

TRANSFORMING YOUR TEACHING

ADVANCING EDUCATIONAL EQUITY THROUGH ASSESSMENT OF LEARNING

Fifth UCSC Symposium on Assessment of Learning

February 21, 2020

- 8:30 - 9:00am Light breakfast & coffee
- 9:00 - 9:15am Opening remarks: UC Santa Cruz Chancellor **Cynthia Larive**
- 9:15 - 10:30am **Session 1: Lessons & Insights from Assessment in Undergraduate Education**
- Opening remarks: **Jody Greene** ♦ AVP for Teaching and Learning ♦ UC Santa Cruz
Hillary Angelo ♦ Faculty, Sociology Department ♦ UC Santa Cruz
Kara Moloney & Mahalia White ♦ Center for Educational Effectiveness ♦ UC Davis
Mark Hendrickson ♦ Faculty, History Department ♦ UC San Diego
Aaron Zachmeier ♦ Assistant Director of Instructional Design & Development ♦ UC Santa Cruz
- 10:45 - 12:00pm **Session 2: Equity-minded Assessment of Writing in the First Two Years of Undergraduate Curriculum**
- Maggie Amis** ♦ Faculty, Writing Program ♦ UC Santa Cruz
Kimberly Adilia Helmer ♦ Faculty, Writing Program ♦ UC Santa Cruz
Sarah Michals ♦ Faculty, Writing Program ♦ UC Santa Cruz
Bradley Queen ♦ Director of Composition Program ♦ UC Irvine
- 12:00 - 1:00pm Lunch
- 1:00 - 2:00pm **Keynote Address: “Using Assessment to Activate Student Agency and Advance Equity”**
- Eileen Camfield** ♦ Faculty Associate, Center for Engaged Teaching & Learning ♦ UC Merced
- 2:15 - 3:30pm **Session 3: Benefits of Engaging Graduate Student TAs in Assessment of Student Learning (Roundtable)**
- Rebecca London** ♦ Faculty, Sociology Department ♦ UC Santa Cruz
Elizabeth Goldman ♦ PhD Candidate, Psychology Department ♦ UC Santa Cruz
Emily Lovell ♦ PhD Candidate, Computer Science Department ♦ UC Santa Cruz
Priscilla Sung ♦ Psychology Department & IRAPS ♦ UC Santa Cruz
- 3:30 - 3:45pm Closing remarks: **Anna Sher** ♦ Assistant Director of Assessment & Survey Research ♦ UC Santa Cruz

SESSION 1: LESSONS & INSIGHTS FROM ASSESSMENT IN UNDERGRADUATE EDUCATION



JODY GREENE
UNIVERSITY OF CALIFORNIA
SANTA CRUZ

Recently, UCSC has transformed its approach to assessment to emphasize improvement in teaching and learning, highlight equity in student learning outcomes, and streamline the assessment process. As AVP and a faculty member, Jody will share her insights from conversations about program learning outcomes with faculty across the campus.

USING ASSESSMENT TO BUILD A COMPREHENSIVE WRITING CURRICULUM IN SOCIOLOGY: A FACULTY PERSPECTIVE

In 2016, Sociology faculty changed the curriculum to designate a large upper-division Classical Theory course as one where students would also receive instruction on disciplinary writing. As the faculty member who has taught this course since then, I will discuss the process of working with IRAPS and Writing Program faculty to redesign the course; develop assessment tools; and train the TAs. I will also share some assessment results and implications of curricular changes, particularly regarding equity issues and performance gaps among students with different levels of preparedness.



HILLARY ANGELO
UNIVERSITY OF CALIFORNIA
SANTA CRUZ

THE CURIOUS AGGIES PROJECT: UNDERGRADUATES ASK PROVOCATIVE QUESTIONS ABOUT LEARNING



KARA MOLONEY & MAHALIA WHITE
UC DAVIS

Student learning is a fundamental goal for institutions of higher education; this primacy is reified by regional accreditation standards, campus or general education goals for learning, and faculty-developed student learning outcomes in courses. Articulated goals and expectations for student learning make it possible to effectively measure student performance. Accordingly, students' perceived ability to reach goals influences their sense of ownership of their own learning.

What happens, then, if students are not sure about faculty goals for learning? Amidst the scholarship about student learning, we rarely hear the voices of the very people we aim to reach. This project aims to learn, *directly from students*, how they find out what faculty expect them to learn in undergraduate courses. In the presentation, we will describe the development of the Curious Aggies project from pilot to scaling up to preliminary results.

ASSESSMENT AND THE RETHINKING OF THE UNDERGRADUATE HISTORY MAJOR EXPERIENCE



MARK HENDRICKSON
UC San Diego

In the wake of the 2008 economic crisis, the Humanities saw a dramatic decline in the number of majors across all disciplines, but no major was hit harder than History. Between 2008 and 2017, the number of History majors nationwide fell from 34,642 to 24,266—a 30% decline. At UCSD, the numbers were even starker. In 2011, we had 363 history majors, but by 2015 that number had plummeted to 155. Our department's experience with assessment took place against the backdrop of this crisis. This talk will discuss how assessment has fit into a larger effort to rethink the undergraduate history major experience at UCSD.

STRATEGIES FOR ASSESSMENT IN AN ONLINE ENVIRONMENT



AARON ZACHMEIER
UNIVERSITY OF CALIFORNIA
SANTA CRUZ

Assessment shows that online and hybrid courses provide students with either equivalent or better learning outcomes than traditional face-to-face courses do. But assessing learning online isn't without its challenges. This presentation will cover a range of current approaches to assessment in online courses at UC Santa Cruz—some standard and some innovative, with a focus on functionality in Canvas—and possible strategies for improvement.

SESSION 2: EQUITY-MINDED ASSESSMENT OF WRITING IN THE FIRST TWO YEARS OF UNDERGRADUATE CURRICULUM



MAGGIE AMIS
UNIVERSITY OF CALIFORNIA
SANTA CRUZ



SARAH MICHALS
UNIVERSITY OF CALIFORNIA
SANTA CRUZ



KIMBERLY ADILIA HELMER
UNIVERSITY OF CALIFORNIA
SANTA CRUZ



BRADLEY QUEEN
UCI University of California, Irvine

ECOLOGIES OF EQUITY & INCLUSIVITY

This project attempts to describe concepts of equity and inclusivity through a synthesis of qualitative, quantitative, and empirical data that derive from two assessments of final ePortfolios (n=630, n=400) from the capstone course of UC Irvine's lower-division writing requirement. Preliminary analysis supports the claim that the Rhet/Comp Program's common ePortfolio assignment fosters an equitable pedagogy of knowledge transfer.

IT TAKES EVERYBODY: HOW TO ASSESS A CURRICULUM, A PROGRAM, AND NEARLY 3000 STUDENTS

How do we engage an entire program's faculty to assess equity across the first two years of undergraduate writing curriculum? Faculty from UCSC's Writing Program will describe how their assessment projects evolved to become a rigorous, large-scale study that currently spans all courses in the program taught over four quarters, and includes 70 faculty and three-quarters of the 2018-19 incoming freshman class. Through an effective collaborative process within the program and with support of assessment specialists in IRAPS and CITL, Writing Program faculty collected comprehensive evidence that allows them to tackle complex questions such as: To what extent is our curriculum serving our historically underserved students?

KEYNOTE ADDRESS: “USING ASSESSMENT TO ACTIVATE STUDENT AGENCY AND ADVANCE EQUITY”



EILEEN CAMFIELD
UCMERCED

What if we could use assessment to build student resilience and to foster more empathetic learning relationships? During this talk, Professor Camfield will engage common stereotypes about Gen Z students and explore how our beliefs might hinder/help our pedagogical endeavors. She will also showcase assessment work that activates student agency by honoring the learning process. Attendees will emerge with a deeper understanding of issues impacting today’s students as well as with practical strategies for advancing equity. Successful adoption of these strategies can also increase instructor motivation and professional gratification.

Formerly Director of a University Writing Program and later Executive Director of Student Success, Eileen has experience in faculty development focused on discipline-based writing instruction and on using writing to activate and support student learning. She now holds faculty appointments in the Global Arts, Media, and Writing Studies Department and in the Center for Engaged Teaching and Learning at the University of California at Merced.

Eileen’s 23 years of experience in higher education have fostered her deep commitment to advancing equity, diversity, access, and inclusion. This commitment connects with her research interests pertaining to student success, writing self-efficacy development, resilience theory, and authentic assessment. Parlor Press recently named her piece “Activating the ‘Fund of Attention’ to Empower Peer Review,” originally published in *The Journal of Teaching Writing*, one of “the best articles in composition and rhetoric 2019.” This, along with two other publications—“Student Shaming and the Need for Academic Empathy” (*Hybrid Pedagogy*, 2018) and “Mindful Assessment in Support of Student Learning” (*Journal of Contemplative Inquiry*, 2020)—inform her work with us today.

SESSION 3: BENEFITS OF ENGAGING GRADUATE STUDENT TAs IN ASSESSMENT OF STUDENT LEARNING (ROUNDTABLE)



REBECCA LONDON
UNIVERSITY OF CALIFORNIA
SANTA CRUZ



ELIZABETH GOLDMAN
UNIVERSITY OF CALIFORNIA
SANTA CRUZ



EMILY LOVELL
UNIVERSITY OF CALIFORNIA
SANTA CRUZ



PRISCILLA SUNG
UNIVERSITY OF CALIFORNIA
SANTA CRUZ



ANNA SHER
UNIVERSITY OF CALIFORNIA
SANTA CRUZ

THANK YOU!

Thank you for coming together with us to share ideas, stories, and best practices in the assessment of learning. We hope that you leave inspired to incorporate **equity-minded assessment** in your own work. Together, we can enrich teaching and support the academic success of our wonderfully diverse students.