

“San Diego State University: Supporting Commuter Students through Equity-Driven and Student-Focused Assessment”: <https://www.learningoutcomesassessment.org/equity/>

#### Discussion questions

1. The article says “It is important for students to be able to understand and internalize the learning outcomes they are expected to gain” in a course (p. 3). How do you ensure that happens in your classes? What more could you do?
2. How do you define “disproportionally impacted”? What disproportionately impacted students have you had in your classes?
3. In what ways might assessment—in your classes, in your department, at the college—be used to achieve more equitable outcomes for students in disproportionately impacted groups?
4. What did you think of SDSU’s use of a survey to access and analyze student voices? Could a student survey work here at RCC? Where?
5. What is one way you avoid the “one size fits all” approach to assessment in your courses?