

Implementing Equity-Minded Assessment: One Institution's Story

Jennifer Mandel, PhD, Associate Director of Assessment, University of New England
Kelly Duarte, MEd, Director, Institutional Research & Data Analytics, University of New England

AMCOA's Assessment in Higher Education Conference
April 26, 2024



Our outcomes for this talk

- Share our methods for fostering equity-minded assessment at our institution.
- Describe the various equity-minded projects that we have supported.
- Discuss our discoveries and challenges.
- Explore additional ways other institutions can implement equity-minded assessment.

Let's Take a Poll...



What Equity-Minded Assessment Means to Us

- Using standard assessment practices to advance learning of all students.
- Coming to the field from a place of curiosity, inquiry, and exploration.
- Maintaining high academic standards, while identifying support resources.
- Our practices take shape differently in each curricular and co-curricular area.
- The UAC, OIRDA, and CETL support professional development and data disaggregation.

Our Equity-Minded Assessment Initiatives

- Faculty and Professional Learning Communities (2022)
- Mini-Grants (AY 2023-24)
- Institutional Research's Data Dashboards

About UNE

- Six colleges (CAS, CDM, COB, COM, CPS, WCHP)
- Over 50 undergraduate majors, and nearly 30 graduate and professional programs
- Maine's only medical college and physician assistant program; northern New England's only dental college
- Three campuses (Biddeford and Portland, ME, and Tangier, Morocco), and online
- Global education programs in Morocco, Spain, France, Iceland, and more

UNE's Mission:

The University of New England prepares students to thrive in a rapidly changing world and, in so doing, to improve the health of people, communities, and our planet.

UNE's Core Values:

- Student Centeredness
- Diversity, Inclusion, Connection
- Relentless Inquiry
- Boundary Crossing
- Learning Everywhere
- Progressive Change
- Stewardship of our Planet

About UNE

Fall 2023 Student Census (headcount)

- 6,473 enrolled students (3,690 on campus; 2,783 online)
 - 2,214 undergraduate students
 - 1,183 graduate students
 - 1,427 doctoral students
 - 1,649 post-baccalaureate pre-health (non-degree) course students

General degree-seeking student demographic data

On-Campus Undergraduate

- 70% women
- 30% men
- 12% HURE students (up from 8% in 2019)
- 24% from Maine
- 60% from other New England states
- 16% outside New England
- 21% Pell eligible
- Just over 30% first-generation

HURE=Historically underrepresented racial and ethnic populations

On-Campus Graduate/Doctoral

- 65% women
- 35% men
- 24% HURE students (slight increase over 2019)
- 19% from Maine
- 39% other New England states
- 42% outside New England

Online Graduate/Doctoral

- 83% women
- 17% men
- 14.6% HURE students (down from 2019)
- 22% Maine
- 30% other New England states
- 48% outside New England

UNE's UAC & Assessment Processes

University Assessment Committee:

- Current iteration of UAC since 2014-15
- Representatives from every college, OIRDA, CETL, Student Affairs, Library Services, and the University Faculty Assembly
- Facilitates three assessment processes: (1) annual assessment cycle, (2) regular program review, (3) three-year new program review
- Offers professional development

Advantages:

- Provost's support, dedicated group, and collaborative OIRDA and CETL
- Participation from all academic areas in annual reporting process
- Increasing participation from the co-curricular areas in annual reporting process
- Assessment has a budget to offer professional development

Challenges:

- Personnel transitions
- Regular professional development needs
- "Closing the loop" responsibilities
- Personnel time limitations
- Data limitations

Faculty and Professional Learning Communities (FPLC) on Equity-Minded Assessment

FPLC on Equity-Minded Assessment

- Sponsored by the UAC, CETL, and OIRDA
- Team-based projects
- Carried out over two semesters through 2022
- Three teams:
 - Humanities academic program (explored grading practices in a required, introductory course that most undergraduates take)
 - Health professions academic program (explored grading practices in upper-level, undergraduate clinical courses in the major)
 - Health professions co-curricular office (created SLOs and measure)
- Two teams included students in their projects
- Two teams presented their work at a university function
- OIRDA provided disaggregated final grades data for two teams as they worked on their projects

Disaggregating Undergraduate Student Data

Legal Gender (IPEDS categories)

Male
Female

Race/Ethnicity (IPEDS categories)

Unknown/Not Reported
White, Non-Hispanic/Latinx
American Indian/Alaskan Native
Asian
Black, Non-Hispanic/Latinx
Hispanic/Latinx
Native Hawaiian/Pacific Islander
Non-Resident Alien
Two or More Races

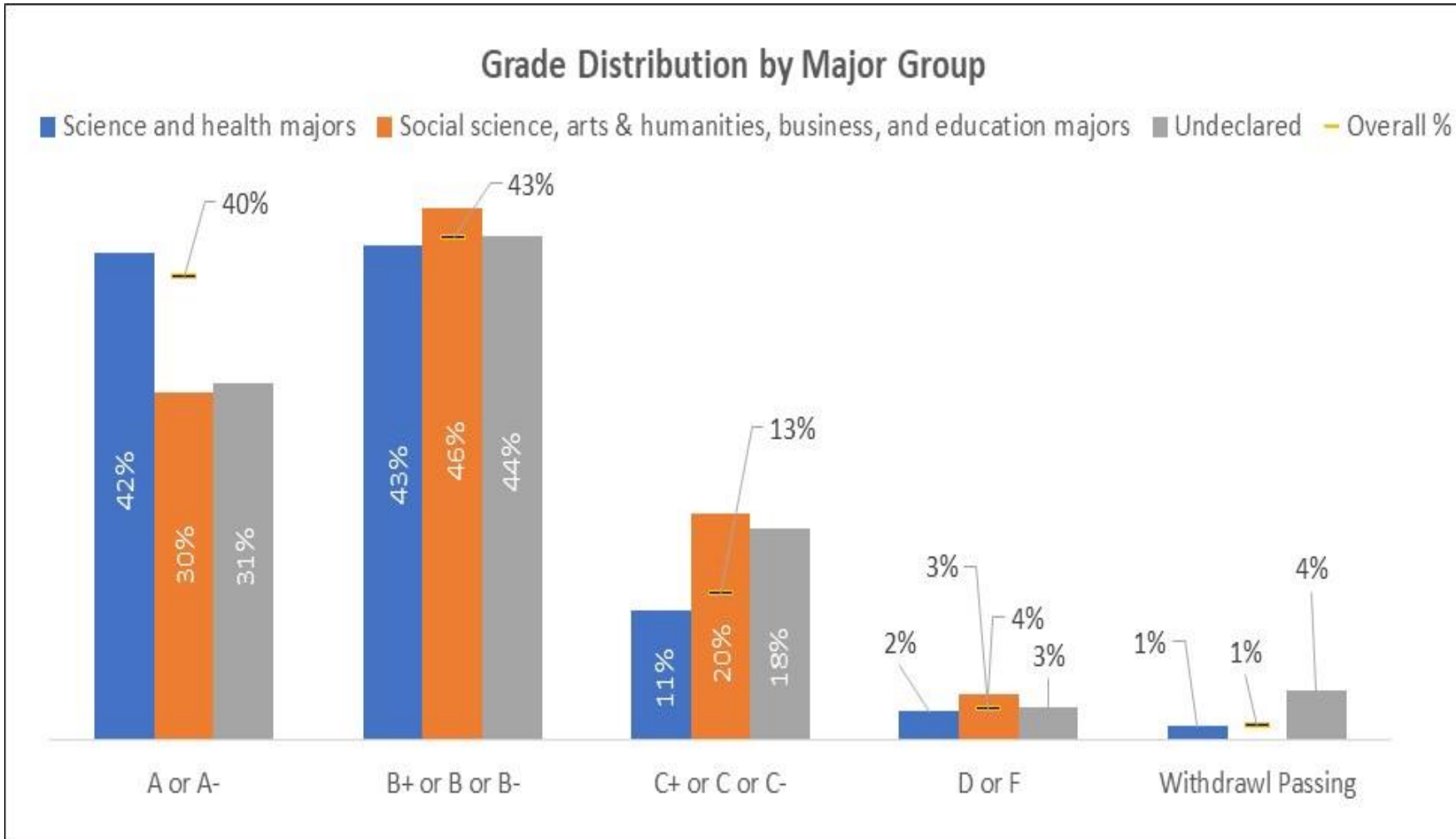
Available Categories

Additional Categories

New v. returning undergraduate
First generation
Pell grant eligible
Major

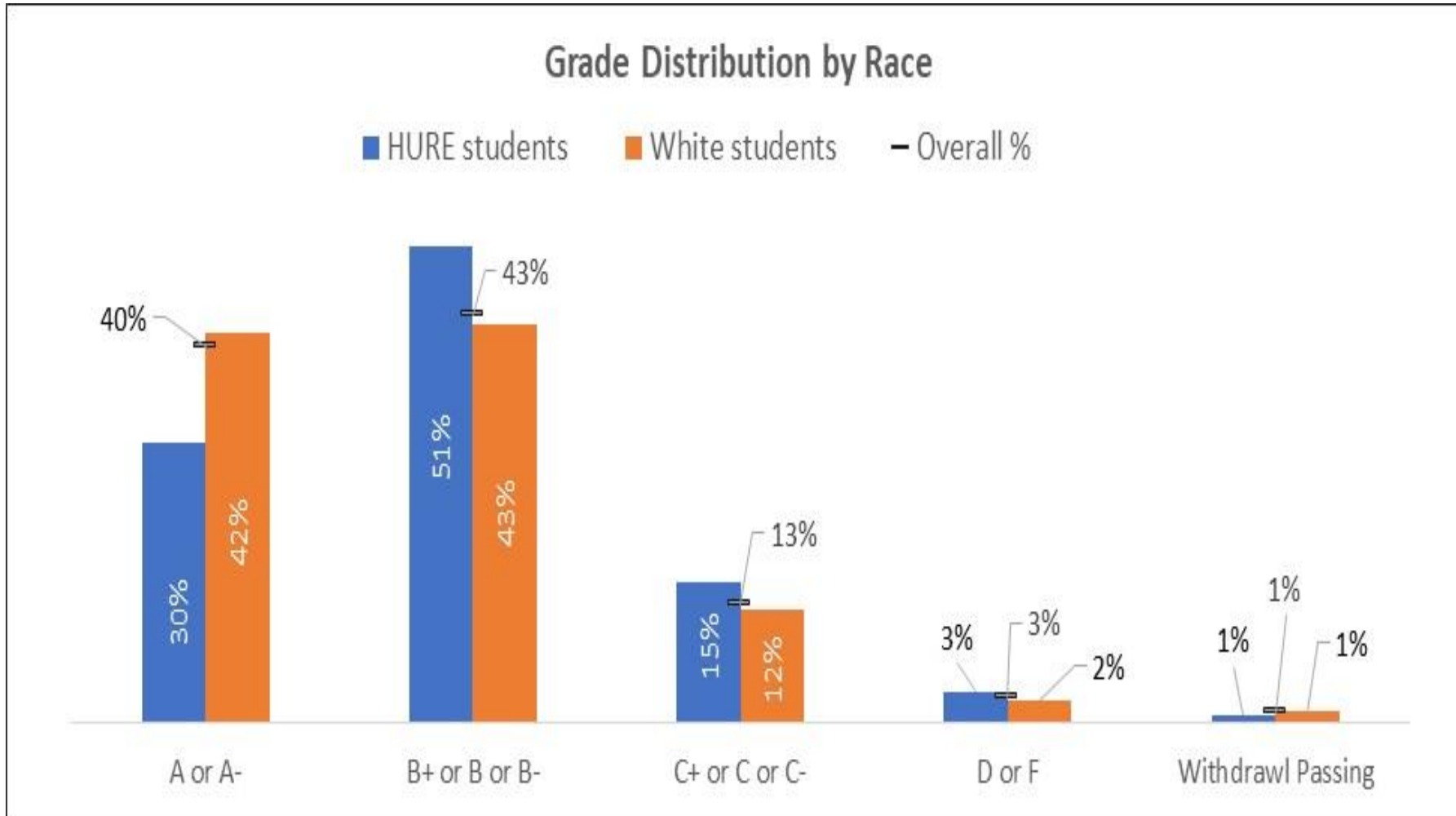
Combined data into HURE category
(Historically underrepresented
racial and ethnic populations)

FPLC Example: Humanities Class



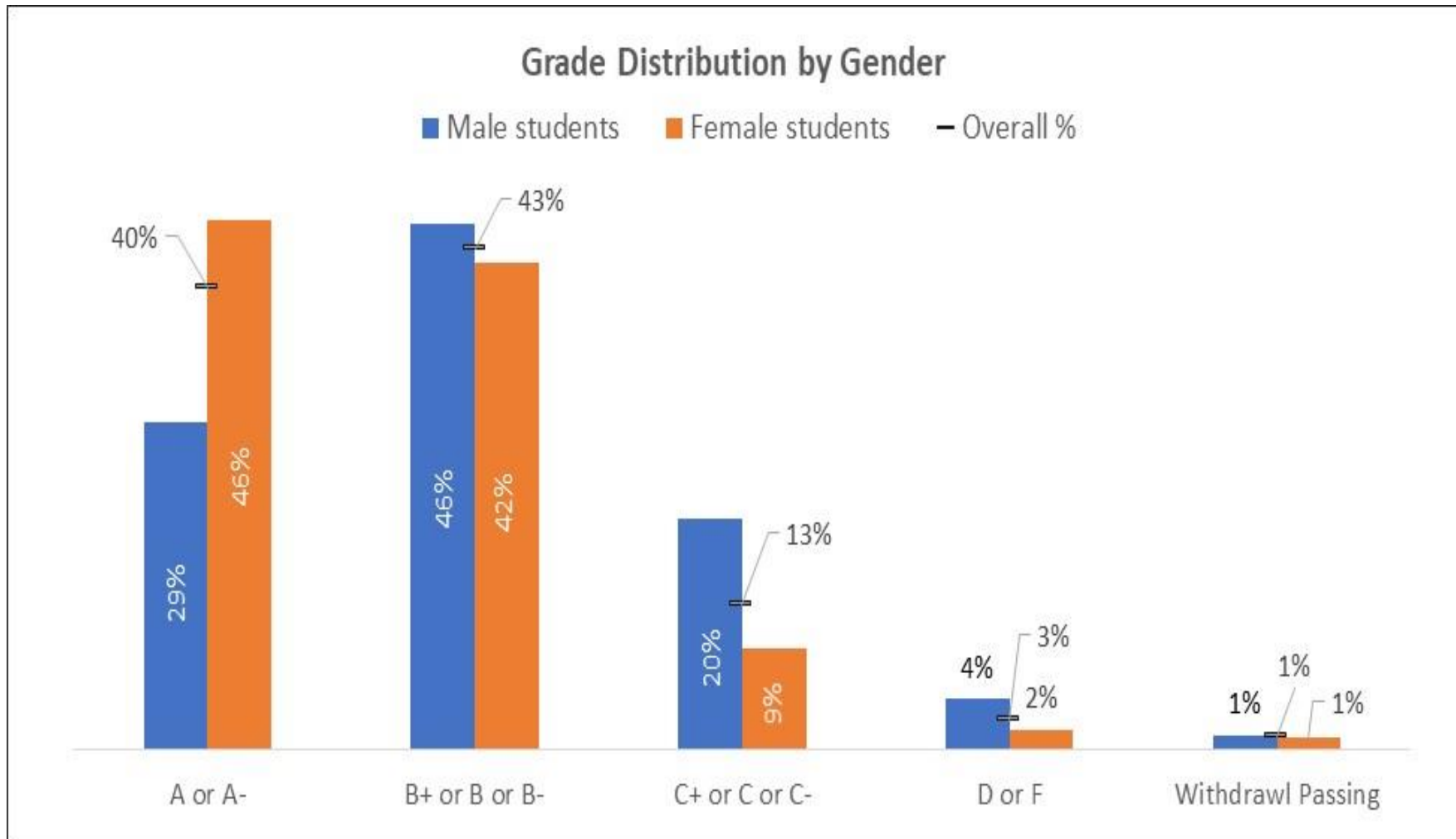
- Six semesters (S17, F17, S18, F18, S19, F19)
- N = 1,542

FPLC Example: Humanities Class



- Six semesters (S17, F17, S18, F18, S19, F19)
- N = 1,542

FPLC Example: Humanities Class



- Six semesters (S17, F17, S18, F18, S19, F19)
- N = 1,542

FPLC's Outcomes

- Humanities academic program
 - Incorporated elements of labor-based and specifications grading into their courses, and shared with other faculty the approaches
- Health professions academic program
 - Implemented tokens in clinical courses
 - Decided to continue exploring their options of incorporating other specifications grading methods into their clinical courses
- Health professions co-curricular office (SLOs, measure)
 - Completed learning outcomes
 - Created and implemented a measure
 - Discussed reporting to the annual assessment process

Mini-Grants on Equity-Minded Assessment

Mini-Grants on Equity-Minded Assessment

- Sponsored by the UAC, CETL, and OIRDA
- Individual and team-based projects at any stage in their understanding of equity-minded assessment
- Carried out through AY 2023-24
- Four mini-grant projects:
 - Science academic program (assess exam corrections practice)
 - Health profession academic program (assess students' evidence-based practice)
 - Student Affairs (broaden candidate pool for student leader positions)
 - Library Services (increase student use of spaces and services)
- All four mini-grants included student feedback in their projects
- OIRDA provided disaggregated data for two teams
- Recipients presented their work at a UNE function

Mini-Grant Application: Guidelines

Applicants:

- Accepted proposals from faculty (full-time, part-time, and adjunct) and professional staff in UNE's academic and co-curricular areas.
- Accepted proposals from individuals or groups of 2-5 people.
- Accepted proposals at any stage in the applicant's understanding of equity-minded assessment, and the proposed project's development.

Proposal Recommendation:

- Encouraged proposals that included student involvement.

Expectations:

- Hosted the mini-grant recipients at a luncheon to share projects and learn from each other.

Mini-Grant on Equity-Minded Assessment, AY 2023-24, Proposal Evaluation Rubric

	3 = Exceeds Expectations	2 = Meets Expectations	1 = Partially Meets Expectations	0 = Does Not Meet Expectations
Applicability to mini-grant theme of equity-minded assessment	Proposal is deeply connected to mini-grant theme of equity-minded assessment, and addresses the ways in which the project will attend to the theme on many levels.	Proposal is connected to mini-grant theme of equity-minded assessment, and is relevant to theme on many levels.	Proposal superficially addresses mini-grant theme.	Proposal does not address mini-grant theme or is outside of the theme.
Data-driven	Proposal goes beyond processes and explicitly states the data it plans to collect to improve equity for students in a curricular or co-curricular area.	Proposal states the data it plans to collect to improve equity for students in a curricular or co-curricular area.	Proposal superficially states the data it plans to collect.	Proposal does not state any data collection.
Results-focused	Proposal explicitly connects collecting assessment data to taking actions. Proposal provides examples of how results will or can be used to improve equity for students in a curricular or co-curricular area.	Proposal connects collecting assessment data to taking actions or the possibility for taking actions. Proposal provides examples of how results will or can be used to improve equity for students in a curricular or co-curricular area.	Proposal superficially connects collecting assessment data to taking actions. Proposal provides limited examples of how results will or can be used toward curricular or co-curricular improvement.	Proposal does not connect collecting assessment data to taking actions. Proposal includes limited to no description of the processes, or the proposal does not provide examples of how results will or can be used toward curricular or co-curricular improvement.
Innovative	Proposal is explicitly innovative in its approach, pioneers a model for equity-minded assessment, or meets a void in an area that needs improvement. Project also, for example, includes student involvement.	Proposal is innovative in its approach or meets a void in an area that needs improvement. Project also, for example, includes student involvement.	Proposal does not seem innovative in its approach, but has value in advancing equity-minded assessment practices and supporting students.	Proposal is not innovative in its approach, and does not seem to have value in advancing equity-minded assessment practices and supporting students.
Budget alignment to project	Proposed budget seamlessly aligns with project, and will allow prospective recipients to carry out the project.	Proposed budget aligns with project, and will reasonably allow prospective recipients to carry out the project.	Proposed budget somewhat aligns with project.	Proposed budget does not align with project.

Mini-Grant Example: Library

Student Library Survey

Proposal: The Library wants to conduct “a student-focused audit to make service improvements, moving us closer to equitable access for all students.”

TELL US ABOUT YOURSELF

Type of Student *(Required)*

- Undergraduate Student
- Graduate Student - On Campus
- Graduate Student - Online
- Graduate Student - Off Campus (rotations, clinicals)
- Other

Enrollment (select all that apply) *(Required)*

- Full Time
- Part Time
- Returning to college after a gap of several years or more
- On rotations/clinical experience
- Something else

Where do you spend most of your time at UNE? *(Required)*

- Biddeford Campus
- Portland Campus
- Online/Off Campus

Are you a transfer student?

- Yes
- No

- How students use the library:
 - Access online resources
 - Study by themselves
 - Study with a group
 - Use study rooms
 - Research help from a librarian
 - Borrow books
 - Use course reserves
 - Use a computer
 - Print
- Comfort level with using the library
- Satisfaction with:
 - Library hours
 - In-person service
 - Online service

Mini-Grant Example: Library

Student Library Survey

TELL US ABOUT YOURSELF

Type of Student *(Required)*

- Undergraduate Student
- Graduate Student - On Campus
- Graduate Student - Online
- Graduate Student - Off Campus (rotations, clinicals)
- Other

Enrollment (select all that apply) *(Required)*

- Full Time
- Part Time
- Returning to college after a gap of several years or more
- On rotations/clinical experience
- Something else

Where do you spend most of your time at UNE? *(Required)*

- Biddeford Campus
- Portland Campus
- Online/Off Campus

Are you a transfer student?

- Yes
- No

- Race/ethnicity
- Gender identity
- Do you have caregiver responsibilities?
- How worried are you about money?
- In the last year, have you worried about not having enough food to eat?
- Do you identify as any of the following:
 - International student
 - Military/veteran
 - First-generation college student
 - LGBTQIA+
 - Low income
 - Neurodivergent
 - Dyslexia/dysgraphia or other processing disorder
 - Sensory sensitivities
 - ADD or ADHD
 - Living with a disability
 - Experience anxiety or depression
 - A person of faith/religious
 - English is not my first language

Mini-Grant Example: Library

303 total responses*

- **114** – Undergraduate
- **120** – Graduate on campus only
- **58** – Graduate online only
- **9** – Graduate off campus rotations, clinicals
- **2** – Other

Of the 303 responses:

- **5.6%** – Part-time students
- **7.9%** – Returning after gap years
- **8.3%** – Transfer students

*Response rate
challenging to calculate.



Library Services Survey Response Dashboard - 2023

Show Demographic Charts Page

Filters

Type of Student: All
 Primary Campus: All
 College(s): All
 Major(s): All
 On/Off Campus Living Status: All
 Work: All

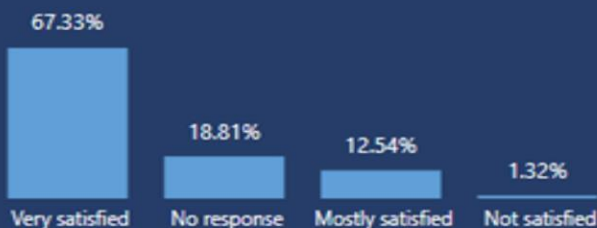
Race/Ethnicity: All
 Gender Category: All
 LGBTQIA+: All
 Neurodivergent: All
 Faith Category: All
 Live w Disability: All
 Politics: All
 Caregiver: All
 Level of Financial Worry: All

Library Satisfaction

Comfort w Library Use



Satisfaction w Library Hours



Library Uses

303

Respondents

3.64

Avg # of Use Types



Show Applied Filter List

- Never Used Library
- Access Online Resources
- Study by Myself
- Study with Group
- Use Library Study Rooms
- Research Help from Librarian
- Quiet Place to Focus
- Borrow Books
- Course Reserves
- Just Passing Through
- Hang Out w Friends
- Get Away from Roomates
- Printing
- Use a Computer
- Attend a Class
- Place to Eat
- Something Else

Filters

Type of Student:
 Primary Campus:
 College(s):
 Major(s):
 On/Off Campus Living Status:
 Work:

Race/Ethnicity:
 Gender Category:
 LGBTQIA+:
 Neurodivergent:
 Faith Category:
 Live w Disability:
 Politics:
 Caregiver:
 Level of Financial Worry:

Library Satisfaction

Comfort w Library Use



Satisfaction w Library Hours



Library Uses

47

Respondents

3.87

Avg # of Use Types



- Never Used Library
- Access Online Resources
- Study by Myself
- Study with Group
- Use Library Study Rooms
- Research Help from Librarian
- Quiet Place to Focus
- Borrow Books
- Course Reserves
- Just Passing Through
- Hang Out w Friends
- Get Away from Roomates
- Printing
- Use a Computer
- Attend a Class
- Place to Eat
- Something Else

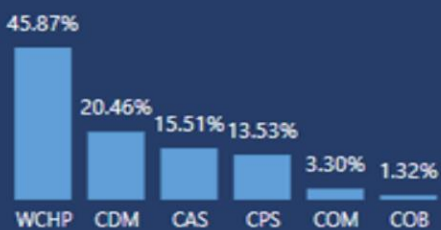
Show Applied Filter List



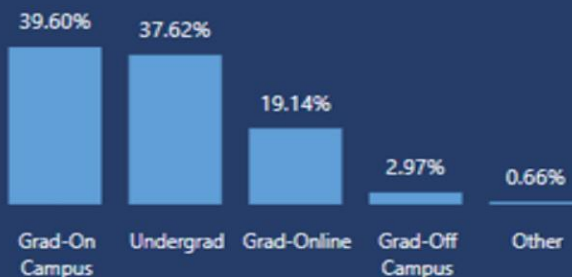
Library Services Survey Response Dashboard - 2023 (Whole Population Demographics)

303
Respondents

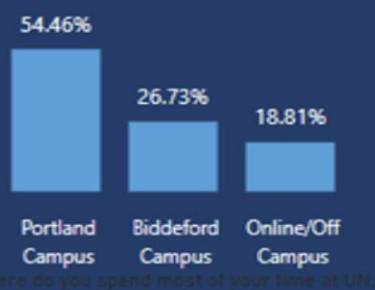
UNE College



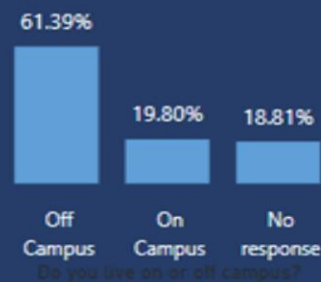
Student Type



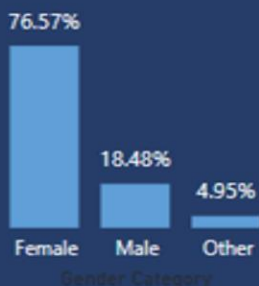
Campus



Living Status



Gender



LGBTQIA+



Employed



Living w Disability



Neurodivergent



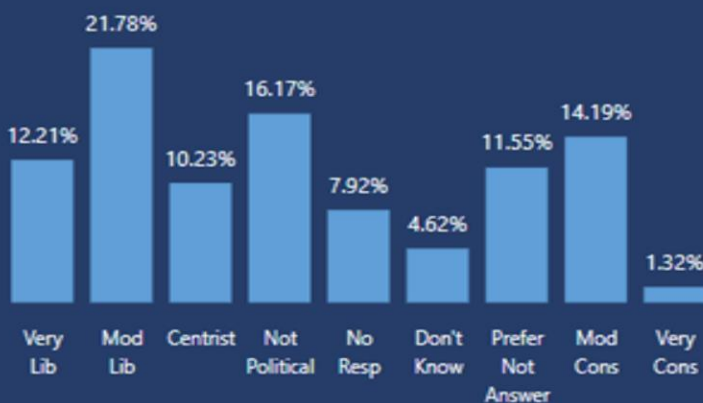
Caregiver



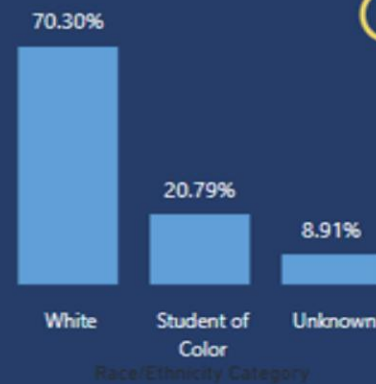
Level of Financial Worry



Politics



Race/Ethnicity

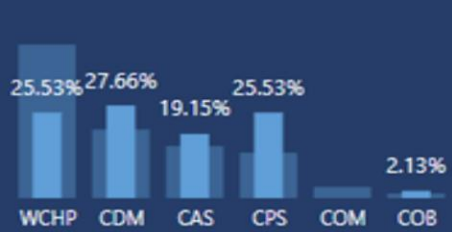


Go To Main Dashboard

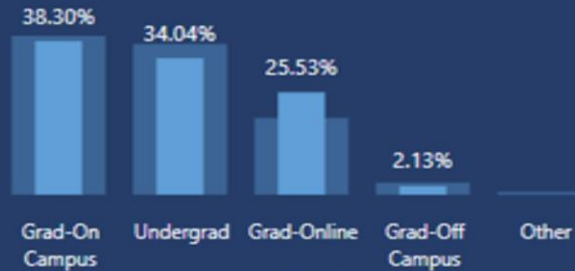
Library Services Survey Response Dashboard - 2023 (Whole Population Demographics)

47
Respondents

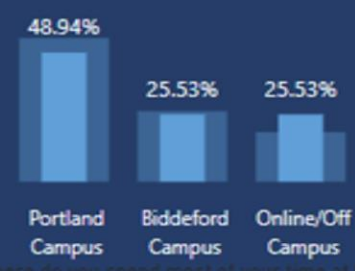
UNE College



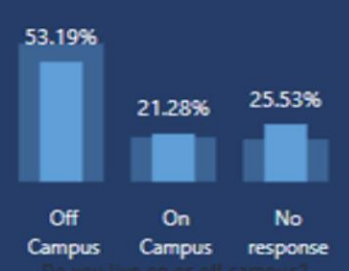
Student Type



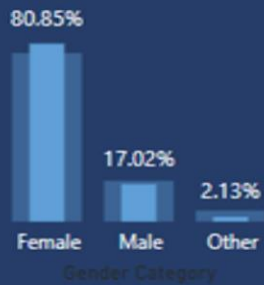
Campus



Living Status



Gender



LGBTQIA+



Employed



Living w Disability



Neurodivergent



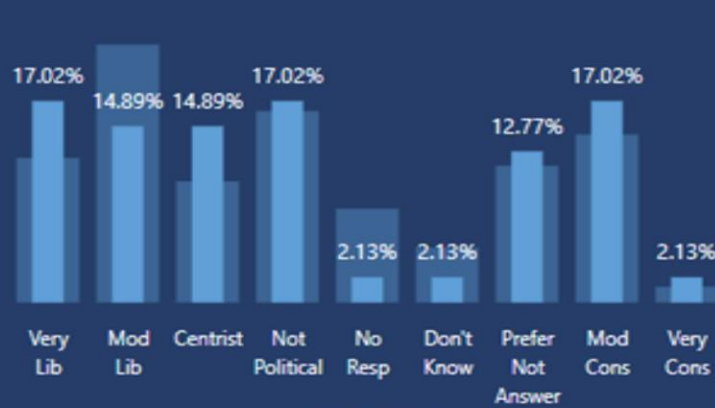
Caregiver



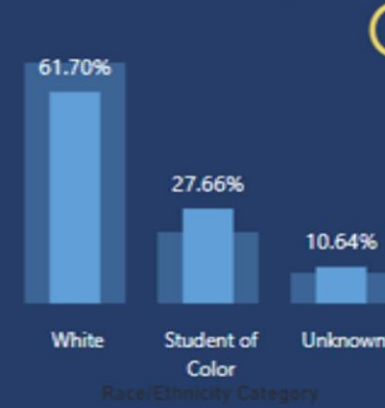
Level of Financial Worry



Politics



Race/Ethnicity



Go To Main Dashboard

Mini-Grant Example: Library – Common Themes

- Students' general lack of understanding about what the library offers.
- Desire for faculty to share more library resources in classes.
- Library staff are helpful and accessible.
- Library needs to market resources more effectively.
- Need for library staff to collaborate with faculty and instructional designers to get in front of students when they are most needed.
- Need for more/improved study spaces.



**What can the Library
do to improve
your experience?**



Changes Library Services has made



Mini-Grant Example: Library – Next Steps

- Continue to analyze data and implement improvements.
- Develop sustainable plan to continue equity-minded assessment of library services.
- Assess faculty to gain perspective on their students' use and understanding of library resources.
- Consider making future funding requests to make student-driven improvements to library spaces.

Office of Institutional Research & Data Analytics' (OIRDA) Data Dashboards

OIRDA's Data Dashboards

- Using Microsoft PowerBI, OIRDA created undergraduate and graduate student retention data dashboards to promote data disaggregation and help understand challenges/opportunities in improving retention.
- From the home display, users of the undergraduate dashboard can filter data by a variety of categories:
 - Undergraduate college
 - Major
 - Fall cohort semester: 2017-2022 (with additional semesters added in subsequent years)
 - Student demographic categories (e.g., gender, first-generation status, athlete status, race/ethnicity, home geographic area, Pell eligibility, EFC quartile, and high school GPA band)
- Future goals:
 - Include engagement indicators that live outside of Banner on undergraduate students' first year (e.g., club participation and Student Academic Success Center visits).
 - Encourage use of the dashboards to make meaningful, data-informed changes.

First-Time, Full-Time One Year Student Retention Dashboard

Major(s) Selected: All Undergraduate Majors - All Colleges (All Fall 2017 - Fall 2022 Cohorts)



Select Academic Term(s)

Select College(s)

Select Major(s)

All

All

All

Reset Filters

3,883

Student Count

75.8%

One Year Retention

3.39

Average High School GPA

83.7%

Took Official Campus Visit

29.9%

Gradvantage Interest

95.0%

% Live On Campus

Retention Trend



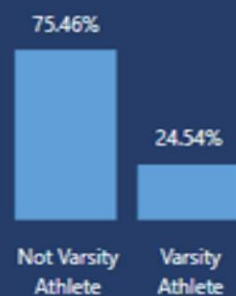
Gender



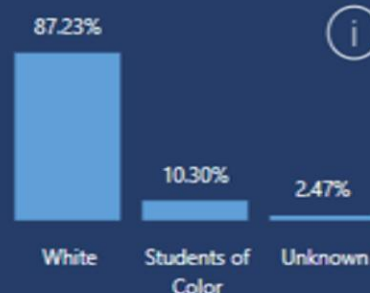
First-Gen Status



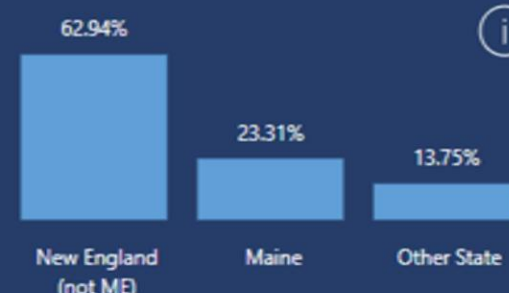
Athletic Status



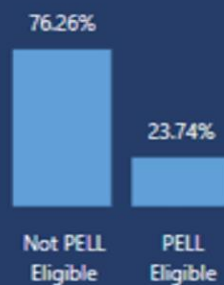
Race/Ethnicity



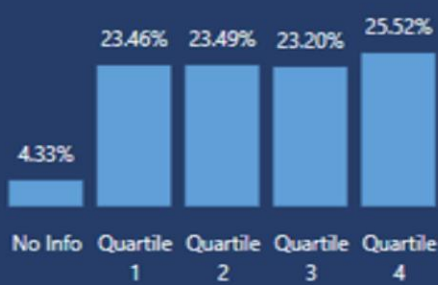
Home Geographic Area



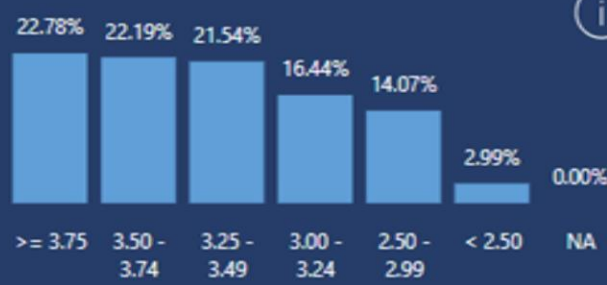
PELL Eligibility



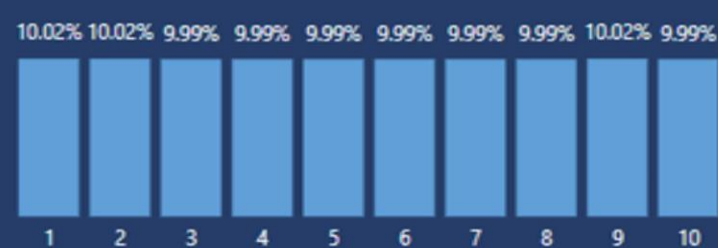
EFC Quartile



High School GPA



Retention Group (1 = Most Likely to Retain)



First-Time, Full-Time One Year Student Retention Dashboard

Major(s) Selected: Bachelor of Science in Nursing - Westbrk Col Health Professions (All Fall 2017 - Fall 2022 Cohorts)



Select Academic Term(s)

Select College(s)

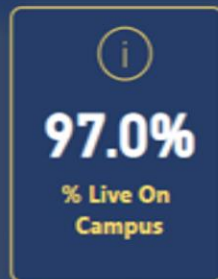
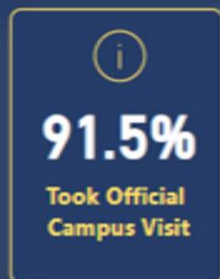
Select Major(s)

All

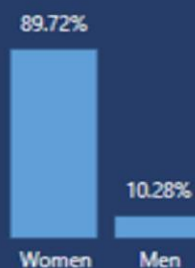
Westbrk Col Health Prof...

Bachelor of Science in Nursing

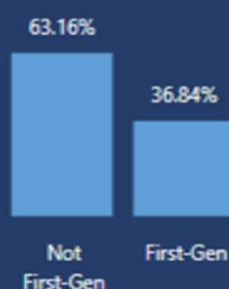
Reset Filters



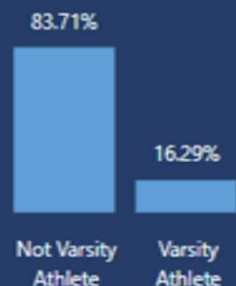
Gender



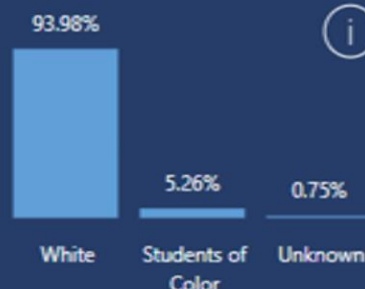
First-Gen Status



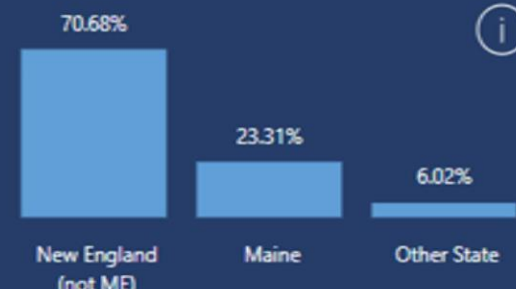
Athletic Status



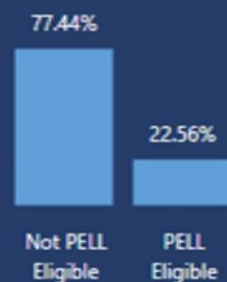
Race/Ethnicity



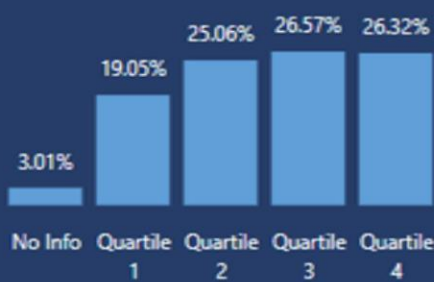
Home Geographic Area



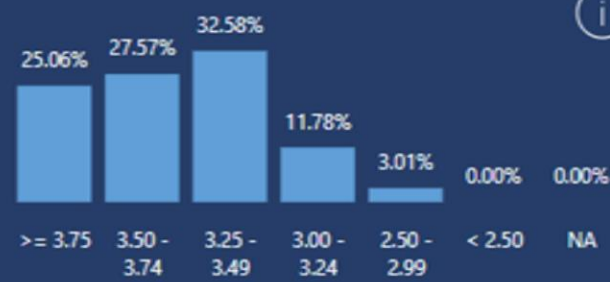
PELL Eligibility



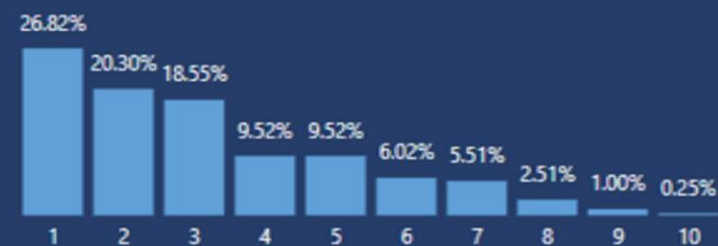
EFC Quartile



High School GPA



Retention Group (1=Most Likely to Retain)



Discussion/Questions

How do/might you practice equity-minded assessment in your role?



Contact

Jennifer Mandel, Associate Director of Assessment
jmandel2@une.edu

Kelly Duarte, Director, Institutional Research & Data Analytics
kduarte@une.edu