

Assessment and Equity: Considerations, Challenges, and Opportunities to Engage and Empower Diverse Learners

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Our Journey Ahead

- Background on NILOA
- Equity in assessment
- Work still unfolding
- Future Directions
- Promising practices
- Q&A



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National Institute for Learning Outcomes Assessment (NILOA)

NILOA's mission is to discover and disseminate effective use of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.

- Surveys ● Web Scans ● Case Studies ● Focus Groups ● Website
- Occasional Papers ● Resources ● Newsletter ● Presentations
- Transparency Framework ● Featured Websites ● Accreditation Resources ● Assessment Event Calendar ● Assessment News
- Measuring Quality Inventory ● Policy Analysis ● Environmental Scan ● Degree Qualifications Profile ● Tuning

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Occasional Paper 29

- How consequential can assessment be if it is not inclusive of diverse learners?
- Check our assumptions
 - 3 Musketeers
 - Equality in process ≠ equality in results
 - Who our students are
 - Example: Honors program
 - Example: Iceland
 - Take stock
- We need more equitable assessment practices

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Why Equity?

- Why not focus on Diversity? Equality?
- Intersectionality (Kimberlé Crenshaw, 1989)
- Culturally Relevant Pedagogy (Ladson-Billings, 1995)

The end goal is equality through mindfulness of diversity, equity, and socially just practices

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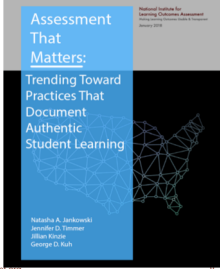
Equity is a Driver for Assessment

"Equity is an important consideration in assessment work... Survey respondents indicated that addressing issues of equity was important to assessment efforts and disaggregation of evidence of learning by various groupings of students was beginning to occur."

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But It Doesn't Lead to Action

- Equity was underemphasized in data use. Using assessment data to support the achievement of equity goals was uncommon.



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NILOA's Equity Conversation


- Themes
 - Grassroots Effort
 - Disaggregation
 - Student Affairs
 - Social Justice, Power/Oppression, & Advocacy
 - Stakeholder Roles
 - Pedagogy



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HBCU CEEQA

- HBCU Collaboration for Excellence in Educational Quality Assurance (CEEQA)
- Est. in 2017, CEEQA seeks to lend assessment expertise to the HBCU community and higher education landscape while being true to HBCU missions and culturally relevant assessment approaches.
- Share success stories




Assessment, Accountability, and Student Learning Outcomes at Historically Black Colleges and Universities

Verna F. Orr
November 2018

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HBCU CEEQA

- Assessment and institutional effectiveness leaders dedicated to advancing student learning, institutional quality, and student success
 - Clark Atlanta University
 - Fayetteville State University
 - *Georgia Tech
 - Howard University
 - Interdenominational Theological Center
 - Lane College
 - Meharry Medical College
 - Morehouse School of Medicine
 - Savannah State University
 - Spelman College




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HBCU CEEQA

- Expanded to over 30 HBCUs
- 2nd Annual convening this Summer in Atlanta, GA
- Assessment Institute in Indianapolis
- NSF funding
- Interested? Contact:
 - vorr2@illinois.edu
 - nlqa@education.illinois.edu



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Future Directions

- Forthcoming Case Studies
- Diverse cases
 - Composition
 - Terminology
 - Assessment Continuum
- Still looking for more participants!
- Podcast: campuslabs.com/socially-just-assessment/podcasts/




Council for the Advancement of Standards in Higher Education


Data Driven Innovation

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Future Directions

- Measurement
 - Beyond item validity
 - National Surveys
- Frameworks for Practice

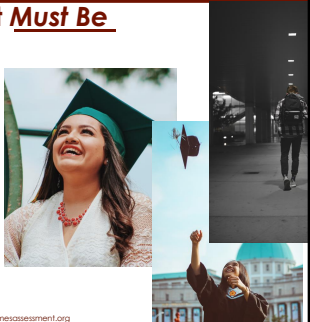



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Equitable Assessment Must Be Student-Centered

- Students as objects of the assessment
- Students as active participants
 - Student agency
 - Better connections between learning experiences

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Equitable Assessment Practices

- Review & co-construct learning outcomes
 - Example: Cathy N. Davidson, City University of New York
- Allow for multiple demonstrations of learning



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About Alternative Demonstrations of Learning

- In a study at the University of East London, students were allowed to choose how they were assessed, significantly improving attainment among learners without an academic background (Grove, 2016). Instead of completing exams based on coursework, students were given the option to do a presentation, poster, or debate. Using the alternative assessment techniques **"helped mitigate the fact that many first-year students had not been in formal education for some time"** allowing them space to demonstrate their learning, not their exam-taking abilities (Grove, 2016).



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About Alternative Demonstrations of Learning

- Gosselin and Gagné (2014) argued that there are "methods of assessment that can foster inclusiveness and academic success whilst upholding high standards for the quality of student learning" yet interestingly "most innovations in this context have focused on teaching rather than on student learning" (p. 6). **Differentiated assessment approaches complement the existing structure and allow the relationship between faculty and student to shift to one of collaboration instead of power, regarding decisions about how students demonstrate their learning**

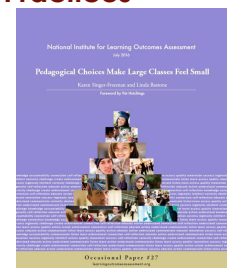


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Equitable Assessment Practices

- Change pedagogy accordingly
 - Involving students is not impossible or time consuming
 - Focus on inclusivity, collaboration



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Let's Reflect and Share Ideas

1. Locate the yellow handout on your table
2. Use the questions as guides for your discussion. Reflect, write down ideas and share with your group.
 - Where could this work begin or advance on your campus?
 - What could your role be to advance equity in assessment?



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Questions

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