

The Way of the JEDI:

Intentionality in Assessment in Equity, Diversity, and Inclusion



Assessment Network of New York
10th Annual Virtual Conference
April 4-5, 2022

Monday, April 4th, 2022

Welcome and Keynote Address

10:00–11:15 AM

**Reimagining Student Assessments for Entry into Higher Education:
Exploring the Use of Intrapersonal Competency Pre-Assessments and First-Person
Narrative to Identify Wealth and Opportunities for Student Success Equity**

Dr. Marilee Bresciani Ludvik, Chair and Professor of the Educational Leadership and Policy Studies, University of Texas, Arlington



Historically, standardized entrance tests have shown modest to low levels of predictive validity. For example, tests like the SAT have tended to under-predict the performance of females, simultaneously revealing persistent performance gaps between ethnic majority and minority groups. In 2020, the University of California system— one of the largest users of the SAT—abandoned the test after a formal internal review, amidst controversy, lawsuits and protests by minority advocacy groups. If standardized entrance tests are abandoned by all institutions of higher education, what could replace these tools as the student admissions point in higher education? What evidence-based criteria could be applied for assessments designed or selected for student entrance purposes? This presentation will provide some ideas (that are currently being piloted) of how intrapersonal competency pre- and post-assessments as well as first person narrative may inform decisions about admission, as well as informing first year experience in-and out-of-class design. Such a practice is intended to ensure student success by providing institutions with a new source of data that may close equity gaps that begin the moment a student is admitted.

Welcome by Kristyn Muller, Anthology - President, ANNY Board of Directors

Concurrent Sessions 1

11:30 AM – 12:15 PM

**Intentionally Connecting Strategic Plans and Outcomes to Ensure Equity,
Diversity, and Inclusion**

Beginner/Intermediate

Iza Martinez, Texas State

Each university must create a document that provides the university community with a plan for what the university will do to stay a functional, growing entity. Most contributors to these documents fail to see the connection between different assessment reports, even while most of the time they are contributors to both documents. Being mindful of the connections in strategic plans and outcomes, will allow for successful strategies, actions, and results.

An Examination of the Orientation Counselor (OC) Student Selection Process

Beginner/Intermediate

Elissa Brooks Nelson, UNC, Charlotte

Jordan Holliday-Millard, UNC Charlotte

New Student and Family Services (NSFS) staff collaborated with Student Affairs Research and Assessment (SARA) to examine the Orientation Counselor (OC) student selection process. Specifically, NSFS requested that SARA examine OC scoring data from 2019 to 2021 to determine if there was evidence of bias in the OC student selection process.

The External Review Process - Lessons Learned

Beginner/Intermediate

Jason Suby, West Point

Sarah Ferreira, West Point

Recently, the United States Military Academy completed the re-accreditation process through the Middle States Commission on Higher Education. One actionable item this commission asked the institution to complete was a scheduled, focused external review of all programs. This session focuses on developmental steps used to design and execute an external review as well as the lessons learned to enhance the process the next time around. The focus will be on generalizing content for a broad audience.

Creating an Equity-Minded Course Quality Framework that Puts Students First

Advanced

Meghan Deyoe, Excelsior College

Anna Zendell, Excelsior College

As student enrollment becomes increasingly diverse in higher education, processes for curricular design, instruction, and outcomes assessment must reflect equitable practices. The purpose of this presentation is to share one institution's experience applying an equity minded lens to examine their own practices using the above components. The assessment led to the creation of a quality framework grounded in equity that puts students first.

Lunch – take a break and meet us back at 1:30pm

12:30 – 1:15 PM

Concurrent Sessions 2

1:30 - 2:15 PM

A Practical Guide to Using Demographics in Surveys: When, How, and Why

Beginner/Intermediate

Mary Odden, SUNY University at Buffalo

In this session, we will explore when it is valuable to add demographic questions (such as race, ethnicity, gender, age, sexuality, disability, etc.) to surveys and assessments, how to do so effectively and with empathy, and how to recognize situations where this information would be helpful (or even unhelpful!) on your campus.

Assessment Practices that Advance Equity in Education: Cultural Awareness and Responsiveness are Key

Beginner/Intermediate

Kelly Sadlovsky, Concordia University

This session will identify key terminology that provides a shared context for educators working with diverse students with a goal of advancing equity at different levels. Often assessment practices are misunderstood as a process that happens AFTER the learning experience. Authentic assessment practices begin prior to the learning experience with purposeful planning, DURING with documentation to note progress, and after with meaningful reflection that guides improvements to current practices.

Actions and Resources for Implementing Social Justice Assessment in Your Course

Beginner/Intermediate

Judith Littlejohn, SUNY Geneseo Community College

Chris Price, SUNY Center for Professional Development

Shena Driscoll Salvato, SUNY Cortland

This session will share how to implement elements of social justice assessment, which considers factors such as race, culture, language proficiency, socio-economic status, and ability while working to dismantle systems of power, bias, and oppression in evaluation of student learning. Various approaches, including equitable assessment, labor-based grading, and ungrading, as they relate to the purpose, process, wording, and structure of student learning assessments will be highlighted.

Bringing the World Together Through Food: Creating Equity-Centered Assessment for an African Cuisines Concentration *Beginner/Intermediate*

Matthew Ruane, Culinary Institute of America

Jennifer Gray, Weave

In February 2022, the Culinary Institute of America (CIA) had a new concentration, “Cuisines and Cultures of Africa and its Diaspora in the Americas” accepted by NYSED. While the objective of the concentration is to deepen students’ knowledge of African culture and its diasporic cuisines on the world stage, the question now becomes how to best assess this new concentration while being equity centered. How do we capture not only the traditional educational outcomes required of all burgeoning chefs, but also those of improved racial and cultural awareness along with enhanced critical thinking skills? In this session, I will discuss what it means to create a model for equity-based assessment and offer a proposal for how this concentration will be assessed along equity-centered guidelines.

Concurrent Sessions 3

2:30 – 3:15 PM

The JEDI code supporting Cadets at USMA

Beginner/Intermediate

Robert Mcloughlin, United States Military Academy at West Point

Kellie Delmonico, United States Military Academy at West Point

Russell LaChance, United States Military Academy at West Point

Disaggregated assessment data analysis and presentation can contribute to an institution's justice, equity, diversity, and inclusion efforts. The presenters review USMA's current Diversity and Inclusion plan and highlight how assessment data supports USMA's Academic Success Program and current JEDI initiatives. The audience will leave the session with suggestions, lessons learned, and methods for consideration in their assessment practices.

Knowing our Students: Bringing Data to Life to Address Equity at the Classroom Level *Beginner/Intermediate*

Reem Jaafar, LaGuardia Community College

Milena Cuéllar, LaGuardia Community College

As faculty at a Hispanic Serving Institution, we are aware of the systems that prevent a majority of historically underrepresented populations from excelling in Mathematics, preventing them from majoring in STEM. To address equity, we expanded our focus on traditional course assessment to include data detailing the profile of our students to be preemptive in addressing attrition rates in gateway courses. We will share our results and how to scale this data-driven effort to address equity.

Panel: Empowering the Way: Approaches in making improvement data accessible to all stakeholders

Beginner/Intermediate

Lisa Brown, University of Rochester

Kristi Eck, SUNY Oswego

Suzanne Carbonaro, AEFIS

Colleges and universities are shedding their narrow focus on assessment and accreditation and re-envisioning institutional effectiveness as a methodology for student success and sustainability. Assessment is not an exercise for compliance anymore—it’s the foundation for long term growth. Presenters from private and public state institutions share their approaches to empowering the way for all stakeholders to collect and access the data they need to meet their present goals and future success. **Note this will run until 3:30*

Happy Hour

3:30 – 4:15 PM

Tuesday, April 5th, 2022

ANNY Business Meeting/Interest Meeting

9:45–10:05 AM

Concurrent Sessions 4

10:15 – 11:00 AM

Lessons Learned: Program Review, Assessment Jedi, Coach, Mentor and Director *Beginner/Intermediate*

Paul Antonellis, Endicott College

This workshop will focus on lessons learned from external program review. The focus, being an assessment jedi, coach, mentor and director. The presenter will provide insight as to the administration and faculty perspective on receiving coaching, mentoring and directing from the office of assessment, while creating a partnership of assessment in a shared governance environment during an external program review process.

Engineering Structural Inequality in Education: Encasement theory, and the Mythology of Market-Driven Education

Advanced

Michael Seelig, CUNY Medgar Evers College

What are the core structures at the heart of structural inequality? Building upon an emerging field of economic theory of "encasement," coined by Quinn Slobodian in his 2016 book "Globalists," this session will provide a framework for understanding precisely how the notions of free-market capitalism have deliberately suffocated public institutions with one of the most poignant examples being the privatization of public education through the first two decades of the 21st century.

The Multi-source Assessment of Social Emotional Skills in Predicting Academic Performance: Does Socio-economics Play a Role?

Beginner/Intermediate

Yunxiao Zhang, University at Albany, SUNY

Kai Zhou, University at Albany, SUNY

Yuxuan Gong, University at Albany, SUNY

Multi-informant evaluation can provide various angles to evaluate young children and adolescent emotional and behavioral traits. Using the multisource datasets from the OECD Survey on Social and Emotional Skills, this session attempts to explore the similarities and differences in self-observer response patterns and the predictive validity of academic outcomes under the impact of socio-economic status across three regions: Bogota (Columbia), Moscow (Russia), and Suzhou (China).

Enhance Student Learning with Feedback: Practical Strategies, Tools and Tips

Beginner/Intermediate

Olena Zhadko, Lehman College, CUNY

Susan Ko, Lehman College, CUNY

Victor Brown, Lehman College, CUNY

Assessment as feedback could be less intimidating to many faculty, especially those new to online teaching and learning. Online feedback could be a challenging skill to acquire, and this session will offer practical strategies, tools and tips for faculty to use to further improve their teaching and student learning in a remote or online setting.

Concurrent Sessions 5

11:10 AM - 11:55 AM

High Impact Career Practices meet COVID-19, Equity, and ROI: Findings from the National Alumni Career Mobility Survey

Advanced

Kimberly Yousey-Elsener, The Career Leadership Collaborative

The National Alumni Career Mobility (NACM) Survey helps institutions use alumni feedback to create strategic, equitable career experiences for its current students. This session reviews the NACM Survey findings; discusses the six High Impact Career Practices of the most prepared, satisfied, and economically mobile alumni; and highlights the practical connections between campus career practices and three challenges: employment instabilities, equity gaps in career outcome, and ROI perceptions.

Intentionality in the revision of teaching and assessment to provide greater inclusivity and success of all of our students.

Beginner/Intermediate

Susan Dunkle, Daemon College

In order to demonstrate intentionality in serving and assessing an increasingly diverse student population, educators must first get to know their students and provide them the level of support that they require. Educators are called to diagnostically, formatively and summatively assess students through formal and informal means. In order to assess any student, you must provide a foundation that builds on their prior knowledge and cultural, community and individual assets.

Co-curricular Assessment of a Social Justice Leadership Organization

Advanced

Marjorie Dorimé-Williams, University of Missouri - Columbia

Michael Steven Williams, University of Missouri - Columbia

Presenters will focus on engaging in socially just student-centered assessment with a diversity peer educator program. As institutions manage increasingly diverse populations while facing social and political pressure to end equity, diversity, and inclusion efforts, empirical understandings of these types of programs are increasingly important. Presenters will also share how this assessment revealed unintended and unexpected outcomes for student participants.

An Introduction into Equity-Minded Assessment

Beginner/Intermediate

Elissa Brooks Nelson, UNC Charlotte

Paul Holliday-Millard, UNC Charlotte

UNC Charlotte Student Affairs Research and Assessment (SARA) will introduce participants to what it means to be equity-minded with a focus on equity-minded assessment. The information gained from this presentation will be valuable to all participants regardless of whether assignments and responsibilities directly involve assessment related activities.

Lunch and Middle States Town Hall

12:05 – 1:05 PM

Concurrent Sessions 6

1:15 - 2:00 PM

40+ Ways to Improve Survey Response Rates

Beginner/Intermediate

Joseph Levy, National Louis University

Poor design and administration practices contribute to survey fatigue, in addition to being their own detriments. To help make surveying more intentional, collaborative, and effective, this session will share 40+ practical ways to increase survey response rates. Methods are categorized to direct focus and application consideration, along with sharing benefits for each. In addition to Q&A, participants will be engaged in activities related to putting tips into practice at their institution.

Summer Experiences: A Deeper Understanding of Student Engagement

Beginner/Intermediate

Manary Sabry, Binghamton University

This presentation will summarize the development and the findings of the Annual Summer Activity Survey at a mid-size 4-year northeast public university. Now in its fifth year as a comprehensive survey, we will look at how students spend their summer and if these activities have any impact on their academics and employability. With equity in mind, we will revisit the data looking at patterns in the participation of students of color. I will include best practices in survey design and analysis.

“Shaping the Future of Food: Navigating Assessment of Culinaricians in a Post-COVID World”

Beginner/Intermediate

Matthew Ruane, Culinary Institute of America

Cynthia Keller, Culinary Institute of America

Can we adapt assessment outcomes and measures to what has traditionally been a hands-on, face-to-face competency-based education given the difficulties of the post-COVID world? Can a compromise be found between traditional academic assessment methodologies and those used in assessing competency-based outcomes that results in accurate assessment of SLOs while offering evidence of continuous improvement?

Closing Keynote Address

2:10 – 3:30 PM

Leveraging Data in Every Corner of the Universe: Accessible, Informed, Data-driven Decision-making

Dr. Michael N. Christakis, Vice President for Student Affairs, University at Albany, SUNY



There is no shortage of data! In fact, in some cases we have so much data available that we may not be sure what to do with it all – “analysis paralysis.” Whether it’s student recruitment and retention, or student engagement, health and wellbeing – there is data to support decision-making. Especially as we build campus environments that champion justice, equity, diversity and inclusion (JEDI), identifying data that help inform decisions and support our students is more important than ever before

Closing Remarks by Elizabeth Seton Mignacca, Cayuga Community College – President, ANNY Board of Directors