

Equity-Centered Questions to Ask Throughout the Assessment Process

OUTCOMES

- How and where does systemic bias and discrimination affect student learning and the student experience?
- In what ways do you operationalize student agency by providing opportunities for students to define learning in their own language?
- Have you incorporated multiple modalities to collect evidence of student learning and validate pluralistic ways of gaining and demonstrating knowledge?
- Have you reflected on the motivation for the outcomes (e.g., reflection? employability? learning?).
- Does your outcomes framework include the experiences and values of all students and the communities to which they belong, especially marginalized populations? Have you evaluated your outcomes framework for dominant epistemologies and beliefs and to ensure that it includes the experiences of marginalized populations?
- Where can you include students in drafting outcomes? In mapping learning outcomes to their learning experiences?
- How are you attending to intersectionality (race/ethnicity, class, gender, sexual orientation, age, class, etc.), recognizing the way in which individual students' multiple identities cannot be fully separated from one another for meaning-making?

METHODS & DATA COLLECTION

- Can you select methods that balance the demand for rigor and generalizability with cultural attentiveness and justice?
- Have you considered non-dominant assessment approaches?
- Have you considered multiple methods (e.g., storytelling circles, rubrics, ePortfolios, narratives, photo, voice, document analysis, video blogs, existing data analysis).
- Have you incorporated multiple modalities to collect evidence of student learning and validate pluralistic ways of gaining and demonstrating knowledge?
- Where and how can you engage students in determining and designing methods for showcasing their learning?
- To what extent are demographic variables used as proxies for culture? What opportunities are present for students to self-identify on demographic items in meaningful ways?

- Have you examined and evaluated language for bias (implicit or explicit), inclusion, signals of “normalcy” or homogeneity, and supportive identity orientation?
- Where and how does your assessment language reflect culturally acquired knowledge and perpetuate racism?

ANALYSIS

- Are we disaggregating our data?
 - How do we analyze subgroups with very few responses?
 - Where can you call attention to systemic bias by acknowledging identities not included in analysis and why?
 - How do we identify subgroups of students struggling or excelling in their experiences?
 - How do we better identify the needs and experiences of students from underrepresented backgrounds?
- Does your institution collect information on student demographic variables and co-curricular involvement related to race, ethnicity, gender identity or sexual orientation? If yes, is that data readily available to include in data analysis and disaggregation? What populations are represented in the data, which populations are erased?
- Are we engaging in multiple types of data analysis (e.g., within group and across group analysis). When comparing across groups, how do we ensure that we don't hold white student experiences as the benchmark for comparison?
- Who is at the “table” for analysis? Are there voices or perspectives that have been historically silenced? Who has voice and power in interpreting the data and using the results?
- How do we avoid approaching the data from a deficit perspective?
- How are we creating opportunities to dismantle systems?

SHARING & USE OF RESULTS

- Prior to data collection, have we identified meaningful uses of the results for action?
- Have we considered who has the power to determine if results are valid and accurate and how data reports and summaries will be written and shared?
- Where and how does our assessment language reflect culturally acquired knowledge and perpetuate racism?
- Have we considered how we may be writing results from a deficit-based orientation?
- How are senior leaders, faculty, and staff educated about racial inequity as a structural problem (rather than a cultural problem attributed to minoritized populations) and the need to consider



equity in the sociohistorical context of exclusionary practices at your campus and in higher education?

- Is equity at our institution a “targeted strategy” achieved through programs or offices or a standard for all aspects of the institution from resource allocation to assessment to strategic planning? How do these results align with those strategies to advance educational equity?
- What are equitable and inclusive ways to share these data and results with others on campus? How will we ensure that those most harmed by the structural inequities and those most impacted by the use of results are included?
- How can we make our findings actionable so that they can serve as an opportunity to advance equity?