Program Review and Assessment Committee

Thursday, January 19, 2023

1:30 – 3:00 pm

Meeting Minutes and [Video Recording](#)

Attendees: Alfrey, Karen; Altenburger, Peter; Bozeman, Leslie; Broeker, Camy; Buckle, Andrew; Clark, Pamela; Daday, Jerry; Davis, Julie; DesNoyers, Lisa; Graunke, Steven; Haberski, Ray; Hahn, Tom; Hurt, Amelia; Janik, Robbie; Keith, Caleb; Kondrat, David; Lee, Jennifer; Lowe, Sara; Lupton, Suzann; Macy, Katharine; Marsiglio, Clif; Montalbano, Lori; Morris, Pamela; Ninon, Sonia; Rao, Anusha S.; Rausch, Jamie; Rust, Matthew; Sheehan, Cari; Sheeler, Kristy; Thigpen, Jeffry; Wager, Elizabeth; Walker, Maria; Wang, Suosheng; Weeden, Scott; Williams, Jane; Wood, Zeb; Zahl, David

Guest: Erick Montenegro

1. Welcome, review, and approve December 2022 meeting minutes (5 minutes) – Jerry Daday, PRAC Chair

Jerry Daday welcomed everyone to the meeting. The minutes of the December 8, 2022 meeting were approved unanimously with one change: add Lori Montalbano's name to the list of attendees.

2. Inclusive and Culturally Responsive Assessment (40 minutes) – Erick Montenegro (Senior Research Associate, Pell Institute)

Jerry Daday introduced Erick Montenegro as a leading voice in equity-minded assessment.

Equity in assessment challenges us to:
- Check our biases
- Use multiple sources of evidence
- Include diverse viewpoints, including student perspectives
- Increase transparency in results and actions taken
- Ensure collected data can be meaningfully disaggregated and interrogated
- Make evidence-based changes that address issues of equity that are specific to our context

How do we do it?
Equity in assessment works best when it is routed in an intentional culture of assessment. We need to be mindful of who our students actually are and not who we think they are or who we wish they were. We need to actively involve students in the assessment process and help student agency. We need to disaggregate the data meaningfully by looking at the intersectionality of identities.

Co-create learning outcomes with students:
- Review and co-construct learning outcomes with students
- Shared sense of ownership
- Increase agency
- Promote understanding

Assignment design:
- Increase transparency in assignments
- Inclusive and equity-minded questions
- Decolonizing assessments

Jerry Daday and Caleb Keith would like to make available a copy of Erick Montenegro's book to PRAC members. Interested parties should complete a Qualtrics form available by clicking on the link below:
https://iu.co1.qualtrics.com/jfe/form/SV_2agXIffpKQnOeHQ

Elizabeth Wager asked how you know you are doing it right. She talked about involving her students in reconstructing the syllabus in one of her classes. They are writing the learning outcomes.

Erick Montenegro responded that as long as you check your biases and keep addressing the students' needs, you are on the right path. Erick Montenegro can be reached at Erick.montenegro@pellinstitute.org.

3. Global Learning and Engagement (30 minutes) – Leslie Bozeman

Jerry Daday introduced Leslie Bozeman who has more than 20 years in higher education and provides leadership for the vision, development, and implementation of the campus' curricular and cocurricular internationalization efforts. Leslie Bozeman provided three links before starting her presentation:
- https://sdgs.un.org/goals
- https://us-states.sdgindex.org/profiles/indiana
- https://international.iupui.edu/index.html

Three initiatives led by the Office of International Affairs (OIA):
First initiative: Sustainable Development Goals (SDGs) are an urgent call for action by all countries in global partnership; developed from the United Nation 2030 Agenda for Sustainable Development. The 2030 Agenda is a "shared blueprint for peace, prosperity, people and the planet."
Hilary Kahn and Ian McIntosh are the two main staff members leading this work.
Goals are framed around 17 areas.

Leslie Bozeman asked attendees if they were currently working with an SDG in any of their teaching, administrative, or research activities, and what area(s) they covered. Kristy Sheeler noted Honors study abroad incorporates all SDGs; her research incorporates gender equity. Karen Alfrey reported she is on a small grant that is discussing incorporating SDGs into freshman engineering courses; but nothing has been implemented yet.

Leslie Bozeman reported only 50 percent of IUPUI faculty were aware of the SDGs in 2020. OIA began an awareness campaign. Ian McIntosh has been working on helping to translate the work of IUPUI schools into the language of the SDGs.

We are taking a whole of school approach and we are trying to embed SDGs into the following areas:
- Campus operations
- Classrooms and labs
- Campus grounds
- Office procedures and practices
- Faculty teaching, research, and publications
- Study abroad
- Community engagement

Cornerstone of IUPUI's Internationalization (IZ) Initiatives:
- SDGs in first-year seminars
- SDGs as an equity framework

Learning outcomes assessment efforts:
- Not at the office or campus-level, yet
- Still at the promotional and awareness-raising stage for SDGs
- One instructor implemented formative and summative assessment in an SDG-focused binational virtual exchange.

Second initiative: Internationalizing the First-Year Experience
The Undergraduate International Studies and Foreign Language (UISFL) Grant from the Department of Education: $300K for three years in partnership with Ivy Tech. The grant team is providing professional development opportunities to first-year seminar and foreign language instructors (Arabic, Chinese, Japanese, and Spanish), and career and academic advisors.
We created a Global Learning module in Canvas: opportunity to walk faculty through how they can incorporate global learning into their courses. We have an SDG assignment. If students complete that assignment, those students can have that experience reflected on the Record. We also have a student survey.

Third initiative: OIA Funding Initiatives
- SDG-focused grants
- Virtual Global Learning Fellows Grant
- UISFL Grant

Ray Haberski: Liberal Arts has a bunch of language and International Studies programs. What is the relationship between the teaching of Arabic and the work you are doing and enrollment in some of the language courses – enrollment in French, German, etc. is low?

Leslie Bozeman: we are focusing on teaching culture through language. Studying a foreign language will help them understand people in a different way and the world better. There is some money for Ivy Tech students who are transferring to IUPUI to study abroad.

Elizabeth Wager: Are any of the lower-level language courses tied to another FYS and Gen Ed Core requirement. I'm thinking an FYS that pairs with a French and Eng-W 131/140 course.

Ray Haberski: They used to be, but we needed partners in other schools and that became a stumbling block.

4. Vision 2024/IUPUI Realignment Update (10 minutes) – Caleb Keith

Caleb Keith provided an update on Vision 2024. This past fall, there were 10 task forces connected to the realignment of IUPUI focusing on issues related to academic affairs; athletics; communication and branding; facilities; human resources and finance; research; sciences and computer science, services, and stakeholders broadly. These various task forces are chaired by two to three people. They collected feedback from various people.
The task forces have been focusing on timelines and interdependencies related to each issue.

There was an all-group meeting in early December. That group will reconvene in early March. Next year, we will focus on implementing the recommendations. We will be referred to as Indiana University of Indianapolis. Vision.iupui is a great resource to look at the MOU and read about updates.

5. Announcements and Adjournment (5 minutes) – Jerry Daday

- The PRAC grant deadline closes January 31, 2023. Guidelines are available at the following link: https://planning.iupui.edu/assessment/grant-files/prac-guidelines.html.
- The Record subcommittee meeting happened earlier this week. We will provide an update during the February meeting.
- If anyone is interested in contributing an article to the Assessment Update, please reach out to Caleb Keith or Stephen Hundley; 1,500- to 2,000-word pieces.
- Caleb Keith and Stephen Hundley have an award-winning podcast as well. Please visit the link below to listen to the episodes: https://assessmentinstitute.iupui.edu/overview/podcast.html.

The meeting was adjourned at 2:57 p.m.

Embedding Equity in Assessment Practice

Dr. Erick Montenegro

IUPUI's Program Review and Assessment Committee

January 19, 2023

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1

I am…

Art by Luis Colindres https://colindresart.com/ as it appears in the *Daily Dot* from Rivas (2018) https://www.dailydot.com/irl/what-is-latinx/

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I am…

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I am…

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I am…

English Language Learner

Low-Socioeconomic background

First-generation student

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I am…

Bad test taker

English Language Learner

Fear of public speaking

Low-Socioeconomic background

Marginalized

First-generation student

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6

6

Dominant Elements of Assessment

◉ Most of the standardized measures and theories utilized come from studies of white students in mostly white institutions – this is not challenged.

◉ Certain demonstrations of learning are valued over others, and in this way, speech and learning demonstration is limited.

◉ Narrative or personal experience is not valued in the same way for institutional decision-making as quantitative data.

◉ Students are not considered experts of their own experience and the student voice is rationalized away.

7

Equitable Assessment

At its core, equitable assessment calls for those who lead and participate in assessment activities to work to ensure that assessment does not feed into cycles that perpetuate inequities but serve to bring more equity into higher education. This requires involving students.

—Montenegro & Jankowski, 2017, 2020

8

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How consequential can assessment be to learning when assessment approaches may not be inclusive of diverse learners?

Explored what equitable assessment is and is not, challenges/opportunities for this work, and future directions for the decade ahead.

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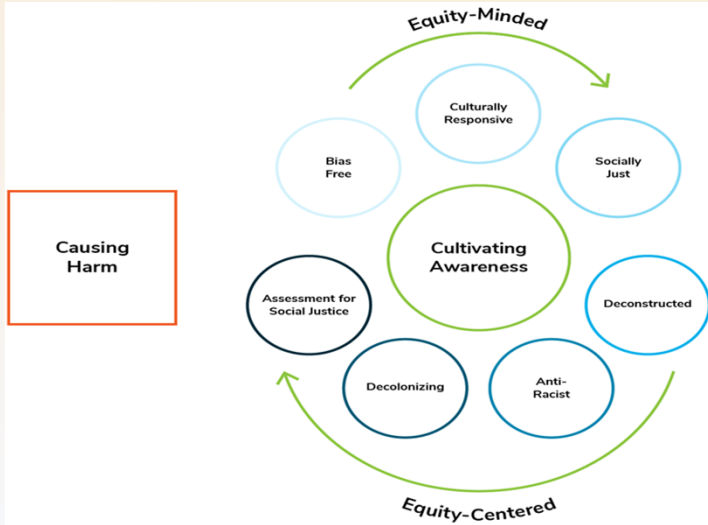REFRAMING ASSESSMENT TO CENTER

EQUITY

THEORIES, MODELS, AND PRACTICES

EDITED BY GAVIN W. HENNING, GIANINA R. BAKER, NATASHA A. JANKOWSKI, ANNE E. LUNDQUIST, AND ERICK MONTENEGRO

10

10

Literature Overview

Framework for Equity-Minded and Equity-Centered Assessment
(Lundquist & Henning, 2021)

◉**Emerging Approaches:**

  ◉Feminist Assessment

  ◉Healing-centered Assessment

  ◉Mindful Assessment

Equity in Assessment

Check	Use	Include	Increase	Ensure	Make
Check biases and ask reflective questions throughout the data analysis process to address assumptions and positions of privilege	Use multiple sources of evidence appropriate for the students being supported and the related learning experience or support offering	Include student perspectives and take action based on those shared perspectives	Increase transparency in results and actions taken Invite alternative interpretations	Ensure collected data are meaningfully disaggregated and interrogated	Make evidence-based changes that address issues of equity that are context specific

The Many Roles of Assessment Professionals

- Equity Champion

- Ally

- Activist

Visionary/Believer

Narrator/Translator

Political Navigator

Facilitator/Guide

Assessment/Method Expert

FIG. 1 Representation of assessment practitioner roles.

86   NATASHA A. JANKOWSKI AND RUTH C. SLOTNICK

13

13

How do you do it?

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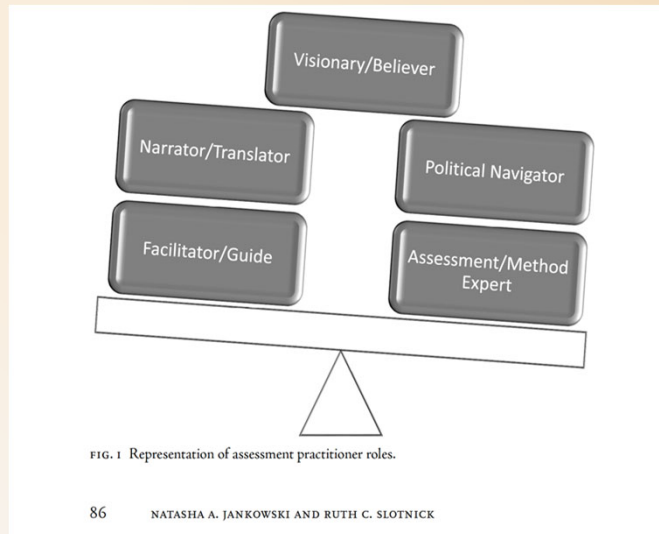
Intentional Culture of Assessment

Intentionality:

◉ the mental ability to stand for something and act; to link one's inner consciousness, preferences, and perceptions with appropriate action relative to a desired purpose (Jacob, 2019).

◉ central element of human action that leads people to execute with purpose (Bonet, 2020) to achieve the task at hand (Schultz, 1953).

Mindfulness & Reflection

◉ What ideas do we have about our students and their capabilities and needs?

◉ How do these notions change as students' backgrounds change?

◉ How do these perceptions change as our enrollments change?

We need to be mindful of who our students actually are and not who we think they are or who we wish they were.

We need to

ACTIVELY INVOLVE STUDENTS IN THE ASSESSMENT PROCESS

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17

17

We need to

ACTIVELY INVOLVE STUDENTS IN THE ASSESSMENT PROCESS

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20

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21

22

Co-Create Learning Outcomes

- Review & co-construct learning outcomes with students

  - Collaborative
  - Shared sense of ownership
  - Increase agency
  - Promote understanding

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23

23

Alternative Demonstrations of Learning

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24

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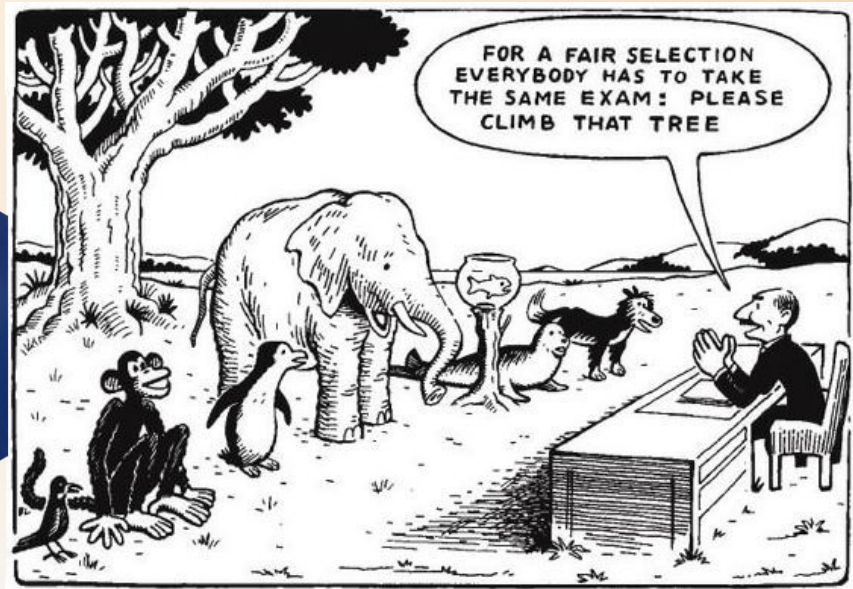
Assignment Design

◉ Transparency in Assignments
- ◉ What is the purpose? What are students asked to do?
- ◉ What roadblocks/mistakes should students avoid?
- ◉ What skills will students practice by doing this assignment?
- ◉ How can students use these skills beyond this course?
- ◉ What criteria will be used to grade students?

◉ Inclusive Assignment Design Questions
- ◉ How does it need to be modified to better align with the learning outcomes of interest?
- ◉ How does this task or experience allow for flexible options or alternative demonstrations of learning?
- ◉ How does it need to be modified or adjusted to reflect current staff and student circumstances and situations?
- ◉ What unnecessary constraints, if any, may need to be removed to accommodate learning in a post-pandemic or pandemic transition environment?

Equity Questions:

1. Is there a relationship between assignment type, grades, and student demographics?
2. How might assignment types privilege certain groups of students over others?
3. Are culturally responsive examples used?

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25

25

Centering ‘Āina in Assessment: Striving for Equity and Social Justice

by Monica Stitt-Bergh, Charmaine Mangram, Eunice Leung Brekke, Kana Plamann Wagoner, Monique Chyba, Kaiwipunikauikawēkiu Lipe, and Siobhán Ni Dhonacha

- ◉ Importance of place and connecting assessment to place and allowing space for multiple worldviews
- ◉ Decolonizing assessment by incorporating Indigenous knowledge systems, people, and land
- ◉ Leads to improved outcomes for Native Hawaiian students
- ◉ Share stories of how incorporate place into student conversations, assignments, and coursework

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26

26

Meaningful Disaggregation

- purpose in the types of assessment data collected to allow for meaningful disaggregation to occur (**Can't disaggregate data you don't have**)
- meaningful disaggregation requires purposeful exploration by asking questions that can help reveal inequities (**Going deeper than face value, interrogating data, intersectionality**)
- requires intentional use of disaggregated data to improve the disparate outcomes afflicting specific groups of students (**Create lasting change**)

The short-term action: following through and analyzing data through an equity lens.

The lasting action: using those data to then address inequities; to do something about what was uncovered in the data by also using data to inform changes in policy and practice.

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27

27

"**We are rebuilding the plane while flying it without trying to harm anyone**. That, to me, that's the essence of living equity; of living social justice; of doing assessment from an equity stance. And it shows the **immediacy and importance of this work**…But our students are already on their way, right? They're already here and **if we don't do this right and in time, then they can be harmed**. Inequities are harming them. So **we need people that understand this urgency, that are dedicated to this immediate issue, and are willing to go the extra mile** to ensure we don't do harm…**And know that if we do this well, we can potentially influence the success of students who are identified as 'at opportunity'**.

-Emma
(Montenegro, 2020)

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28

28

Questions?

Email: Erick.Montenegro@pellinstitute.org

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29

29