Course Equity Audits

A Quick Way to Find Easy Equity Fixes in Your Course

Meet Your Instructional Designer

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Our Objectives

When you leave here today, you will have…

- ❏ Reviewed the Course Equity Audit Checklist
- ❏ Chosen a course you'd like to do an equity audit on
- ❏ Applied the Course Equity Audit Checklist to your course

What is a Course Equity Audit?

- [TEPSA](#): Equity audits are a leadership tool used to collect the data that informs the process of removing programmatic barriers that impede full participation, access, and opportunity for all students to receive an equitable and excellent education. (Brown & Williams)
- *Equity audits are often talked about at the institution level, but I wanted to consider what an equity audit would look like at the course level.*

The Cañada Course Equity Audit Checklist

- Self-Assessment Tool - the checklist is a way for faculty to determine for themselves what is the next step to make their course more equitable and accessible.
- Supportive Guide - the checklist asks guiding questions and offers you suggestions for things to look for and what to look for, as well as additional resources when you need more information on a checkpoint.
- Living Document - this is the very first version of this checklist, but it will be updated and improved as it's used and reviewed. If you see anything missing, or in need of updating, please let me know at hughesa@smccd.edu.

References

The Course Equity Audit Checklist is a combination of the following resources:

- [Peralta Equity Rubric](#)
  - [Describing the Peralta Equity Rubric](#)
- [Universal Design for Learning (UDL) Principles](#)
- [OEI Course Design Rubric - Section D](#)
  - [OEI Course Design Resources](#)

Checkpoint #1: Course Welcome

Main Question: Do you welcome students into your course and provide them with everything they need up front to be successful in your course?
- ❏ Yes
- ❏ No

Items to Check:

- ❏ Welcome Message
- ❏ Getting Started Module
    - ❏ Tech Access & Support
    - ❏ Grading & Comm Policies
    - ❏ Student Services
- ❏ Welcome Video
- ❏ Syllabus
- ❏ First Week Guidance

Things to Look For:

- ❏ Great First Impression
- ❏ Humanizing Language and Presence
- ❏ Clear Guidance for How to Start
- ❏ Clear Guidance for Help & Contact

To Do: (Examples)

- ❏ Re-write my policies with a more welcoming/humanized tone
- ❏ Record a welcome video - focus on introducing myself and the big learning goals of the course
- ❏ Look into Cañada's Getting Started Module template

Checkpoint #2: Activities

Main Question: Do the activities in your course employ UDL principles and demonstrate the value of diversity and inclusion?

- ❏ Yes
- ❏ No

Items to Check:

- ❏ Assessment Prompts
- ❏ Assessment Instructions

Things to Look For:

- ❏ Opportunities for students to include themselves in their coursework
- ❏ UDL: Vary demands and resources to optimize challenge
- ❏ UDL: Use multiple tools for construction and composition
- ❏ UDL : Optimize individual choice and autonomy

To Do: *(Examples)*

- ❏ Revise my intro discussion - invite students to share more about themselves
- ❏ Add options for choice to assignment #3 , let students choose their prompt.

Checkpoint #3: Content

Main Question: Does your course content reflect broad diversity and draw connections between students' lives, their futures, and course content?

- ❏ Yes
- ❏ No

Items to Check:

- ❏ Textbook/Course Readings
  - ❏ Authors and Sources
- ❏ Content Pages
- ❏ Additional Media - Videos, articles, audio recordings
  - ❏ Perspectives Represented

Things to Look For:

- ❏ Images, authors and sources that reflect the diversity of Cañada students
- ❏ Content that draws connections to students' lives and futures and invites students to do the same

To Do: (Examples)

- ❏ Update module overview page header images to images that are more representative of my students
- ❏ Add a context section to pages where I provide students with readings to show them the connection between their lives and the content.

Checkpoint #4: Interaction

Main Question: Does your course include regular substantive interaction that fosters connection and belonging?
- ❏ Yes
- ❏ No

Items to Check:

- ❏ Communication Page
    - ❏ Office Hours
    - ❏ How to Contact Instructor
    - ❏ How Instructor will contact students
- ❏ Discussions
- ❏ Group Work
- ❏ Q&A Forum
- ❏ Chat

Things to Look For:

- ❏ Contact information is clear and easy to find
- ❏ Opportunities for interaction are regularly available throughout the semester

To Do: (Examples)

- ❏ Look into Pronto
- ❏ Update How to Contact me page - add How I'll Contact You section

Checkpoint #5: Accessibility

Main Question: Does your course meet accessibility standards?
- ❏ Yes
- ❏ No

Items to Check:

- ❏ Canvas Pages
- ❏ Assessment Instructions
- ❏ Videos
- ❏ External Files
- ❏ Accessibility Checkers
  - ❏ Canvas
  - ❏ Word
  - ❏ PowerPoint
  - ❏ PDF
  - ❏ UDOIT
- ❏ Link Validator

Things to Look For:

- ❏ Pages and files should have no errors when accessibility checkers run
- ❏ Video should have correct captions, not auto-captions
- ❏ Link validator should return no broken links

To Do: *(Examples)*

- ❏ Run UDOIT and fix errors
- ❏ Replace all videos with auto-captioning with correct captions.

Top 3 To-Dos:

Choose 3 of the To-Dos that you've identified in your audit that you'll address now.

Resources

Checkpoint #1

- [Welcome Packet Infographic](#)
- [Cañada Getting Started Module template](#)
- [Creating an Accessible Syllabus Faculty Repository Module](#)
- [Humanizing Research & Resources](#)

Checkpoint #2

- [Equity Unbound Community Building Activities](#)
- [CAST UDL Principles](#)
- [UDL Examples in Higher Ed](#)

Checkpoint #3

- [@One Free & Diverse Image Library List](#)
- [Contact our Library for help with finding alternative sources](#)

Checkpoint #4

- [Pronto Guide](#)
- [Template Contact Page](#)
- [QOTL Syllabus Contact Page Example](#)

Checkpoint #5

- [Digital Accessibility Basics Guide](#)
- [Learn more about UDOIT](#)

Let's Try It!

1. Choose a course you'd like to do an equity audit on.
2. Download the Course Equity Audit Checklist.
3. Review each checkpoint and then look for those items in your course.
4. Note any items that are missing, or could be improved on for each checkpoint.
5. Once you've completed your equity audit, identify your top three To-Dos that you want to work on addressing now.

Share Your Feedback

- Open the Camera App on your phone.
- Point the camera on your phone at the QR code and a link will appear!
- Click the link and it will take you to the feedback survey

Flex Day Feedback Form