

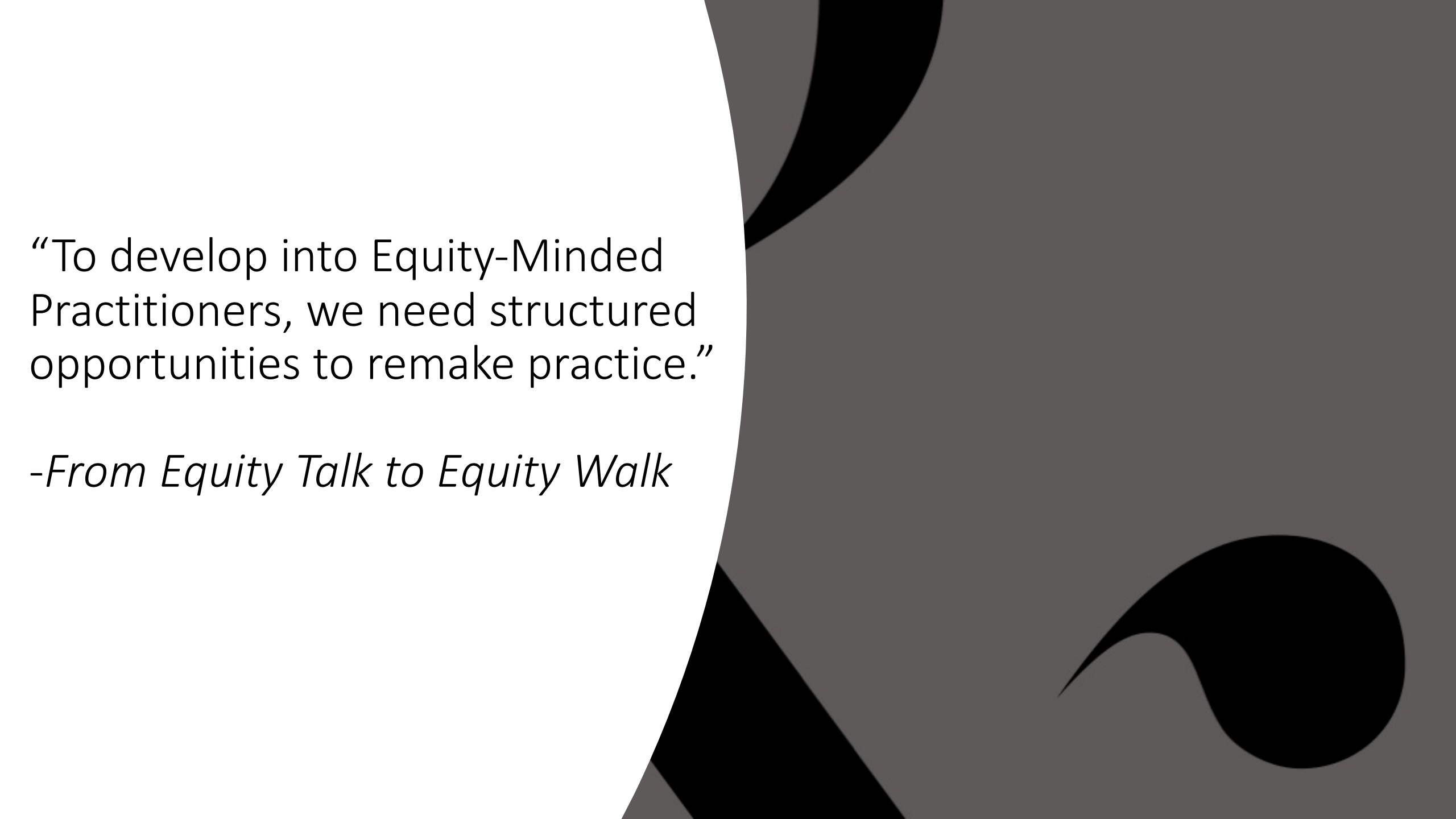


AAC&U

**American Association
of Colleges & Universities**

*The Use of
Assessment to
Achieve More
Equitable
Outcomes*

**Dr. Tia Brown McNair
Vice President for Diversity, Equity and
Student Success and
Executive Director for the Truth, Racial
Healing and Transformation Campus Centers**



“To develop into Equity-Minded Practitioners, we need structured opportunities to remake practice.”

-From Equity Talk to Equity Walk

Category

Student Bill of Rights

- 1.** Admissions, Enrollment, and Transfer
Students have the right to clear, accessible, and understandable financial information, as well as affordable and predictable education costs
- 2.** The Curriculum
Inclusive, anti-racist, and culturally responsive curricula and pedagogies
- 3.** Equity-Minded Teaching, Learning, and Assessment
Inclusive, anti-racist, and culturally responsive curricula and pedagogies
- 4.** High-Impact Practices and the Co-Curriculum
Equitable access to experiential learning opportunities, in and out of the classroom
- 5.** Hiring, Supporting, and Retaining Faculty of Color
Diverse and supportive faculty and staff who are equity-minded higher education practitioners
- 6.** Holistic Student Support
Welcoming, inclusive, and safe campus environments and timely and relevant pathways to graduation and employment
- 7.** Student Voice
A voice in the decisions that impact their undergraduate experience



Guiding Question

How do we build/strengthen the people capacity to achieve equity goals among those who are first-generation equity practitioners?

Guiding Questions

How do we utilize data collection and assessment practices as processes for identifying and understanding how inequities show up in our educational environments?

How do we address the cultural and mindset shifts that need to occur to view data analysis and assessment through an equity lens?

What are ways for operationalizing our data and assessment goals with our equity values and goals?

Guiding Questions

Are you examining your assessment data using equity-minded sense-making?

How are we promoting collaborative partnerships for data collection and assessment that serve our learners and provide equitable opportunities to succeed?

What is your understanding of what makes an educational environment culturally-responsive and race-conscious?

TIA BROWN McNAIR · ESTELA MARA BENSIMON · LINDSEY MALCOLM-PIQUEUX
FORWARD BY LYNN PASQUERELLA

FROM

EQUITY

TALK TO

EQUITY

WALK

Expanding Practitioner Knowledge
for Racial Justice in Higher Education



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Through Case Examples & Campus Reflections

Building an Equity-Minded Campus Culture
Using and Communicating Data as a Tool to
Advance Equity

Aligning Strategic Priorities and Building
Institutional Capacity

Building Capacity for Equity-Mindedness
among First-Generation Equity Practitioners



Advancing Equity: Individual and Shared Responsibility



Goals and Language

Equity

Diversity

Inclusion

Justice

Inclusive Excellence

Engaged Inclusivity

Anti-Racism

Equity-Consciousness

Equity-Mindedness

Whiteness



Utilizing Data for
Equity Conscious
Decision-Making

“It is crucial that institutions gather and analyze qualitative and quantitative data in order to understand student experiences, learning, and outcomes.

Equally important, however, is the **process** during which practitioners reflect on and make sense of data to inform their actions.”

-From Equity Talk to Equity Walk

“Equity-Minded Sense-Making goes beyond examining data and noticing equity gaps in outcomes.”

-From Equity Talk to Equity Walk

“It involves interpreting equity gaps as a signal that practices are NOT working as intended and asking equity-minded questions about HOW and WHY current practices are failing to serve students who are experiencing inequities.”

-From Equity Talk to Equity Walk

“The ways in which problems are framed influence the solutions that practitioners can envision.”

-From Equity Talk to Equity Walk

“Equity-mindedness does not come naturally. It requires a knowledge base, and it takes a lot of practice.”

-From Equity Talk to Equity Walk

Obstacles Blocking the Way towards Racial Equity	Equity-minded Response
Obstacle 1: Claiming not to see race.	Understanding race critically.
Obstacle 2: Not being able or willing to notice racialized consequences.	Self-change in response to racialized consequences.
Obstacle 3: Skirting around race.	Saying ‘no’ to racially coded language.
Obstacle 4: Resisting calls to disaggregate data by race and ethnicity.	Resisting the use of [the Misbegotten] ‘URM’ [‘underrepresented minority’] by disaggregating data.
Obstacle 5: Substituting race talk with poverty talk.	Racial inequality is a consequence of slavery and conquest.
From McNair, Bensimon, & Malcom-Piqueux (2020), Chapter 2: pp. 18-51	



Obstacles Blocking the Way towards Racial Equity	Equity-minded Response
Obstacle 6: The pervasiveness of white privilege and institutionalized racism.	Remediating whiteness in practices.
Obstacle 7: Evasive reactions to racist incidents.	Calling attention to the saliency of whiteness.
Obstacle 8: The incapacity to see institutional racism in familiar routines.	Self-remediation of routine practices.
Obstacle 9: The myth of universalism.	Being critically race conscious.
Obstacle 10: Seeing racial inequities as a reflection of academic deficiency.	Examining why practices work so much better for white students than for minoritized students.
From McNair, Bensimon, & Malcom-Piqueux (2020), Chapter 2: pp. 18-51	



Overview of TRHT Campus Climate Assessment Toolkit

Using lessons learned from AAC&U's work with TRHT Campus Centers and guided by the TRHT Framework developed by the W.K. Kellogg Foundation

- The toolkit will help institutions and practitioners examine systems, policies, programs, services, and practices that perpetuate disparities and inequities through a false belief in the hierarchy of human value.
- The toolkit will help educators assess the institution's historical and implicit racial narratives, opportunities for expanding relationship building, and racial healing among students, faculty, staff, and other constituents.

Overview of TRHT Campus Climate Assessment Toolkit

- The toolkit will complement existing campus climate surveys and will help institutions identify actionable strategies and practices to examine and, hopefully, transform harmful racial narratives and build relationships that nurture diversity and equity.
- The project team is collaborating with nineteen institutions selected to participate in the development of the toolkit—through surveys, interviews, and structured review sessions, these selected institutions will evaluate the toolkit’s content validity, relevance, and ability to enact institutional change.

On the Same Page?

Administrator and Faculty
Views on What Shapes College
Learning and Student Success



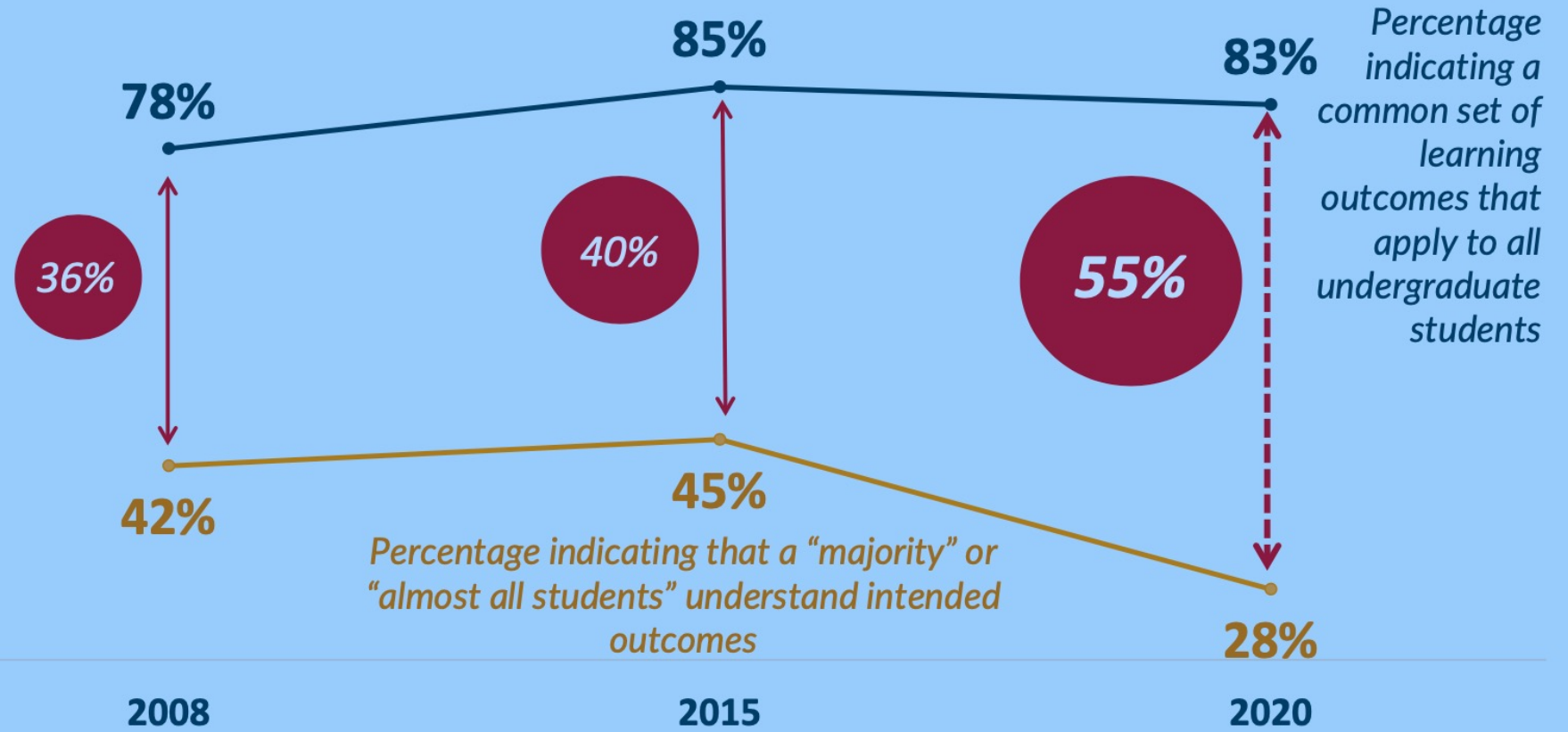
<https://www.aacu.org/research/on-the-same-page>



However, there is declining confidence that students understand intended learning outcomes.

In 2020, the largest gap was found between the percentage of campus stakeholders who reported having a common set of intended learning outcomes and stakeholders' belief that "almost all" or a "majority" of students understand those outcomes.

Percentage of Stakeholders Who Report Having a Common Set of Learning Outcomes vs. Percentage of Students Believed to Understand Outcomes



THOUGH CAMPUS STAKEHOLDERS AND EMPLOYERS LARGELY AGREE ON THE IMPORTANCE OF CRITICAL THINKING AND WRITTEN COMMUNICATION SKILLS, THESE GROUPS HAVE VERY DIFFERENT OPINIONS ABOUT TEAMWORK, DIGITAL LITERACY, AND ORAL COMMUNICATION. CIVIC SKILLS RANK LOW FOR EVERYONE.

Comparison of the Top 5 and Bottom 5 Skills Valued by Higher Education Stakeholders and Employers



Percentage Indicating Skill Addressed by Learning Outcomes*

TOP 5

Written communication	90%
Critical thinking and analytic reasoning	87%
Oral communication	78%
Quantitative reasoning	77%
Intercultural competence	62%

BOTTOM 5

Creative thinking	43%
Ability to work effectively in teams	37%
Integrative learning	36%
Civic skills	34%
Digital literacy	29%



Percentage of Employers Indicating Skill is Very Important†

TOP 5

Ability to work effectively in teams	62%
Critical thinking and analytic reasoning	60%
Quantitative reasoning	57%
Application of knowledge or skills in real-world settings	56%
Digital literacy	55%

BOTTOM 5

Creative thinking	53%
Information literacy	53%
Oral communication	52%
Integrative learning	51%
Civic skills	41%

* Comparisons between stakeholders and employers are approximate because percentages were drawn from two different surveys in which scales were comparable, but not exactly parallel.

† For full results see, Ashley Finley, *How College Contributes to Workforce Success: Employer Views on What Matters Most* (AAC&U, 2021).

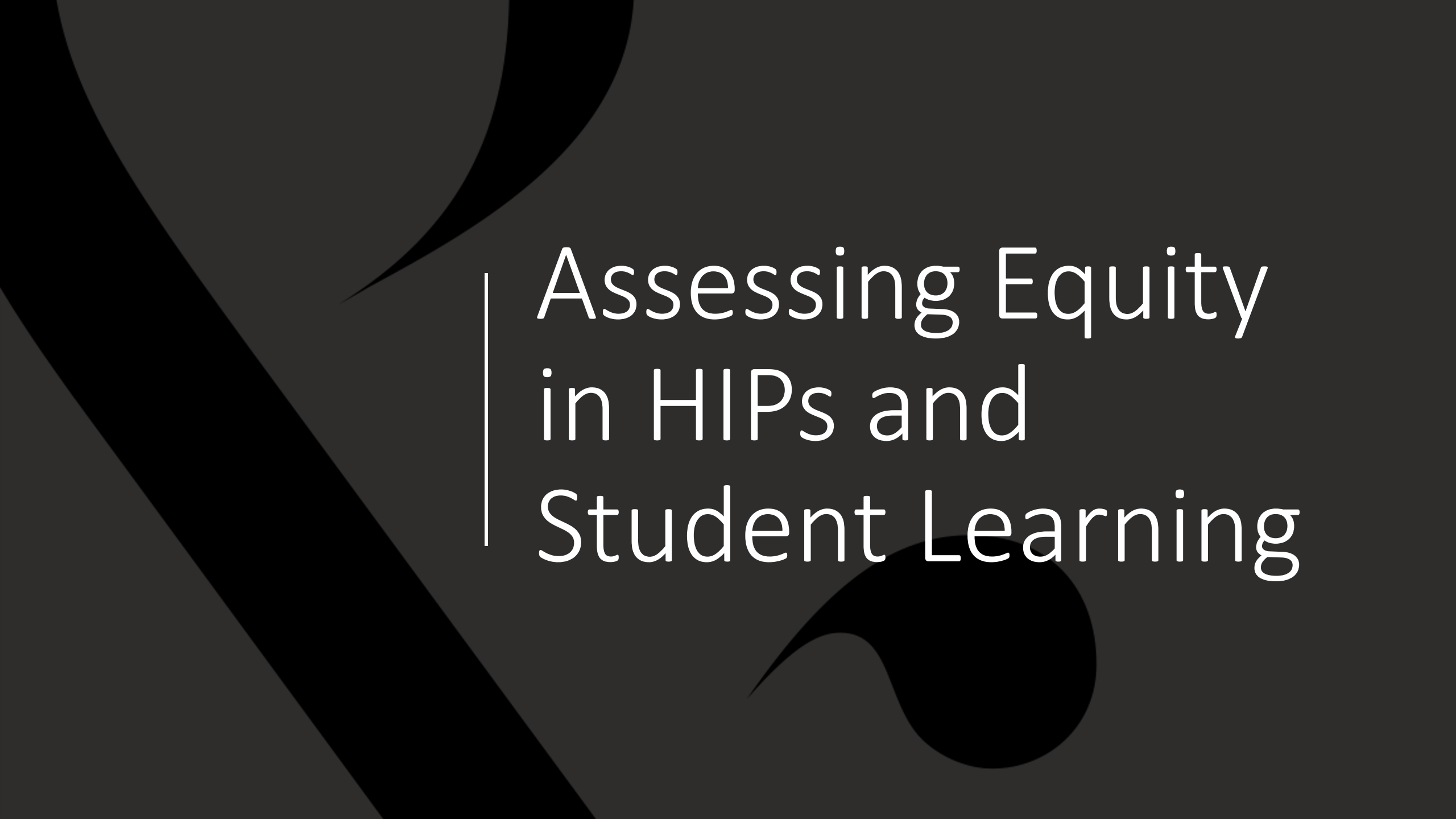
For the first time, we asked campus stakeholders how important it is for higher education to contribute to students' development of mindsets, aptitudes, and dispositions, along with learning outcomes.



The answer: These outcomes are just as important as other, often more explicit, student learning outcomes.

Importance of Higher Education's Role in Developing Mindsets, Aptitudes, and Dispositions (% Very Important)

Curiosity/capacity for lifelong learning	89%
Persistence	69%
Agency/ability to take initiative	66%
Resilience	61%
Empathy	59%
Self-awareness	58%
Work ethic	57%
Self-motivation	56%
Belonging	46%
Self-confidence	45%
Sense of flourishing/thriving	44%
Emotional intelligence	42%



Assessing Equity in HIPs and Student Learning

“High-Impact Practices” that Help Students Achieve Outcomes

First-Year Seminars and Experiences

Common Intellectual Experiences

Learning Communities

Writing-Intensive Courses

Collaborative Assignments & Projects

Undergraduate Research

Diversity/Global Learning

Service Learning, Community-Based Learning

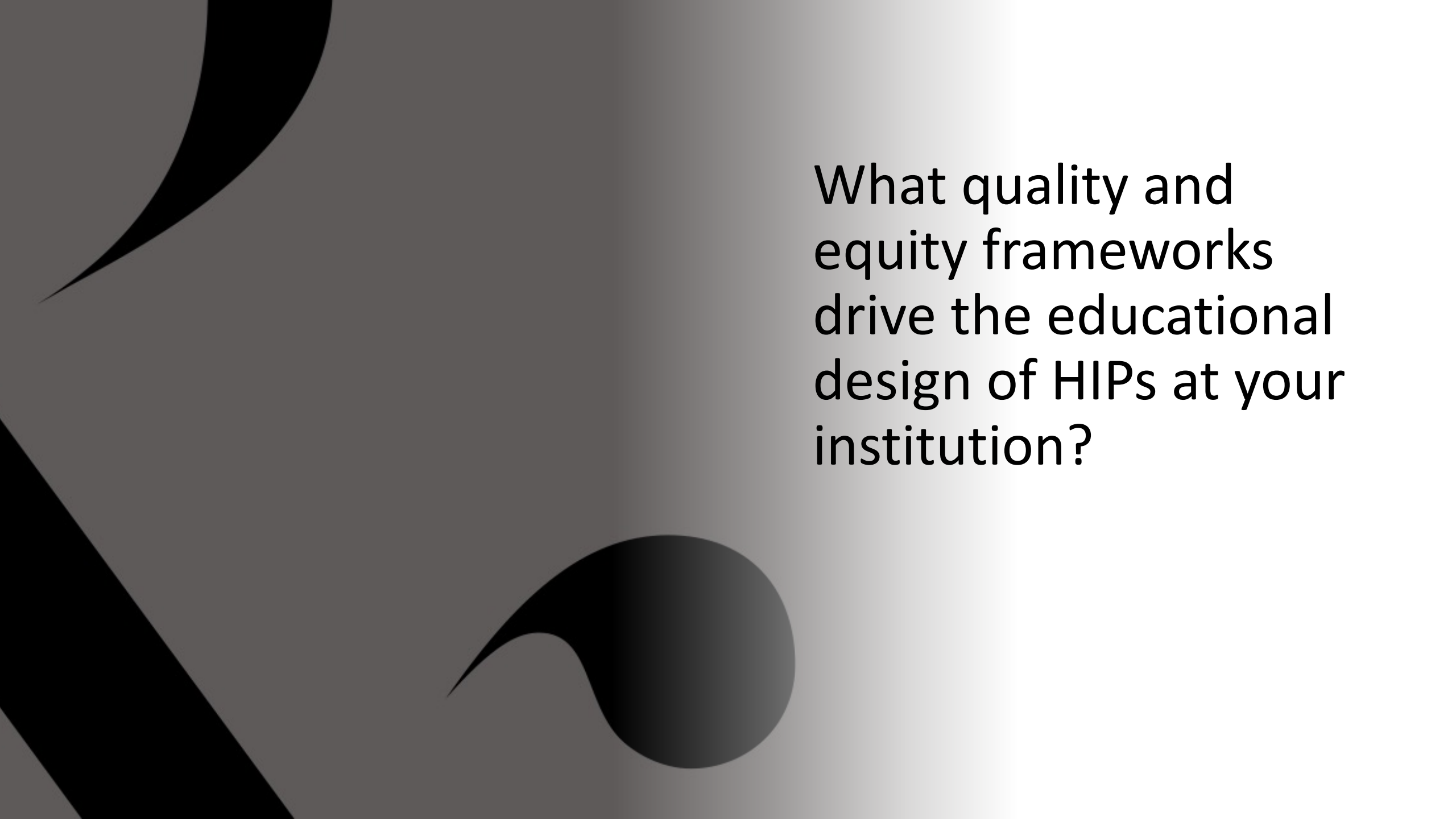
Internships

Capstone Courses and Projects

E-portfolios

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Can HIPs be identity neutral?



What quality and equity frameworks drive the educational design of HIPs at your institution?

HIPs: Eight Key Quality Elements

Performance Expectations Set at Appropriately High Levels

Significant Investment of Time and Effort by Students Over an Extended Period of Time

Interactions with Faculty and Peers about Substantive Matters

Experiences with Diversity

Frequent, Timely and Constructive Feedback

Structured Opportunities to reflect and Integrate Learning

Opportunities to Discover Relevance of Learning Through Real-World Applications

Public Demonstration of Competence

Delivering on the Promise of High-Impact Practices

Research and Models for Achieving
Equity, Fidelity, Impact, and Scale

Edited by
John Zilvinskis, Jillian Kinzie,
Jerry Daday, Ken O'Donnell,
and Carleen Vande Zande

Foreword by [to come]
Afterword by George D. Kuh

Chapter 1: Designing Equity-Centered High-Impact Practices — *Ashley Finley, Tia McNair, and Alma Clayton-Pedersen*



Teaching-Learning-Assessment (TLA) Framework

<https://www.aacu.org/initiatives/tla-framework>

Teaching-Learning-Assessment (TLA) Framework

- Comprehensive, web-based tool for higher education practitioners seeking to build capacity
- Organized by five phases:
 - 1) Conceptualize
 - 2) Formalize
 - 3) Implement
 - 4) Analyze & Revise
 - 5) Scale
- Includes several unique elements to help examine practices & expand efforts in ensuring students are learning



TLA Framework: Core Elements



Guiding Questions



Campus Spotlights



Team-focused activities



Videos



Resources & tools



Key takeaways



Equity and equity-mindedness



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Vice President

Office of Diversity, Equity and Student Success and Executive Director for the
Truth, Racial Healing, and Transformation Campus Centers

mcnair@aacu.org

@tiabmcnair