

***A Landscape Analysis of Equity-Centered Assessment Practice***  
**Post-Institute Bonus Session**  
**Friday, November 19, 2021**

**Links and Resources Shared in the Chat**

Anne Lundquist (she/hers): Lundquist & Henning, Framework for Equity-Centered Assessment:  
<https://www.anthology.com/blog/increasing-awareness-and-reducing-harm-a-framework-for-equity-minded-and-equity-centered-assessment>

Anne Lundquist (she/hers): We will be posting a quantitative report soon on this web site, which also has a lot of equity-centered assessment resources. After the new year, there will also be a qualitative report and a webinar discussion about the data. <https://www.anthology.com/equity-centered-assessment>

Ann Glazer (she | her): We have developed a 15-24 month cohort-based faculty coaching program to build faculty capacity for equity-centered assessment of student learning:  
<https://assessment.ucdavis.edu/programs/pace4e>

Ann Glazer (she | her): <https://assessment.ucdavis.edu/programs/pace4e>

Kristina Hoepfner (she/her): The AAEEBL Taskforce on Digital Ethics in ePortfolios published a series of principles to guide work with portfolios, including strategies for DEIBD and evaluation:  
<https://scalar.usc.edu/works/aaeebl-digital-ethics-principles-v2/index>

Kristina Hoepfner (she/her): <https://scalar.usc.edu/works/aaeebl-digital-ethics-principles-v2/index>

Anne Lundquist (she/hers): Public Design for Equity Equity Pause  
<https://www.publicdesignforequity.org/blog/2020/5/25/equity-pause-questions>

Anne Lundquist (she/hers): <https://www.learningoutcomesassessment.org/equity/>

Gavin Henning (he/him/his):  
<https://styluspub.presswarehouse.com/browse/book/9781642672572/Reframing-Assessment-to-Center-Equity>

Gavin Henning (he/him/his): Feel free to reach out to us: [gHenning@nec.edu](mailto:gHenning@nec.edu)

Anne Lundquist (she/hers): [anne.lundquist@temple.edu](mailto:anne.lundquist@temple.edu)

Anne Lundquist (she/hers): Please let us know if you want to share your thoughts on our web site.



# What equity-centered strategies are you using?

**Integrated into Principles and Practices of Student Learning Assessment**

starting discussions about collecting more qualitative data

**Yearly review of demographic category options**

**Changes at the institutional levels are being conducted through equity chats, courses to increase awareness and sharing toolkits for DEI.**

**Thinking through different ways to collect data outside of surveys.**

**disaggregating data, including students**

disaggregating data, providing open-ended response options to give as much flexibility as possible in responses, using slider bars rather than radio buttons

Including undergrad and grad students as reps to the committees that plan and design assessment of student learning and of institutional effectiveness

**Use Student Assessment Teams**

disaggregating data

**Exploring "grading for equity" best practices.**

**We have developed a 15-24 month cohort-based faculty coaching program to build faculty capacity for equity-centered assessment of student learning: <https://assessment.ucdavis.edu/programs/pace4e>**

**updating demographic option categories**

Integrated into official University-wide Student Learning Assessment Plan that sets policies and procedures

Working to bring diverse perspectives (students, staff, faculty) to university-level discussions of data collected on learning.

Disaggregating Data: questions, faculty, and students

**Collaboration between assessment office and Center for Teaching for Learning (who precede our office in having a strong equity focus) to engage faculty**

What stands out to you from the data we shared?

**If 33% of respondents feel supported by their institutions to use these practices, yet ~80% use them, what does that mean? Support is not required?**



## What additional questions do you have regarding the data?

**What are some the reasons people do not feel prepared to engaged in equity based assessment?**

**How do you actively include traditionally undeserved populations in data collection and analysis? Eventual decision making?**

**+1**

**Not sure if I missed this but was wondering how the data looked broken out by race/ethnicity and other identities.**

**Trying to navigate the jargon of different circles for equity-minded vs. equity-centered assessment, and how the various labels for assessment relate to what my institution is actually doing**

**... or where these terms would fit into a conversation with others at my institution.**

What actions might this data prompt us to take as a field?

**This needs to be added to the graduate curriculum.**