

Student Life Analytics: Equitable Assessment In Student Affairs



**Angela D. Taylor, Ph.D., LPC-S
Director, Student Life Analytics
Texas Christian University**

TCU LAND ACKNOWLEDGEMENT

TCU acknowledges the many benefits, responsibilities, and relationships of being in this place, which we share with all living beings. We respectfully acknowledge all Native American peoples who have lived on this land since time immemorial. TCU especially acknowledges and pays respect to the Wichita and Affiliated Tribes, upon whose historical homeland our university is located.



The Question

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

Increase in the diversity of the student body

TCU 2000

- 59% Female/41% Male
- 72% Texan/24% Out-of-State
- \$17,415 annual cost to attend

• White	79.0%
• Hispanic	5.5%
• Black	4.3%
• Asian	2.0%
• Native American	0.7%
• International	4.1%

TCU 2023

- 62% Female/38% Male
- 48% Texan/52% Out-of-State
- \$61,650 annual cost to attend

• White	64.1%
• Hispanic	18.1%
• Black	4.1%
• Asian	2.4%
• Native American	0.2%
• International	4.4%

Culturally Responsive Assessment

Often 'Diversity' brings attention to differences among students and fails to address different histories, needs, interests, and issues.

Culture can be thought of as:

1. the explicit elements that makes people identifiable to a specific group(s) including behaviors, practices, customs, roles, attitudes, appearance, expressions of identity, language, housing region, heritage, race/ethnicity, rituals, religion;
2. the implicit elements that combine a group of people which include their beliefs, values, ethics, gender identity, sexual orientation, common experiences (e.g. military veterans and foster children), social identity; and
3. cognitive elements or the ways that the lived experiences of a group of people affect their acquisition of knowledge, behavior, cognition, communication, expression of knowledge, perceptions of self and others, work ethic, collaboration, and so on.

Culturally Responsive Assessment

The culturally relevant component involves assuring that the assessment process—beginning with student learning outcome statements and ending with improvements in student learning—is mindful of student differences and employs assessment methods appropriate for different student groups.

Underlying the culturally relevant component is the focus on students—the importance of keeping students at the center, which requires their involvement at every step in the assessment process and builds upon their lived experience.

Culturally Responsive Assessment

Assessment approaches and processes can help reinforce a sense of belonging or add to students' belief that they do not belong because their learning or experiences are not deemed as valid or important.

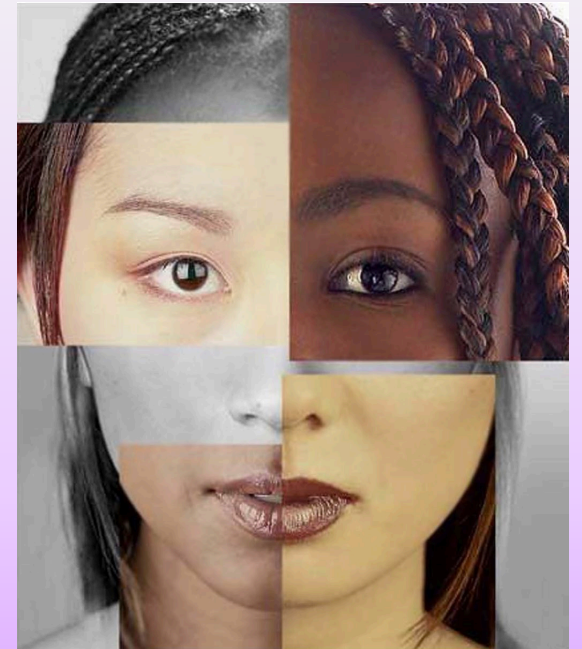
Culturally responsive assessment is thus thought of as assessment that is:

- mindful of the student populations the institution serves,
- using language that is appropriate for all students when developing learning outcomes,
- acknowledging students' differences in the planning phases of an assessment effort,
- developing and/or using assessment tools that are appropriate for different students,
- and being intentional in using assessment results to improve learning for all students.

Socially Just Assessment

Assessment should strive to serve as a mechanism that helps close opportunity, persistence, and attainment gaps between different student populations.

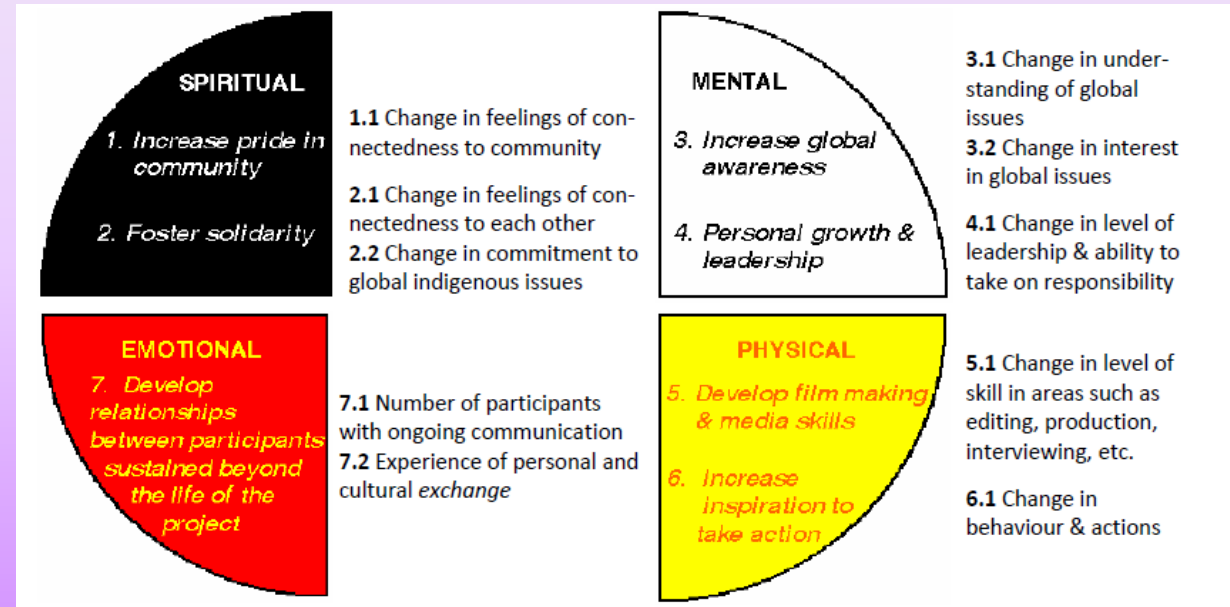
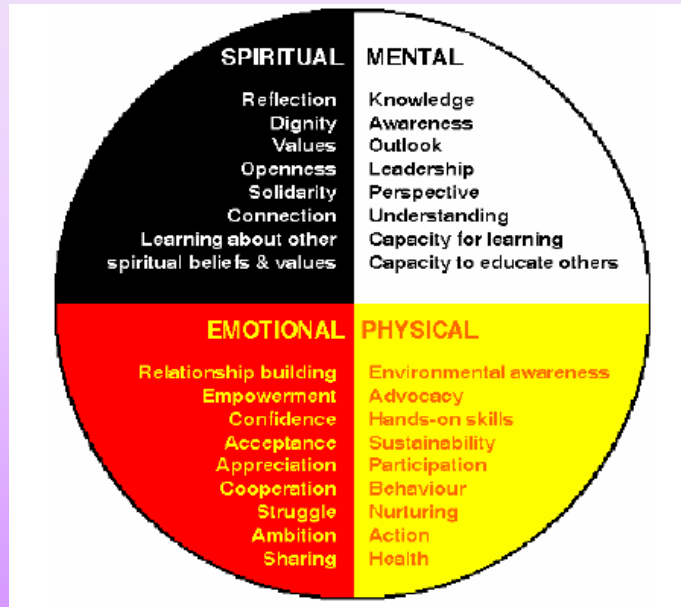
At its core, equitable assessment calls for those who lead and participate in assessment activities to pay attention and be conscious of how assessment can either feed into cycles that perpetuate inequities or can serve to bring more equity into higher education.



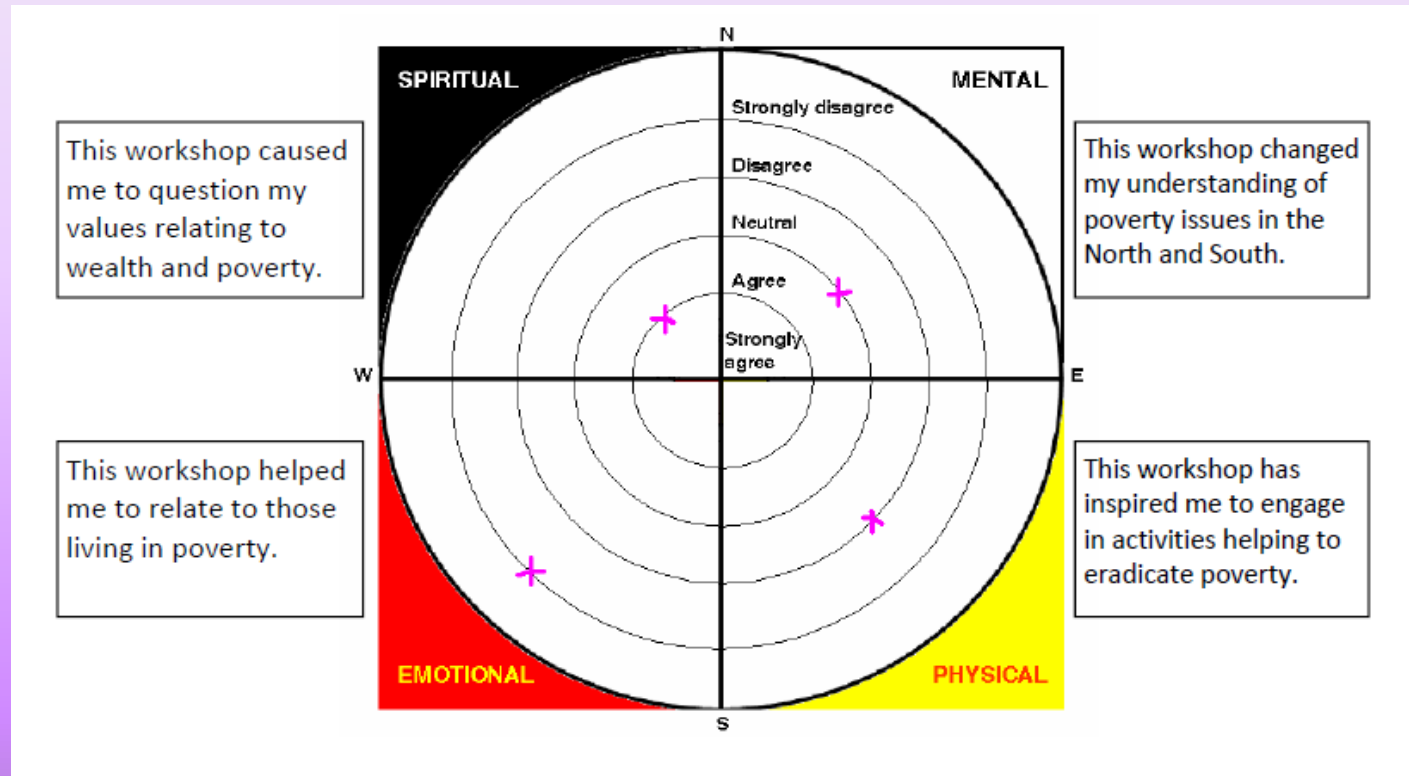
Equity-Minded Assessment

1. Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege;
2. Use multiple sources of evidence appropriate for the students being assessed and assessment effort;
3. Include student perspectives and take action based on perspectives;
4. Increase transparency in assessment results and actions;
5. Ensure collected data can be meaningfully disaggregated and interrogated; and
6. Make evidence-based changes that address issues of equity that are context-specific.

First Voices, Medicine Wheel Evaluation Framework



First Voices, Medicine Wheel Evaluation Framework



Activity – Ways of Knowing, Self-Awareness

- This exercise should be completed on your own.
- Johari Window

	Known to Self	Unknown to Self
Known to Others	Open Self: Biases known to self and others	Blind Self (blind spot): Biases unknown to self but known to others
Unknown to Others	Hidden Self: Biases known to self but not known to others	Unknown Self: Biases unknown to self and others

Source: Acton, C. (2021). *Harvard Business Review*.²

Activity – Ways of Knowing, Team Exercise

Goal of this exercise is to help you develop or hone self-awareness of:

- Your valued ways of knowing;
- The impact of your valued ways of knowing on campus assessment work;
- Your valued ways of knowing in relation to perceived institutional valued ways of knowing.

	Known to Self	Unknown to Self
Known to Others	Open Self: Biases known to self and others	Blind Self (blind spot): Biases unknown to self but known to others
Unknown to Others	Hidden Self: Biases known to self but not known to others	Unknown Self: Biases unknown to self and others

Source: Acton, C. (2021). *Harvard Business Review*.²

Summary

Questions

Closing Comments

**Angela D. Taylor, Ph.D., LPC-S
Director, Student Life Analytics
Texas Christian University**

a.d.taylor@tcu.edu