

Equity by Design: The Student Experience Project Meets QM Standards

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This is Us: Class Portrait

LBST 2102,248,253



Word cloud composed of terms students used to describe themselves in the “Levels and Layers of Culture: Exploring Your Frame” online course activity.



Today's takeaways:

1. Identify the seven learning conditions linked to success and retention of all learners by the Student Experience Project
1. Identify specific design principles that follow from these learning conditions
1. Describe the ways in which the QM standards foster the seven learning conditions



Student Experience PROJECT

- Faculty are essential and interested partners in efforts to improve the student experience and create institutional change;
- With the right resources and institutional support, faculty can meaningfully improve students' experience;
- Improved student experience predicts improved academic outcomes and engagement



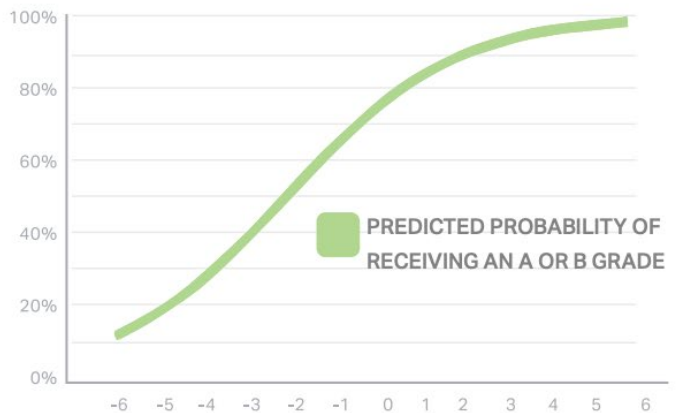


Impact on DFW Rates

<https://studentexperienceproject.org/wp-content/uploads/Increasing-Equity-in-Student-Experience-Findings-from-a-National-Collaborative.pdf>

Figure 2

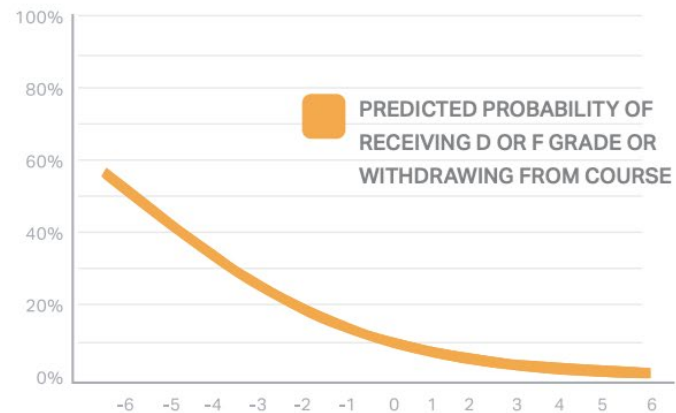
Probability of Earning A or B in STEM Courses, by Change in Student Experience Score | Spring 2021



NET CHANGE IN STUDENT EXPERIENCE SCORE OVER THE TERM

Figure 3

Probability of Earning D or F or Withdrawing from STEM Courses, by Change in Student Experience Score | Spring 2021



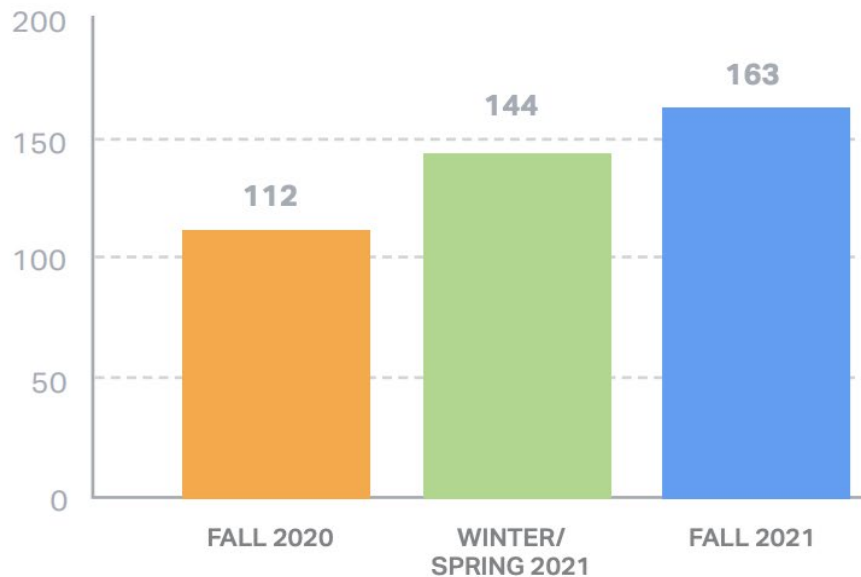
NET CHANGE IN STUDENT EXPERIENCE SCORE OVER THE TERM



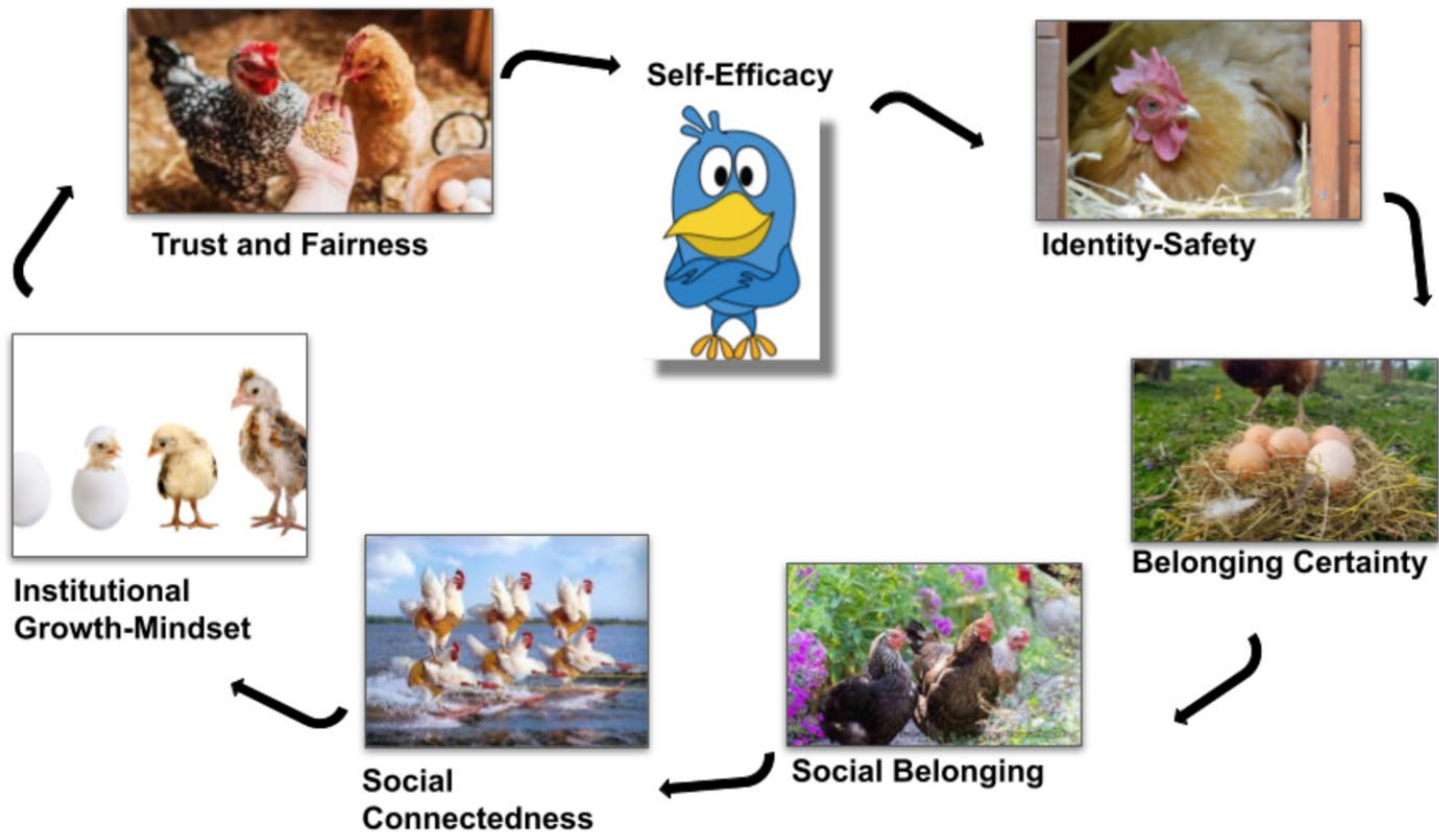
Faculty Buy-In

Figure 1

Number of SEP
Participating Faculty,
by Term



²This report covers results from the 2020 – 2021 academic year, during which 188 unique faculty participated in the project. Data from fall 2021 are currently being processed, and instructor participation totals for this term are preliminary.





The Seven Learning Conditions

1. Social isolation and belonging uncertainty are negatively associated with achievement, performance, and well-being. Belonging certainty is the absence of this concern.
1. When a classroom environment encourages a sense of community, fosters mutual support among peers, and affirms students' diverse identities, students are more likely to feel safe, which allows them to fully engage and succeed in school.
1. Research indicates that students from different groups can have different levels of self-efficacy when it comes to their abilities, and that the experience of identity threat can contribute to low-levels of self-efficacy among students.
1. While most students experience some uncertainty about whether they belong in college, students from groups that are underrepresented or negatively stereotyped tend to experience higher rates of belonging uncertainty than others.
1. Refers to the creation of bonding relationships. Feelings of connectedness are a contributing factor to students' social belonging and are essential elements of student satisfaction, academic success, and retention in their own right.
1. When instructors, staff, and university leaders convey a growth mindset about intelligence to students, students are found to experience less identity threat and perform better academically.
1. Faculty that communicate and behave in ways that engender trust and a perception of caring can mitigate social identity threat for students from negatively stereotyped or historically underserved groups.

**A. Trust and Fairness B. Self-Efficacy C. Belonging Certainty D. Identity Safety
E. Institutional Growth Mindset F. Social Belonging G. Social Connectedness**



“In previous years, some students have told me that they had times during the course when they felt that they were not doing well and became uncertain about whether they belonged in this class or should change majors. I advised them to hang in there, and in the meantime to access the tutoring centre, put in some extra hours studying, and join a study group. A number of these students contacted me later in the year to tell me that, now that some time had passed and they had taken some positive steps, they did feel like they belonged in the class and in the major. For recommendations for resources available to help you succeed in this course, please see the Academic Supports section of the syllabus below.”

Source: the Student Experience Project [First Day Toolkit](#)



Please allow me to introduce myself...



This is Napoleon enjoying a mint. He's not mine but I have the privilege of spending time with him. He is sweet, beautiful, and goofy!

In college I majored in Comparative Literature (French and Spanish). I completed a certification in Teaching English as a Foreign Language and taught abroad for a few years before returning and completing a Master's and Doctorate in Romance Languages and Literatures.

I created this course because I believe everyone belongs here and that we are all enriched when we can feel appreciated for our specificity and appreciate that of others. That doesn't mean everyone needs to agree on everything: to the contrary, it means broadening our frames and discussions so that we can sharing differing perspectives. Every semester I learn more from students, both from their experiences and from their perspectives on the course material. Everyone is welcome here regardless of personal background. We will all learn from each others' of experiences and from those represented in the readings and videos.

As for hobbies, I am a working parent so my free time is rather limited. I love hanging out with my bilingual and bicultural family, reading, and finding any way possible to be around horses without spending buckets of money.

Looking forward to working with you this semester

About Your Instructor: I became fascinated by math while going to university. I was intimidated by math at first, and after I got the lowest grade I had ever had on my first midterm, I wondered if I was cut out for this field. However, I accessed tutoring services and put in some extra hours, and I earned a significantly higher grade on the final. In time, I developed a passion for the subject, even doing a PhD. I hope to share that passion with you.

From the Student Experience Project's [First Day Toolkit](#) sample syllabus

Cookin' Up Social Connectedness

Review Checklist: Encouraging Connections in the Classroom		
1. Do your practices include all of the key ingredients?	Yes	No
<i>Practices to encourage connections that are missing or more one of the key ingredients may be ineffective, or could backfire. Review the key ingredients below to ensure that your strategies check all the boxes for success.</i>		
a. Encourage students to see you, and other members of the learning team, and/or each other, as individuals with lives that extend beyond the classroom		
b. Provide opportunities for connection		
c. Encourage students to use opportunities to connect with you and your instructional team by demystifying how students can communicate and interact with you and other instructors		
2. Do you have a clear plan for using your activities to encourage connection between students and instructors in your course?	Yes	No
a. I know which practice I will try in class.		
b. I have a plan for how and when I will use this practice in my course.		
c. I have a plan to check-in with myself, reflect, and adjust my approach based on my experiences with these strategies throughout the term.		
3. Do practices avoid common pitfalls of strategies for encouraging connection between students and instructors?	Yes	No
a. Personal facts shared with students are appropriate and professional .		
b. Actions, policies, and practices align with what you share with students.		

Baking In Identity Safety

Review Checklist: Establishing Classroom Identity Safety		
1. Do your practices include all of the key ingredients?	Yes	No
<i>Policies to promote classroom identity safety that are missing or more one of the key ingredients are likely to be ineffective, and could backfire. Review the key ingredients below to ensure that your policies check all the boxes for success.</i>		
a. Acknowledge complexities of people's lives and diversity of identities and experiences		
b. Demonstrate in speech and action that diversity is valued and respected		
c. Model and encourage open communication and a willingness to actively listen		
d. Reflect on dominant assumptions and narratives, and recognize when the experiences or contributions of people from particular groups have been omitted, overlooked, or undervalued		
2. Do you have a clear plan for carrying out strategies to promote identity safety in your classroom?	Yes	No
<i>Remember that everyone is at a different stage with regard to their level of experience and comfort employing teaching practices that promote identity safety. Choose practices that you feel well equipped and prepared to use in your courses, and make a clear plan for how you will enact them. It's OK if you do not feel fully comfortable using these practices at first. That is normal. As you gain familiarity with practices they should get more comfortable, and you can adjust practices or integrate additional practices over time.</i>		
a. I know which strategies I will try in class.		
b. I have a plan for how and when I will use this strategy in my course.		
c. I have a plan to check-in with myself, reflect, and adjust my approach based on my experiences with these practices throughout the term.		
d. Are there campus resources available that I can refer to if students need support around identity safety that surpass what I can provide, or am comfortable providing?		
3. Do practices avoid common pitfalls of strategies for creating identity safety?	Yes	No
a. Practice promotes identity safety for all students .		
b. Approach is not an over-correction that reverses or exacerbates an original issue.		
c. Practice focuses on students as individuals , rather than as members of an identity group.		



As Carol is my witness...





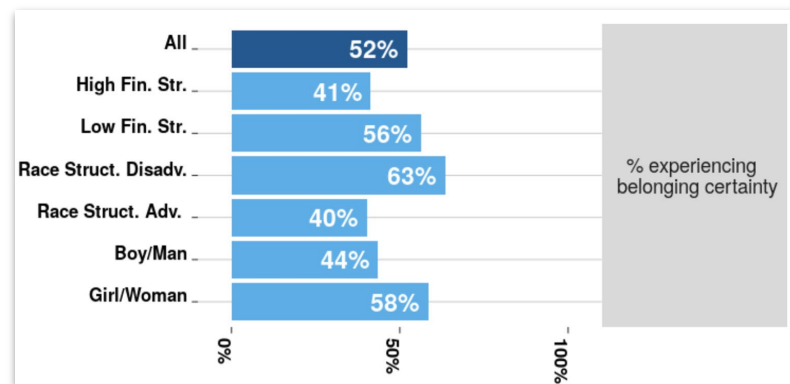
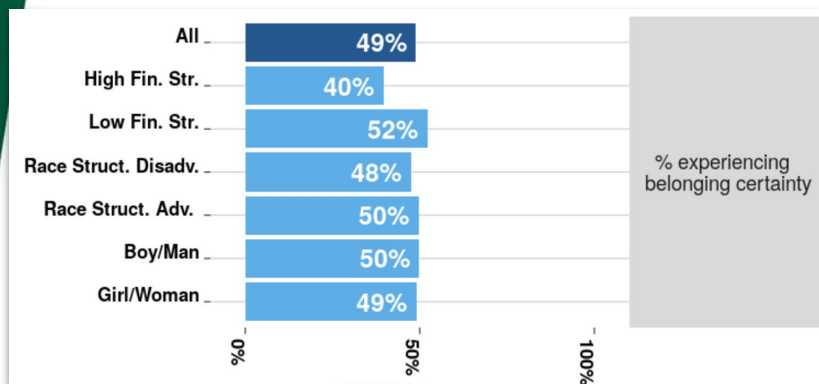
Spring 2023 Data

	Girl/Women			Struct. Disadv. Race			High Fin. Stress		
	Community	Watts	Net change	Community	Watts	Net Change	Community	Watts	Net Change
Belonging Certainty	52%	65%	13%	50%	59%	9%	44%	52%	8%
Identity Safety	84%	91%	7%	81%	93%	12%	72%	82%	10%
Institutional Growth Mindset	89%	95%	6%	89%	94%	5%	83%	95%	12%
Self-Efficacy	78%	97%	19%	79%	96%	17%	72%	90%	18%
Social Belonging	81%	95%	14%	81%	95%	14%	81%	88%	7%
Social Connectedness	73%	74%	1%	73%	79%	6%	73%	74%	1%
Trust and Fairness	92%	98%	6%	92%	96%	4%	92%	95%	3%
	Boy/Man			Struct. Adv. Race			Low Fin. Stress		
	Community	Watts	Net Change	Community	Watts	Net Change	Community	Watts	Net Change
Belonging Certainty	50%	45%	-5%	52%	54%	2%	54%	61%	7%
Identity Safety	83%	89%	6%	85%	87%	2%	87%	93%	6%
Institutional Growth Mindset	87%	98%	11%	88%	97%	9%	90%	96%	6%
Self-Efficacy	80%	90%	10%	78%	94%	16%	80%	96%	16%
Social Belonging	81%	89%	8%	81%	89%	8%	84%	94%	10%
Social Connectedness	74%	81%	7%	73%	72%	-1%	75%	76%	1%
Trust and Fairness	91%	96%	5%	92%	96%	4%	93%	98%	5%



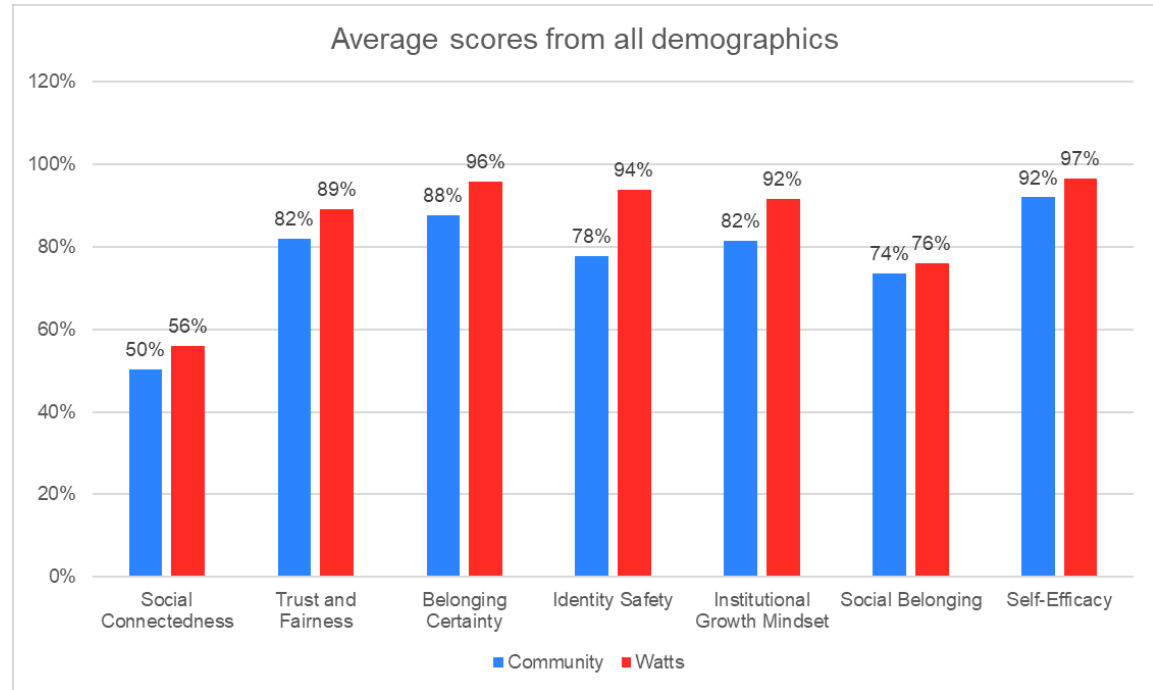
Impact on Specific Groups According to Modality

Spring 2023





Effective Across Modalities





This Simple 30-Minute Belonging Exercise Could Boost Student Retention

By *Adrienne Lu* | MAY 4, 2023



SARAH JONES FOR THE CHRONICLE

Incoming college students who completed a 30-minute online exercise intended to bolster their sense of belonging were more likely to complete their first year of



For Higher Education



Ascend

Ascend is a free, data-driven professional learning program that enables college instructors and administrators to learn how their students are experiencing courses and what they can do to make those experiences more equitable, more engaging, and more supportive of student success.

[LEARN MORE](#)

Growth Mindset for College Students

One 30-minute module lays the foundation for a growth mindset. Research shows that it elevates growth mindset and raises academic performance and retention, particularly for members of structurally disadvantaged groups. *For all college students.*

[LEARN MORE](#)

Social-Belonging for College Students

One 30-minute module reduces concerns about belonging in order to improve engagement, retention, and achievement. Research shows it elevates academic performance and retention, particularly for members of structurally disadvantaged groups. *For students matriculating at 4-year colleges.*



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1. Identify the seven learning conditions linked to success and retention of all learners by the Student Experience Project
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Resources

