Equity-Driven High Achievement Outcomes-Based Assessment Program Review: Connecting Authentic Student Voice to Performance Indicators and More

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Good Practice Equity-Driven Outcomes-Based Assessment Framework

Good Practice Criteria

Examples of Equity-Driven High Achievement Performance Indicators that can also be used in Predictive Analytics [with Caution]

Reflective Student Portfolio Instructions

Please email me at mbrescia@sdsu.edu For copies of these.
Invited Reflection
Prior to Start of Session:

How do we leverage outcomes-based assessment to repair inequities for our commuter life students . . . as compared to their residential life counterparts who have historically out-performed them?
Session Outcomes

• Explain the importance of collaboratively gathering authentic student voice via direct outcomes-based assessment evidence
• Utilize student voice data to inform the selection, use, and interpretation of equity-driven performance indicators and predictive analytics
• Critique a case study within a framework of good practice criterion 1
• Posit critical guiding questions to inform collaborative dialogue such that your campus can strengthen evidence-based, equity-driven, decision-making practices that promote high achievement for all students
Good Practice in an Outcomes-Based Framework in Action: Criterion Number 1
For This Case Study:

Good Practice in an Outcomes-Based Framework: Criterion Number One

1. While the institution may serve many purposes, its primary priority is to demonstrate that it is a learning organization committed to human flourishing for all and to continuously investigating how it can improve high-quality student learning and development for all of the students it serves.
   a. The institution embodies evidence that it is a learning organization, engaged in continuous collaborative and reflective inquiry and dialogue and finding ways to improve its inquiry and dialogue processes, as well as committed to the professional development of all of its people.
   b. There is notable differentiation in the processes used to collect and report for compliance purposes and in the use of that same data as well as OBPR data to inform decisions for improvement.
   c. Evidence of intentional cultivation of human flourishing for every being that is associated with the organization is apparent.
   d. Every meaningful piece of data is scrutinized and investigated for its system connections (e.g., connections across department/division lines).
   e. Authentic generative questions are posited to investigate where improvements can be made or to explore what other questions need to be asked.
   f. There is a passion to discover how to improve and a playful curiosity in discovering how to improve it.
   g. Evidence of a meta-assessment of the organization’s own inquiry process or that it is continually researching how well it embodies a learning organization is present.
   h. The organization posits lines of institutional research inquiry and refines processes to better understand how well it is creating what was intended.
THEORETICAL CONTEXT

SETTING: NEURODIVERSITY

Learning and Development are inextricably intertwined

-Student Learning Imperative, 1996
Easily Identified Learning through test scores and standardized exams

Performance Metrics such as graduation rates, persistence rates, time to degree, matriculation into graduate school, and job placement.

Application of skills such as:
- Attention Regulation,
- Emotion Regulation,
- Active Listening,
- Empathetic Listening,
- Growth Mindset,
- Resilience,
- Prosocial Behavior,
- Implicit Bias Regulation,
- Implicit Stereotype Threat,
- Empathy,
- Openness,
- Reflective Learning,
- Conscientiousness,
- Effortful Control,
- Academic Self-Efficacy, and
- Deliberate Problem Solving

*Iceberg Analogy of Dispositional Learning*
Adapted from Bresciani Ludvik, M. J. (2017)
Learning and Development as Neurocognitive Skills
(Bresciani Ludvik, 2018)
Map of Executive Function and Related Terms To Intra- and Inter-Personal Skills

Neurocognitive Skills: Executive Functions
* Cognitive Flexibility
* Working Memory
* Inhibitory Control

Temperament and Personality
- Effortful Control
- Conscientiousness
- Openness
- Grit

Self-Control
Reflective Learning
Deliberate Problem Solving
Emotion Regulation
Persistence
Planning

Goal-Directed Behavior
- Prosocial Goals and Values

Positive Future Self
Academic Self-Efficacy

(Bresciani Ludvik, 2018)
(Zelazo, Blair, & Willoughby 2016, p. 4; and NAS, 2017, p.6)
Theoretical Characterization
(Bresciani Ludvik, 2017)

Neurocognitive Skills

Neural Processes

Environmental Influences and Individual Choice influence the ongoing development or change of these neural processes.

Behavior

Learning and Development Theories are Designed to Influence Neurocognitive Skills with the Hope that Behavior Changes

Reflection

Assessment Measures Focus Here and Here
First Person Direct Self-Report Reflection

- Questionnaires
- Behavioral Tasks
- Experience Samplings
- Device Generated Data

Bresciani Ludvik, 2018
Emphasizing Equity
(Bresciani Ludvik, et al, Under Review)

• Neurodiversity teaches us that not all students learn and develop in the same ways; it as an absolute truth!
• Pre-post-equity institutional indicators (in your folder) help us identify who needs more or less alternative methodologies
• When in doubt, ask the students what they would love to share with you or observe them “doing” what they love – there are clues for you in all of that
Participant Critique and Application

• Based on the science of learning and development, how do you see your institution applying Good Practice Criterion 1 to provide evidence that your “primary priority is to collaboratively demonstrate that your institution is a learning organization committed to human flourishing for all and to continuously investigating how it can improve high-quality student learning and development for all of the students it serves”?

• Where are your opportunities to gather authentic student voice to inform your data analytics and performance indicators?
Context of Our Case Study

• The University was most vulnerable to commuter students

• Pilot program unveiled commuter challenges

• This led to the creation of several interventions
Russian Nesting Dolls Approach

Overarching Learning Community

Peer Academic Mentoring

Co-Enrollment in 3-Unit GE Course

1-Unit Supplemental Discussion

1-Unit Seminar
Focus on the 1-Unit Seminar

Flipped the Classroom

Collaborated with faculty and staff experts across the campus to re-design this experience

Put forward all the people who cared

Put forward a variety of faces and lived experiences with whom to connect

Enhanced the Learning Community for the Course Instructors (who are GR students) and provided them with weekly support
Pilot Data Collection Strategies

First-Person Direct Self-Report Reflections
- Journal Entries
- Focus Groups
- Survey of Students’ Perspective of Course

Other Data
- Instructor Observations
- Survey of Instructors’ Perspective of Course
- Program Coordinator notes from meeting with students (indirect student voice)
- Pre- and Post Assessment Inventories (sense of belonging, Psychological well-being, metacognitive awareness inventory, ONS = anxiety, Leadership)
Comparison Groups to Check for High Achievement for All

Within group and Across group Comparative Analysis of pre and post- equity indicators

Groupings:

- GENS 100 A – Commuter Life
- GENS 100 B - Commuter and Res Life with additional interventions
- ARP 296 – Leadership Minor Self-Selection
- Residential Life – no university seminar
Pre- Post- Equity Measure

Significant Findings (p=.05)

(Analysis by Potter & Kahn)

1. ARP 296:
   • MAI (metacognitive awareness)
   • Sense of Belonging
   • Leadership

2. GENS 100A Commuter:
   • Sense of Belonging
   • Anxiety (ONS) – not good

3. GENS 100B Commuter and Res Life:
   • MAI
   • Sense of Belonging
   • Leadership

ARP 296:
• Psychological Well-Being - not good

GENS 100 Commuter:
• Psychological Well-Being - not good

4. Campus Residents = No Significant Change
Post Equity Measure

Findings Comparison

(Analysis by Potter & Kahn)

• Controlling for Pre-Test Score = no significant difference among all 4 groups

• Sub-divided by First Gen, URM, Gender, and Pell - -

• First GEN ARP 296 and GENS 100B students scored higher on leadership than residents and GENS 100A, which made sense to us
Easily Identified Learning through test scores and standardized exams

Performance Metrics such as graduation rates, persistence rates, time to degree, matriculation into graduate school, and job placement

Application of skills such as:
- Attention Regulation,
- Emotion Regulation,
- Active Listening,
- Empathetic Listening,
- Growth Mindset,
- Resilience,
- Prosocial Behavior,
- Implicit Bias Regulation,
- Implicit Stereotype Threat,
- Empathy,
- Openness,
- Reflective Learning,
- Conscientiousness,
- Effortful Control,
- Academic Self-Efficacy, and
- Deliberate Problem Solving

Iceberg Analogy of Dispositional Learning
Adapted from Bresciani Ludvik, M. J. (2017)
Performance indicators tell you something isn’t the same, but they don’t give you any clues on how to “fix” it!

This helped us identify our inaccurate beliefs about the nature of the equity gaps.

First Person Direct Self-Report Reflection

Questionnaires

This is helping us understand how the equity gaps – it informs specific course changes for specific course experiences for specific students.
Participant Critique and Application

• What portions of the design of this one-unit course and its assessment would work well for you to adopt and adapt at your institution?

• Where are your opportunities to gather authentic student voice to inform your data analytics and performance indicators that are also based on the science of learning?
Our Reflections and Way Forward

- Cross-divisional collaboration across Academic and Student Affairs is necessary
- Engaging of faculty and leveraging their expertise
- Evolving from multidimensional to holistic approach
- Focus on data collection and analysis and improve it
- Grow your team . . . it takes a village
- Embody a learning organization culture:
  - Getting better at getting better
  - Making better mistakes tomorrow
Questions and Comments
Please share additional Questions and Comments

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