A Landscape Analysis of Equity-Centered Assessment Practice
Post-Institute Bonus Session
Friday, November 19, 2021

Links and Resources Shared in the Chat

Anne Lundquist (she/hers): Lundquist & Henning, Framework for Equity-Centered Assessment:

Anne Lundquist (she/hers): We will be posting a quantitative report soon on this web site, which also has a lot of equity-centered assessment resources. After the new year, there will also be a qualitative report and a webinar discussion about the data. https://www.anthology.com/equity-centered-assessment

Ann Glazer (she | her): We have developed a 15-24 month cohort-based faculty coaching program to build faculty capacity for equity-centered assessment of student learning:
https://assessment.ucdavis.edu/programs/pace4e

Ann Glazer (she | her): https://assessment.ucdavis.edu/programs/pace4e

Kristina Hoeppner (she/her): The AAEELB Taskforce on Digital Ethics in ePortfolios published a series of principles to guide work with portfolios, including strategies for DEIBD and evaluation:
https://scalar.usc.edu/works/aaeebl-digital-ethics-principles-v2/index

Kristina Hoeppner (she/her): https://scalar.usc.edu/works/aaeebl-digital-ethics-principles-v2/index

Anne Lundquist (she/hers): Public Design for Equity Equity Pause
https://www.publicdesignforequity.org/blog/2020/5/25/equity-pause-questions

Anne Lundquist (she/hers): https://www.learningoutcomesassessment.org/equity/

Gavin Henning (he/him/his):
https://styluspub.presswarehouse.com/browse/book/9781642672572/Reframing-Assessment-to-Center-Equity

Gavin Henning (he/him/his): Feel free to reach out to us: ghenning@nec.edu

Anne Lundquist (she/hers): anne.lundquist@temple.edu

Anne Lundquist (she/hers): Please let us know if you want to share your thoughts on our web site.
**What equity-centered strategies are you using?**

- **Integrated into Principles and Practices of Student Learning Assessment**
  - Starting discussions about collecting more qualitative data
  - Yearly review of demographic category options
  - Changes at the institutional levels are being conducted through equity chats, courses to increase awareness and sharing toolkits for DEI.

- **Use Student Assessment Teams**
  - Disaggregating data
  - Thinking through different ways to collect data outside of surveys.

- **Exploring "grading for equity" best practices.**
  - Disaggregating data, providing open-ended response options to give as much flexibility as possible in responses, using slider bars rather than radio buttons.

- **We have developed a 15-24 month cohort-based faculty coaching program to build faculty capacity for equity-centered assessment of student learning:**
  - Collaboration between assessment office and Center for Teaching for Learning (who precede our office in having a strong equity focus) to engage faculty

- **Updating demographic option categories**
  - Including undergrad and grad students as reps to the committees that plan and design assessment of student learning and of institutional effectiveness.

- **Integrated into official University-wide Student Learning Assessment Plan that sets policies and procedures**
  - Working to bring diverse perspectives (students, staff, faculty) to university-level discussions of data collected on learning.

- **Disaggregating Data: Questions, faculty, and students**
What stands out to you from the data we shared?

If 33% of respondents feel supported by their institutions to use these practices, yet ~80% use them, what does that mean? Support is not required?
What additional questions do you have regarding the data?

- What are some the reasons people do not feel prepared to engaged in equity based assessment?

- How do you actively include traditionally underserved populations in data collection and analysis? Eventual decision making?

- Not sure if I missed this but was wondering how the data looked broken out by race/ethnicity and other identities.

- Trying to navigate the jargon of different circles for equity-minded vs. equity-centered assessment, and how the various labels for assessment relate to what my institution is actually doing

... or where these terms would fit into a conversation with others at my institution.
What actions might this data prompt us to take as a field?

This needs to be added to the graduate curriculum.