Reframing Assessment with an Equity, Diversity and Inclusive Lens

Presented by:
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Director of Assessment and Evaluation
Office of the Provost
<table>
<thead>
<tr>
<th>Ignite Session (50-60 min)</th>
<th>Timeframe</th>
<th>Description</th>
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<tbody>
<tr>
<td>Introductions</td>
<td>5 minutes</td>
<td>Welcome, introduction of presenters and introduction of context.</td>
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<tr>
<td>History: overview of equity-minded assessment movement and models</td>
<td>15 minutes</td>
<td>This segment will describe the research and models set forth by organizations such as the AAC&amp;U priority to “Advance Diversity, Equity and Inclusion” in this topic.</td>
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<tr>
<td>Best Practice Examples-within UTEP and other campuses</td>
<td>10 minutes</td>
<td>This segment will feature assessment processes examples that use multiple methods to measure student learning, include stakeholders such as students in developing learning outcomes and engage students in mapping outcomes, etc...</td>
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<tr>
<td>Discussion with participants ways on how they can incorporate equity-centered assessment practices</td>
<td>15 minutes</td>
<td>This segment will show examples of practices that are not inclusive and will allow participants an opportunity to discuss how those practices can be reframed with an equity, diversity and inclusive lens.</td>
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<tr>
<td>Showcase of Planning Module and Reminder of Annual Assessment Deadlines</td>
<td>5 minutes</td>
<td>This segment will remind participants of ongoing UTEP assessment deadlines and offer services to work with academic programs in improving processes.</td>
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<tr>
<td>Q&amp;A</td>
<td>5 minutes</td>
<td>Open for questions and answers</td>
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Inclusive Framework and History

- Inclusive Excellence is a framework initiated by the Association of American Colleges and Universities that **reframes inclusion and excellence as mutually reinforcing elements** that lead to an excellent education for all students.
- Creation of AAC&U Inclusive Excellence Commission (IEC) which challenges US institutions to **substantially and sustainably** increase their capacity for the inclusion of students.  
  https://www.aacu.org/priorities/advancing-diversity-equity-and-inclusion
- Inclusive Excellence at UTEP  
  https://www.utep.edu/provost/inclusive-excellence/index.html
- The National Institute for Learning Outcomes Assessment developed the “Transparency Framework” to help institutions evaluate the extent to which they are making **evidence of student accomplishment discoverable** and meaningful to various audiences in an online format.  
  https://www.learningoutcomesassessment.org/
- National Survey of Student Engagement Survey identifies environments, processes and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences.  
Title: On the Same Page? Administrator and Faculty Views on What Shapes College Learning and Student Success.

- What practices of accountability for assessment, improvement, and equity are campuses undertaking to ensure all students graduate with similar levels of value?

- Based on a national survey administered in the fall of 2020, the report summarizes the outcomes, experiences, assessment practices, and commitments to equity across a diverse sample of colleges and universities.
There is a striking contrast between the percentage of stakeholders who reported tracking and disaggregating student success metrics and the percentage who indicated that their institutions set equity goals for those same metrics. On average, fewer than **1 out of 5** stakeholders reported their campuses set equity goals for any of the 7 success metrics provided.

### Comparison of the Percentage of Stakeholders Reporting That Their Institution Sets Equity Goals Compared with the Percentage that Track and Disaggregate Student Success Metrics

<table>
<thead>
<tr>
<th>Student Success Metric</th>
<th>Set Equity Goals to Close Gaps in This Area</th>
<th>Tracked by the Institution</th>
<th>Disaggregated by at Least One Student Demographic Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rates</td>
<td>37%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Retention rates</td>
<td>41%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>Credit/course completion milestones</td>
<td>15%</td>
<td>86%</td>
<td>82%</td>
</tr>
<tr>
<td>Achievement of student learning outcomes</td>
<td>12%</td>
<td>83%</td>
<td>49%</td>
</tr>
<tr>
<td>Participation in high-impact practices</td>
<td>11%</td>
<td>65%</td>
<td>59%</td>
</tr>
<tr>
<td>Enrollment in developmental education courses</td>
<td>6%</td>
<td>61%</td>
<td>82%</td>
</tr>
<tr>
<td>Completion of developmental education courses</td>
<td>6%</td>
<td>59%</td>
<td>82%</td>
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Research Results...

• **Establish Equity Goals**: Commitments to equity go **beyond disaggregating data**. When guided by established equity goals, stakeholders can more effectively interrogate analytics through **dialogue, evaluation, and strategies for improvement**. This report also shows the importance of extending equity goals to increase inclusion within professional development opportunities, particularly for STEM faculty.

• **Increase Transparency for All Stakeholders, Not Just Students**: A consistent finding of this report is a difference in perceptions between senior administrators and other campus stakeholder groups, primarily faculty. It is possible that results point to an **overly optimistic perception among senior administrators** of what their campuses are doing or emphasizing. But faculty also expressed the highest rates of **uncertainty about a range of campus practices**, particularly **assessment**. Campuses should make it a priority to increase transparency around what is happening to advance student learning and why.
we don't see things as they are, we see things as we are.

- Anwar Han
Discussion:
Let’s talk about how we can refocus our attention: Instead of looking at differences try using an asset-based approach to look at the assets our students bring and acknowledge the barriers they might encounter.
Assessment Practices

- Culturally Responsive Equitable Assessment: Suggests giving students the opportunity to choose from a variety of approaches or design how they will be assessed.

- Disaggregating Data

- Asset-based Pedagogy

- AAC&U Value Rubrics (16 rubrics):

- Summative end-of-semester evaluations: focuses on program products, results or impact.

- Mid-semester formative evaluations that help shape students progress.

- Assessment Showcase
Best Practices

• Columbia University has a dedicated website and workshops for faculty to reflect on assessment practices using “Anti-Racist Pedagogy” research and practice.
https://ctl.columbia.edu/resources-and-technology/resources/assessing-equitably/

• Engaging Students as Partners in Faculty Development focused on Engaged, Integrative, & Equitable Learning-Elon University
  • All participants have the opportunity to contribute equally, although not necessarily in the same ways.
  • Course consulting was done by peer-students which allowed for transparency in answers and equity orientation

• Indiana University Purdue University Indianapolis offers a yearly assessment institute with focus on Diversity, Equity and Inclusion.
Best Practices at UTEP

UNIV 1301-Integration of Digital Story

MAT Mathematics-qualitative and quantitative assessment practices

Capstones and Final portfolios

Reflection assignments

Student Affairs-program and learning outcomes and yearly assessment forum.

Use of Blackboard goals to align assessments with learning outcomes
Discussion:
Let’s talk about how you incorporate in your teaching, examples of equity-minded assessment.

- Solicit student feedback
- Scaffolding assessments
- Check biases and assumptions
- Financial Responsibilities
Keep It manageable...

- Stop collecting data that you are not using
- Take things that you are already doing and make changes as necessary
- Embed assessment in day-to-day practices
- Use sampling and calibration techniques
- Create learning outcomes with measurable verbs
Using Planning Module...

• Accessible through my.utep.edu
  https://my.utep.edu/My

• Templates for reports:
  • Assessment Plan
  • Feedback Form
  • Program Outcome Report

• Documents Tab
  • Allows to save documents specific to assessment process by organizational unit;
  • Users to unit have access and documents are stored in the Planning Module platform.

• Reports Tab
  • Allows users to run multi-year reports available in the Planning Module to share results with constituents.

Recurring Deadlines:
March 15; Deadline to submit Assessment Plan(s) in Planning Module
December 10; Deadline to submit Learning Outcome Report(s) in Planning Module
RESOURCES and SOURCES...

Office of the Provost-Assessment Plan Toolkit
https://www.utep.edu/provost/assessment/index.html

AAC&U Value Rubrics
https://www.aacu.org/initiatives/value-initiative/value-rubrics

AAC&U: Engaging in Authentic Assessment Website

On the Same Page? Administrator and Faculty Views on What Shapes College learning and Student Success
https://dgmg81phhvh63.cloudfront.net/content/user-photos/Research/PDFs/OntheSamePage_FINAL_2-15-22_pdftoprint.pdf
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Individualized Consultations and On-Demand Workshops
Email: kviscapa@utep.edu
QUESTIONS?