

2021 UHS Student Affairs
and Enrollment Services
Leadership Conference

Equity in Assessment

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WELCOME

INTRO

OVERVIEW

PROMOTE

DEVELOP

CASE
STUDY

REVIEW

Welcome

Please share in the chat your name, pronouns, title, and campus.

- Feel free to toss questions in the chat throughout the presentation.
- If we use acronyms or a term you don't know, please ask!
- We'll be sharing slides after the session.

WELCOME

INTRO

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Introduction

YOUR PRESENTERS:

Dr. Douglas Bell (he/him)
Interim Director, Residential Life
UH Student Housing and Residential Life

Anneliese Bustillo (she/her)
Director
UH Women & Gender Resource Center

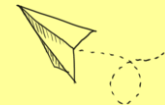
Dr. Douglas Eck (he/him)
Assistant Dean of Students
UH Office of the Dean of Students

Dr. Scott Radimer (he/him)
Director, Assessment & Planning
UH Division of Student Affairs & Enrollment Services

AGENDA:

- I. Overview
- II. Promoting Equity
- III. Developing Inclusive Assessments
- IV. Case Study: Implicit Bias in Conduct
- V. Review

*Don't forget:
Work assessment
into everything
that you do*



Assessment Overview

Assessment is a **tool**. It's only as good or as bad as you make it.

There is nothing inherently liberating or oppressive about the act of assessing something. Like any other tool, it depends on how you use it.

POWER

Every choice you make in assessing something is about amplifying or challenging power.



Promoting Equity

If you want to promote equity, you need to think about:



Identity



History



Language

IDENTITY

- Our social identities are deeply connected to our experiences and shape our reality in profound ways.
- It's vital to not aggregate groups with meaningfully different experiences.

Economic Report

U.S. loses 140,000 jobs in December. First decline in eight months stems from record coronavirus surge

Last Updated: Jan. 8, 2021 at 9:37 a.m. ET

First Published: Jan. 8, 2021 at 8:43 a.m. ET

By [Jeffry Bartash](#)

U.S. unemployment rate unchanged at 6.7%

The US economy lost 140,000 jobs in December. All of them were held by women



By [Annalyn Kurtz](#), CNN Business

Updated 9:25 PM ET, Fri January 8, 2021

THE LADIES LEFT BEHIND

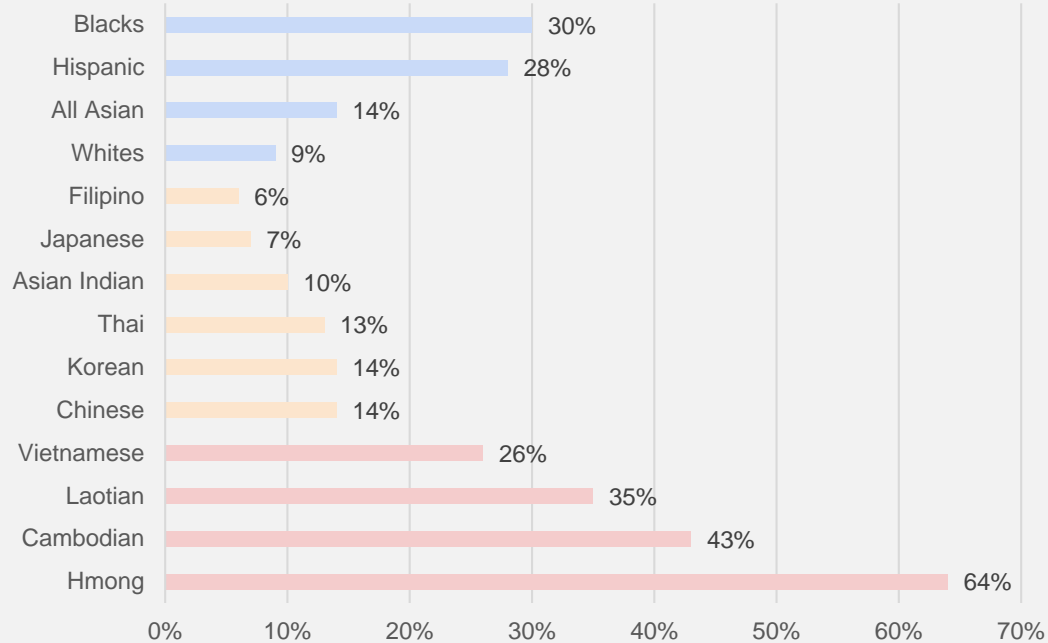
The US economic recovery is skipping Black and Hispanic women

Promoting, cont.

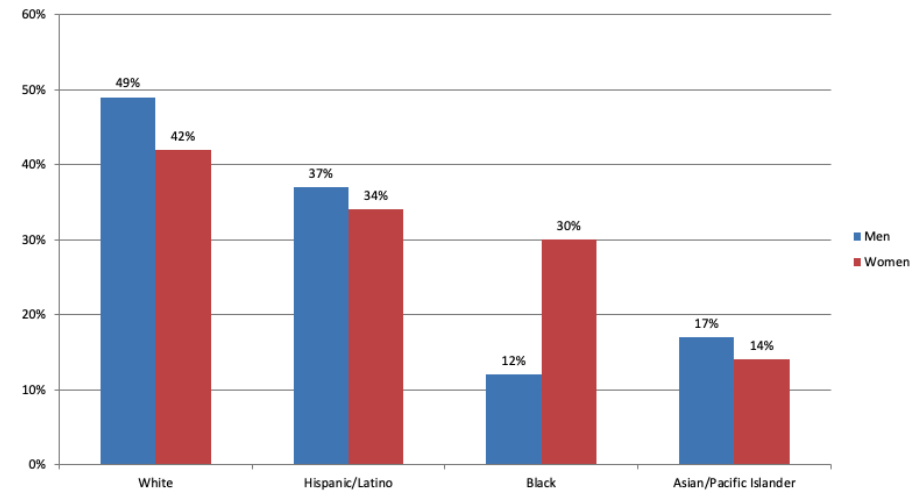
Disaggregating Data

Important differences exist within groups that can be obscured depending on how data is aggregated (or disaggregated)

Poverty Rates by Race or Ethnicity, 1990



What the Data Tells Us: Heavy Drinkers by Race & Gender

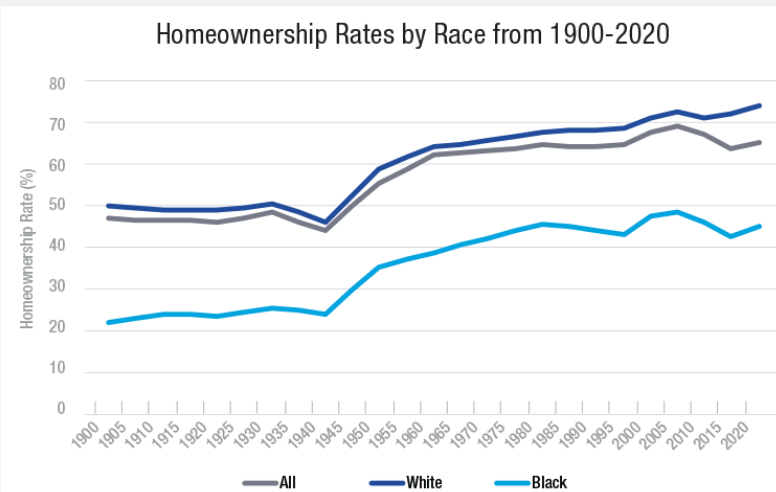


Survey 3 – October 2013

Promoting, cont.

HISTORY

The history of people, places, and organizations can have long lasting impacts. It's important to consider how the outcomes you are assessing have been shaped by history.



** Source: 1900 - 1990 Data provided by U.S. Census Decennial Survey. More detailed 1995-2010 and Q12015 data was provided by the Census Bureau's Housing Vacancies and Homeownership Survey. 2020 and future projections provided by Joint Center for Housing Studies at Harvard. Calculations conducted by Richardson, J. and Mitchell, B. of NCRC Research team.

LANGUAGE

The language we use sends signals about what is valued and what is not. It signals to people about who is included and who is excluded.

Examples of Survey Language

1. What is your gender?

- Female
 Male

2. Gender: How do you identify?

- Man
 Non-binary
 Woman
 Prefer to self-describe, below

Self-describe:

Promoting, cont.

Balancing Act

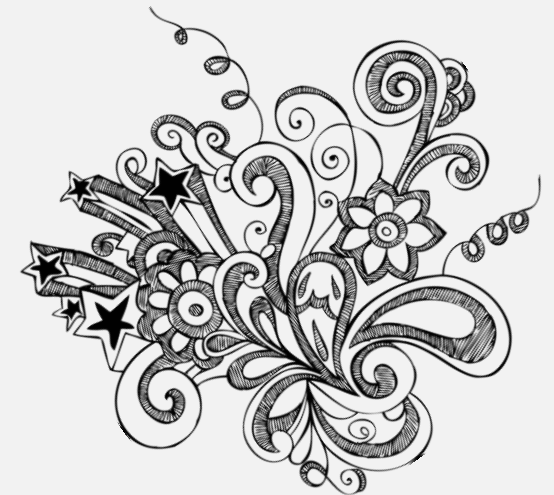


Challenging power structures and promoting equity requires action.

- Assessments need to accurately reflect reality
- Results need to be generalizable enough to inform actions

Key Takeaways:

- You can use assessment to challenge inequities!
- Consider identity, history, and language



Developing Inclusive Assessments

Equity-Minded Assessment

- Check the biases of those conducting the assessment
- Use multiple sources of evidence appropriate for student being assessed
- Include student perspectives and take action based on perspectives
- Increase transparency in assessment results and actions
- Make evidence-based changes that directly address inequities.

Embedding Equity

- Ask the following questions as you map out your assessment activities and strategies
 - How, where, and which student voices are being sought and included?
 - Which students have access to different learning activities?
 - What assumptions about student behavior are built into the design of learning experiences and assessments?



Developing, cont.

Equity In Assessment Steps

1. Establishing Learning Outcomes
 - Create opportunities for students to operationalize their agency
2. Measuring Learning Outcomes
 - Students learning in ways that are diverse and nuanced
 - Empower student to share and demonstrate learning that is practical and meaningful to them
3. Data Collection
 - Solicit student feedback on questions and prompts develop

Key Takeaways:

- Check biases, diversify voices, be transparent

- Don't be afraid to ask

why

- Embed equity into every part of the assessment process



CASE STUDY: Implicit Bias in Conduct

The literature is rich around implicit racial bias in K-12 education.

It impacts:

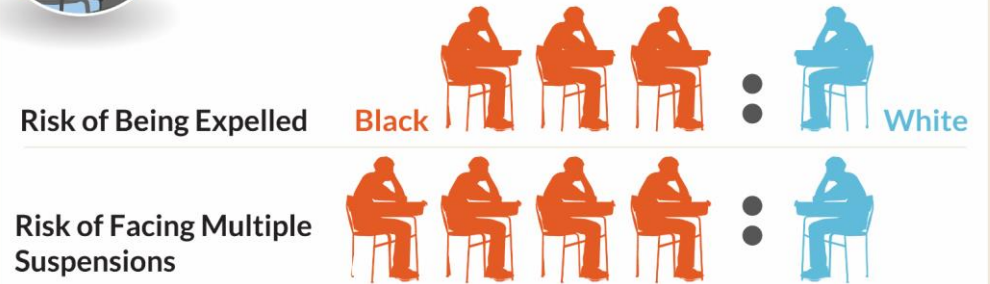
- teachers' instructional practice
- the interactions between teachers & students
- students' special education eligibility
- placement decisions
- school discipline

We can develop inclusive assessment AND use assessment to learn about inequity



Racial Disparities in School Discipline

Black students are 3-4 times more likely than their white peers to be expelled or face multiple suspensions from school.



Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2009-10

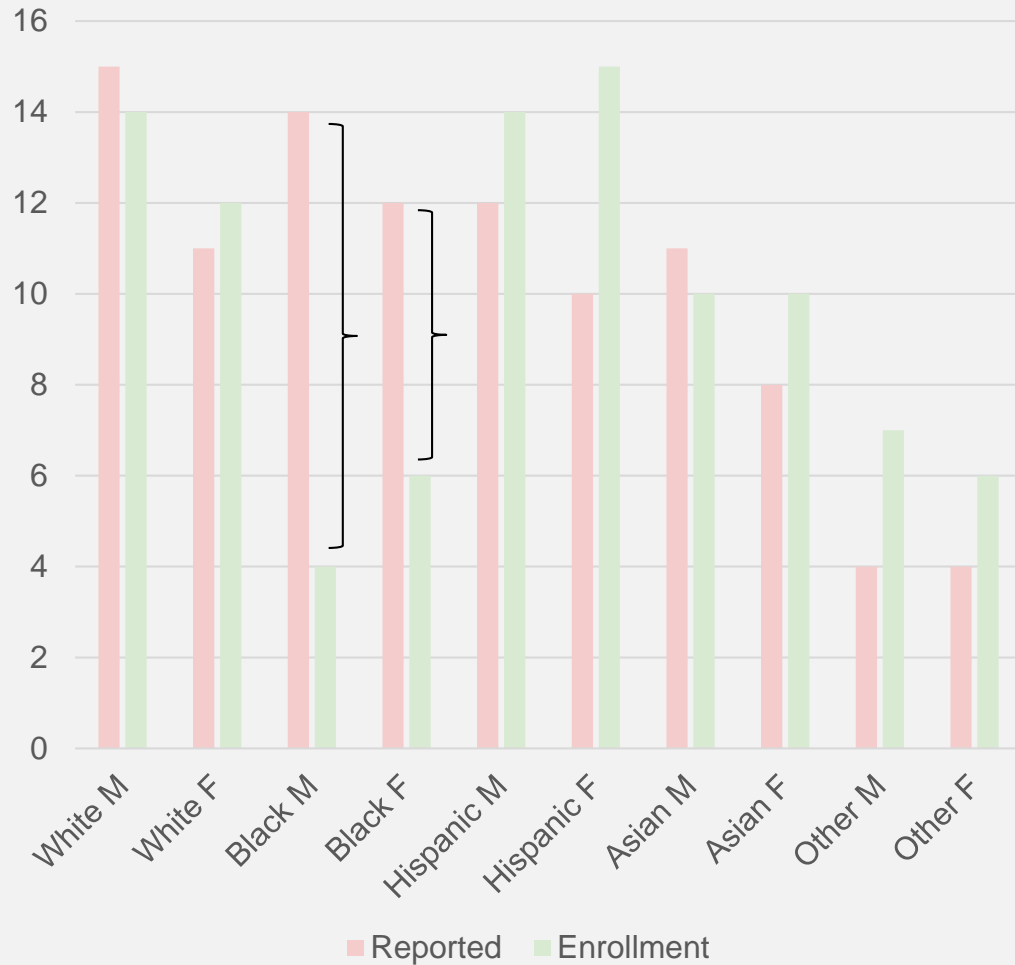
American Institutes for Research | www.air.org

Even though the data above addresses K-12 education, implicit bias is still prevalent in all places, including higher education.

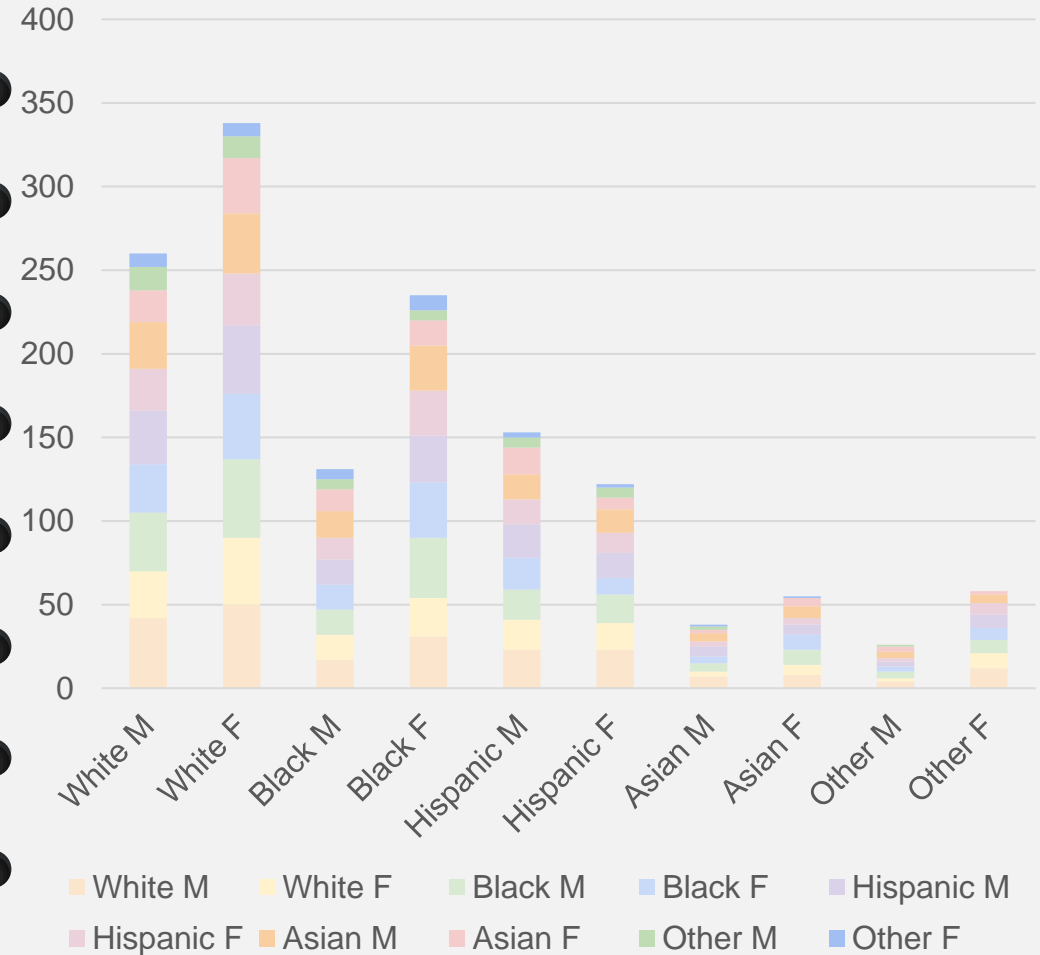
This study was designed to learn more about how implicit bias impacts the adjudication of student conduct.

Case Study, cont.

Reported vs. Enrolled



How Do Various Ethnicities & Gender Report?



Case Study, cont.

The Conduct Officer Data

Black Female Hearing Officer (FT)						84.15
	White	Black	Hispanic	Asian		
Male	83.77	80.52	88.89	83.46		83.75
Female	95.38	77.78	83.61	83.58		84.56
	89.58	79.15	86.25	83.52		

White Male Hearing Officer (FT)						73.58
	White	Black	Hispanic	Asian		
Male	62.78	77.91	84.91	86.84		74.89
Female	75.86	75	71.43	65.38		72.26
	69.32	76.45	78.16	76.11		

LESSONS LEARNED

Bias in Context

NON-WHITE HEARING OFFICERS

- See more students of color
- White students (parents)
- Students of color build rapport faster/easier with Hearing Officer
- "Personal disappointment"
- Greater uncertainty/nerve when students are older, white
- Less likely to feel need to "compensate"



Case Study, cont.

WHITE HEARING OFFICERS

- Fear of adjudicating "in absentia"
- Perceived "allyship" (white students)
- 1st Gen student empathy
- More likely to feel the need to compensate
- Sense of obligation to "correct" how a student may have been referred (i.e., police)

ALL HEARING OFFICERS

- Administrative/Upper level involvement
- Threats of a lawsuit
- Emotional Support Animals / ADA
- Female Hearing Officers battling the perception of being "soft"

ALL HEARING OFFICERS, cont.

- Presumption of male students "having not read/understand"
- Assigning "cost related" sanctions - assumptions based on SES
- Appeal process benefits white students (parental involvement, likelihood to appeal)
- Mental Health elements, perception is 'less strict/rigid'

Ideas for Moving Forward:

- *Understanding how respondents experienced/perceived the process*
- *Look at 4/6-year graduation rates of "In Violation" students*
- *Education & awareness training for Complainants*

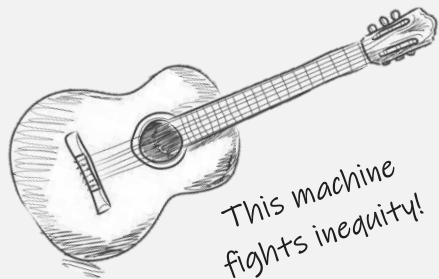
Review

ASSESSMENT CAN BE

intentionally designed to be more equitable, accessible, and inclusive

used to gain a better understanding of inequities that already exist

Assessment is a tool we can (and should) use to address inequity!



REMEMBER:

- Identity
- History
- Language

When we make new assessments, they should be developed through an equity lens.

When we evaluate data, we should apply an equity lens.

Be curious and ask "why."

- Why do we do it that way?
- Why are we only hearing from one group?
- Why are we perpetuating this bias?
- Why are we phrasing it that way?

Inequity isn't just about race. It can also be about gender, class, ability, access, opportunity, and much, much more.

Survey Design Tips

General Best Practices

- Whenever possible, don't require responses
- Avoid "other"; Use "self-describe" or "write-in"
- Use skip logic for more in-depth questions
- Don't ask more than you need to

Break the Binary

- Expand sex options
- Consider a self-describe field
- Use the term "first year student"

Race Is Multifaceted

- Allow "select all that apply"



Thank you!

We appreciate you joining us today! If you have any follow up questions, reach out to Anneliese:

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713-743-6579

