

# ASSESSMENT IN THE SERVICE OF EQUITY

Presented by

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

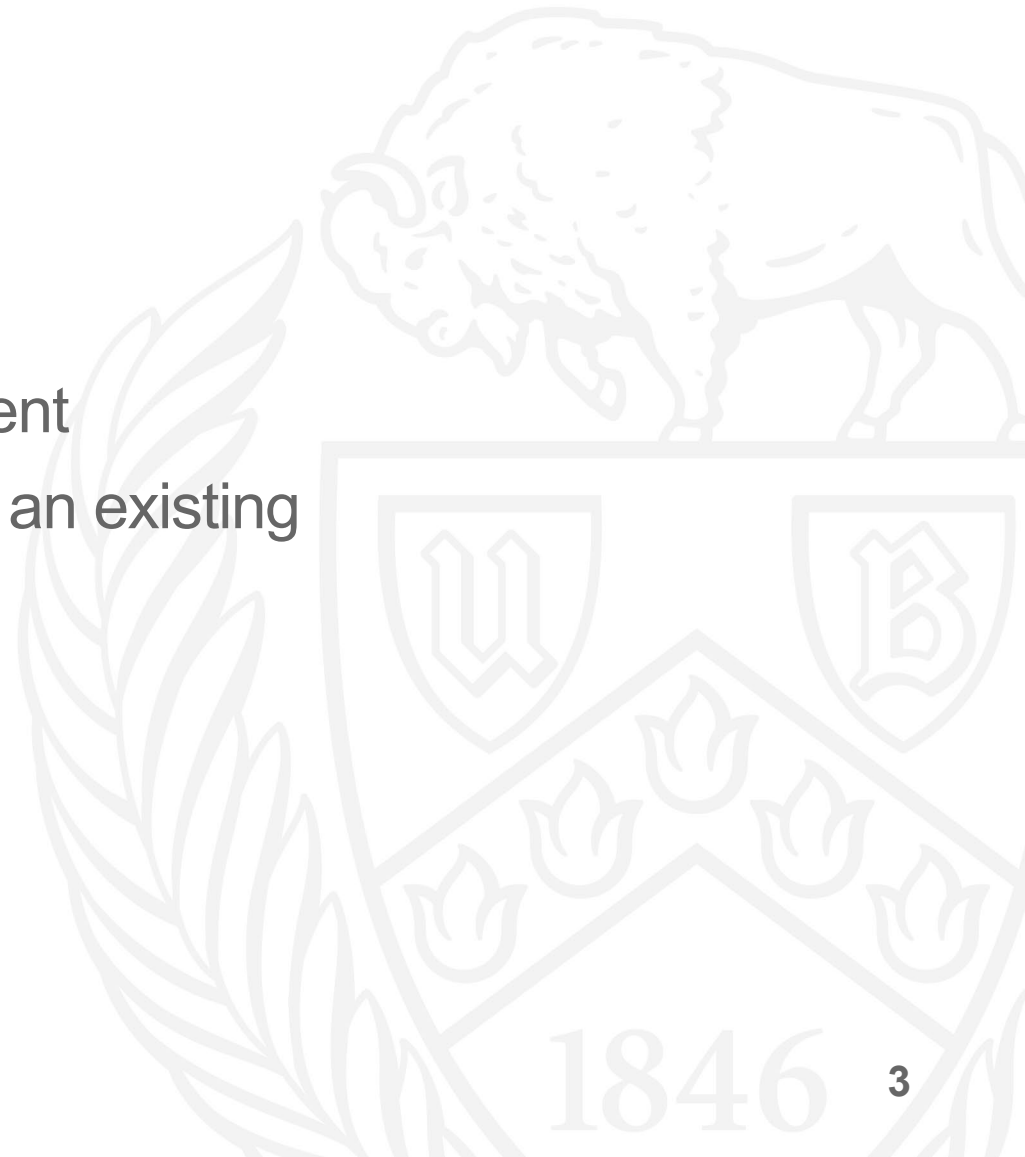
- What's bringing you to this specific session?
- A question you have about assessment.
- A question you have about equity/diversity/justice/inclusivity in your work.
- A concern you have about equitable assessment.



# 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.



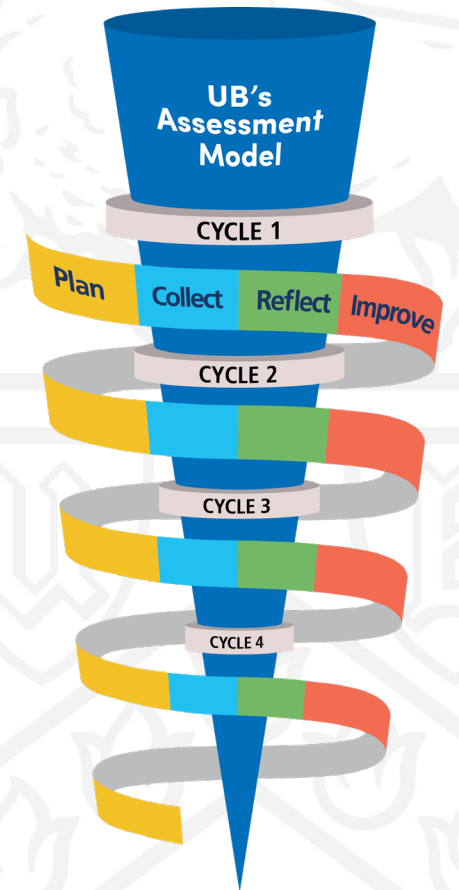
# What does assessment look like?

- **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

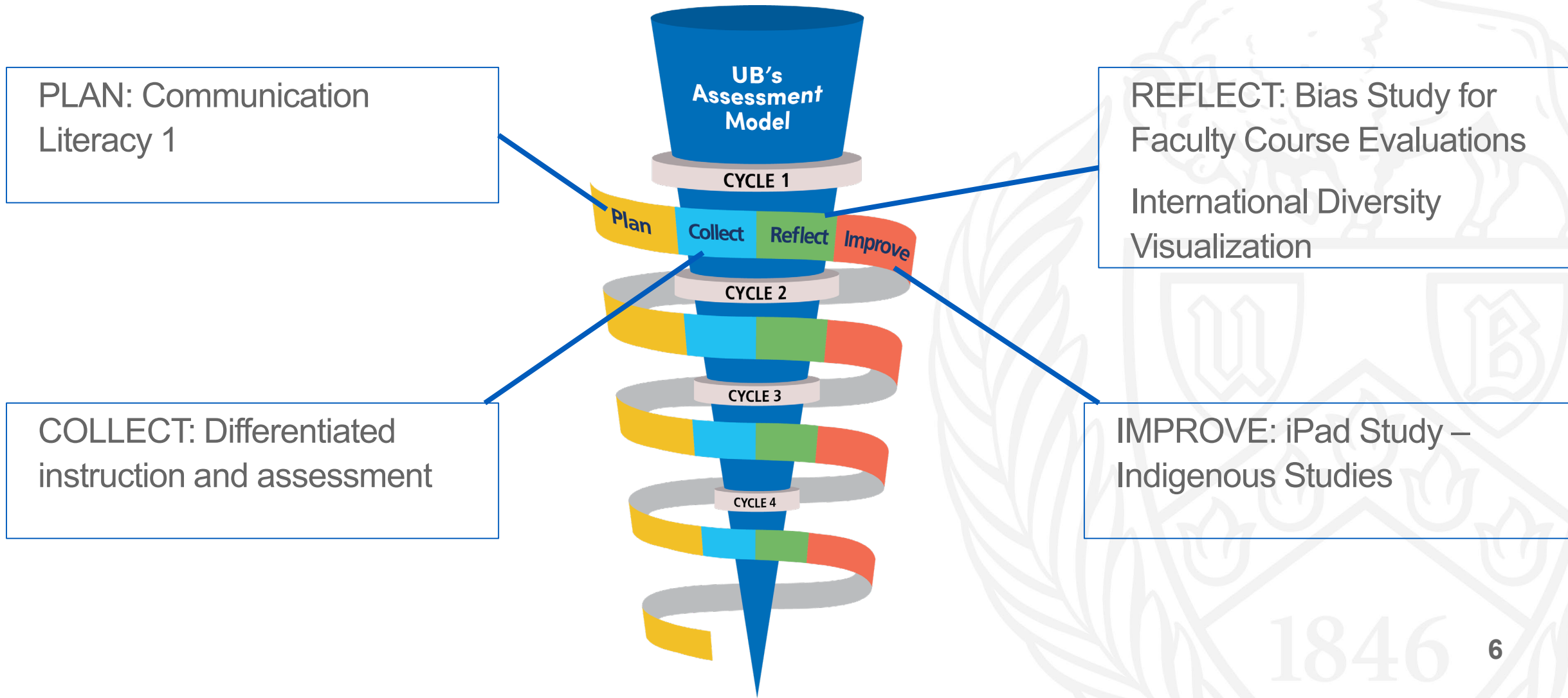
**All assessments are designed to be *self-reflecting*;  
“what does this data say about me/us?”**

# 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





# 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?