Against All Odds? Diversity, Equity, and Inclusion in Asynchronous Courses: Lessons Learned from The Student Experience Project

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Dept. of Languages and Culture Studies and Latin American Studies Program
2023 UNC System Learning and Technology Symposium
April 14, 2023

Voted Best in Track:
Diversity, Equity, and Inclusion (DEI) and Inclusive Teaching

2023 UNC System Learning and Technology Symposium

UNIVERSITY OF NORTH CAROLINA
CHARLOTTE

Today's takeaways:

1. What is the [Student Experience Project](#)?
2. How do institutions and faculty foster student success by supporting the [Seven Learning Conditions](#)?
3. Examples in the online, asynchronous environment suggest greater impact in this delivery format

- 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

Resources for faculty and institutions available at the SEP Hub

The Student Experience Project: LBST 2102.248,253 Spring 2023 Ascend Survey 3 Data

Ascend Class Report for LBST 2102

Settings

Student Experience Overview

How Can I Use the Student Experience Overview?

Changes ≥ +6 or ≤ -6 percentage points are highlighted.

| Learning Condition ▲	Rated Positively on Last Survey ± change since survey 1		Resources
	% ⇕	± ⇕	
Belonging Certainty	58%	+4	Strategies ☑
Identity Safety	90%	+1	Strategies ☑
Institutional Growth Mindset	96%	+2	Strategies ☑
Self-Efficacy	94%	+1	Strategies ☑
Social Belonging	92%	+1	Strategies ☑
Social Connectedness	76%	+3	Strategies ☑
Trust and Fairness	97%	+1	Strategies ☑

Survey 3 data showing results and net change for LBST 2101.248,253 (Watts)

Impact of Modality on Belonging Certainty
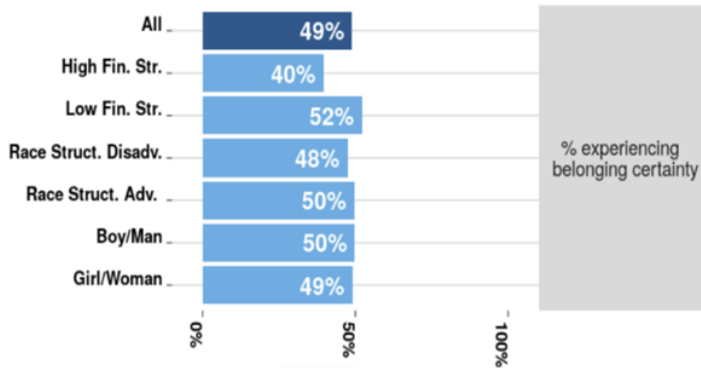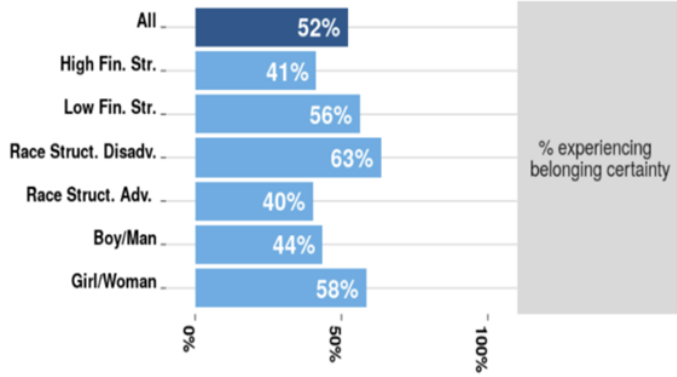
Positive impact of online, asynchronous modality on Belonging Certainty for historically underrepresented populations.

The Student Experience Project: Ascend Survey Data for Spring 2023

	Survey 1 UNC Charlotte (97% F2F)	Survey 1 LBST 2102.248,253, (online, asynchronous)	Net difference Survey 1 Watts vs. UNC Charlotte		Survey 3 UNC Charlotte (97% F2F)	Survey 3 LBST 2102.248,253, (online, asynchronous)	Net difference Survey 3 Watts vs. UNC Charlotte
Belonging Certainty	44%	52%	+8		51%	59%	+8
Identity Safety	81%	88%	+7		83%	90%	+7
Institutional Growth Mindset	89%	94%	+5		88%	96%	+8
Self-Efficacy	80%	93%	+13		78%	94%	+16
Social Belonging	79%	91%	+12		81%	92%	+11
Social Connectedness	71%	72%	+1		73%	75%	+2
Trust and Fairness	93%	96%	+3		91%	97%	+6

Professor and course designer: Dr. Sandra Watts

LBST 2120 Sections 248 and 253: Intercultural Competence Demographics:

40.49% Caucasian
21.48% Black or African American
17.35% Hispanic
10.74% Asian
4.95% Two or more races
4.13% Not Specified

Data showing positive impact of modality (online, asynchronous vs. F2F for all students and all learning conditions)

The Student Experience Project: Ascend Survey Data for Span 3009: The Story and Stories of U.S. Latinos/as/x Fall 2022

	Survey 1 Ascend Community Report Fall '22 (25 F2F, 1 online synch, 2 online asynch)	Survey 1 Ascend Community Report Team 6 (1 online, asynchronous, 3 F2F)	**Survey 1 Ascend Class Report for Sandra Watts, Team 6 (online, asynchronous course in Team 6 data)**	Survey 2 Community	Survey 2 Team 6	**Survey 2 Watts**	Survey 3 Ascend Community Report Fall '22 (modalities unspecified)	Survey 3 Ascend Community Report Team 6 (1 online, asynchronous, 3 F2F)	**Survey 3 Ascend Class Report for Sandra Watts,**
Belonging Certainty	46%	47%	**58%**	49%	47%	**64%**	50%	46%	**68%**
Identity Safety	80%	78%	**83%**	82%	79%	**85%**	82%	79%	**88%**
Institutional Growth Mindset	91%	89%	**93%**	89%	86%	**94%**	88%	86%	**94%**
Self-Efficacy	78%	68%	**90%**	76%	68%	**95%**	76%	69%	**94%**
Social Belonging	78%	75%	**92%**	77%	72%	**93%**	78%	73%	**94%**
Social Connectedness	74%	74%	**75%**	71%	70%	**74%**	71%	70%	**74%**
Trust and Fairness	95%	94%	**97%**	92%	91%	**100%**	91%	89%	**99%**

*Watts: 48 students. Span 3009 (W) Sections 001 and 002, Fall 2022.
56.75% Hispanic, 18.25% Black or African American, 12% Caucasian
Transfer students: 24
New Freshman: 23
Other: 1

Spring 2023 Data Replicates Fall 2024 Data

The Student Experience Project: Ascend Survey Data for Fall 2022
Span 3009 (W) Sections 001 and 002, Fall 202

	Net change from Survey 1 to Survey 3 Watts Fall 22	Net change from Survey 1 to Survey 3 UNC Charlotte Fall 22	Net benefit of online, asynchronous format vs. F2F	
Belonging Certainty	+10	+4	+6	
Identity Safety	+5	+2	+3	
Institutional Growth Mindset	+1	-3	+4	
Self-Efficacy	+4	-2	+6	
Social Belonging	+2	No change	+2	
Social Connectedness	-1	-3	+2	
Trust and Fairness	+2	-4	+6	

56.75% Hispanic
18.25% Black or African American
12% Caucasian
Transfer students: 24
New Freshman: 23
Other: 1

Fostering Social Connectedness

Review Checklist: Encouraging Connections in the Classroom		Yes	No
1. Do your practices include all of the key ingredients?		Yes	No
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.			
	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.		

This is a graded discussion: 100 points possible

due Jan 15

Introduce Yourself!

219 unread replies.
266
266 replies.

Welcome to LBST 2102: Intercultural Competence

1. As a reply to this forum, please tell us about yourself. Please share:

- A photo or image showing something you like
- Your intended major/degree emphasis
- What you hope to learn from this course
- Any hobbies or special interests you enjoy (and would like to share)

I will start us off!

2. Once you've posted your introduction, please reply to at least one other post by pointing out something you've found interesting with a peer's introduction.

Hi, I'm Dr. Watts

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!

I tried horseback riding in college and found it hard and scary, but I have come back to it now and love it! 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 (Spain/U.S.), reading, and finding any way possible to be around horses without spending buckets of money.

Looking forward to working with you this semester!

An image is worth more than a thousand selfies

Introduce Yourself!
Due: Jan 15 at 11:59pm - 202310-LBST Intercultural Competence-XLS2143202310_Combined

122/122
Graded

98.44 / 100 (98%)
Average

21/122

Corey Dargan

are the discussion posts for Corey Dargan, or you can **view the full discussion.**

from **Introduce Yourself!**   Jan 11, 2023 2:16PM

Hello!

I am ⬤⬤⬤ and I am an adult student majoring in Business Analytics.

I hope to learn more about navigating and enjoying different cultures.

Specifically looking at ways to be more empathetic and respectful to those cultures while also acknowledging unconscious biases that we all have.

I love to travel which is what the picture represents. I also enjoy non-fiction (books, movies, etc.) and urban exploring.

I look forward to working with everyone and having a successful semester.

Attached File: **Travelling.jpg**

from **Introduce Yourself!**   Jan 11, 2023 2:56PM

Hi Destinee! great picture of the magnolia bloom! I used to love climbing the ones in my grandparent's yard.

from **Introduce Yourself!**   Jan 13, 2023 6:54PM

Thanks Dacey!

from **Introduce Yourself!**   Jan 30, 2023 7:58AM

Hi Caitlynn,

Maybe not most favorite, but most interesting was definitely Russia.

Submitted: Jan 11 at 2:16pm

Submitted Files: (click to load)

Travelling.jpg

Assessment

Grade out of 100

100

Assignment Comments

H▬▬▬▬
Your image and love of travel make a great background for Intercultural Communication. I hope you find it useful. Thanks for mentioning that you are an adult student. One reason I like teaching online is that is brings some many different kinds of students together. Welcome to the course!

Sandra Watts, Jan 19 at 7:23

Add a Comment

Subm

This is Us: Class Portrait
LBST 2102,248,253
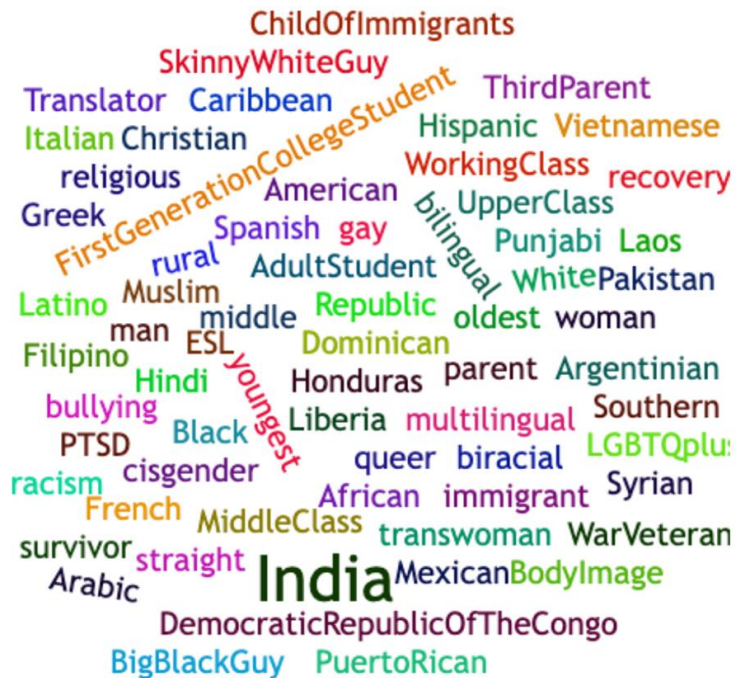
Word cloud composed of terms students used to describe themselves in the "Levels and Layers of Culture: Exploring Your Frame" online course activity.

Identity Safety: Making Invisible Identities Visible

Review Checklist: Establishing Classroom Identity Safety		
1. Do your practices include all of the key ingredients?	**Yes**	**No**
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.		
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**
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.		
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.		

Does this look familiar :) ?It's our class portrait. If you take another look, you'll see that some of these cultural identities are not highly visible unless revealed. Revealing less visible aspects of our identity is a personal choice often informed by the environment in which we find ourselves. At the same time, Intercultural Competence includes being aware of potential differences underlying behavior (remember OSEE?)

The goal of this quiz is for me to broaden my own view of invisible or less visible cultural identities in our class community, with the aim of making the course relevant to everyone in some way. This is formatted as a quiz rather than a discussion because not everyone might feel comfortable sharing in a public forum.

I will read your answers and provide an anonymous overview so that we can all expand our understanding of the wide range of cultures represented in this group.

Identity Safety: Making Invisible Identities Visible

Review Checklist: Establishing Classroom Identity Safety

		Yes	No
1.	**Do your practices include all of the key ingredients?**	Yes	No
	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.		
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2.	**Do you have a clear plan for carrying out strategies to promote identity safety in your classroom?**	Yes	No
	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.		
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Belonging Stories

Social Belonging Growth Mindset Social Connectedness Self Efficacy

RAYMONE BYRD

Major: Management Information Systems; Class of 2021

Class of 2021, Belk College of Business

Raymone (RJ) is an Army veteran having spent six years in the Army as a Senior Signal Systems Chief. He is currently a Senior, Information Systems major. While he began his educational journey at Cleveland State University, he decided to transfer to UNC Charlotte to join one of the most prestigious business programs in the nation. Choosing Charlotte allowed him to return a second home.

RJ was raised by a single mother however, he is the epitome of the expression "it takes an entire village to raise a child". The "village" that helped his parents raise him started in his community where the neighbors would guide him and encourage him to be great. Furthermore, they had taught him to reach back and be a helping hand. A major key in RJ's "village" was his grandfather. His grandfather would share inspirational stories of serving others. Those stories were connected to his grandfather's service as an Army soldier. RJ connected the dots and concluded that he could be great and reach back and be a helping hand by following his grandfather's footsteps in the Army.

RJ enlisted in the Army in 2009 as a Quartermaster and Chemical Equipment Repairer. The sense of "village" followed RJ throughout his military career. He had seniors and peers who would reach back to help him find his passion by allowing him to shadow them in many on-the-job trainings. RJ then found his passion in technology and reclassified as a 25U, Signal Support Systems Specialist. Due to injuries sustained in combat, he was medically discharged in 2015 after serving his country for six years.

In 2017, RJ transferred from Cleveland State University to UNC Charlotte. Immediately, he was contacted by OASES and the Veteran Student Office (VSO). The VSO is where RJ found his new "village" to support him throughout his academic career. He was no ordinary student as he is a single father of two girls, a transfer student, and an adult student. The support and connections made at the VSO have been an important role in his academic success.

During RJ's Sophomore year, he was recommended by the VSO to serve as a Peer Mentor. He saw an opportunity to reach back and help others, so he accepted the role with the University Center for Academic Excellence (UCAE). Although, he was attending as a single parent he found a way to balance life and give back. During his time at UNC Charlotte, Raymone has also used his leadership skills while he served as a Financial Accounting Peer Assistant Leader, served on the Chancellor search committee and as he currently he serves as the Treasurer of the Student Veterans Association (SVA).

Raymone had this to say about his time at UNC Charlotte,

"My words of wisdom for adult students considering to return to college are: Use your resources and be honest with yourself. When you feel you are alone or have thoughts of doubt, and you will, reach out to your advisors, your instructors, or your peers. My first year at UNC Charlotte was full of doubt and fear. I was afraid that maybe I had made a mistake going back to school, and maybe I could enter my career field by getting an IT certification instead. Being honest with myself allowed me to see the bigger picture. I thought, 'If I get a certification, I'll get hired yet a degree would still be required for any managerial positions'. Reaching out to my academic advisor equipped me with a toolbox of resources I take pride in. It pulls me through the tough times. It's going to take hard work and dedication but the obstacles separating you from success are not meant to be endeavored alone."

RJ is currently holding a 3.7 overall GPA and is set to graduate in December of 2021. He appeared on the Deans' list multiple semesters. He has secured an internship with Allstate and accepted a position as a Cyber Security Analyst with Allstate. He strongly believes life is meant to be lived as a village. He encourages those he comes in contact with to be great however, true greatness is not achieved until you have reached back to help others.

UNC Charlotte Student Veterans: One Story of Many
Sandra Watts (She/Her)

Mar 6 at 8:06am
189 202

UNC Charlotte has a long history of providing higher education opportunities to military students and their families. Are you one of them? Have you seen students in uniform walking across campus or sitting next to you in class? If so, you have seen some examples of visible identity.

However, there are many students such as veterans or reservists, whose military affiliation is not visible. This is an example of what we will call an "invisible culture." The aim of this discussion is to make their presence more visible and to provide insights that go beyond some of the misconceptions that civilians may have, and to acknowledge the multiple identities that all people have.

To learn about one of the approximately 5% of military-affiliated UNC Charlotte students, complete the following steps:

1. Read about Raymone Byrd, Class of '21

2. Write a post of 5-7 sentences in which you respond to Raymone's story. You may address any of these questions:

What surprises you about his story? What do you have in common with Raymone? How does this profile add to your perception of veterans and student veterans?

3. Respond to another person's post in 3-4 sentences.

Public Lecture Belonging Stories

Questions? Comments?

Let's continue the conversation!

sandrawatts@uncc.edu

https://www.linkedin.com/in/sandra-watts-phd-7578905/

Data Availability Statement

The data that support the findings of this study are available from the corresponding author, Sandra Watts, upon reasonable request.

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