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Assessment Toolkit

Developing course equity reports to understand and reduce inequity in University of Michigan classes

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@NickYoungPER

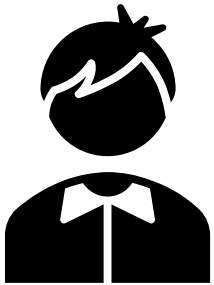
ACADEMIC INNOVATION
UNIVERSITY OF MICHIGAN

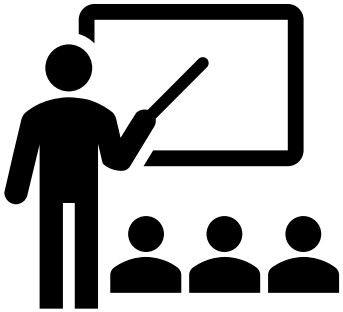
Wealthy, white, students from educated families

Low income, first gen, B/L/M/N

Low income & first gen & B/L/M/N

Whitcomb, Cwik, Singh 2021





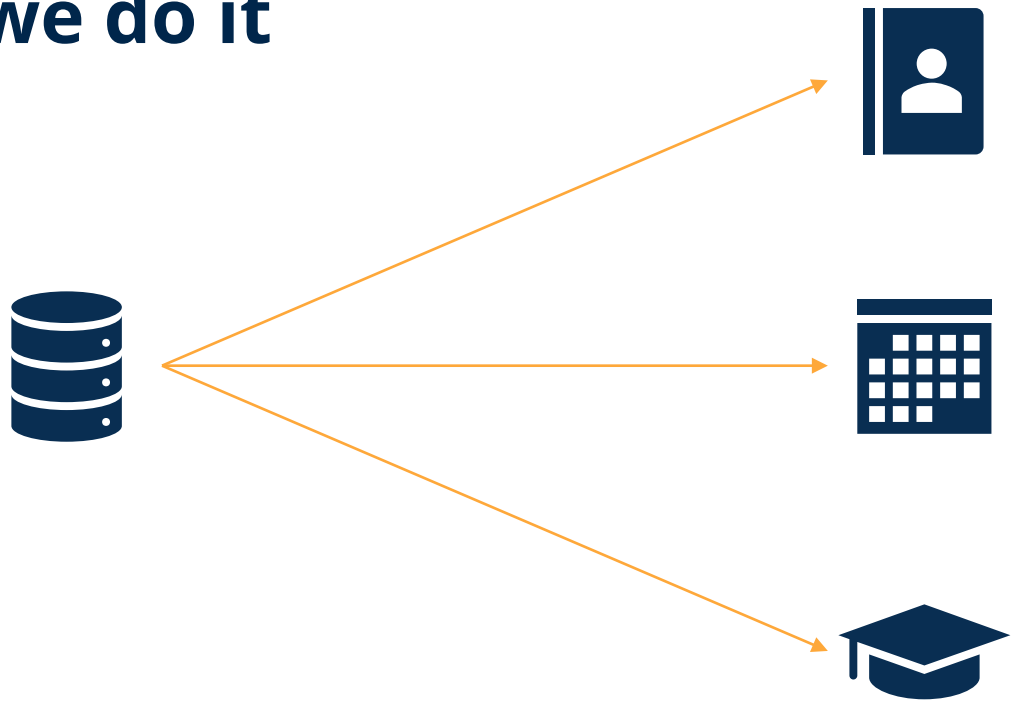
Cotner & Ballen, 2017

Goal: develop scalable report to analyze grade equity in courses

How we do it

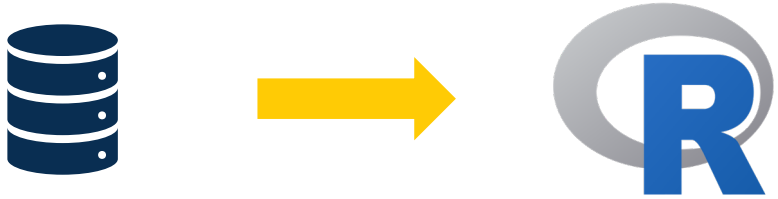
Lonn & Koester, 2019

How we do it



Lonn & Koester, 2019

How we do it



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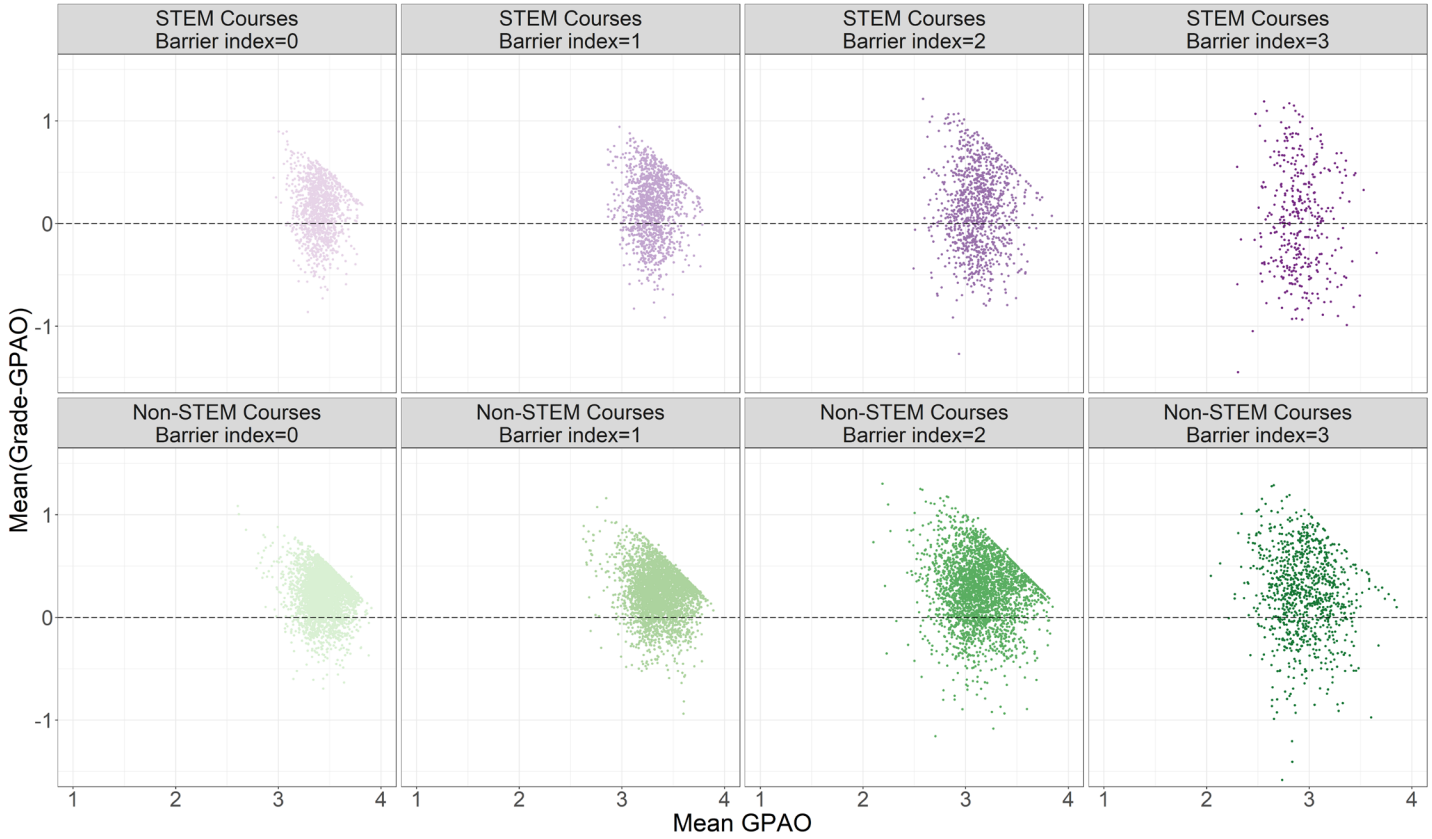
STEM Courses
Barrier index=0
STEM Courses
Barrier index=1
STEM Courses
Barrier index=2
STEM Courses
Barrier index=3
Non-STEM Courses
Barrier index=0
Non-STEM Courses
Barrier index=1
Non-STEM Courses
Barrier index=2
Non-STEM Courses
Barrier index=3
Mean(Grade-GPAO)
Mean GPAO
1
0
-1
1
2
3
4

Assessment Toolkit

What's inside

Assessment Toolkit

ANON 101 Course Report

FCI/CAI/CRLT

January 2022

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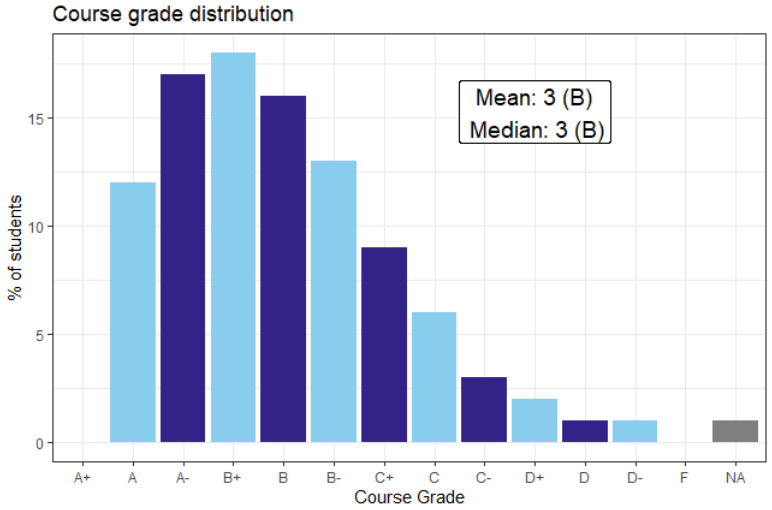
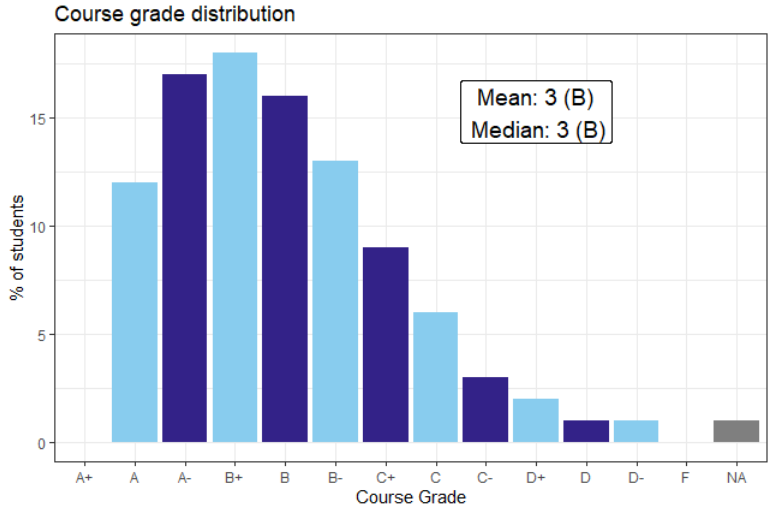
What's inside: Grade distribution



AB% is 76%
DFW% is 7%

What's inside: Grade distribution



AB% is 76%
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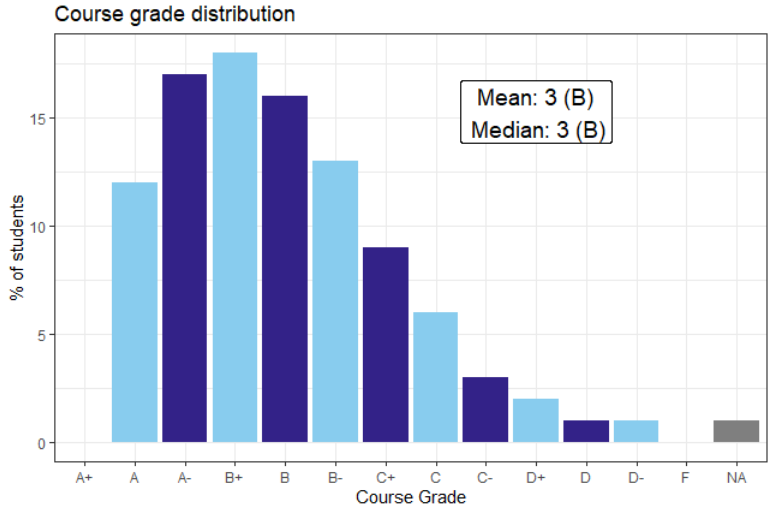
- Does this grade distribution reflect what you would like to see in your course?

What's inside: Grade distribution



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- If not, how might you adjust pedagogy and/or assessments to get closer to the desired outcome?

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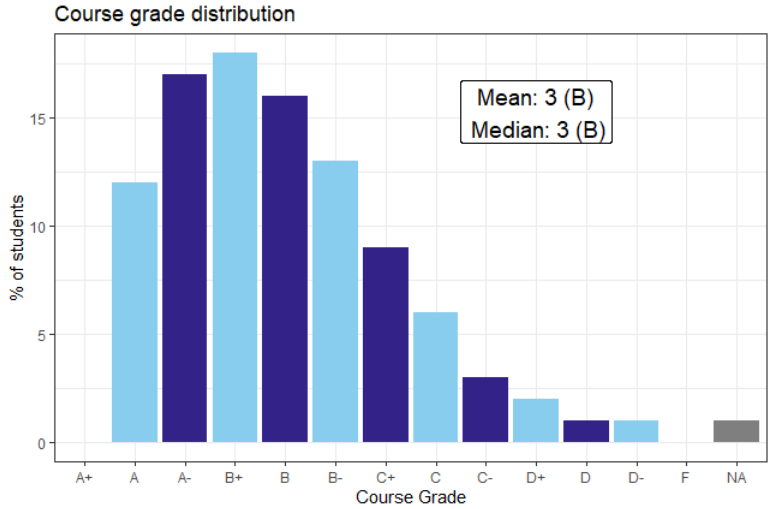

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- Does this course have a mandatory distribution requirement? If so, is this historical distribution consistent with it?

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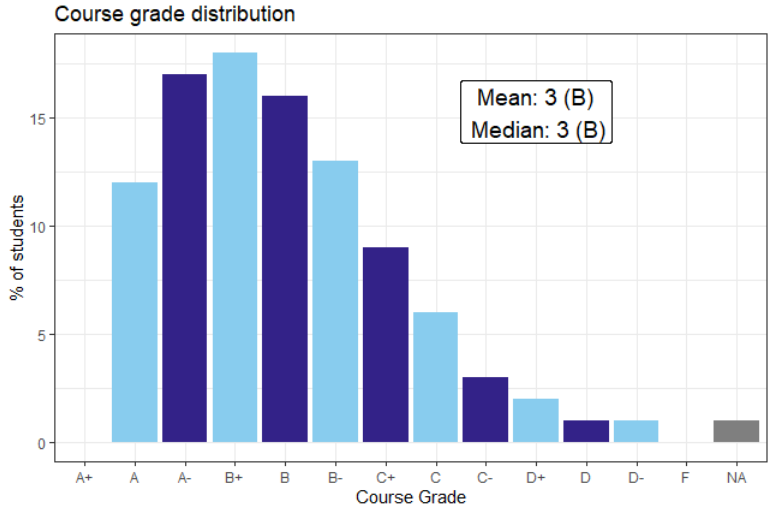

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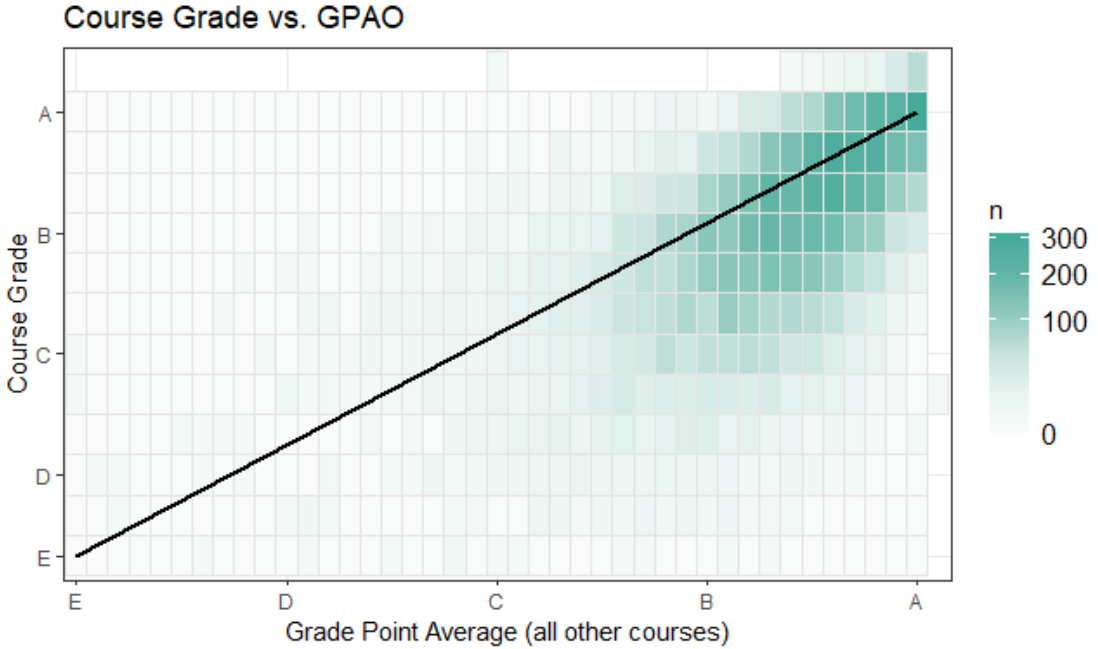
- Does this grade distribution reflect what you would like to see in your course?
- If not, how might you adjust pedagogy and/or assessments to get closer to the desired outcome?
- Does this course have a mandatory distribution requirement? If so, is this historical distribution consistent with it?
- If you do have a required distribution, are your assessments adequately gauging learning outcomes, so that the final grades mirror degree of student learning?

What's inside: Comparison to other courses



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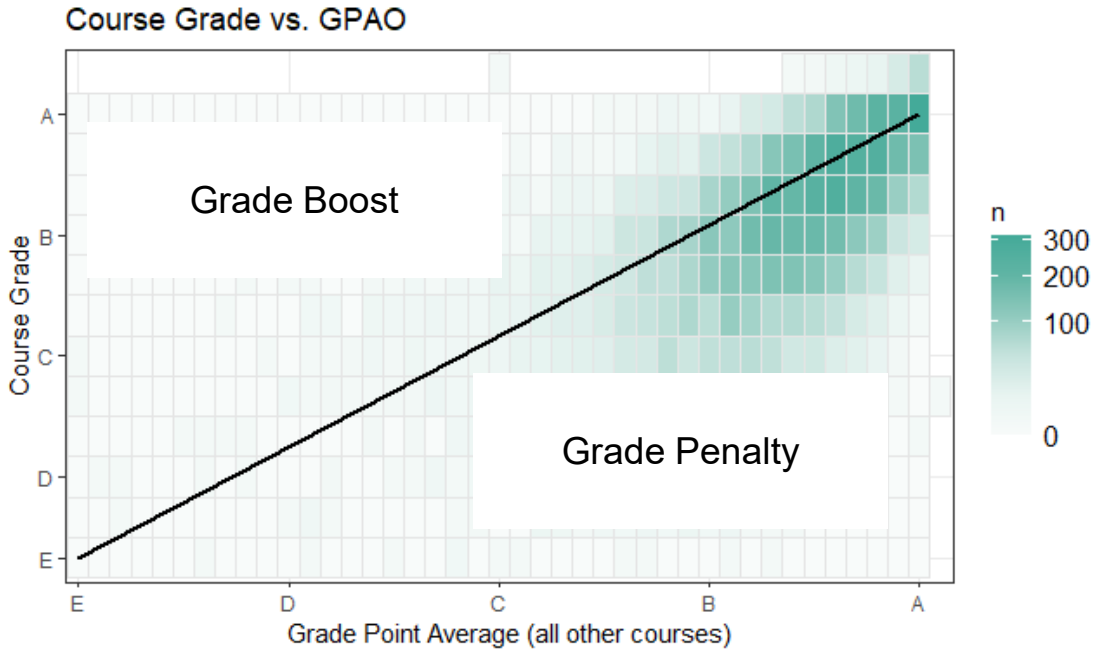
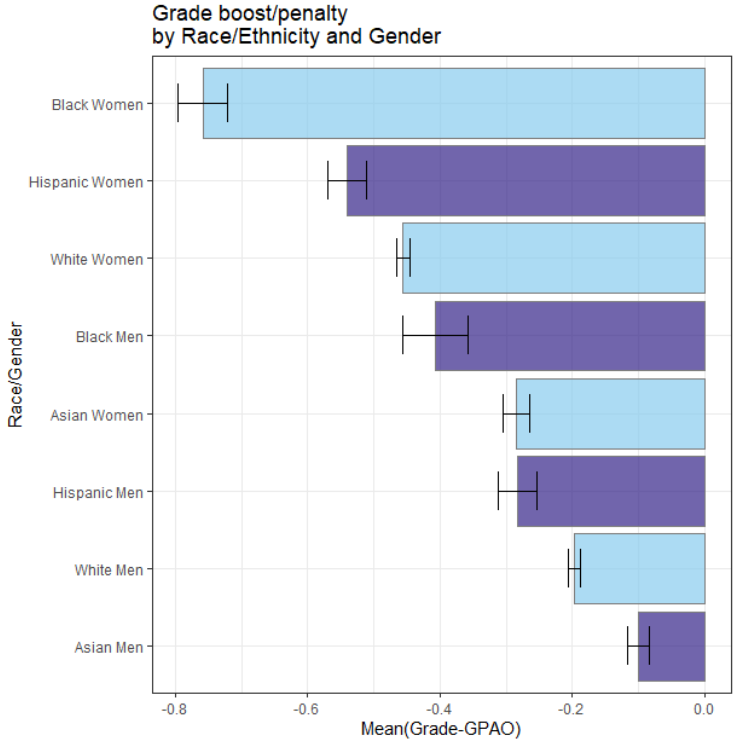
What's inside: Comparison to other courses



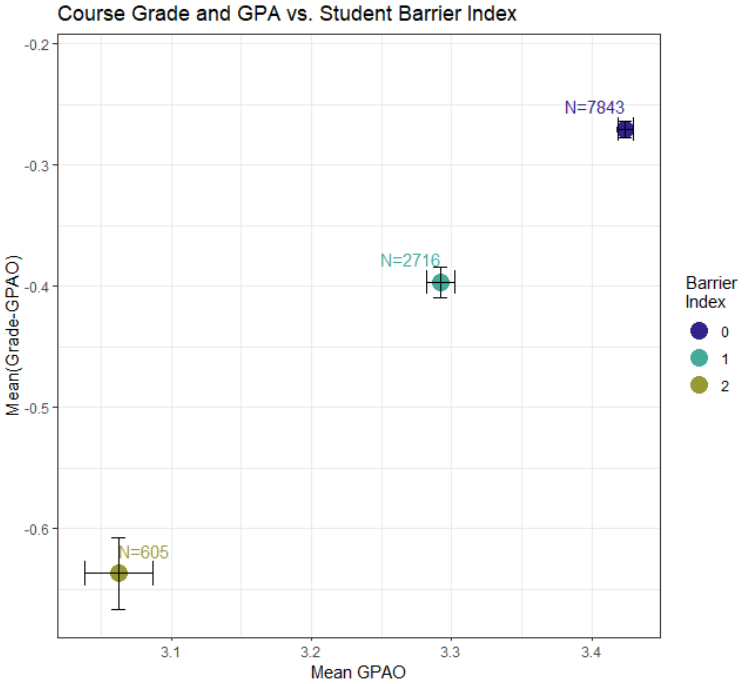
What's inside: Grade Penalties/Boosts



What's inside: Barrier index

Barrier index = is B/L/M/N + is first gen + is low income

What's inside: Barrier index



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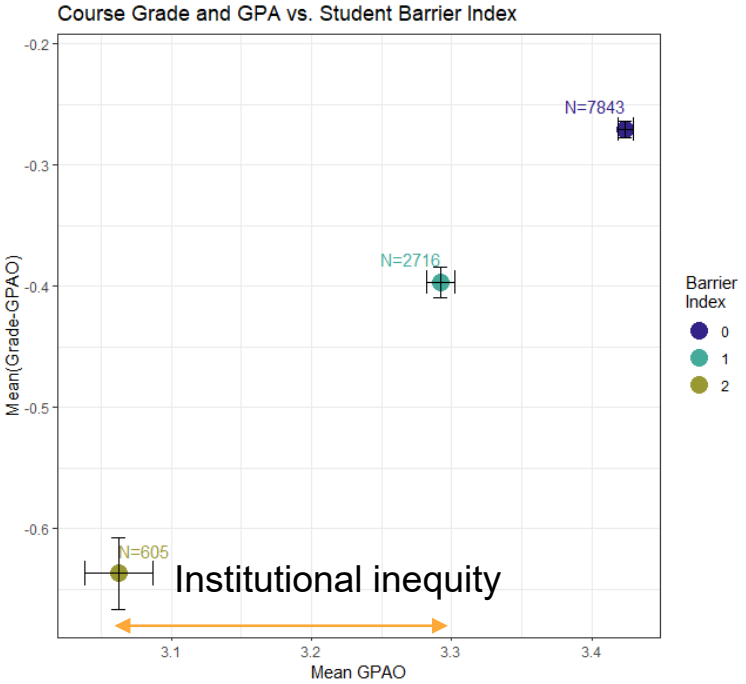

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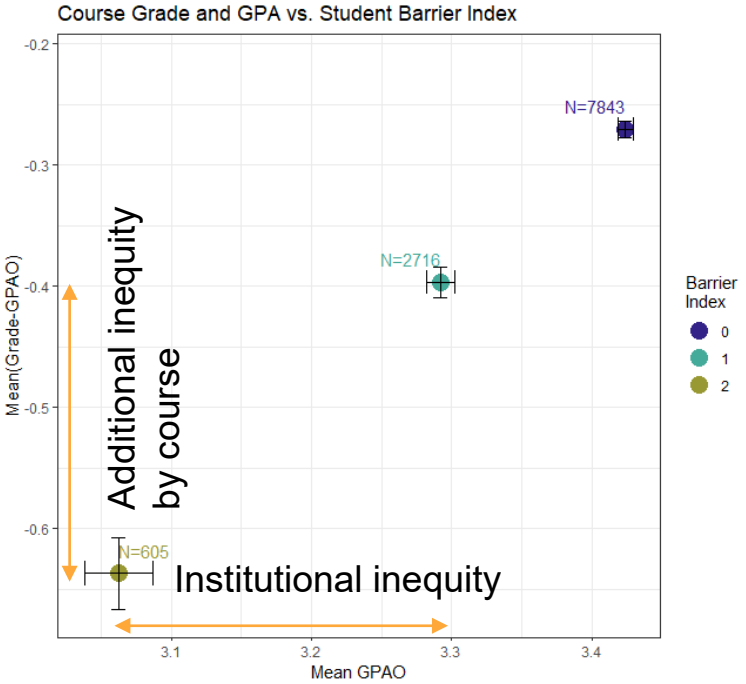

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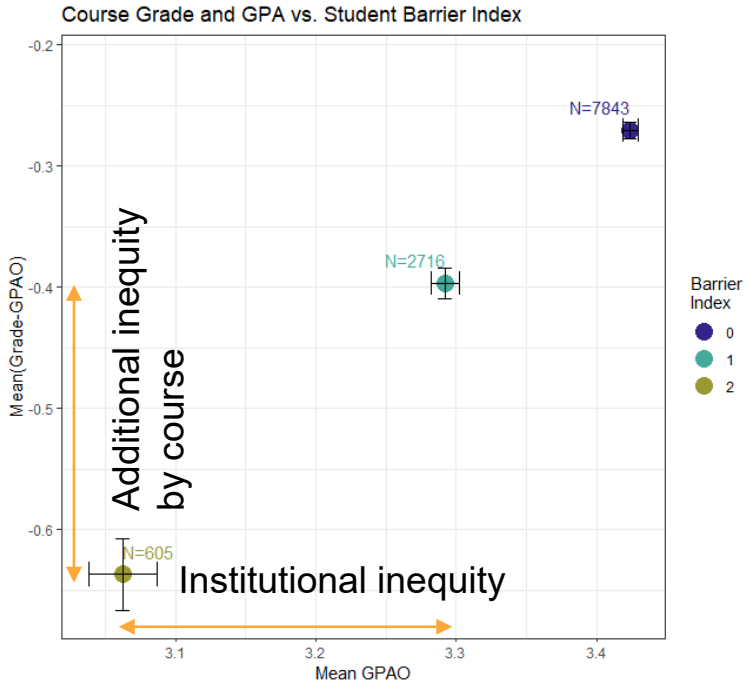

- For this course, where are people with the highest barrier score?
- How far away (GPA and/or grade-wise) are they from people with the lowest barrier index?
- Does your course historically have a very small amount of high barrier students?
- Even if the N is small, what can you do as an instructor to enable ALL students to succeed?

What's next

- Understand how faculty use this information

What's next

- Understand how faculty use this information
- Consider majors and departments

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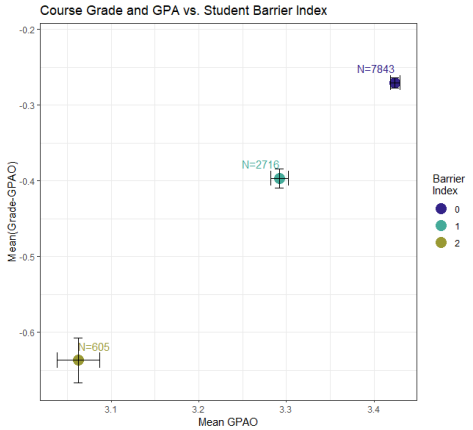
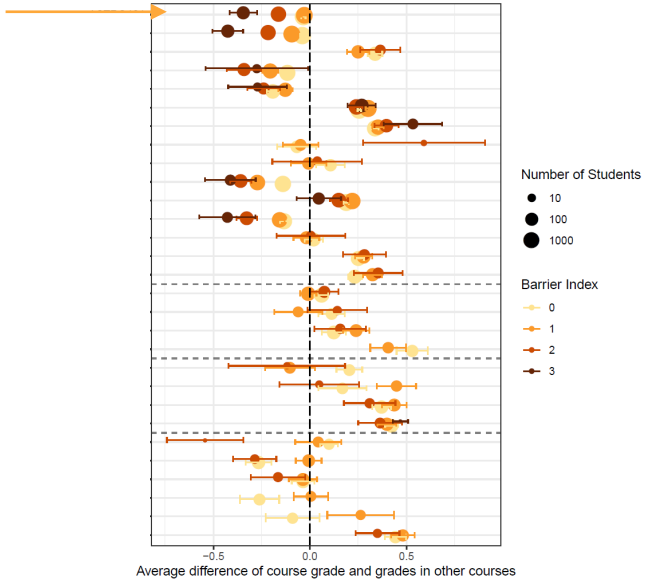
What's next

- Understand how faculty use this information
- Consider majors and departments





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Get involved!

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ntyoung@umich.edu