

Using Data to Create Equity in Student Experience



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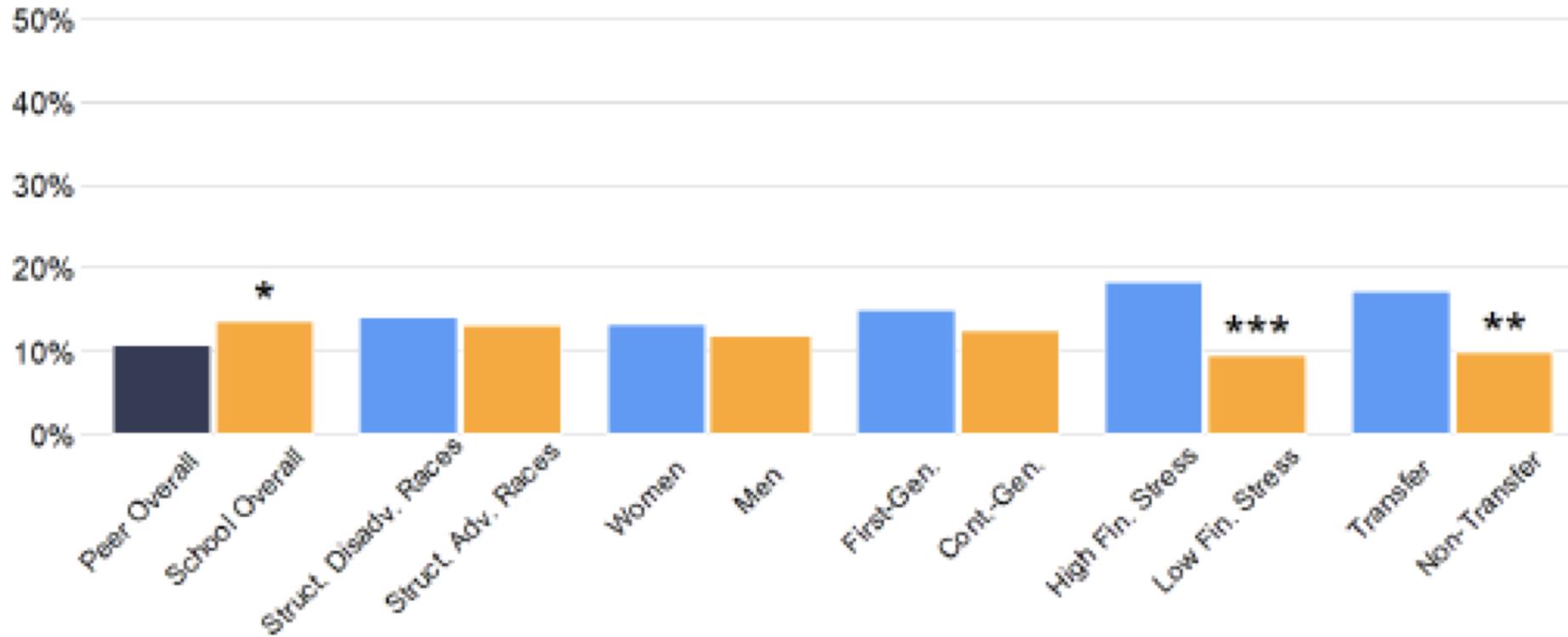
"I simply placed more trust in students. I was much more flexible and found that the overwhelming majority of students did not 'take advantage' of the policy; and that my stress levels were significantly reduced!"

– UNM Student Experience Project
Faculty Fellow Cristina Reiser

UNM Selected Research Results: Institutional Mindset

Figure 24. Student Perceptions Of Instructor Fixed Mindset

School Overall n = 779



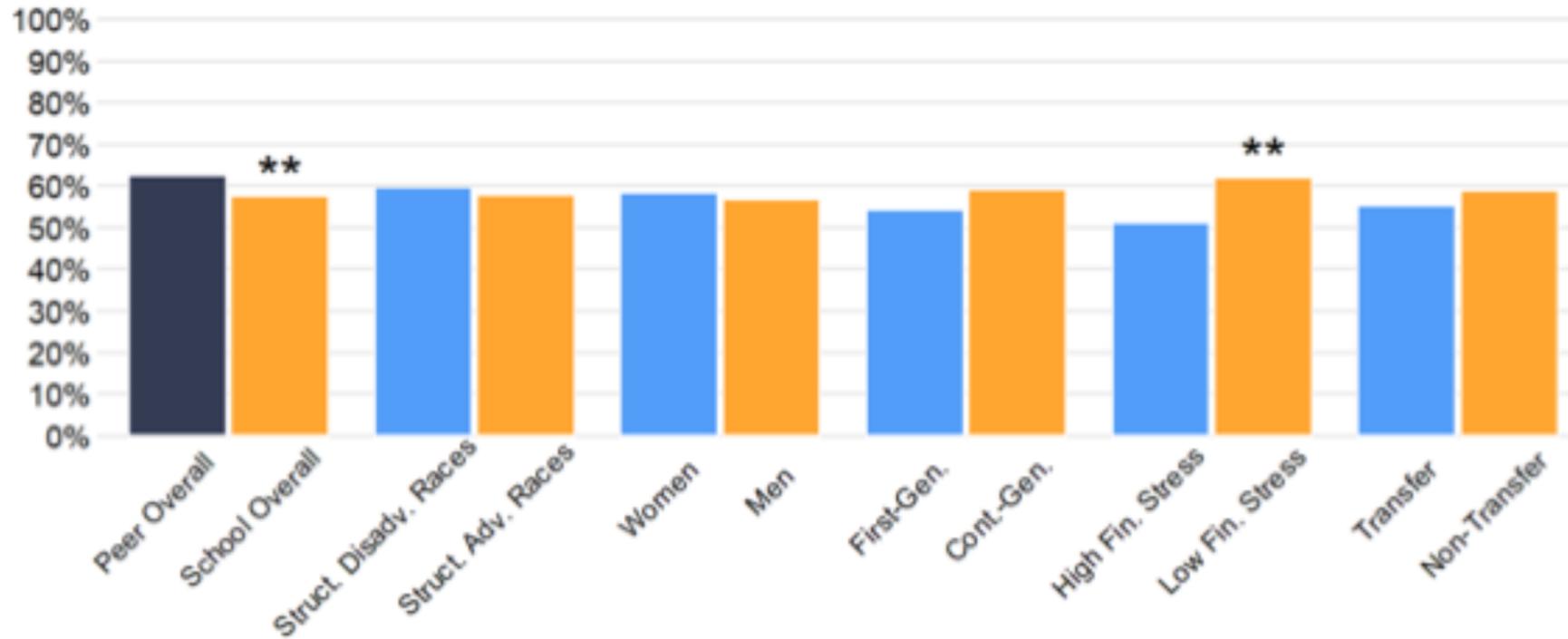
(*p < .05; **p < .01; ***p < .001)

Students perceive greater fixed mindset beliefs among faculty at UNM (vs. cohort); particularly true among students contending with high financial stress and transfer students.

UNM Selected Research Results: Sense of Belonging

Figure 20. Student Overall Sense Of Belonging At UNM

School Overall n = 790



(*p < .05; **p < .01; ***p < .001)

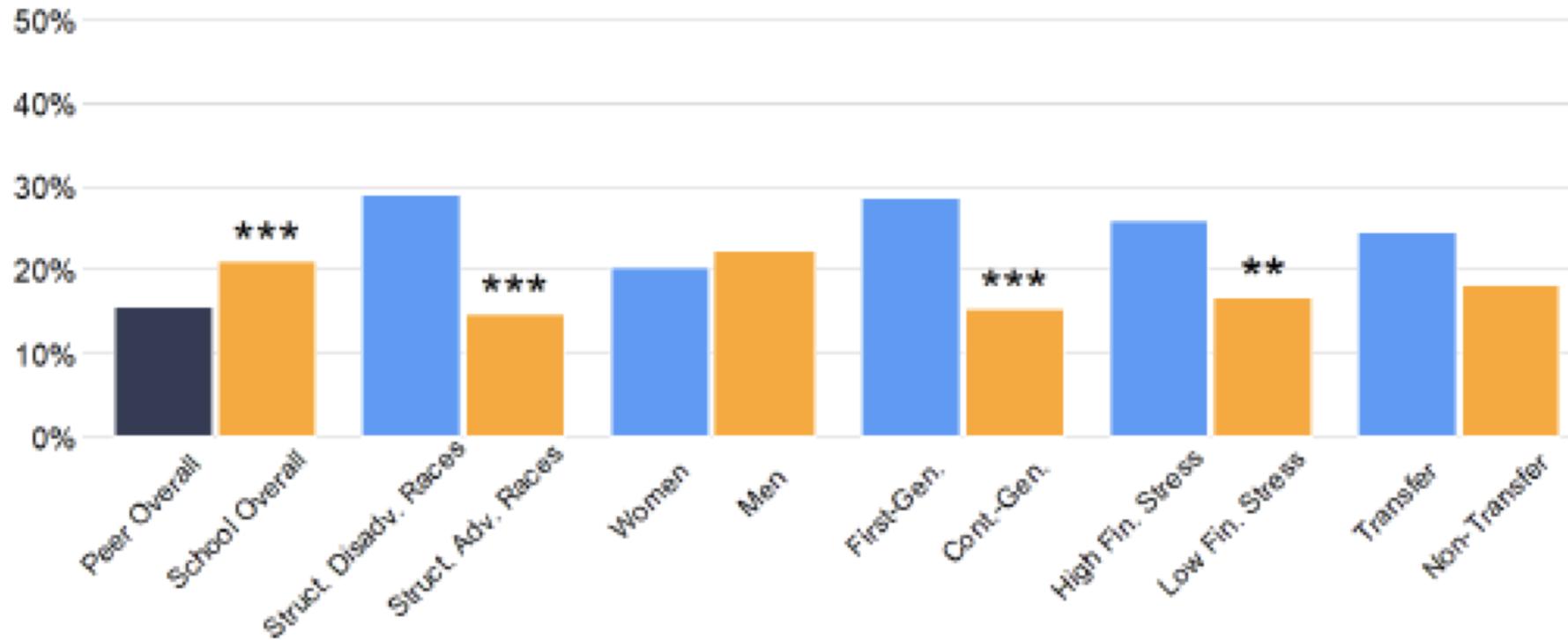
Lower sense of belonging at UNM (vs. cohort schools); particularly among those with high financial stress (and first-gen and transfer students)



UNM Selected Research Results: Equitable Academic and Social Supports

Figure 31. Difficulty Finding Academic Support Services

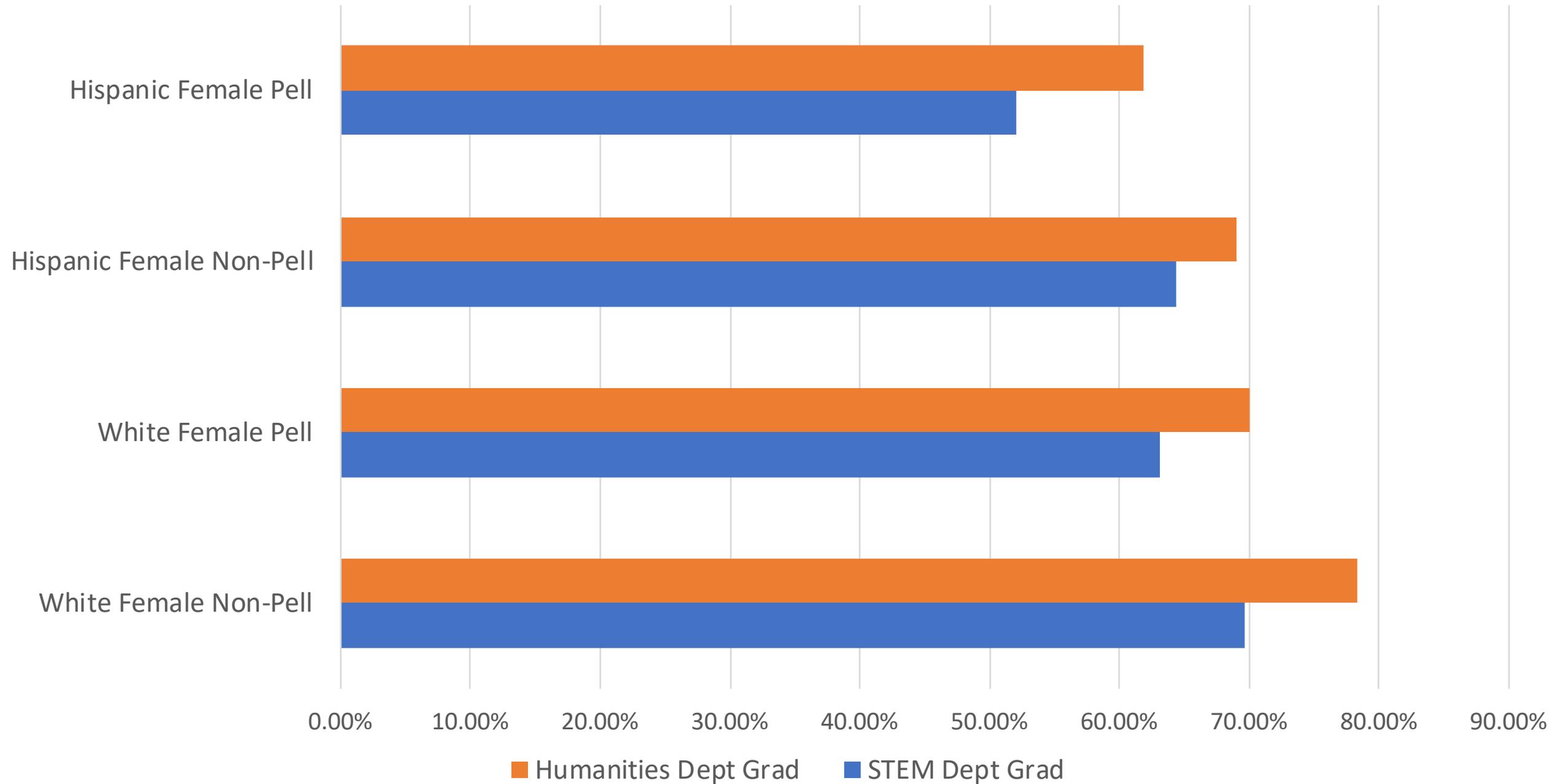
School Overall n = 597



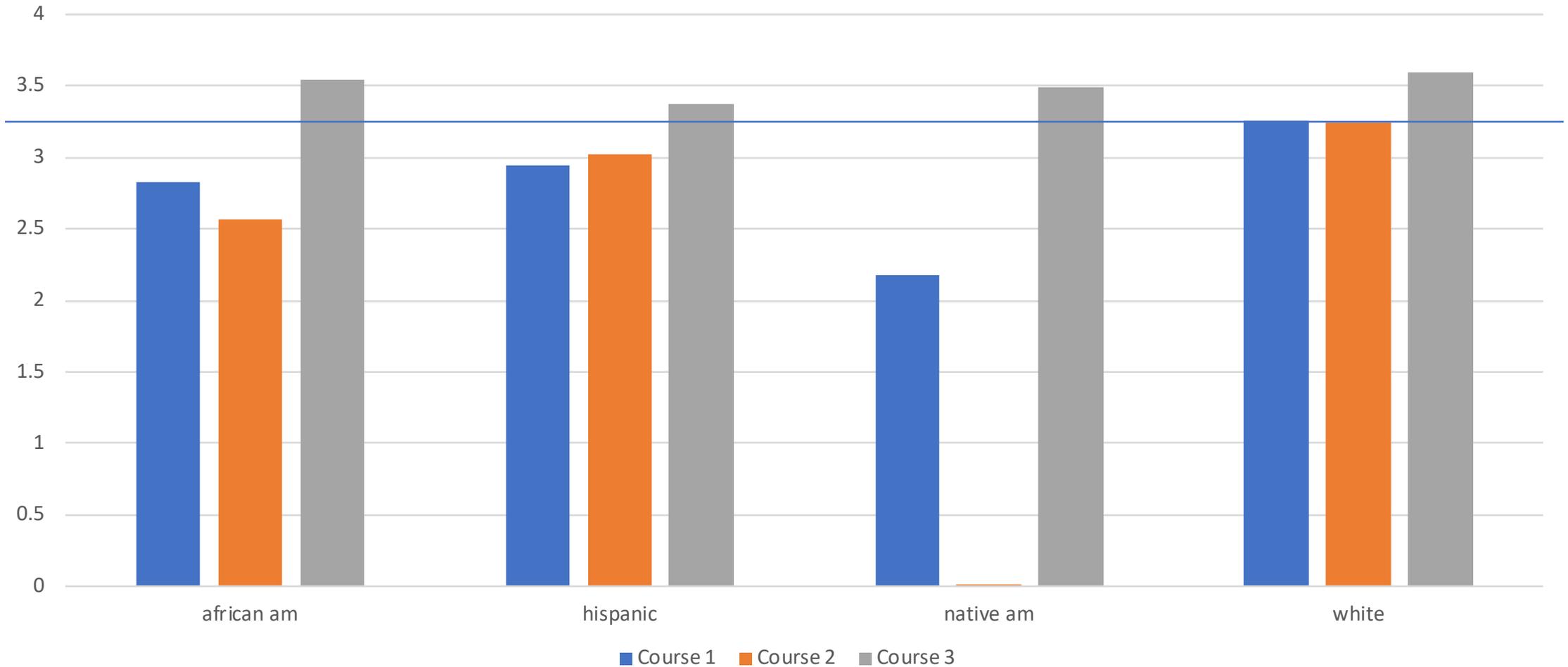
(*p < .05; **p < .01; ***p < .001)

UNM students struggle to find academic support services (more so than students at other cohort schools); especially structurally disadvantaged racial/ethnic minority students, first-gen, transfer, and students with high financial stress.

Graduation Rates by Gender, Race, and Pell



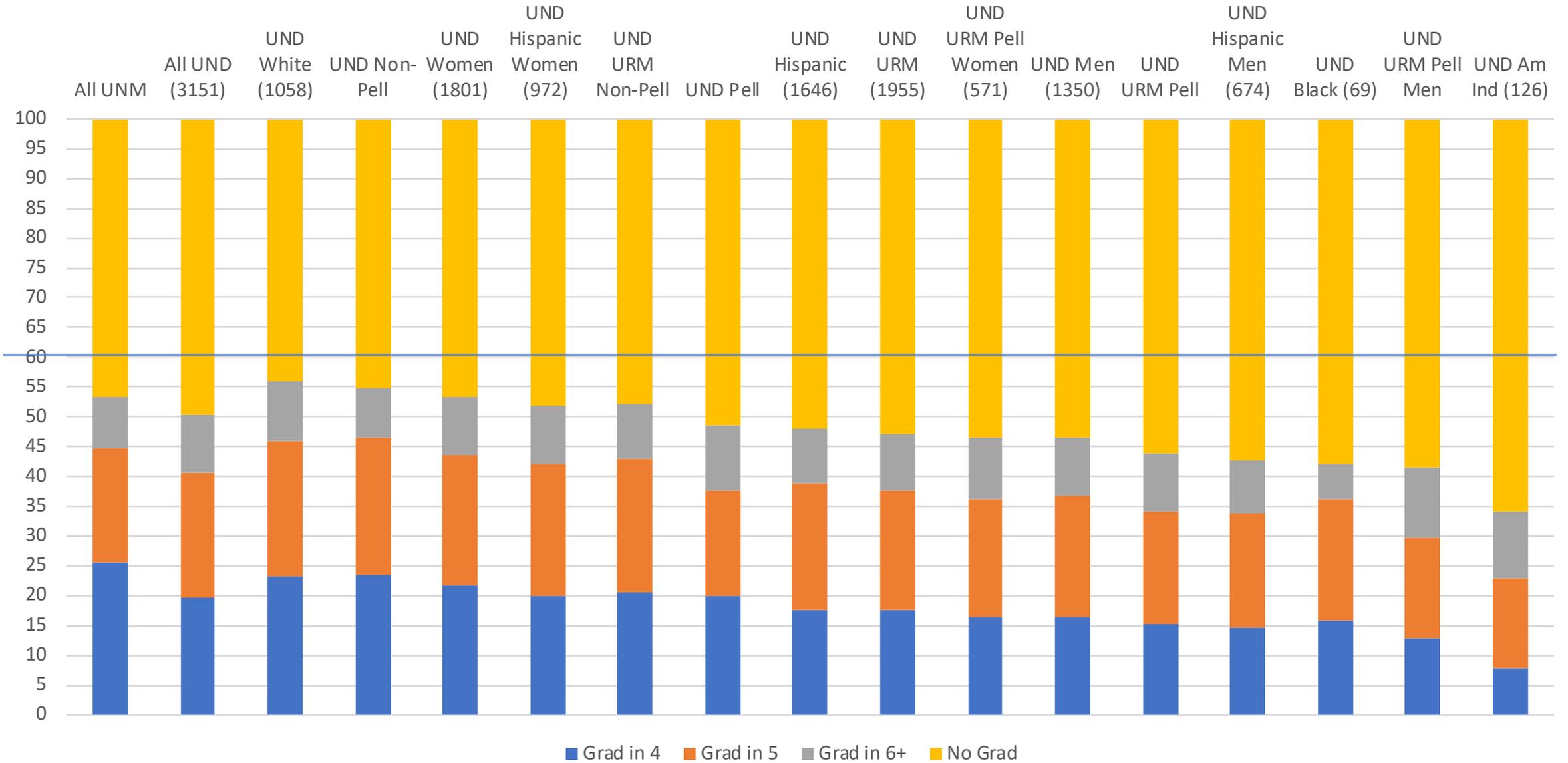
Mean GPAs by Race/Ethnicity in Portal Courses in a UNM Social Sciences Department



for students who matriculated in F 2013, 2014, 2015

n= 1, 355

Graduation Percentages of Students who entered in 2010-2015 with UNDECIDED (UND) major





CoPilot Ascend: Measuring the Student Experience



1. Elevate Student Experience

In a 5-10 minute, [survey](#), students describe how they are experiencing a course.



2. Review Feedback

A confidential [report](#) shows how students' experiences are promoting or hindering equitable learning.



3. Learn Relevant Practices

Get targeted recommendations for creating more engaging & equitable learning experiences.



4. Track Improvement

Rerun the survey to see how students experience new practices. Repeat Steps 1-4 to keep improving.



CoPilot Ascend: For an individual faculty member . . .

Condition	Rated Positively in Most Recent Cycle	Change in Positive Ratings Since 1st Survey
Trust and Fairness	98%	—
Institutional Growth Mindset	89%	—
Self-Efficacy	65%	—
Identity Safety	54%	—
Social Belonging	41%	—
Social Connectedness	39%	—

[Expand subgroups](#)



CoPilot Ascend: For an individual faculty member...

Condition	Rated Positively in Most Recent Cycle				Change in Positive Ratings Since 1st Survey			
	All	Girl / Woman	Struct. Disadv Race	Finan. Stress	All	Girl / Woman	Struct. Disadv Race	Finan. Stress
Trust and Fairness	98%	96%	100%	100%	—	—	—	—
Institutional Growth Mindset	89%	86%	89%	100%	—	—	—	—
Self-Efficacy	65%	61%	67%	64%	—	—	—	—
Identity Safety	54%	50%	56%	64%	—	—	—	—
Social Belonging	41%	29%	44%	45%	—	—	—	—
Social Connectedness	39%	36%	41%	36%	—	—	—	—



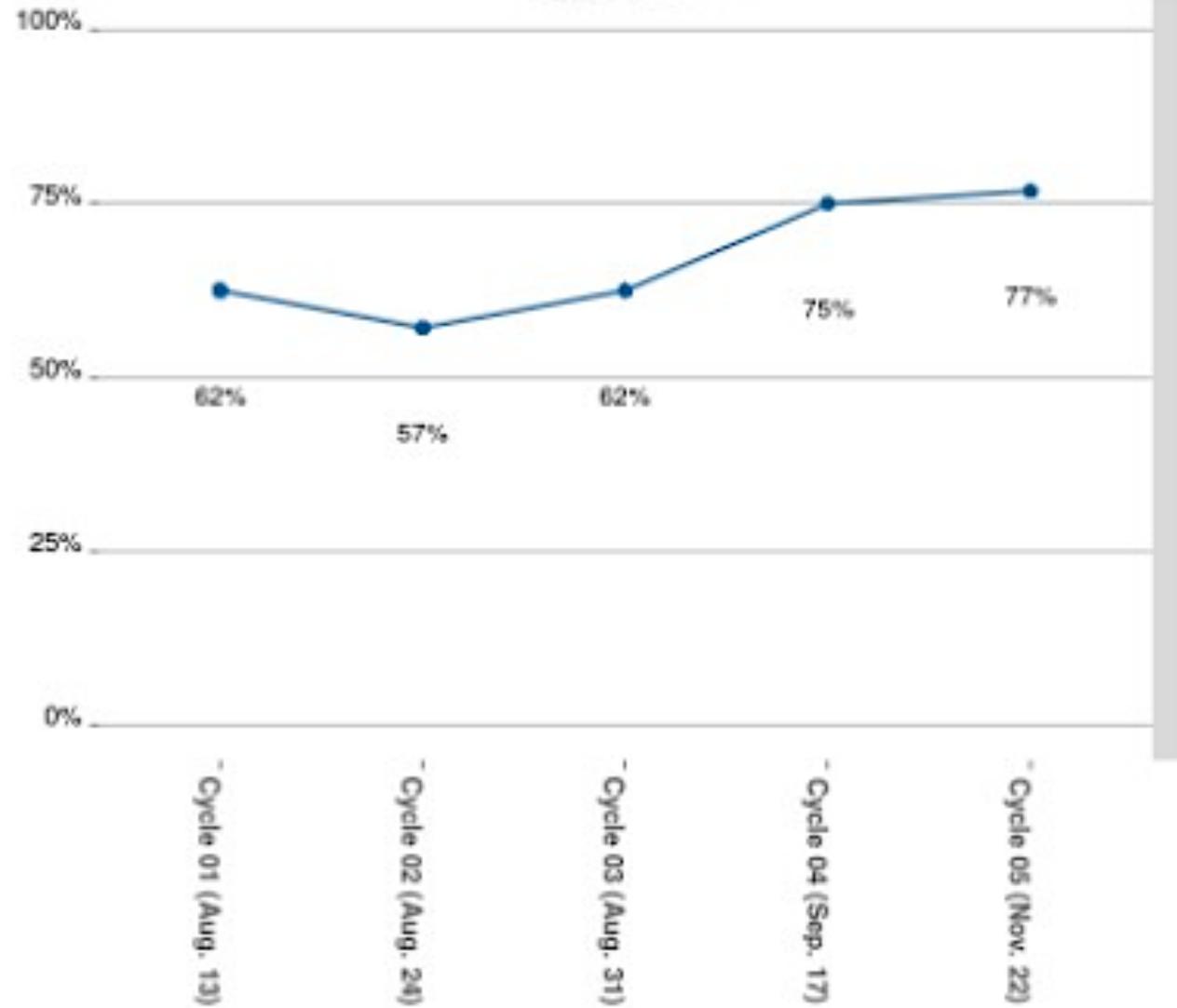
CoPilot Ascend: For an individual faculty member...

Condition	Rated Positively in Most Recent Cycle				Change in Positive Ratings Since 1st Survey			
	All	Girl / Woman	Struct. Disadv Race	Finan. Stress	All	Girl / Woman	Struct. Disadv Race	Finan. Stress
<u>Trust and Fairness</u>	98%	96%	100%	100%	—	—	—	—
<u>Institutional Growth Mindset</u>	89%	86%	89%	100%	—	—	—	—
<u>Self-Efficacy</u>	65%	61%	67%	64%	—	—	—	—
<u>Identity Safety</u>	54%	50%	56%	64%	—	—	—	—
<u>Social Belonging</u>	41%	29%	44%	45%	—	—	—	—
<u>Social Connectedness</u>	39%	36%	41%	36%	—	—	—	—



CoPilot Ascend:
For an individual
faculty member....

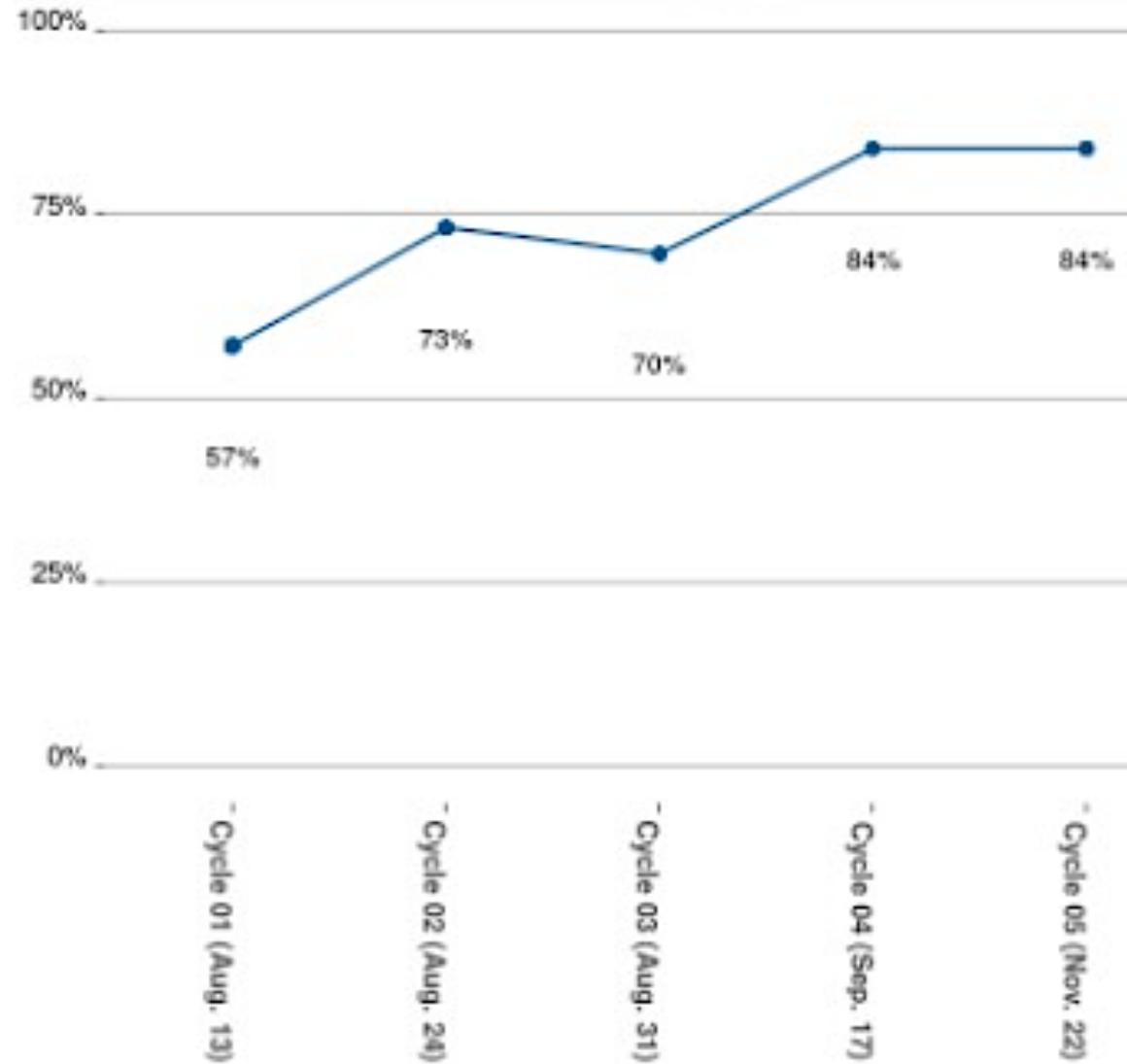
SELF-EFFICACY OVER TIME





CoPilot Ascend:
For an individual
faculty member....

IDENTITY SAFETY OVER TIME





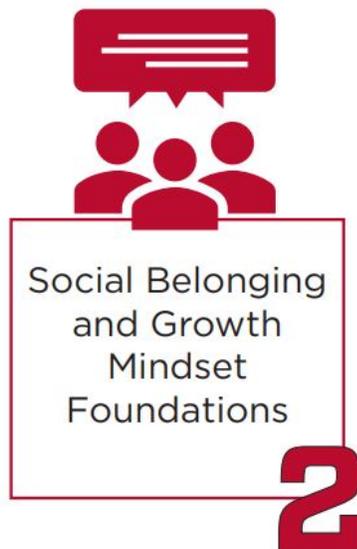
CoPilot Ascend: UNM community report Fall 2020

Condition	Rated Positively in Most Recent Cycle				Change in Positive Ratings Since 1st Survey			
	All	Girl / Woman	Struct. Disadv Race	Finan. Stress	All	Girl / Woman	Struct. Disadv Race	Finan. Stress
<u>Trust and Fairness</u>	92%	93%	93%	90%	2%	2%	3%	3%
<u>Institutional Growth Mindset</u>	84%	86%	85%	79%	4%	5%	4%	5%
<u>Identity Safety</u>	71%	72%	69%	63%	11%	13%	10%	11%
<u>Self-Efficacy</u>	69%	68%	68%	63%	-4%	-4%	-3%	-4%
<u>Social Belonging</u>	48%	49%	48%	42%	7%	8%	6%	6%
<u>Social Connectedness</u>	28%	29%	29%	27%	4%	6%	5%	6%

CATEGORIES OF CHANGE IDEAS



- Revise syllabus language to convey messages of growth mindset and belonging.



- Effective Social Belonging Messages
- Effective Growth Mindset Messages
- Policy Review: Creating Student-Centered Course Policies
- Establishing Expectations: A Growth Mindset Approach
- Creating a Belonging Story
- Encouraging Connections in the Classroom



- Creating an Attuned Assessment Wrapper
- Creating a Wise Feedback Framing Statement
- Integrating Self-Relevance and a Sense of Purpose into Your Course



- Ensuring Classroom Identity Safety
- Addressing an Identity Threatening Incident

Get Involved

explore the **messages** and **communications** students receive & introduce **changes** in the classroom.

Option 1

EXPLORATORY FELLOWS

- Make 1 change from each area below
- Use Copilot-Ascend 2 times during the semester
- \$400 stipend

Option 2

IMPLEMENTATION FELLOWS

- Make 5-7 changes from the list below, and at least 1 from each area
- Use Copilot-Ascend 4 times during the semester
- \$1,000 stipend

ALL FELLOWS commit to attending a faculty development workshop series, and to meeting monthly in a community of practice.

Lobos Connect:

UNM Provost Challenge for Excellence and Equity General Education Initiatives

<https://provost.unm.edu/initiatives/lobos-connect.html>

REQUEST FOR PARTICIPATION

Please complete the online participation-application form by 5:00 pm, February 18, 2021.