



# ABCDE&I: Assessment Based Considerations for Diversity, Equity, and Inclusion Across the Exam Development Life Cycle

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# First Question!



What is the  
purpose of a  
credentialing  
exam?



# Why is it important to discuss assessment-based considerations for DEI?



# Why DEI?

Connections to:

- Fairness
- Validity
- Reliability
- Legal Defensibility

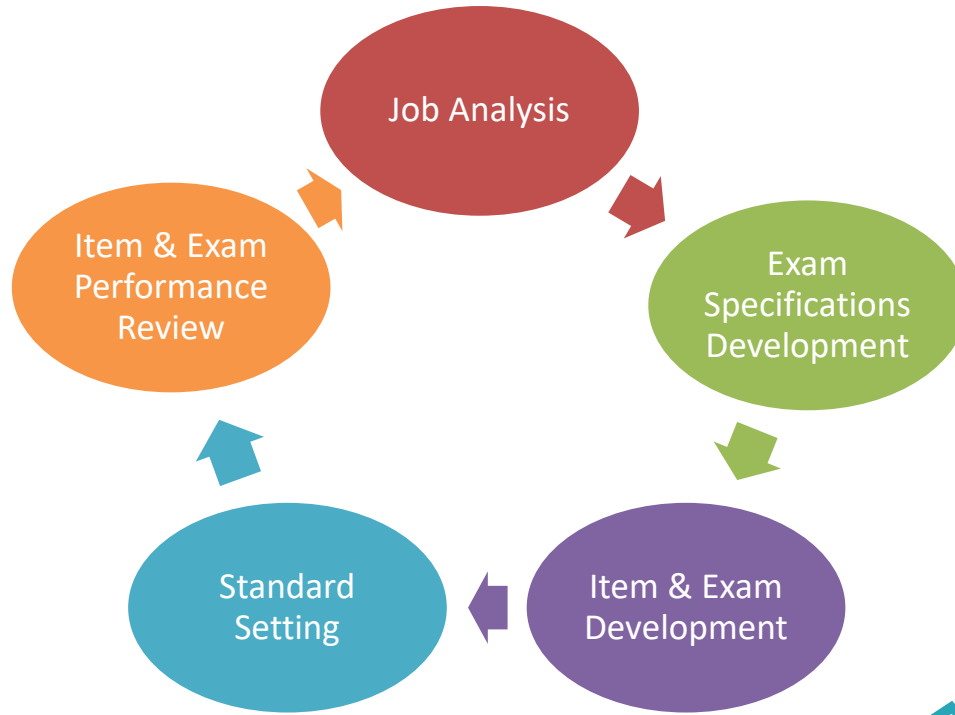


# Questions for YOU!

- How are diversity, equity, and inclusion (DEI) *defined* by your credentialing organization?
- When are DEI considerations *identified* by your credentialing organization?
- How are DEI considerations *addressed* by your credentialing organization?



# Exam Development Life Cycle



When is subject matter  
expert engagement  
important?



# Are your SMEs *Representative*?

- ***Blank paper exercise***
  - Consider demographic variables of interest
  - Identify distribution of variables across population
  - Apply to SMEs participating in development activities
  - Goal: SME pool reflective of population





# Industry Standard for SMEs

- NCCA Standard #13 – *Panel Composition*
- “...*must use qualified SMEs ...*”
  - The program must **define** the relevant demographic and professional characteristics of panelists and the target composition of each panel.
  - Each panel must **represent** the relevant characteristics of the population to be certified.



# What are your SME policies?

- Recruitment, Selection
- Incentive, Compensation
- Rotation, Limitation
- Evaluation, Feedback



# Key Considerations (*Potential Impact*)

- Same SMEs year after year
- Same SMEs for multiple activities
- Prioritizing *expertise*
- *Availability* bias



# Key Considerations (*Role of SMEs*)

- Subject matter experts (SMEs) are ***critical*** to the success of an examination program
- Establish and ***continually*** evaluate processes for recruitment, selection, training, and engagement of SMEs across assessment development activities



# Industry Standard for Test Takers

## Guidelines for Technology Based Assessments (TBAs):

- Planning for TBAs should identify subgroups of test takers who may be ***differentially impacted*** by technology to *identify* and *minimize* the introduction of *construct-irrelevant variance*.
- Validation of TBAs should consider the ***diversity*** of the test taker population and the degree to which interpretations of test scores are consistently ***fair*** across subgroups



# Going beyond DIF

- Rationale for collecting or not collecting demographic information
- How will you address concerns of biased item content that compromise fairness?
- Differential item functioning results provide *information, not a solution to DEI concerns*



# Ongoing Challenges

- Who are the key stakeholders?
- When do they need to be involved?
- How to ensure engagement of key stakeholders?



How do you communicate  
dei efforts to  
stakeholders?





# Communication Considerations

- Internal
  - Strategies for engaging all staff
- External
  - Getting buy-in from stakeholders
  - Why DEI is critical to the future of the credential



# Some Additional Considerations

- *Going beyond checking the box*
  - Single timepoint is *not* sufficient
  - Requires continual attention and effort
- *Think beyond initial credentialing*
  - Maintenance of credentials



# Steps for Developing Your DEI Plan

- ***Aspire*** - Align on vision. *Where does your organization want to be?*
- ***Assess*** – Build a fact base. *Where are you now? Where are there gaps?*
- ***Architect*** – Develop a plan to achieve goals.
- ***Act*** – Commit resources.
- ***Advance*** - Measure progress at defined intervals and set next goals.





# Thank You

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