

Data-Driven Equity

Using General Education Results to Advance Learning Equity

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ABOUT ST. EDWARD'S

- Located in Austin, Texas
- Private, Catholic liberal arts university
- 4,200+ students
- Hispanic Serving Institution
- 40%+ Pell eligible
- Nearly 500 faculty members
- New GE curriculum in 2018

OPPORTUNITY FOR GROWTH

Previous Model

- GE assessment done at course-level
- Nearly all participating scorers were part-time faculty

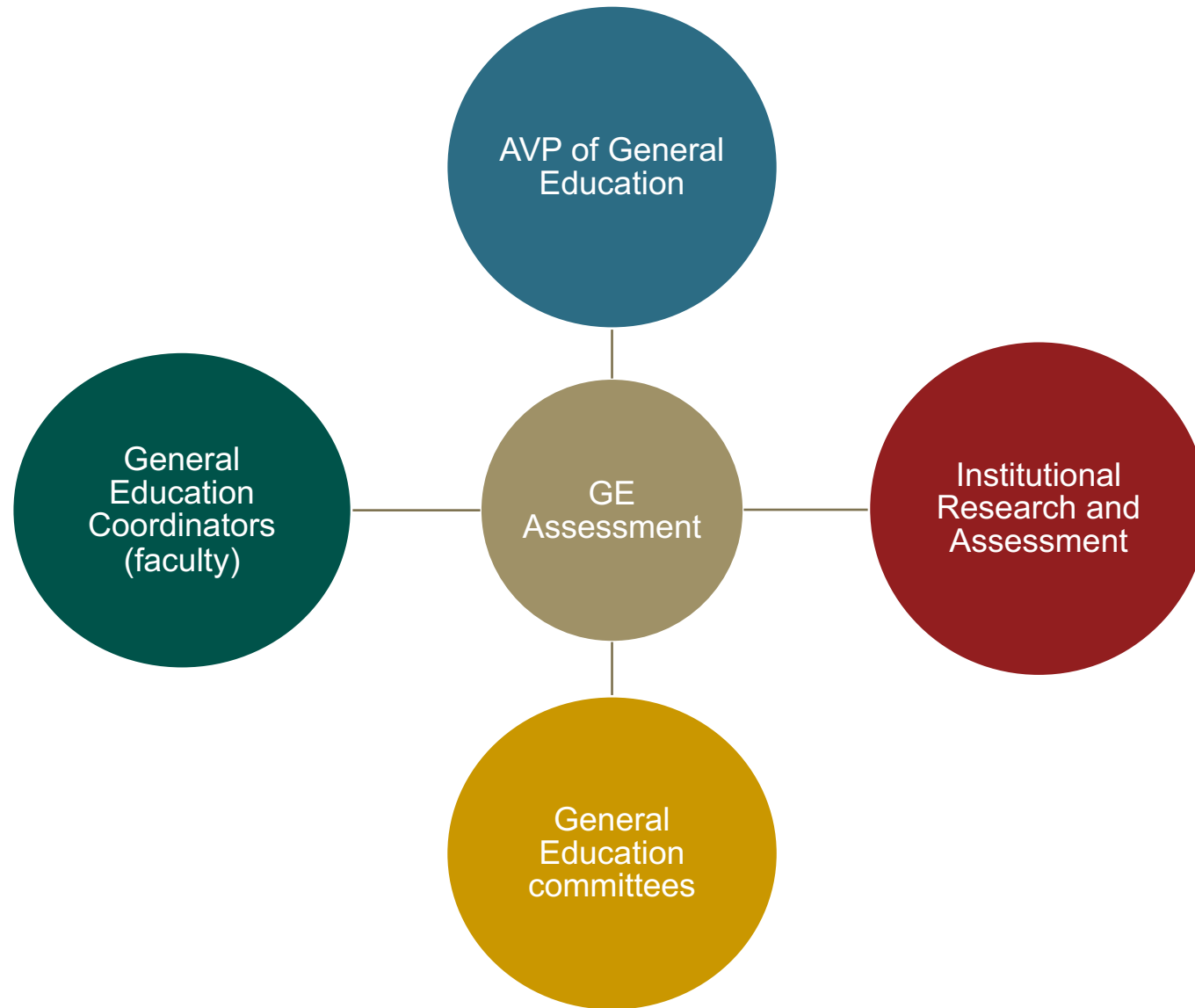
Impetus

- AAC&U/Sherman-Fairchild grant on Assignment (Re)Design

Opportunity

- Vast student record-level data easily accessible via Tableau
- Reflect the mission of the institution

WORKING TOGETHER



CURRENT SITUATION

New Model

- Outcomes-based assessment
- Full-time faculty participated in outcome selection and rubric creation

Alignment

- Each GE requirement is mapped to a GE outcome (faculty-driven)

Faculty involvement

- Indicate the assignment in our LMS that should be assessed
- Volunteer to score 20 artifacts (part-time faculty are compensated)

THE MAGIC

Extraction

- OIT provides access to courses slated for assessment
- Extract artifacts based on faculty information

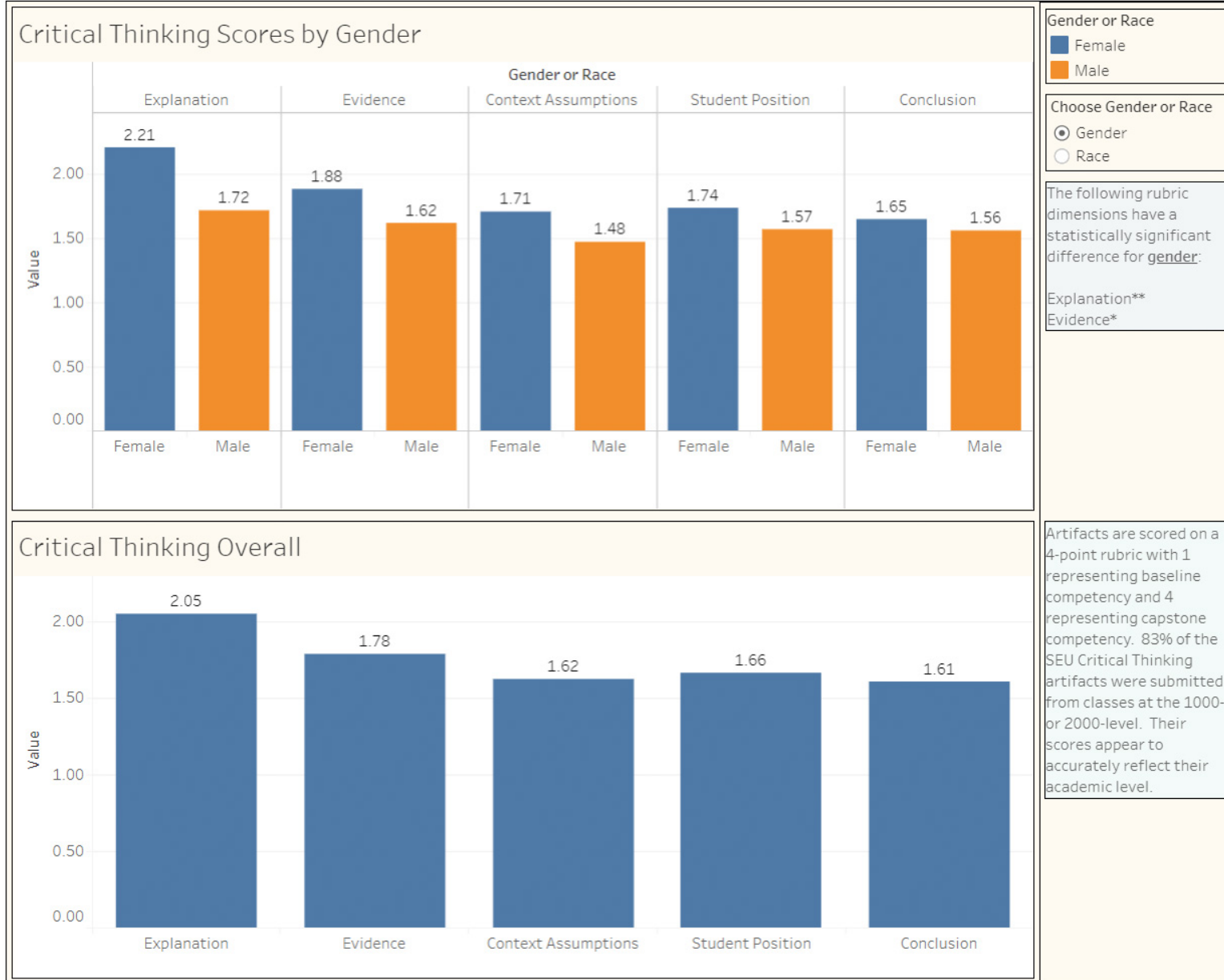
Connection

- Connect a sample of artifacts to enrollments extract
- Pull key student record-level information

Prep for Scoring

- Anonymize artifacts and data
- Upload artifacts to folders for faculty to score

RESULTS



EQUITY-BASED ASSESSMENT

Faculty reaction

- Excited to discuss solutions to overcome learning gaps
- Invested in analyzing performance of underrepresented student populations

Strategies

- Significant focus on assignment design and intentionality
- Confront assumptions and work with Center for Teaching Excellence

Repercussions

- Faculty are excited about assessment and word is spreading fast

KEY ITEMS

- Engage faculty early and often
- Bring together stakeholders
- Have existing data capacity
- Align assessment with mission



THANK YOU

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