ASSESSMENT IN THE SERVICE OF EQUITY

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Write on your card a response to one of these questions/prompts:

• What’s bringing you to this specific session?
• A question you have about assessment.
• A question you have about equity/diversity/justice/inclusivity in your work.
• A concern you have about equitable assessment.
Learning Outcomes

Participants will be able to:
• Define aspects of equity in assessment
• Promote equitable outcomes through assessment
• Apply principles of equity-based assessment to an existing course, program, or service.
What does assessment look like?

• **Institutional** – National Survey on Student Engagement (NSSE), Middle States Accreditation; climate surveys for faculty/staff

• **School** – Discipline-Specific Accreditation (ABET, PAB, ASD, APA); faculty/staff reviews

• **Department/Program** - Comprehensive Program Review, Annual Assessment reports

• **Courses** - Rubrics, assignments, surveys, one-on-ones

• **Co-curricular Programs** – Rubrics, assignments, surveys, one-on-ones

All assessments are designed to be *self-reflecting*; “what does this data say about me/us?”
What does *equitable* assessment look like?

- **Meaningful, Measurable, Manageable**
- **Student-centered (*learner*-centered)**
  - What do students need to know?
  - How are you structuring your learning outcomes and assignments to *be* student centered?
  - Documented in syllabus?
- **Evidenced-based**
- **Occurs in the collection, in the analysis, in the sharing, and the implementation!**
Examples of Equitable Assessment

**PLAN:** Communication Literacy 1

**COLLECT:** Differentiated instruction and assessment

**REFLECT:** Bias Study for Faculty Course Evaluations
   - International Diversity Visualization

**IMPROVE:** iPad Study – Indigenous Studies
Promoting equitable outcomes in your assessment practices

- **Always ask: “WHO IS THIS FOR?” and “WHO DOES THIS LEAVE OUT?”**
- **Collaboration** – everyone is included in outcome creation, everyone contributes to assessment
- **Consistency** – putting in regular effort
- **Planning ahead** – assignments/activities are designed with outcomes in mind, so assessment is built in (not extra work)
- **Rewarding continuous improvement** – assessment is about learning, and making mistakes is normal.
Practicing what we preach – At the Program Level

• Review the following Program Learning Outcome for the Chemistry BA Program

• How can it be more
  • Meaningful
  • Measureable
  • Manageable
  • Consider Diversity, Equity, and Inclusion?

“Understand the ethical, historic, philosophical, and environmental dimensions of problems and issues facing chemists.”
Practicing what we preach – Group Work – At the Co-curricular Level

• Review the following learning outcomes for the career center Peer Coaches: *Peer Coaches will be able to outline possible impacts of switching a major including financial aid, length of study, navigating family conversations, ISS connections.*

• How can we assure assessment considers diversity, equity, and inclusion?
Practice what we preach – Group Work - at the Course level

• Course level outcome: *Students will demonstrate proficiency in at least 3 types of drawing techniques.*

• How can we assure assessment considers diversity, equity, and inclusion?
Individual Practice

• Plan
  Who do I need to include when designing this outcome/activity? How does this support current curriculum/frameworks? What diverse populations will this impact, or leave out?

• Collect
  Are my assignments/tasks manageable? Inclusive? Do I need input from specialists on Campus?

• Reflect
  Is this relevant to my outcomes? Am I considering all parties? Is the success criteria equitable? What differences exist between groups?

• Improve
  Is this relevant to my outcomes? Am I considering all parties? Is the success criteria equitable? What differences exist between groups?