

Using Multiple Assessment Measures for Implementing Ethical and Equitable Reforms

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Session Outcomes

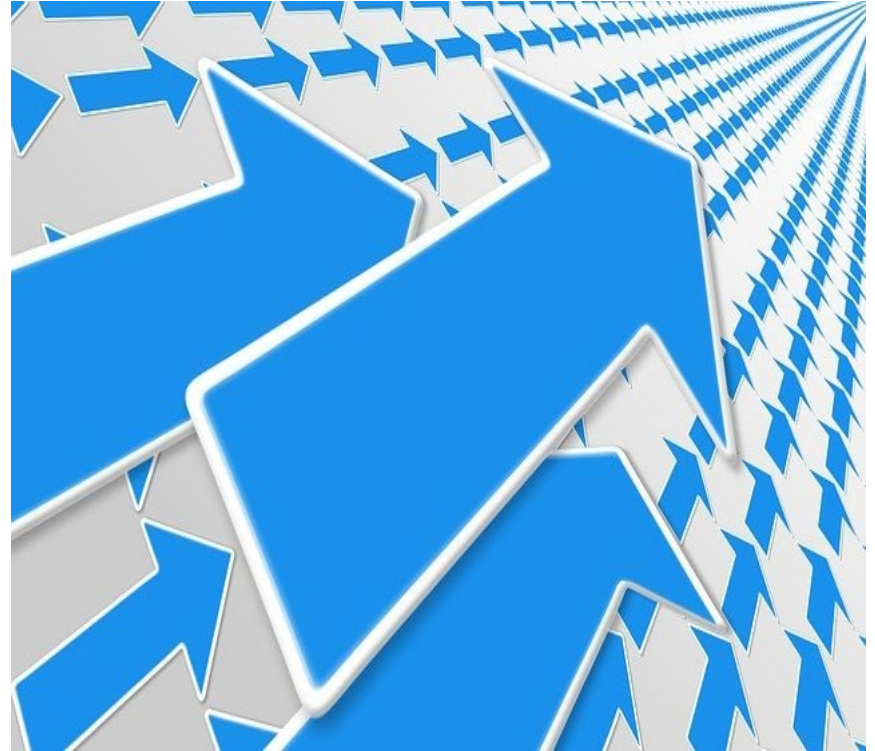
- Understand the role and characteristics of ethical assessment as part of an equity-focused reform initiative.
- Identify types of assessment data to collect at various stages of implementing reforms.
- Use assessment data in a recursive way to implement equitable change.
- Develop a plan for assessing reform initiatives.

Assessment is the key to ethical
and equitable reforms.

Reform Initiatives to Increase Educational Opportunities

- Developmental education reforms
- Placement reforms
- Integrated reading and writing
- Acceleration
- Co-requisite support courses
- Math pathways
- Guided Pathways

Other wide scale institutional actions affecting students' educational trajectories



Activity: Share in the Chat

What reform initiatives have been implemented, planned, or considered at your institution?



The Ethical Goal of Reforms: Equity

The real intention can be austerity pretending to be equity.

The intention can be equity but the result can be inequitable.



Who Initiates Reforms?

External to a Program

- Legislatively imposed
- Administratively imposed
- Shared governance initiatives

Requires institutional research; needs program assessment to ensure equity

Internal to a Program

- Adapted from national models
- Developed from research
- Grassroots efforts

Requires program assessment; benefits from institutional research to get a full picture

Impact of Reforms on Students' Educational Pathways

Courses

Prerequisites

Sequences

Success outcomes

Retention to college

Access to educational
opportunities



Essential Role of Assessment in Equitable Reforms

Reform initiatives can be good, bad, neutral, or mixed

Ethical assessment

- Ensures that changes are working
- Identifies whether changes cause harm
- Reveals inequities
- Gauges impact on faculty and staff
- Targets areas for improvement
- Determines when and how to scale up a pilot



Ethical Problems with Assessing Reform Initiatives

- Pretending to confirm that the program works (without assessing whether it does)
- Hiding or ignoring problematic results
- Assessing without intending to improve or change
- Knowing that an assessment exercise is flawed (but doing it anyway)
- Asserting that anyone can do the work without learning how

Ethical Assessment: Principle 1

For reform initiatives,
ethical assessment is
always local.



Ethical Assessment: Principle 2

Changes that affect students' educational pathways require multiple assessment measures.



Ethical Assessment: Principle 3

Assessing whether a change is effective and equitable requires an open-ended exploration (not predetermined outcomes to confirm that an initiative works).



Ethical Assessment: Principle 4

Assess with the plan to make meaningful changes based on the results rather than doing it to fulfil an assessment requirement.



Ethical Assessment: Principle 5

Limit assessment to the scope and time frame for the reform. Don't make claims that ignore intervening variables in students' college experiences.



Other Considerations for Ethical Assessment

- Align methods with the reform
- Center methods on students
- Disaggregate data
- Gather data over time
- Acknowledge blindspots and limitations
- Limit claims to available data
- Disseminate in transparent ways



What to Assess: Ensuring That Reforms Are Equitable

- Student success outcomes
- Student learning
- Disparate impact and unintentional inequities
- Impact on faculty workload (and potential inequities)
- Impact on workload for staff (advisors, learning centers, other student services, etc.)



Activity: Reflect on Challenges

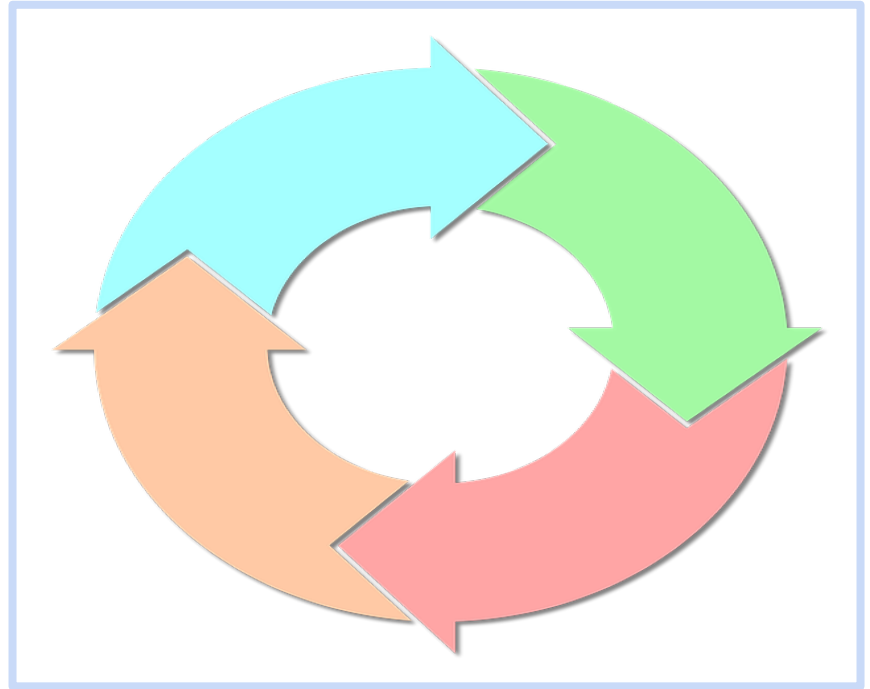
What ethical challenges have you faced (or do you foresee facing) when implementing reforms at your institution?



Use an assessment process that
creates a foundation for
sustainable changes and
equitable student pathways
toward a degree

Process for Assessing Reform Initiatives

1. Collect initial data
2. Develop a pilot
3. Assess the pilot
4. Scale up the change
5. Redesign curriculum
6. Provide faculty development
7. Assess over time



Step 1: Collect Initial Data

Collect assessment data before implementing change

- Gather institutional research
- Examine program data
- Conduct a needs assessment
- Use assessment results to determine reform methods



Step 2: Develop a Pilot

Develop a pilot that responds to initial assessment data and locally situated concerns

- Use assessment data to guide the pilot
- Plan for assessment before starting the pilot
- Never implement wide scale change without a pilot



3. Assess the Pilot

Assess the initial pilot through multiple measures of disaggregated data

- Grades and other success outcomes
- Impact on specific student communities
- Retention to the next semester
- Academic standing
- Evidence of student learning
- Impact on curriculum and instruction
- Student experiences
- Instructor experiences
- Advisor and staff experiences

4. Scale Up the Change

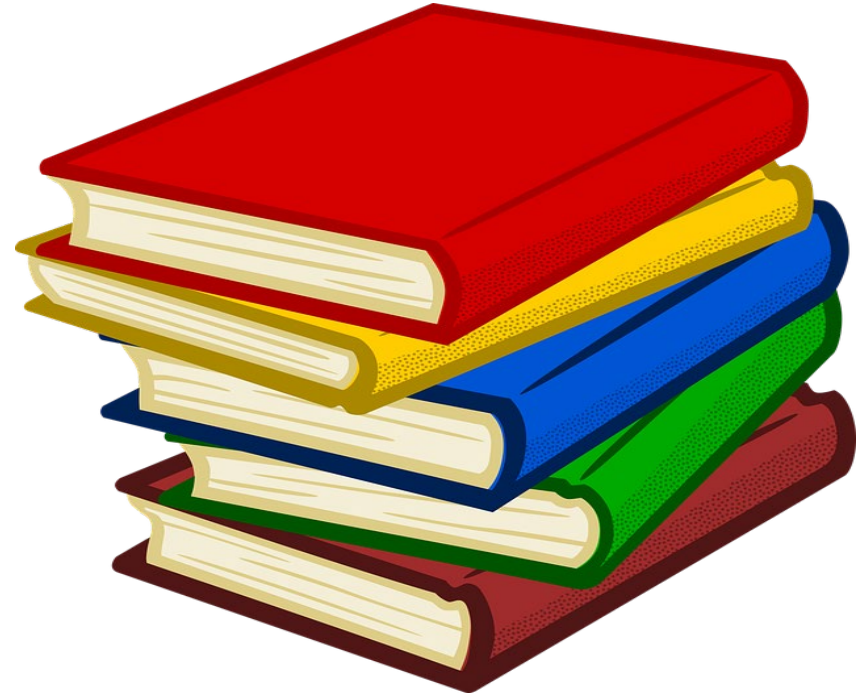
Use assessment data to guide how to scale up the change after an initial pilot

- When and how should the reform replace existing practices?
- Should the pilot be changed and/or extended?
- What resources are required for equitable change?
- Should the reform be implemented at all?

5. Redesign the Curriculum

Redesign curriculum and program structures based on assessment data collected from the pilot

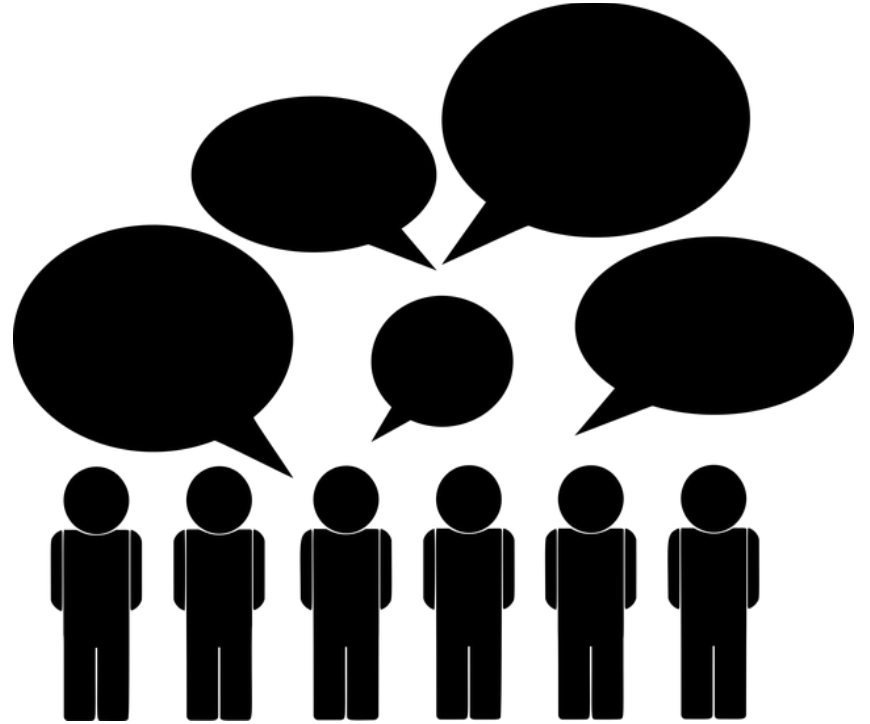
- Identify curricular impacts
- Revise curriculum
- Support new teaching practices
- Create and implement a plan for assessing curricular changes



6. Provide Faculty Development

Create and fund opportunities for faculty and relevant staff to do the work required for the change

- Workshops
- Mentoring
- Learning communities
- Online resources
- Course releases or stipends



7. Assess Over Time

Continue to collect multiple measures of data over time

Create a multi-year assessment plan



Activity: Identify an Action Step

Identify one task that will help you use assessment as a tool for implementing ethical and equitable change at your institution.



Moderator Comments
Q & A (as time permits)

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