result in a highly diverse student body that participates actively in shared governance and goes on to successful careers after graduation creating better citizens and transformational leaders among all students.

*Need 5 Strategy 5b and Outcomes*

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<td><em>Climate Survey.</em></td>
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<tr>
<td>2. Conduct ongoing surveys through <em>Undergraduate Student Culture and Climate Survey</em> for historically underrepresented undergraduate students’ perceptions of belonging and compare historically underrepresented data to established baseline.</td>
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