

Assessment Institute
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# Reaching the 25%: Creating a Culture of Assessment through Equity-based Practices

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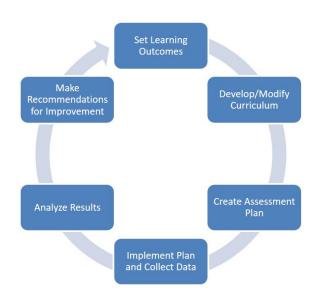
#### **Session Outcomes**

#### Participants will

- identify barriers to learning and its expression created by assessment practices.
- describe the intersection between UbD and UDL in designing effective assessment that promotes student learning.
- apply UbD and UDL design principles to reducing barriers to learning created by assessment methods/measures.



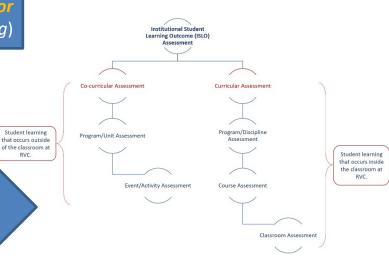
### Assumptions



Assessment is a continuous improvement process.

The process is designed for improvement of student learning. (i.e., assessment for student learning)

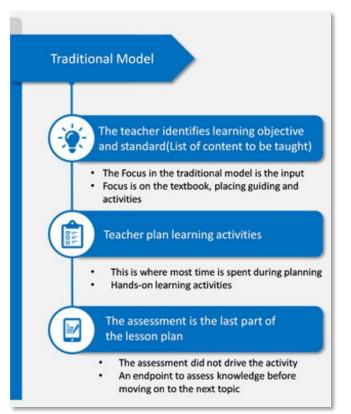
Direct measures of student learning can best inform the assessment process.





### A Proposition about Design

- Design is critical to providing effective learning opportunities.
- A "traditional" model of design creates barriers to student learning and to their expression of what they have learned.



#### **Activity-oriented Design**

- Hands-on without being minds-on
- Activities that are fun/interesting, but do not lead anywhere intellectually

#### Coverage

- Focus on content of text or lecture notes
- "Get through" factual material within a given amount of time

Lack explicit focus on important ideas

Do not provide evidence of learning



### Common Barriers Identified

time constraints financial barriers

mental health issues limited understanding of institution/ higher education

language barriers

neurodiversity

work-life balance

job insecurities Sense of belonging

confidence issues

family pressures

little to no practical experience

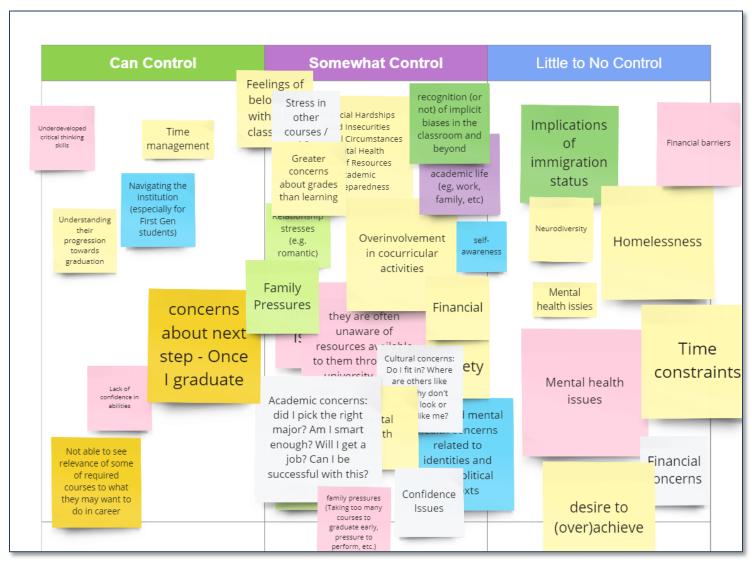
immigration status

lack of confidence in abilities

homelessness



### **Examining Barriers**



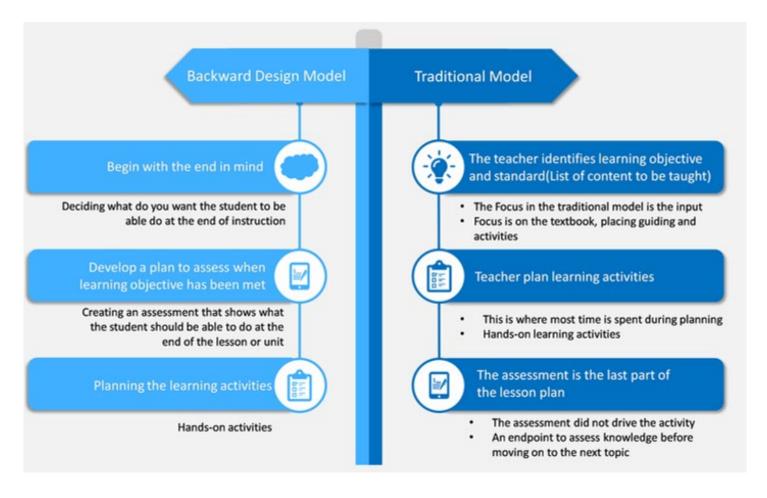


### A Proposition about Design (cont.)

- Understanding by Design and Universal Design for Learning each offer an alternative that improve efficiency and effectiveness of learning.
  - Understanding by Design : focus on what students need to learn
  - Universal Design for Learning: focus on developing learners
- Used in conjunction, Understanding by Design and Universal Design for Learning provide effective, goal-oriented learning opportunities that foster equity and inclusion.
- These goal-oriented learning opportunities the foster equity and inclusion can reduce/remove barriers for all learners.



### Understanding by Design (UbD)



## Universal Design for Learning (UDL)

The Universal Design for Learning Guidelines

Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning

Provide multiple means of **Representation** 

Recognition Networks
The "WHAT" of Learning

CAST Until learning has no limits

Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning

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#### Provide options for

#### Recruiting Interest on

- Optimize individual choice and autonomy (7.1)
- . Optimize relevance, value, and authenticity (7.2)
- · Minimize threats and distractions (7.3)

#### Provide options for Perception (1)

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

#### Provide options for Physical Action (4)

- . Vary the methods for response and navigation (4.1)
- . Optimize access to tools and assistive technologies (4.2)

Provide options for

#### Sustaining Effort & Persistence ®

- . Heighten salience of goals and objectives (8.1)
- . Vary demands and resources to optimize challenge (8.2)
- . Foster collaboration and community (8.3)
- . Increase mastery-oriented feedback (8.4)

Provide options for

#### Language & Symbols (2)

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- . Promote understanding across languages (2.4)
- . Illustrate through multiple media (2.5)

Provide options for

#### Expression & Communication (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

emalize

#### Provide options for Self Regulation ®

- Promote expectations and beliefs that optimize motivation (9.1)
- . Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for

#### Comprehension ®

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (9.2)
- Guide information processing and visualization (3.3)
- . Maximize transfer and generalization (3.4)

Provide options for

#### Executive Functions (6)

- Guide appropriate goal-setting (6.1)
- . Support planning and strategy development (6.2)
- . Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Expert learners who are...

**Purposeful & Motivated** 

Resourceful & Knowledgeable

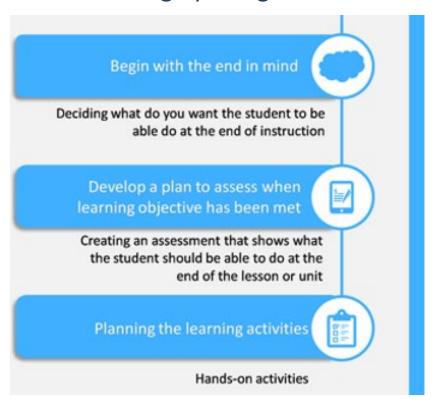
Strategic & Goal-Directed

Goal

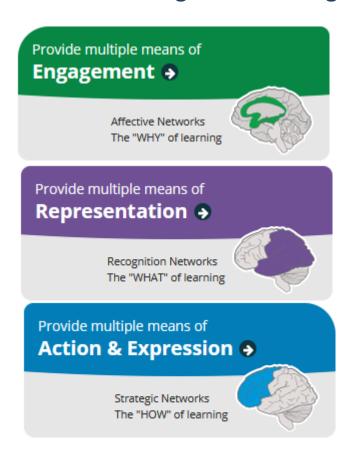


### Integrating Design Principles

#### Understanding by Design



#### Universal Design for Learning





### **Assumptions Revisited**

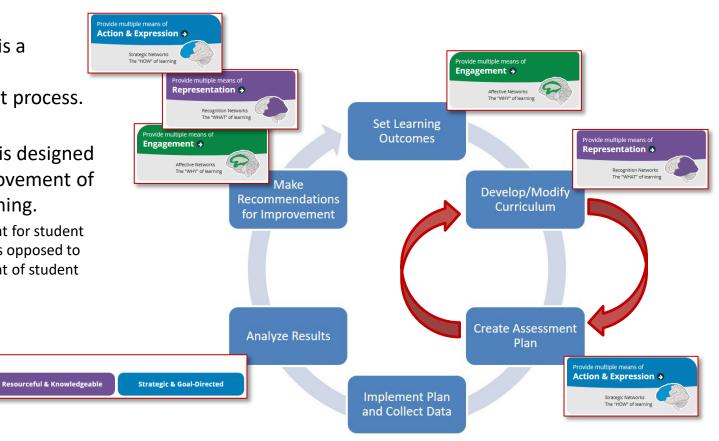
Assessment is a continuous improvement process.

 The process is designed for the improvement of student learning.

Expert Learners who are...

Purposeful & Motivated

 assessment for student learning as opposed to assessment of student learning





### **Example In Practice**

### Rethinking Introduction to Philosophy





### Questions



- Based on this conversation, what are some strategies you might use at your institution to designing assessment to improve equity and inclusion?
- How would you implement these strategies given the current culture of your institution?

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