

Mind the Gap: Inclusive Teaching and Equitable Outcomes

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Pre-semester Calendar 2021

What does
equity in
higher
education
look like?

What are
“equitable
outcomes”?



RACE AND ETHNICITY IN HIGHER EDUCATION

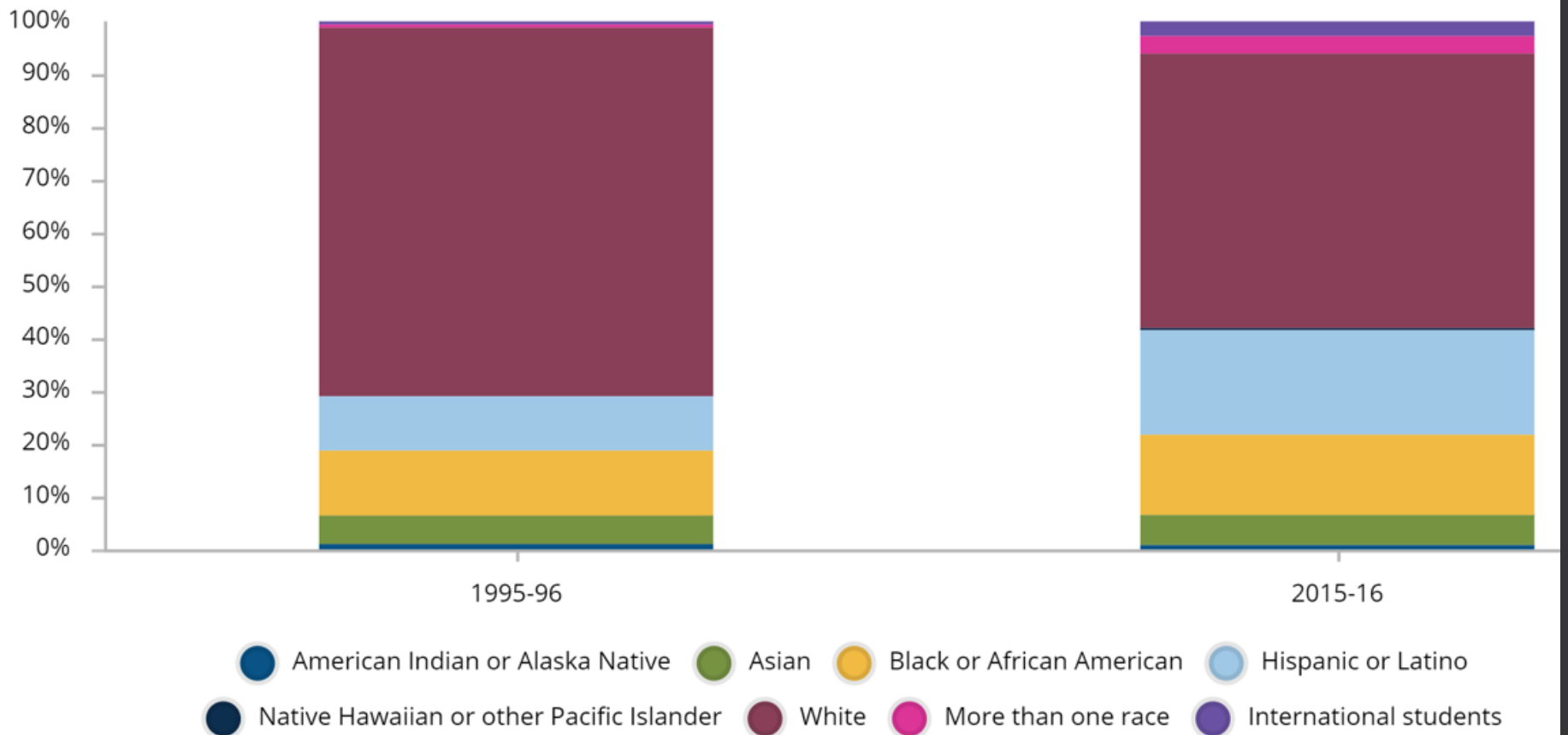
A Status Report



ACE® American
Council on
Education®

THE
ANDREW W.
MELLON
FOUNDATION

Undergraduate Enrollment, by Race and Ethnicity: 1995-96 and 2015-16



“Enrollment in Undergraduate Education.” Race and Ethnicity in Higher Education: A Status Report. American Council on Education. 2019

Table 5.4: Six-Year Outcomes (150% of Normal Time) for Exclusively Full-Time Students Who Started at Public Four-Year Institutions: Fall 2011 Cohort

| | Total Completion Rate | 1st Completion at Starting Institution | 1st Completion at Different Institution: Two-Year | 1st Completion at Different Institution: Four-Year | Still Enrolled (at Any Institution) | Not Enrolled (at Any Institution) |
|---|--------------------------------------|---|--|---|--|--|
| All racial and ethnic groups (n=529,995) | 84.1% | 74.2% | 2.0% | 7.9% | 2.3% | 13.6% |
| Asian (n=23,170) | 91.0% | 83.9% | 1.2% | 5.9% | 2.8% | 6.2% |
| Black (n=38,748) | 72.5% | 61.8% | 2.5% | 8.3% | 4.6% | 22.9% |
| Hispanic (n=38,222) | 81.9% | 72.9% | 2.2% | 6.9% | 3.4% | 14.7% |
| White (n=293,427) | 88.8% | 77.6% | 2.2% | 9.0% | 1.7% | 9.5% |
| More than one race (n=10,824) | 85.1% | 74.0% | 2.2% | 8.8% | 2.7% | 12.2% |
| Other race or ethnicity (n=28,074) | 80.3% | 73.2% | 0.9% | 6.2% | 3.3% | 16.5% |
| Race or ethnicity unknown or missing (n=97,530) | 74.6% | 67.5% | 1.6% | 5.5% | 2.4% | 23.0% |

“Undergraduate Persistence & Completion.” Race and Ethnicity in Higher Education: A Status Report. American Council on Education. 2019



National Student Clearinghouse™
Research Center™

Persistence and Retention

July 8, 2021

Seventy-four percent of first-time freshmen in fall 2019 returned to college for their second year. This rate represents a pandemic-related, unprecedented one-year drop of two percentage points in this important early student success indicator.

Completing College National and State Reports

December 3, 2020

The national six-year college completion rate has started to plateau, showing a 0.3 percentage point increase to 60.1 percent. This is by far the smallest improvement of the last five years. The six-year completion rate for community college starters declined. The national eight-year completion rate fell. The six-year rate was slow to improve at the state level compared to last year.

This is the ninth report in the *Completing College* report series, featuring the six-year college completion outcomes for the fall 2014 entering cohort, the eight-year outcomes for the fall 2012 entering cohort, and the six-year outcomes by state. Starting this year, national and state-level completion outcomes are combined into one report.

Figure 5. Percent Completed, Stopped-Out, and Still Enrolled Six Years After Enrolling by Race/Ethnicity: 2014 Entering Cohort

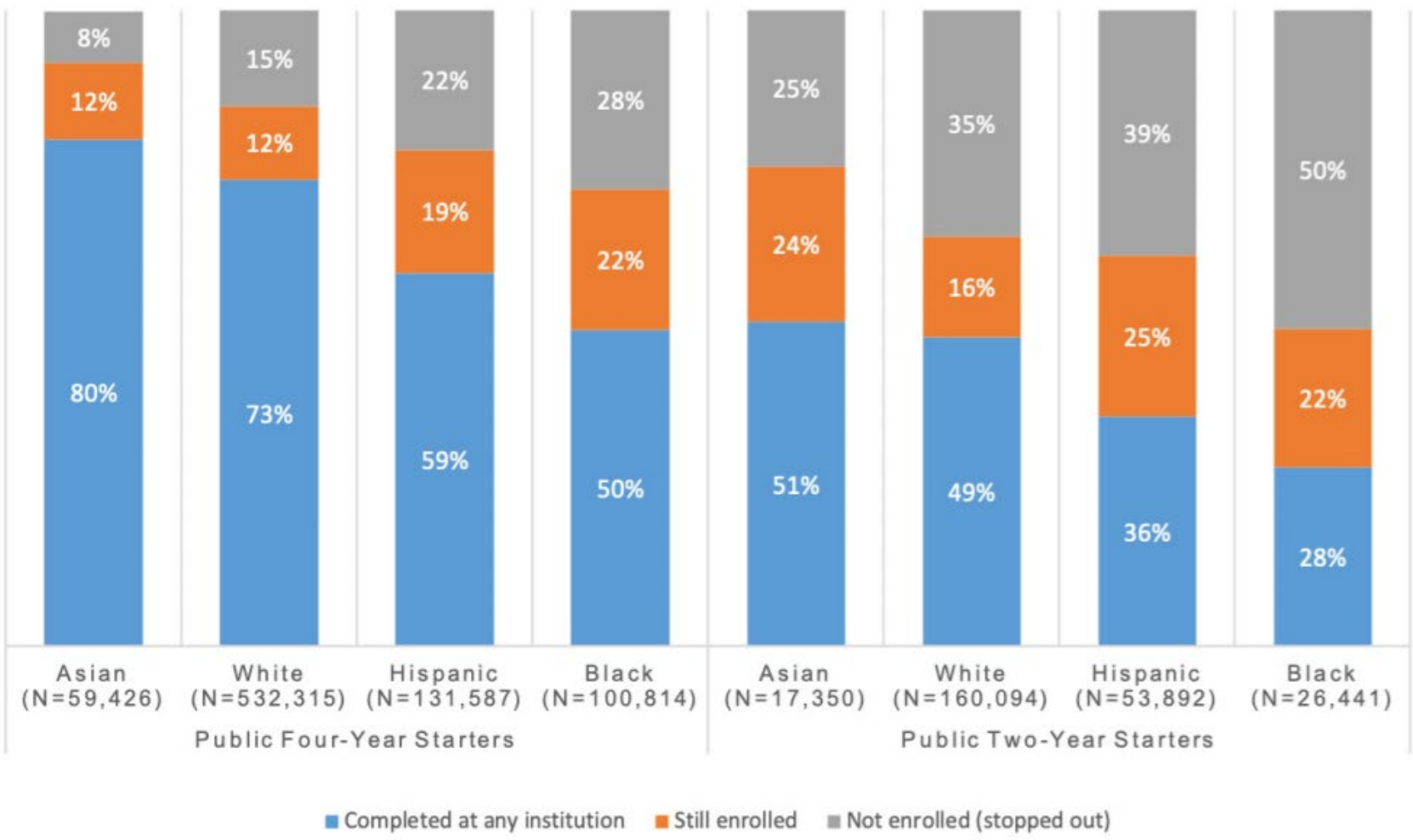
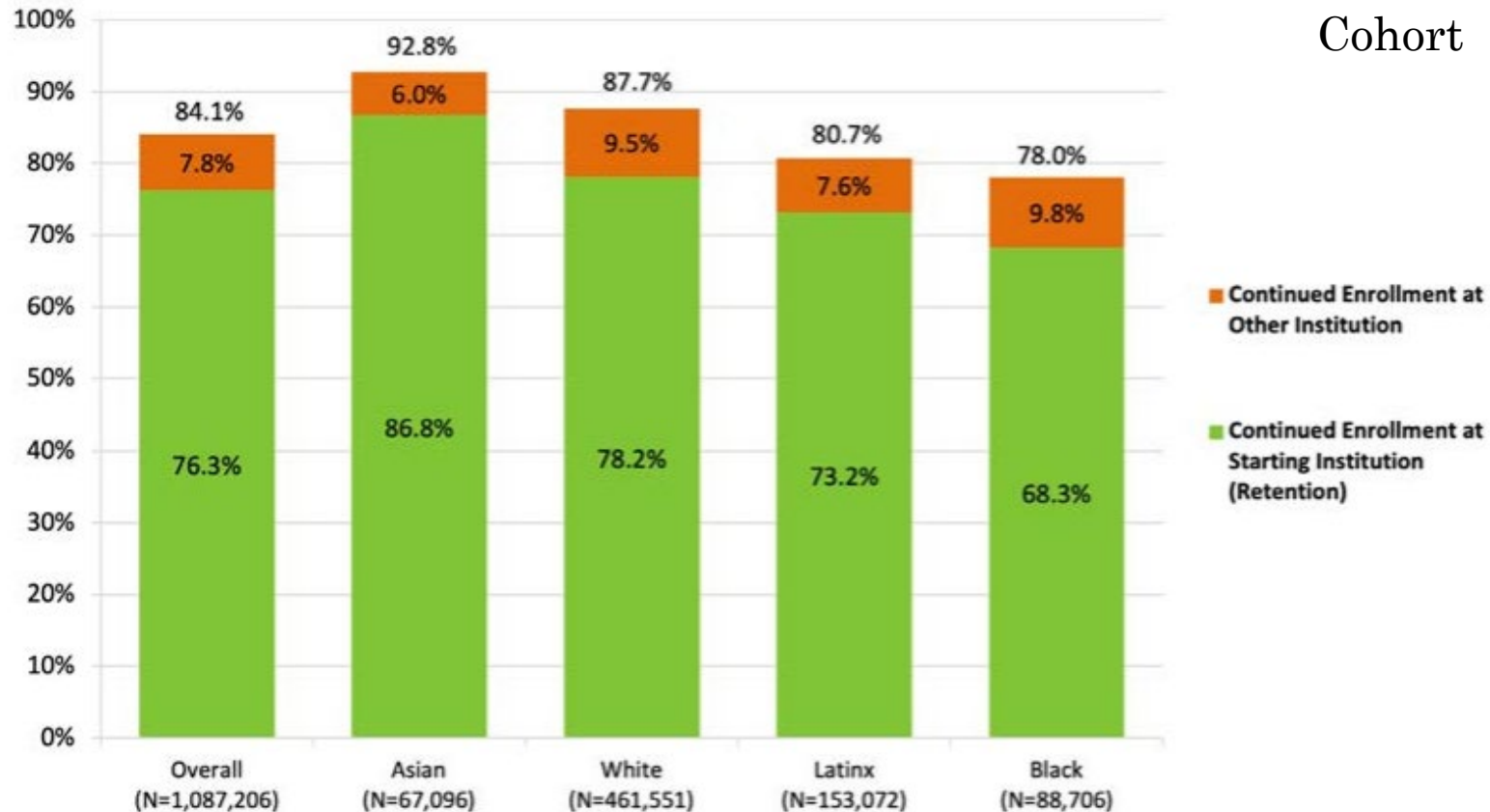


Figure 5. Persistence and Retention Rates by Race/Ethnicity: Public Four-Year Institutions

Fall 2019
Cohort



Note: Race and ethnicity data was reported for 83 percent of the fall 2019 cohort students in this sector. Data tables and methodological notes are available in the [Appendix](#).

THEC Quality Assurance Funding Student Equity Standard 2020-25

- New standard for 2020-25 cycle
- Select undergraduate population that has been historically underserved in higher education
- Equity standard is measured each year of the cycle by:
 - Fall-to-fall retention of FTFT freshmen (in the equity population)
 - Compared with previous 3-year rolling average retention
 - THEC evaluation of a yearly narrative report
 - Comprehensive report on institutional support and other measures for this group

APSU's Equity Standard Selection: African-American Students

- Relevant to mission and current climate
- Steady retention in recent years
 - Fall '17: 61.8%
 - Fall '18: 62.4%
 - Fall '19: 63.4%
- Existing programming and supports across campus
- New opportunities to further improve outcomes

| APSU Undergraduate Fall Enrollment - % Race/Ethnicity | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| American Ind/Alaskan | 0.36% | 0.33% | 0.28% | 0.27% | 0.30% |
| Asian | 1.56% | 1.63% | 1.47% | 1.61% | 1.74% |
| Black or African-American | 20.92% | 21.65% | 21.97% | 21.04% | 20.45% |
| Hawaiian/Pacific Isl | 0.28% | 0.25% | 0.25% | 0.21% | 0.26% |
| Hispanic | 6.43% | 7.05% | 7.61% | 8.23% | 8.75% |
| Multiracial | 5.94% | 5.95% | 6.54% | 6.47% | 6.65% |
| Non Resident Alien | 0.42% | 0.47% | 0.58% | 0.67% | 0.51% |
| Unknown | 2.59% | 2.52% | 2.47% | 2.73% | 2.88% |
| White | 61.51% | 60.15% | 58.82% | 58.76% | 58.47% |

APSU Retention Rate And Comparable Data

| | 2017 Cohort | | 2018 Cohort | | 2019 Cohort | |
|---|--------------|---------------|--------------|---------------|--------------|---------------|
| Type | N | % Ret | N | % Ret | N | % Ret |
| All APSU Freshmen in Cohort | 1,755 | 65.75% | 1,819 | 63.39% | 1,516 | 67.88% |
| Hispanic | 129 | 64.34% | 144 | 59.03% | 138 | 69.57% |
| American Indian or Alaska Native | ‡ | 50.00% | ‡ | 83.33% | ‡ | 60.00% |
| Asian | 22 | 77.27% | 13 | 61.54% | 17 | 82.35% |
| Black, Not Hispanic | 463 | 61.77% | 537 | 62.38% | 352 | 63.35% |
| Native Hawaiian or other Pacific Islander | ‡ | 100.00% | ‡ | 50.00% | ‡ | 100.00% |
| White | 983 | 66.94% | 951 | 64.88% | 865 | 69.60% |
| Two or More Races | 113 | 69.03% | 142 | 61.27% | 97 | 58.76% |
| Race/Ethnicity Unknown | 27 | 70.37% | 21 | 61.90% | 31 | 83.87% |
| Adult Learner | 35 | 60.00% | 22 | 59.09% | 40 | 52.50% |
| Pell | 983 | 62.97% | 1,033 | 59.83% | 845 | 66.15% |
| First Generation | 639 | 60.56% | 706 | 60.20% | 376 | 66.22% |
| Conditional | 414 | 61.84% | 461 | 54.66% | 397 | 60.96% |
| Unconditional | 1,341 | 66.96% | 1,358 | 66.35% | 1,119 | 70.33% |

APSU 6-Year Graduation Rate - Select Groups

| Type | 2012 Cohort | | 2013 Cohort | | 2014 Cohort | |
|---|--------------|---------------|--------------|---------------|--------------|---------------|
| | N | % Grad | N | % Grad | N | % Grad |
| All APSU Freshmen in Cohort | 1,182 | 41.96% | 1,237 | 43.41% | 1,184 | 48.31% |
| Hispanic | 40 | 47.50% | 51 | 37.25% | 53 | 50.94% |
| American Indian or Alaska Native | ‡ | 0.00% | ‡ | 0.00% | ‡ | 25.00% |
| Asian | 13 | 61.54% | 15 | 60.00% | 14 | 57.14% |
| Black, Not Hispanic | 226 | 35.84% | 240 | 42.08% | 219 | 44.29% |
| Native Hawaiian or other Pacific Islander | ‡ | 0.00% | ‡ | 0.00% | ‡ | 33.33% |
| White | 812 | 43.10% | 842 | 43.59% | 791 | 49.18% |
| Two or More Races | 59 | 47.46% | 56 | 46.43% | 77 | 50.65% |
| Race/Ethnicity Unknown | 22 | 36.36% | 27 | 48.15% | 19 | 42.11% |
| Adult Learner | 42 | 33.33% | 46 | 26.09% | 42 | 28.75% |
| Pell | 646 | 36.07% | 641 | 33.23% | 589 | 41.60% |
| First Generation | 530 | 33.77% | 416 | 40.63% | 367 | 43.60% |
| Opportunity Admit | 225 | 24.89% | 255 | 28.63% | 214 | 34.11% |
| Unconditional | 957 | 45.98% | 982 | 43.08% | 970 | 51.44% |

Fall 2020 African-American Students Data Snapshot

| High School GPA Distributio | |
|-----------------------------|---------------------------|
| GPA Categories | African-American Students |
| < 2.50 | 17.68% |
| 2.50 - 2.85999 | 16.44% |
| 2.86 - 3.09999 | 15.96% |
| 3.10 - 3.29999 | 13.48% |
| 3.30 - 3.49999 | 12.13% |
| 3.50 - 3.65999 | 9.27% |
| 3.66 - 4.00 | 13.48% |
| Unknown | 1.56% |
| Grand Total | 100.00% |

| Fall 2020 GPA Distributio | |
|---------------------------|---------------------------|
| GPA Categories | African-American Students |
| < 2.50 | 41.02% |
| 2.50 - 2.85999 | 9.92% |
| 2.86 - 3.09999 | 11.00% |
| 3.10 - 3.29999 | 5.39% |
| 3.30 - 3.49999 | 5.61% |
| 3.50 - 3.65999 | 8.57% |
| 3.66 - 4.00 | 18.33% |
| Unknown | 0.16% |
| Grand Total | 100.00% |

| Admit Status | |
|------------------|--------------|
| | A-A Students |
| OpportunityAdmit | 31.16% |
| Unconditional | 68.84% |
| Grand Total | 100.00% |

| Fulltime vs Parttime | |
|----------------------|--------------|
| | A-A Students |
| Fulltime | 80.16% |
| Parttime | 19.84% |
| Grand Total | 100.00% |

| Pell-eligibility Statu | |
|------------------------|--------------|
| | A-A Students |
| No Pell | 35.69% |
| Pell | 64.31% |
| Grand Total | 100.00% |

| Adult Learner* vs Traditiona | |
|------------------------------|--------------|
| | A-A Students |
| AdultLearner | 20.16% |
| Traditional | 79.84% |
| Grand Total | 100.00% |

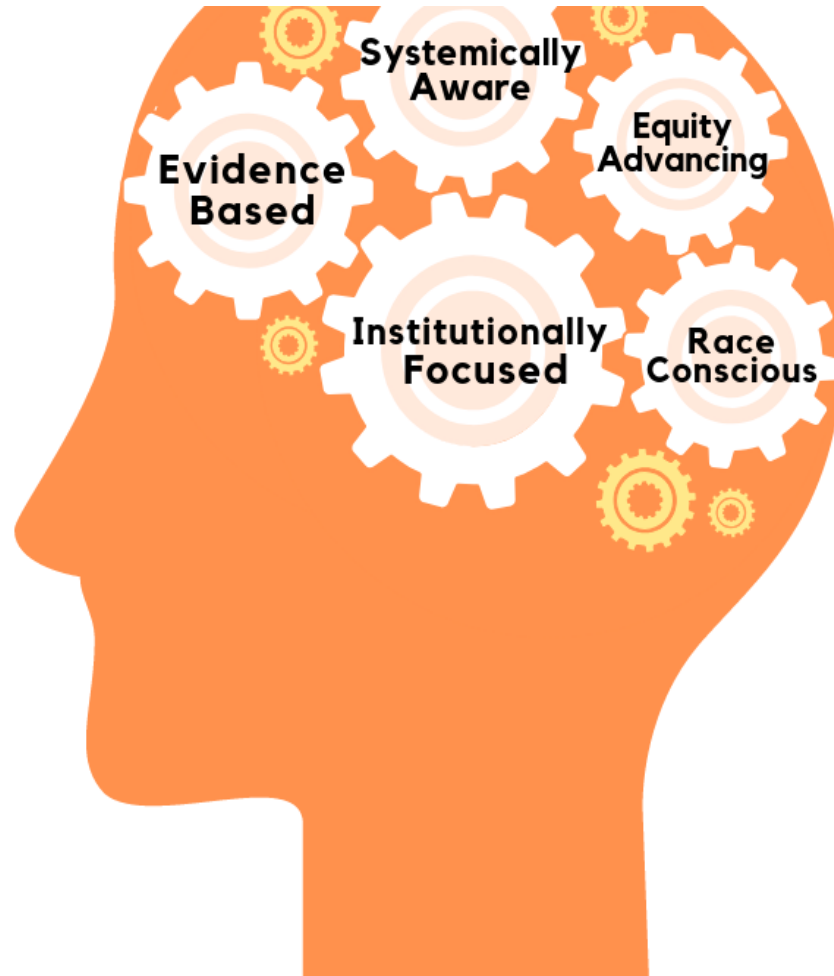
*Adult Learners are students 25 or older

| Classification Percentage | | | |
|---------------------------|---------------------------|----------------|-------------------------------------|
| | African-American Students | Total Students | % of Total who are African-American |
| 1. Freshman | 462 | 1795 | 25.74% |
| 2. Sophomore | 375 | 1487 | 25.22% |
| 3. Junior | 410 | 1816 | 22.58% |
| 4. Senior | 548 | 3144 | 17.43% |
| 5. UG Special | 60 | 1001 | 5.99% |
| Grand Total | 1855 | 9243 | 20.07% |

| New Freshman | |
|--------------|--------------|
| | A-A Students |
| NEW FRESHMAN | 19.41% |
| NULL | 80.59% |
| Grand Total | 100.00% |

| New Transfers | |
|---------------|--------------|
| | A-A Students |
| NEW TRANSFER | 6.63% |
| NULL | 93.37% |
| Grand Total | 100.00% |

| Current Dual Enrollment | |
|-------------------------|--------------|
| | A-A Students |
| DUAL ENROLL STUDENT | 3.18% |
| NULL | 96.82% |
| Grand Total | 100.00% |

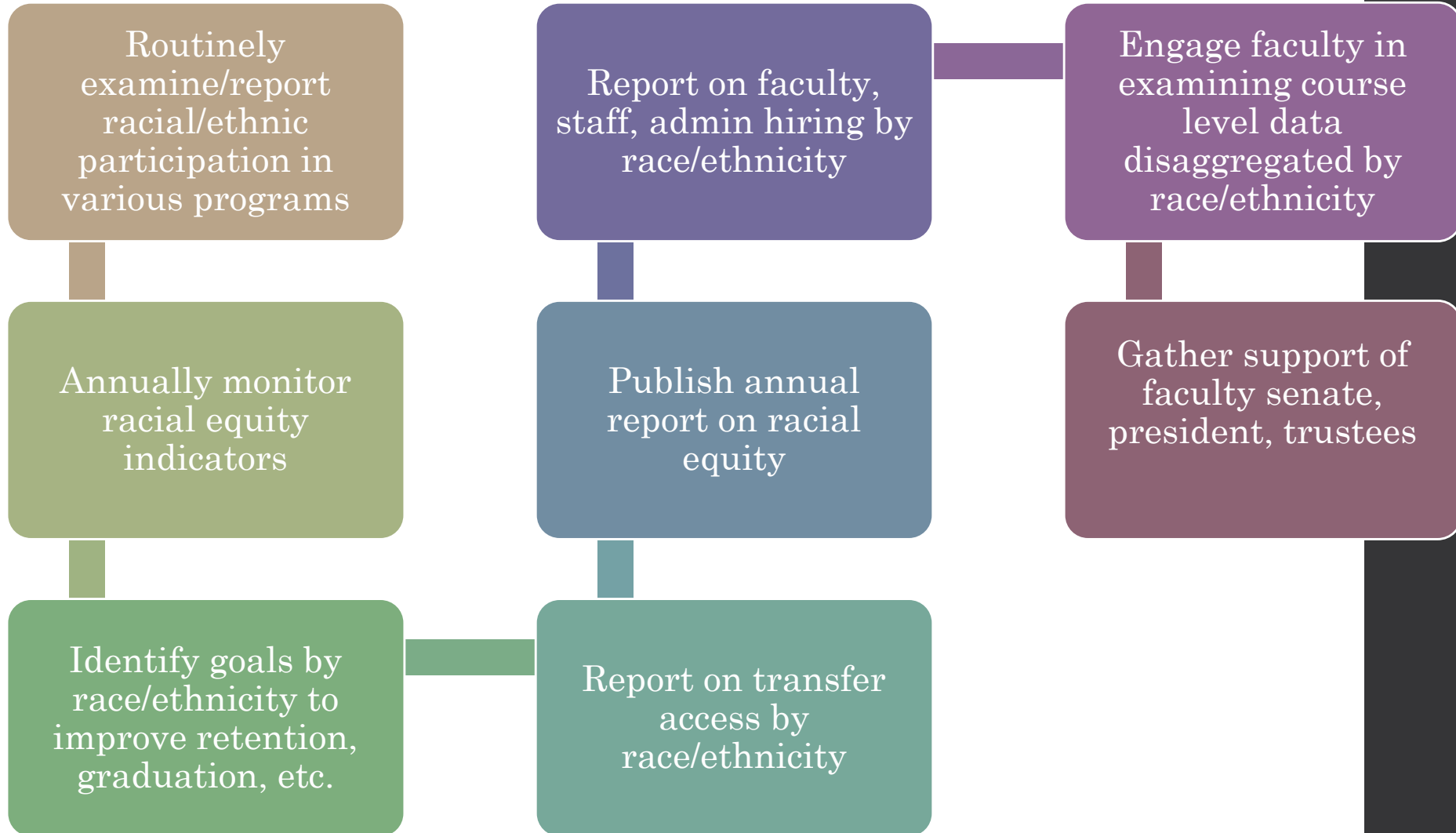


Equity-mindedness

USC Center for Urban Education

Developing a Practice of Equity Minded Indicators

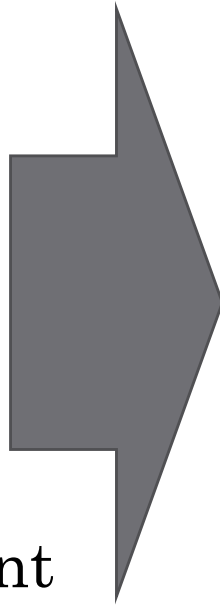
Bensimon & Malcom, 2012; Dowd & Bensimon, 2015



Equity-minded Assessment

Montenegro, E., & Jankowski, N. A. (2020, January). A new decade for assessment: Embedding equity into assessment praxis (Occasional Paper No. 42). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

- Culturally responsive assessment
- Socially just assessment
- Critical assessment



1. Meaningful student involvement
2. Data disaggregation, exploration, and action
3. Context specific approaches and responses
4. Embedded in all things assessment

“An assessment process that is not mindful of equity can risk becoming a tool that promotes inequities, whether intentional or not.”



Montenegro, E., & Jankowski, N. A. (2020, January). *A new decade for assessment: Embedding equity into assessment praxis* (Occasional Paper No. 42). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Self-reflective Assessments

(Indirect measures of student learning)

Can enhance and deepen learning

Are resistant to cheating

Are usually more inclusive and culturally relevant
(Singer-Freeman, K. E. & Bastone, L.(2019))

Promote equity

Bring student perspectives into assessment

Can help measure nebulous outcomes

Provide rich, usually qualitative, assessment data that can be a valuable complement to direct measures and quantitative data in identifying actions to improve student learning

Self-reflective Assessments

(Indirect measures of student learning)

- Reflection assignment
- Self-evaluation
- Metacognitive activities
- Surveys



Self-reflective assessments: Considerations

- Public or private
- Graded or ungraded
- Coupled or uncoupled with direct assessment
- Student preparation for/experience with reflective activities
- Faculty experience with reflective activities
- Return on investment
- Other?



Equity-mindedness in practice

- ❑ Get curious about data at every level
- ❑ Change or supplement one of your course assessments
- ❑ Incorporate one or two new classroom practices
- ❑ Ask for ideas, Google it

Mind the Gap: Inclusive Teaching and Equitable Outcomes

1. 10 Inclusive Teaching Practices
2. Examples of How to Incorporate Practices
3. Discussion &/OR Questions

Mind the Gap: Inclusive Teaching and Equitable Outcomes

Ensure your course reflects diversity in the global world.

How:

- Be intentional in the selections that you choose for your course (images, videos, blogs), required readings.
- Use illustrative examples so that your course site and curriculum reflect diversity in a global society.

Example(s):

- Seek articles from publications outside of your discipline's main journals, published outside the U.S., and in open-access databases.

Mind the Gap: Inclusive Teaching and Equitable Outcomes

Make sure course media is accessible.

How:

- Make your course media—including videos, images, documents, PowerPoint presentations—accessible.

Example(s):

Email—write content as clearly and simply as possible

Use plain language—plainlanguage.gov

1. Find what they need
2. Understand what they find
3. Use what they find to meet their needs

Basic Accessibility Rules

Basic Accessibility Rules

- 1 The **Accessibility Checker** should pass without errors on accessible templates. To run the **Accessibility Checker**, go to **File > Check for Issues > Check Accessibility**.



[Learn more about using the Accessibility Checker](#)

- 2 Every slide needs a unique title. You can use the text **"Add a Slide Title - 1"** if you don't have a specific title, and then you can increase the number for every slide.



[Learn more about using unique slide titles](#)

Basic Accessibility Rules

Basic Accessibility Rules....continued

- 3** Whenever there is text in front of a color, there has to be enough contrast between the foreground and background. The guideline is a ratio of 4.5:1 for normal text and 3:1 for large text (≥ 18 pt font size)

Tip: Not all graphic elements need to pass the Accessibility Checker tool; only graphics that appear behind text.

- 4** Make sure templates are readable in **Black and White**, **Grayscale**, and **Color** views in both the Master and sample slides.



- 5** Screen readers often read file names out loud to users so your template needs to have an appropriate name for easy searching.



- 6** The reading order has to be correct for all slides, in both the Master and sample slides. To change the reading order, go to **Home > Drawing > Arrange > Selection Pane**.

[Read more about setting the reading order of slide contents](#)



- 7** Font sizes need to be 11pts or larger for readability.

Mind the Gap: Inclusive Teaching and Equitable Outcomes

Allow your syllabus to set the tone for diversity and inclusion.

How:

- An inclusive syllabus includes policies and resources that help ensure that all students are supported in their learning process.
- Include your own personal diversity statement that explains why diversity and inclusion are important and relevant to what the student will be learning in your course.

Example(s):

See next slide for Diversity Statement.

“Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.”

~University of Iowa - College of Education

Mind the Gap: Inclusive Teaching and Equitable Outcomes

Use inclusive language.

How:

- Adopt current terminology about various identity groups.
- Use inclusive language to help build a stronger campus community and further our ability to thrive in an increasingly diverse global society.

Example(s):

See next slides.

Inclusive Language Examples

Inclusive Language Examples

| GENDER AND SEXUAL ORIENTATION | RACE AND ETHNICITY | RELIGION |
|---|---|--|
| Chair or chairperson/ All assembled, colleagues, everyone, or folks | International people | Common Era (CE) and Before Common Era (BCE) when labeling years/ Saying the month or season to indicate a certain time of year |
| Assigned sex/Other sex/ They/them/those | Bi- or multi-racial individuals/People or person of color/BIPOC's | Saying "Happy Holidays" or "Seasons Greetings" when you don't know someone's religious affiliation |
| Humanity or people/Workforce | Using adjectives, not nouns, when referring to someone's race or ethnicity, such as "a Mexican person" instead of "a Mexican" | Using the term "place of worship" or "house of prayer" |

Don't Allow Your Bias To Impact Your Language

How Implicit Bias Affects Inclusive language

Affecting Inclusive Language

- Inclusive language is hugely important to navigating your day-to-day interactions with others, your language may not be as inclusive as you want or need it to be.
- Due primarily to your implicit biases, which are your unconscious associations, attitudes, and beliefs held about a given social group.
- Everyone has implicit biases, both positive and negative, about themselves and other people.
- These unconscious beliefs may even directly contradict someone's personal beliefs, or their own identity.



Mind the Gap: Inclusive Teaching and Equitable Outcomes

Share your gender pronouns.

How:

- Model inclusivity by sending a message that your course is a safe space for students across the gender spectrum by including your pronouns on your syllabus, and your email signature line.

Example(s):

LaNeeça (pronounced Laa-Knee-Sa) R. Williams

Chief Diversity Officer and Title IX Coordinator

I identify as: she, her, hers, bi-racial, Black

My Learning Style: Reflective Observation

My Top Five Strengths: Input, Restorative, Connectedness, Belief, Positivity

Mind the Gap: Inclusive Teaching and Equitable Outcomes

Learn to pronounce and use students' preferred names.

How:

- Be sensitive to the fact that your students' preferred name may not be what is on the course roster.
- Ask students to ensure that their preferred name appears in their email, or virtual profile for live meetings.
- Do everything that you can to learn to pronounce your student's name correctly.

Example(s):

LaNeeça (Laaa-Knee-Saa)—make cheat sheets for yourself

Mind the Gap: Inclusive Teaching and Equitable Outcomes

Engage students in small group introduction activities as often as you can.

How:

- Especially in the first week of class, allow students and opportunity to get to know each other in an informal way by learning more about each other.
- Help your students to feel more comfortable with each other by developing a sense of belonging and community in the classroom setting.

Example(s):

Strongly agree, Agree, Disagree, Strongly Disagree Activities

Mind the Gap: Inclusive Teaching and Equitable Outcomes

Do an interest survey to connect with students.

How:

- Develop an online questionnaire that asks students their preferred name/pronouns, work experience, and plans for the future.
- Use the survey to ask them what they are most looking forward to in the course or what they may be most concerned about. This will help you to better meet their needs.

Example(s):

Develop questions specific to what you might want to know about the student for your course. There are tons of survey tools available.

Mind the Gap: Inclusive Teaching and Equitable Outcomes

Offer inclusive office hours.

How:

- Remove barriers to students meeting with you by offering a variety of meeting times, ways to meet (e.g. video conference, phone call, text message, email), and structure (e.g. one-on-one or in groups).
- Open your door!

Example(s):

See next slide.



Dr. Amanda Wornhoff's Office Hours

| Type | We Greet | We Meet | We Work (with Treats!) |
|-------------|---|---|---|
| Structure | 5 min. meetings | Traditional | Co-work in group |
| Location | Varies (see sign-up) | OEAI Rm 116 | Varies (see sign-up) |
| When | Mostly at start of the semester | Throughout the semester | Mostly at the end of the semester |
| Best for... | Introductions; quick chats; getting to know you... | Help with material; about APSU; life interests; future plans; degree; etc. | Introductions; getting to know you; help with material, hanging out, snacks. |

Mind the Gap: Inclusive Teaching and Equitable Outcomes

Set expectations for valuing diverse viewpoints.

How:

- Engage students in a discussion early on about communication norms.
- Decide as a class a list of guidelines to help ensure that everyone feels valued and included in the course discussions.

Example(s):

Put students in a group the first week and have them define what it means to be professional in the classroom and then make sure it is added to the syllabus. For online classes develop some netiquette guidelines.

References

AACU-Association of American Colleges and Universities, (2005). Making Excellence Inclusive.

ACUE-Student Success Through Exceptional Teaching, (2021) Inclusive Teaching Practices Toolkit.

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University of Missouri, (2021) Digital Access <https://digitalaccess.missouri.edu/how-to/docs/>

DISCUSSION &/OR QUESTIONS