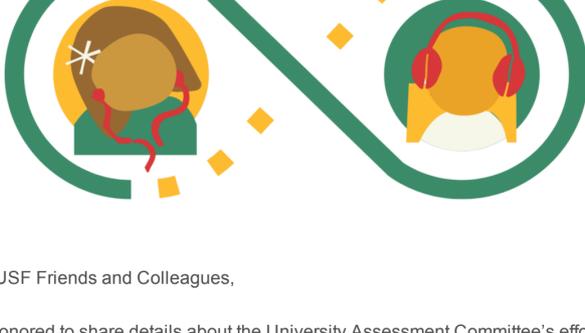


## In the Loop

Biannual Newsletter from the University Assessment Committee



Dear USF Friends and Colleagues,

I am honored to share details about the University Assessment Committee's efforts to integrate frameworks of anti-racism, diversity, equity, and inclusion into institution-wide assessment initiatives. As a long-time member of the UAC, I can say definitively that the work we have done over the past year has been some of the most inspiring for me.

Our efforts required consideration of the disparate impacts of the pandemic on our students and their families, as well as faculty and staff, and how to accommodate these impacts in our ongoing assessment processes. Simultaneously, the recent surge in our country's racial justice movement in response to escalating state violence against Black people illuminated the need for us to discuss and develop a statement on anti-Black racism that could guide the committee's endeavors moving forward. These forces intersected as an inflection point for the UAC last summer/fall, prompting us to update the committee's charge, revise our guidance for assessment and data collection, and begin building cross-campus collaborations to more effectively support all of our students. In particular, we connected with CTE and the Dean of Students to determine ways to grow our own capacities and support faculty and staff professional development to be more responsive to perspectives and expectations of our diverse students. We specifically discussed how the UAC might be accountable to the demands that USF's BSU submitted to institutional leadership last year.

In addition, we were compelled to educate ourselves and others about how higher education assessment practices could best respond to the pandemic and racial justice movement. Several members of the committee contributed to compiling resources on DEI and assessment (see "Magis Methods" below), drawing on conference presentations, scholarly articles, case studies, and individual expertise. We've also begun to review and integrate these resources into committee programming, messaging, and practices, and have developed working groups to ensure that our efforts persist in the coming years. We intend to build our collective capacity to advance a social justice orientation in our assessment initiatives, and we look forward to working with you to make it happen. I hope you will access the resources and story in this issue, and join us in our aspiration to make USF's assessment practices more just, equitable, and culturally responsive.



Star Plaxton-Moore (she/her)  
Director of Community-Engaged Learning  
Leo T. McCarthy Center for Public Service and the Common Good

## Announcements

### Assessment-Related Activities & Events

#### October 24-27, 2021 | IUPUI Assessment Institute - Virtual & Complimentary

This year the IUPUI Assessment Institute will be held virtually and registration is complimentary!

*The Assessment Institute is designed to provide opportunities for (1) individuals and campus teams new to higher education assessment and improvement to acquire fundamental knowledge about the field; (2) individuals who have worked as leaders in assessment and improvement to share and extend their knowledge and skills; and (3) those interested in assessment and improvement at any level or in any collegiate context to establish networks that serve as sources of support and expertise beyond the dates of the Institute.* For more information, visit the [Assessment Institute website](#).

#### 2021 Educational Effectiveness Award (EEA) - Nominations Closed.

Nominations for the EEA closed March 15. We look forward to recognizing excellence in assessment practices at the 2021 Faculty and Staff Awards. The recognized team demonstrated evidence of student learning, use of that evidence, and how it has helped the university — or any part of the university — achieve its learning outcomes, goals, and/or mission. The EEA-winning team is one that supports a culture of assessment at USF and one that has demonstrated how they are, "closing the loop" on assessment practices.

The 2021 EEA nominations have closed, but it's not too late to celebrate your team's assessment practices. Check out the Notes from the Field section below and submit your story for the next edition of *In the Loop*!

## Magis Methods

### Resources on DEI and Assessment

As UAC members, we continually endeavor to further our collective and individual understanding of assessment practices that center on Diversity, Equity, and Inclusion (DEI). We hope the following DEI assessment resources may be helpful for your assessment too, from the program-level to the class-level:

- Article: **Switching from Bloom to the Medicine Wheel: creating learning outcomes that support Indigenous ways of knowing in post-secondary education** [Marcella LaFever (2016) Switching from Bloom to the Medicine Wheel: creating learning outcomes that support Indigenous ways of knowing in post-secondary education, *Intercultural Education*, 27:5, 409-424, DOI: 10.1080/14675986.2016.1240496]
- Checklist: **Equity-Centered Assessment: Embedding Equity Throughout the Assessment Cycle** [campuslabs/ Anthology].
- NIOA Occasional Paper 29: **Equity and Assessment: Moving Towards Culturally Responsive Assessment** [Montenegro, E., & Jankowski, N. A. (2017, January). Equity and assessment: Moving towards culturally responsive assessment. Occasional Paper No. 29). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NIOA).]
- NIOA Occasional Paper 42: **A New Decade for Assessment: Embedding Equity into Assessment Praxis** [Montenegro, E., & Jankowski, N. A. (2020, January). A new decade for assessment: Embedding equity into assessment praxis (Occasional Paper No. 42). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NIOA).]
- **Peralta Colleges Equity Rubric** - a research-based course (re)design evaluation instrument to help teachers make online course experiences more equitable for all students. [Equity Rubric developed as part of the Peralta Online Equity Initiative in collaboration with Kevin Kelly, EdD (revised 2020)].

## Notes from the Field

### Gaining Insight into the Cultural Diversity Immersion Workshop Series

by Erin Echols, Director of the Cultural Centers

The professional staff members of USF's Cultural Centers, which include the Intercultural Center and the Gender & Sexuality Center, designed a virtual Cultural Diversity Immersion Workshop Series for undergraduates that began in the summer of 2020. The intention of the Cultural Diversity Immersion Series was to bring undergraduate students together in an interactive, virtual environment to enhance their awareness and social justice, with an emphasis in racial justice, to prepare them to be changemakers on campus and in the future. This series was a new way to engage with an even broader population of students, with content that we have facilitated on campus in workshops over the years with great response from students.



Highlights since summer 2020:

- 24 workshops offered
- 130 students attended
- 36 Student Life staff engaged
- Grad students are now able to participate

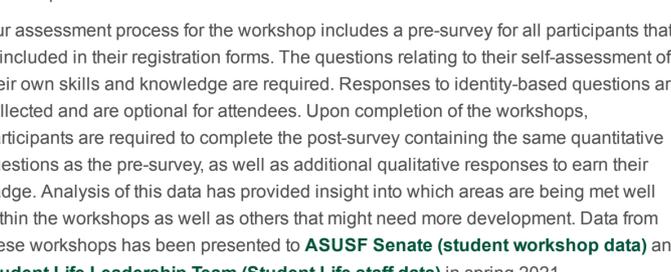


Our department began discussing the intentionality of these workshops prior to the university's remote status in spring 2020 and sped up our development with the call to action in June around the movement for Black Lives. The curriculum scaffolds throughout the six virtual workshops from identity development, cultural awareness, and social justice concepts to understanding privilege, dialogue skills, and unlearning language.

The connection between the curriculum development process and assessment was planned from the beginning. Each of our learning outcomes was examined for how competencies could be met through this virtual workshop format. The unique competencies for each workshop are made clear through the connection to **digital badges** for completion of each "badge" series.

What is a badge? USF has partnered with **Badgr.com** to provide a way for participants to visually showcase their participation and learning within training areas on campus. Workshops with a badging component provide more than just a live Zoom workshop. Students get access to a Canvas course with additional resources and ways to engage with the content, as well as participate in a reflection activity that is submitted after the workshop.

Our assessment process for the workshop includes a pre-survey for all participants that is included in their registration forms. The questions relating to their self-assessment of their own skills and knowledge are required. Responses to identity-based questions are collected and are optional for attendees. Upon completion of the workshops, participants are required to complete the post-survey containing the same quantitative questions as the pre-survey, as well as additional qualitative responses to earn their badge. Analysis of this data has provided insight into which areas are being met well within the workshops as well as others that might need more development. Data from these workshops has been shared with **ASUSF Senate (student workshop data)** and **Student Life Leadership Team (Student Life staff data)** in spring 2021.



Additionally, responses from participant surveys and our recent staff-participant focus group have provided us with feedback that is essential to our next iteration of the workshops. For example, participant feedback in the focus groups has led us to develop intentional and consistent small discussion groups throughout the workshop series, where participants can develop a greater level of comfort in sharing their stories and experiences. Additionally, student workshop learning outcome data that did not indicate a significant increase in understanding of a topic led us to shift the order of which the information is presented and to extend the activity to better explore the topic.

The workshops will be presented again in summer and fall 2021 with some curriculum and workshop title shifts based on our past assessment. Those wanting to learn more about the series are encouraged to reach out.

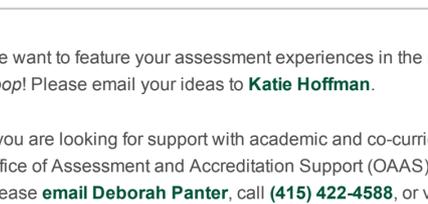
[Visit the Cultural Centers Website](#) | [Meet the Staff of the Cultural Centers](#)

## Submit to In the Loop

We want to feature your assessment experiences in the next edition of *In the Loop*! Please email your ideas to **Katie Hoffman**.

If you are looking for support with academic and co-curricular program reviews, the Office of Assessment and Accreditation Support (OAAS) is a resource to you. Please **email Deborah Panter**, call **(415) 422-4588**, or visit the **OAAS website** for more information.

Join the conversation **#USFCA**



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