PRAC Discussion Group Summary

Centering Equity in Assessment

"What are some specific examples of how we 'center equity in assessment' at IUPUI?"

1. Several group members are new to assessment and equity in assessment. Examples talk about utilizing the [Transparency in Learning and Teaching](#) (TILT) framework and how faculty can apply the TILT principles into their instructional roles.
2. Instructors should have a conversation with students in the classroom to ensure they understand expectations and goals.
3. Instructors can work with students to co-create/co-construct a rubric (as there are examples of rubrics being racist).
4. COVID-19 has forced instructors to engineer new methods of teaching into courses (e.g., flexibility with due dates, recording instruction for on-demand viewing); student performance is improved.
5. Asking questions if some students are placed at a disadvantage.
6. Conversations about how to be explicit with faculty about assessment practices (e.g., how to be more inclusive for English learners); seeking alignment with national accrediting body.
7. Disaggregating data related to outcomes.
8. Sam Jones Scholarship, IEL program – participate in strengths-finders to help students and outcomes influence curriculum for individual students.
9. Students are asked to reflect on ways the scholarship helped them and also asked other ways that they need assistance.
10. Bonner scholarship is providing help for disadvantaged students.
11. Using Universal Design for Learning (working with CTL) and integrating adaptive learning technology and individualized instruction.
12. Provided a faculty lens considering the questions of equity in teaching. He sees a number of students with personal circumstances that hinder their academic success including family care responsibilities (parents, dependents), transportation issues, work, and other obligations.
13. There is a need to ask students to do the same work, but providing support and accommodations to be successful.
14. He thinks about a scholarship project that looks at the question of value of merit-based scholarships and if they help students who have strong financial needs driven by their life circumstances.
15. Current work across all programs to remove implicit bias from syllabi and course assignments (including beginning work to TILT all assignments; capstone courses now using specifications grading and providing students with opportunities to self-select project formats that fit their learning strengths allowing them to co-construct their final capstone experiences.
16. We talked about a scholarship project to explore whether or not merit-based scholarships are benefitting students.
17. We explored questions about an emergency for scholarships to assist with hardships that may prevent students from engaging with learning experiences.
18. Institution Level:
    - Reaching out to first-generation students through various programs and trying to understand them from the perspective of where they come from
    - Accessing data at IRDS broken down by equity-based information. The work that IRDS has done to make data "chunkable" by demographic categories.

- Disaggregating data to figure how best to reach different students. Student Affairs is also disaggregating data to learn what groups of students are participating (or not participating) in activities.
19. Course Level
    - Focusing on learning styles
    - Working with students and their circumstances (for example, being careful about the costs of texts and about finding alternative ways to access materials). discussion about students with financial constraints, leading to seeking openly available resources for courses.
    - Being conscientious about breaking down assignments so that students can learn how to work with the particular expectations involved in assignments and even see them as steps leading to completion of both assignment outcomes and course outcomes
20. Through evaluating portfolios; gives students the chance to put different pieces in depending on what they want highlight, leaving room for creativity and *choice*
21. Be mindful of not having questions that are thought experiments when some people may have actually had the lived experiences (e.g. defunding the police)
22. In Physical Therapy graduate program: In the application encourage students to bring their experiences and beliefs to bring to the program; try to bring equity into admissions process
23. Created diversity coalition – policies do not match structure
24. Next step; how are we assessing students?
25. Like the idea of making sure our policies match what we believe
26. We don't just evaluate academic programs; our assessments from other areas provide evidence of student value and student success outside of the classroom
27. One program suggested holding diversity, equity, and inclusion discussion in and outside of the classroom
28. One person's suggestion is encouraging students to share their student experiences when evaluating programs