



Reaching the 25%: Creating a Culture of Assessment through Equity-based Practices

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About This Session

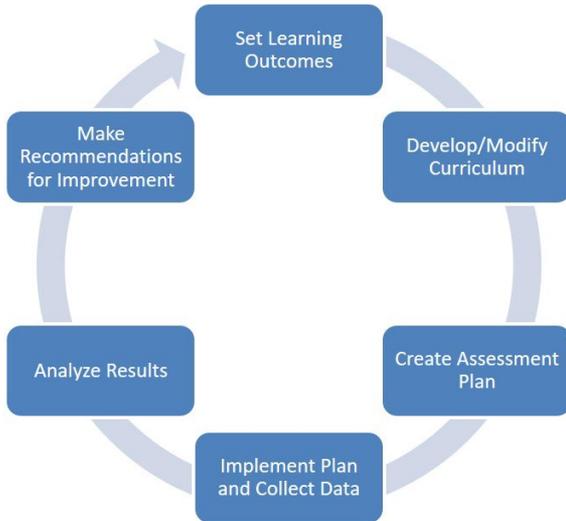
Session Outcomes

Participants will

- identify barriers to learning and its expression created by assessment practices.
- describe the intersection between UbD and UDL in designing effective assessment that promotes student learning.
- apply UbD and UDL design principles to reducing barriers to learning created by assessment methods/measures.



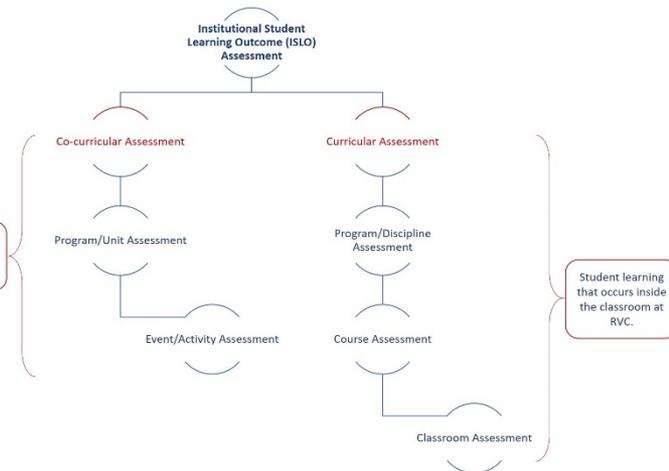
Assumptions



Assessment is a continuous improvement process.

The process is designed for improvement of student learning. (i.e., *assessment for student learning*)

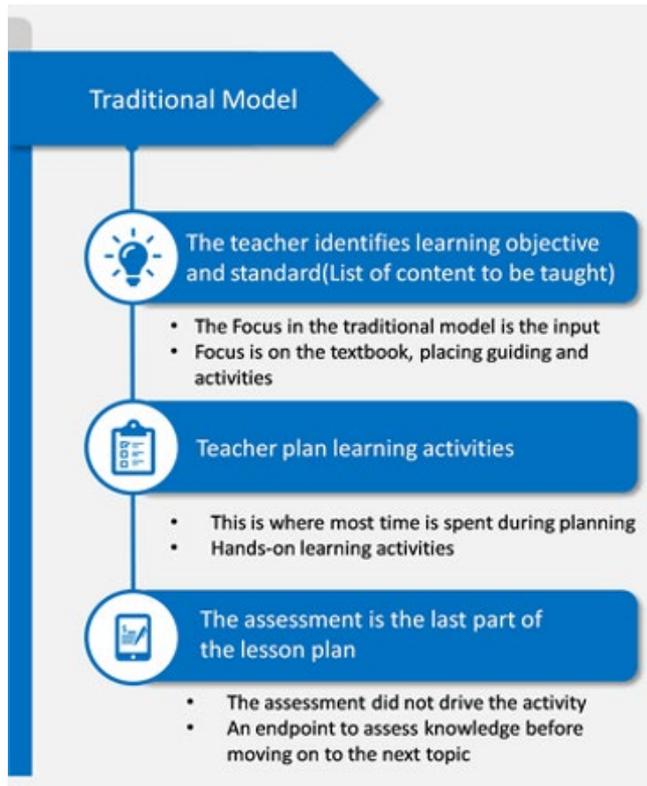
Direct measures of student learning can best inform the assessment process.





A Proposition about Design

- Design is critical to providing effective learning opportunities.
- A “traditional” model of design creates barriers to student learning and to their expression of what they have learned.



Activity-oriented Design

- Hands-on without being minds-on
- Activities that are fun/interesting, but do not lead anywhere intellectually

Coverage

- Focus on content of text or lecture notes
- “Get through” factual material within a given amount of time

Lack explicit focus on important ideas

Do not provide evidence of learning



Common Barriers Identified

time
constraints

financial
barriers

mental
health
issues

limited
understanding
of institution/
higher
education

language
barriers

neurodiversity

work-life
balance

job
insecurities

Sense of
belonging

confidence
issues

family
pressures

little to no
practical
experience

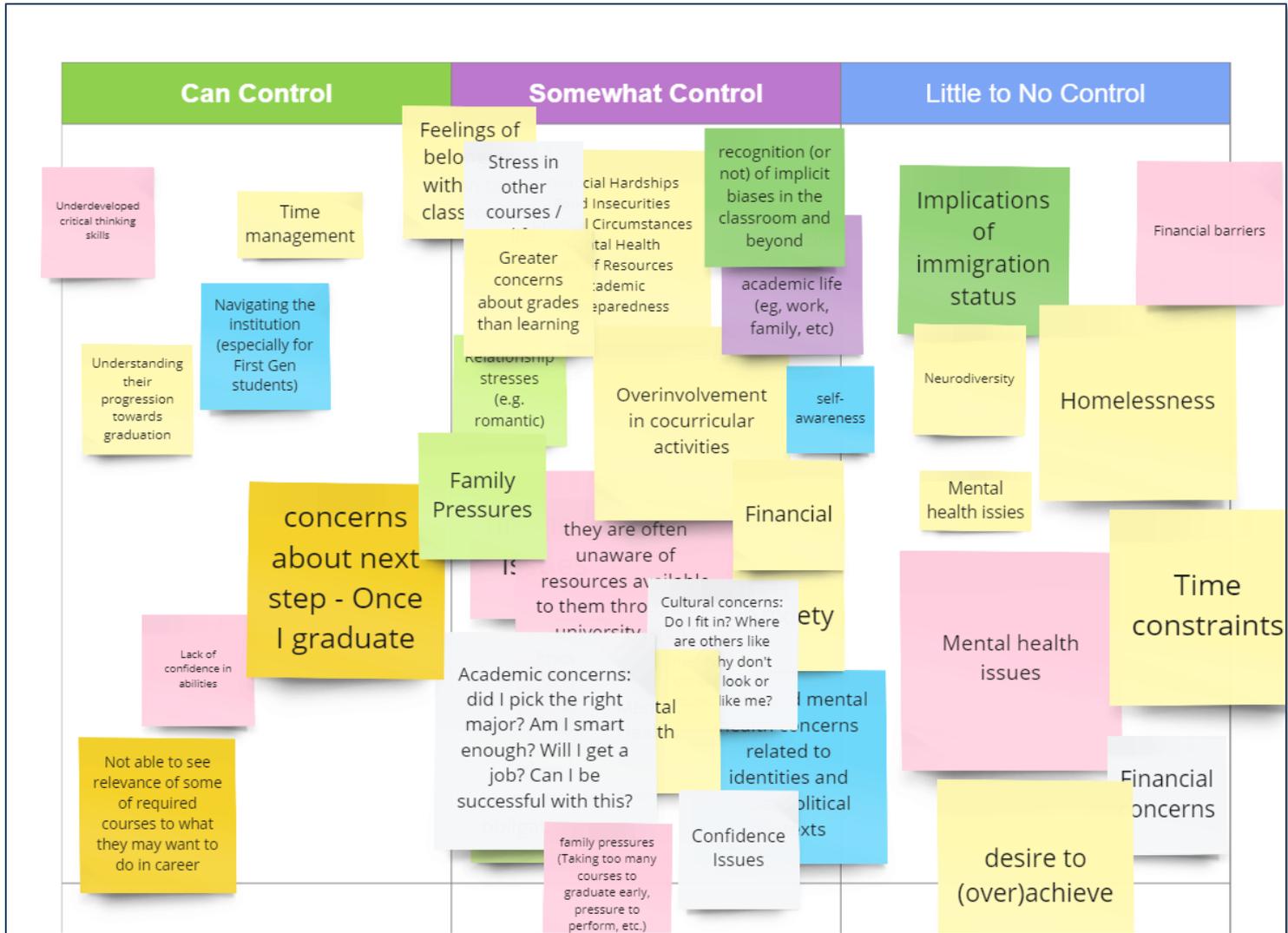
immigration
status

lack of
confidence
in abilities

homelessness



Examining Barriers



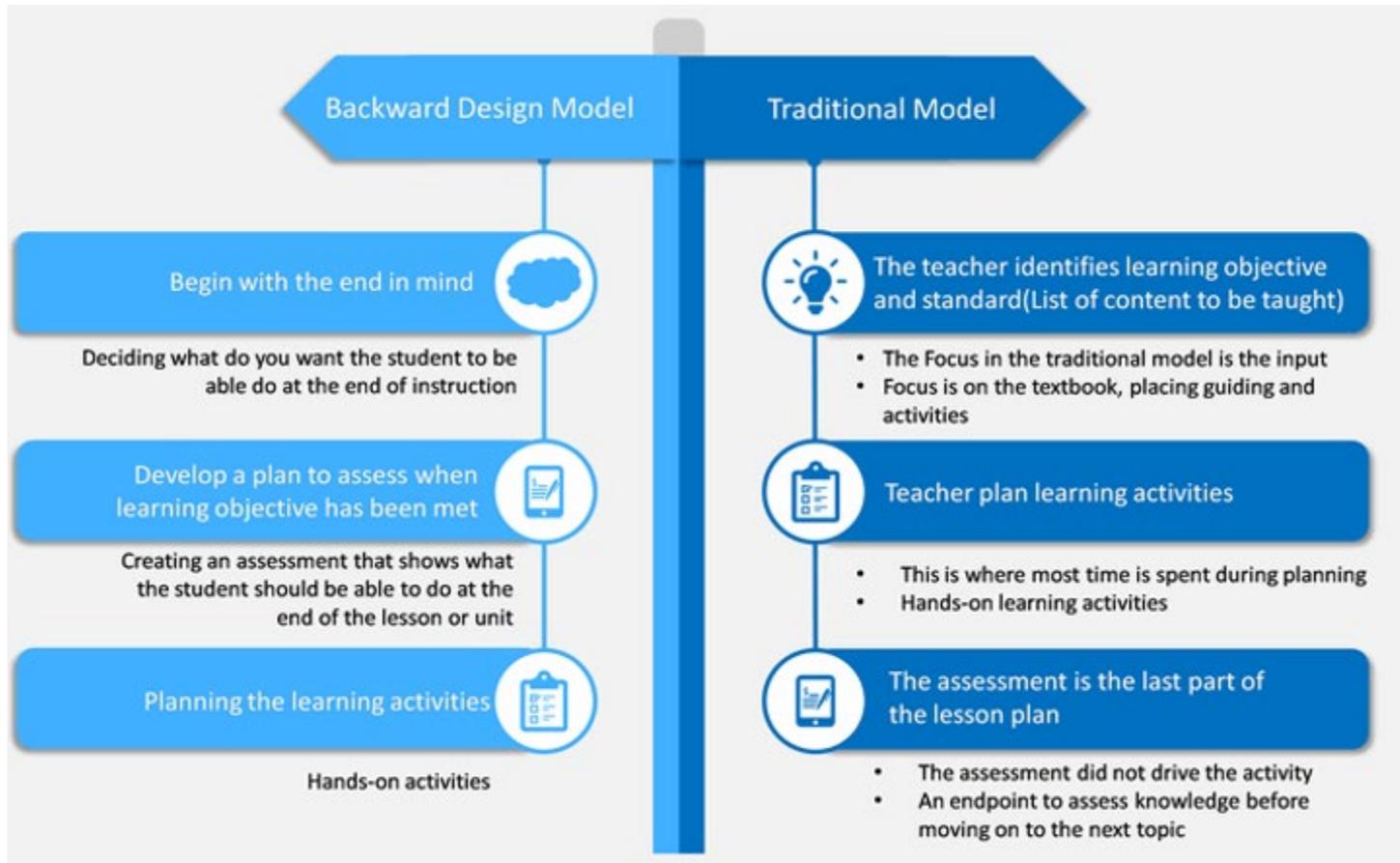


A Proposition about Design *(cont.)*

- Understanding by Design and Universal Design for Learning each offer an alternative that improve efficiency and effectiveness of learning.
 - Understanding by Design : focus on what students need to learn
 - Universal Design for Learning: focus on developing learners
- Used in conjunction, Understanding by Design and Universal Design for Learning provide effective, goal-oriented learning opportunities that foster equity and inclusion.
- These goal-oriented learning opportunities the foster equity and inclusion can reduce/remove barriers for all learners.



Understanding by Design (UbD)





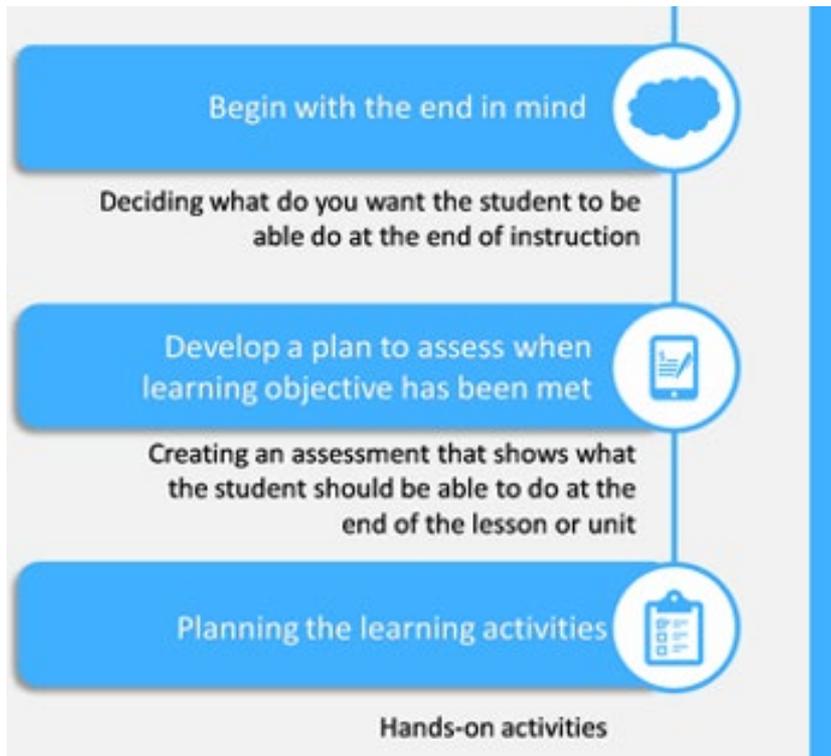
Universal Design for Learning (UDL)



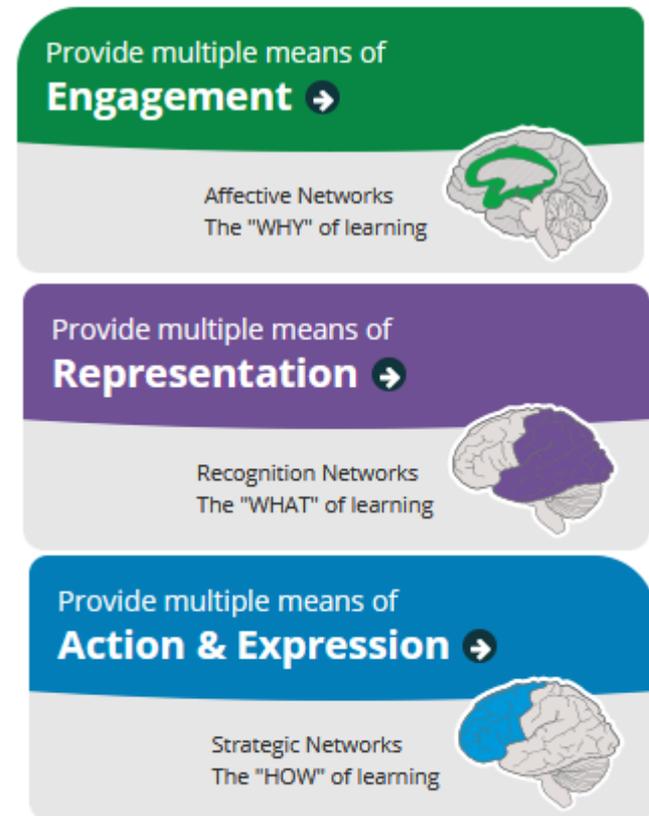


Integrating Design Principles

Understanding by Design



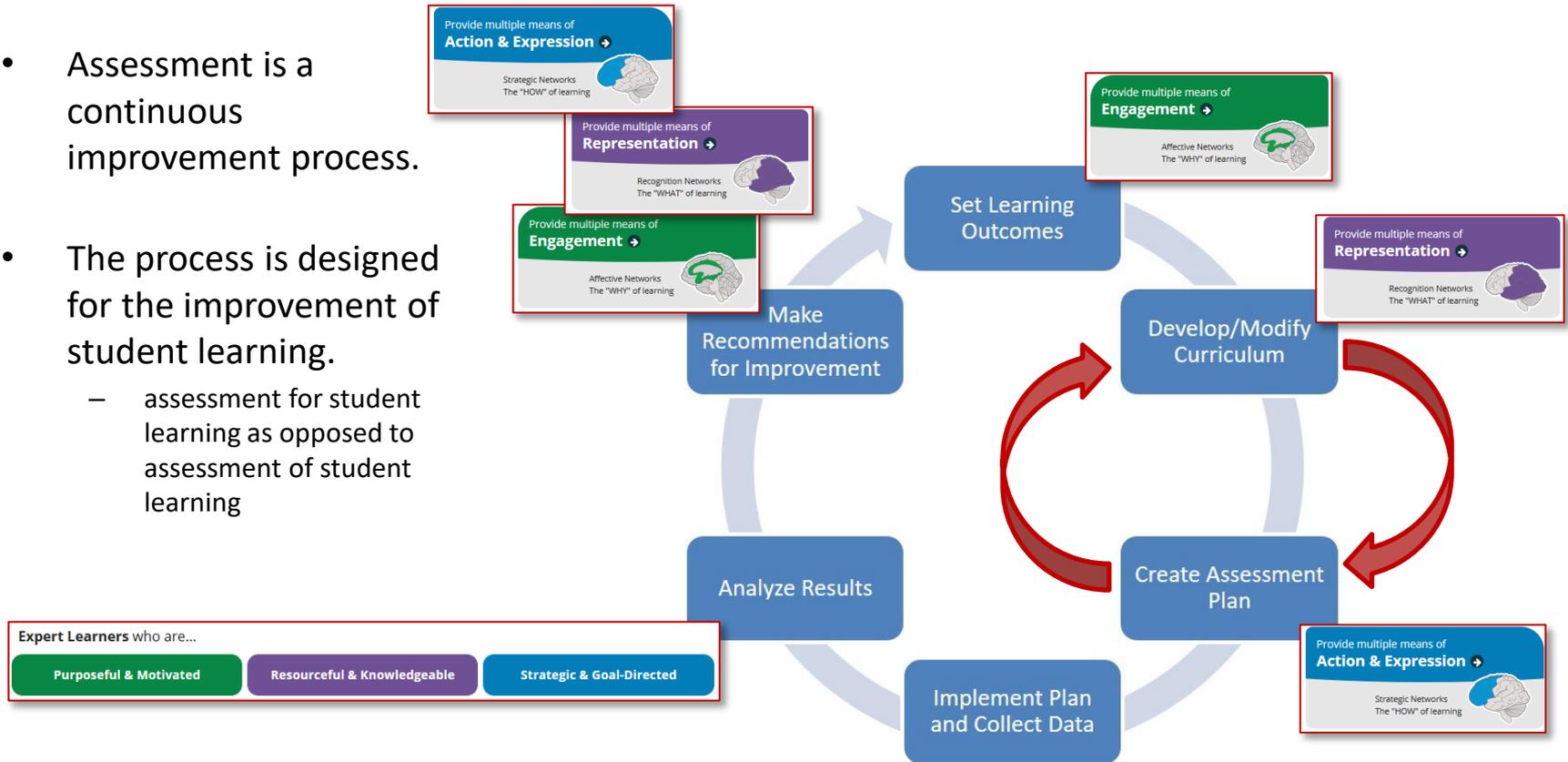
Universal Design for Learning





Assumptions Revisited

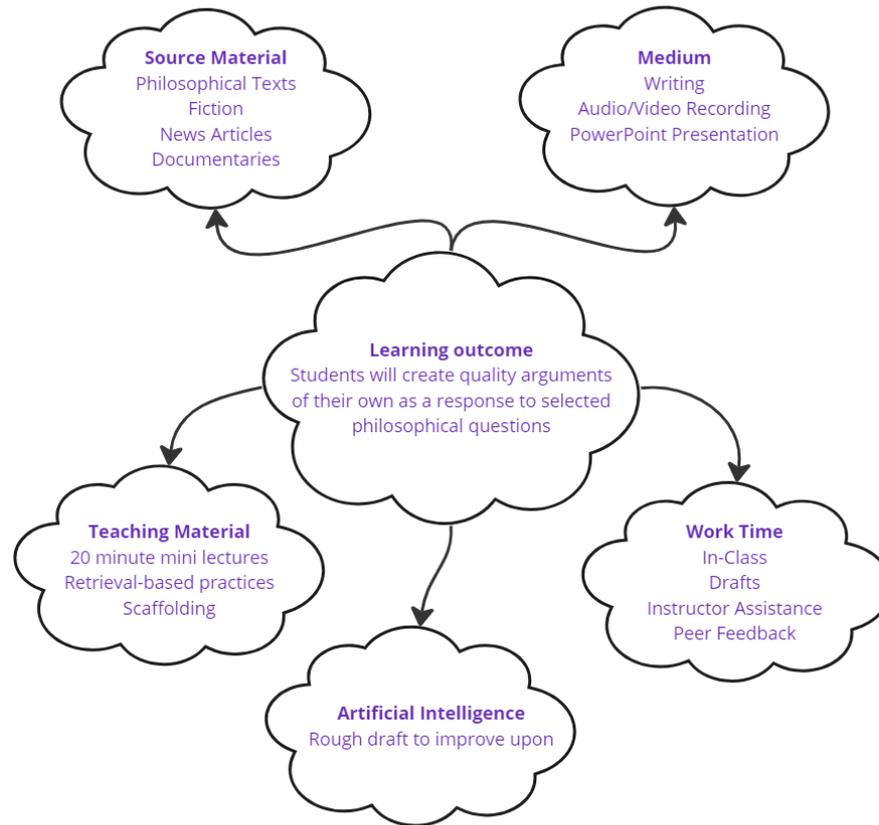
- Assessment is a continuous improvement process.
- The process is designed for the improvement of student learning.
 - assessment for student learning as opposed to assessment of student learning





Example In Practice

Rethinking Introduction to Philosophy





Questions



- Based on this conversation, what are some strategies you might use at your institution to designing assessment to improve equity and inclusion?
- How would you implement these strategies given the current culture of your institution?

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