

Illuminating Equitable Pedagogies using the FSSD

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Equitable Pedagogies & FSSD

The screenshot shows the Faculty Student Success dashboard with the following filters and options:

- Term Desc: Spring 2021
- * Class: ANT~100~04
- * View by 1: Ethnicity
- View by 2: Parent Education Level
- Sex: (All Column Values)
- Ethnicity: (All Column Values)
- EOP: (All Column Values)
- Underrepresented: (All Column Values)
- Parent Education Level: (All Column Values)

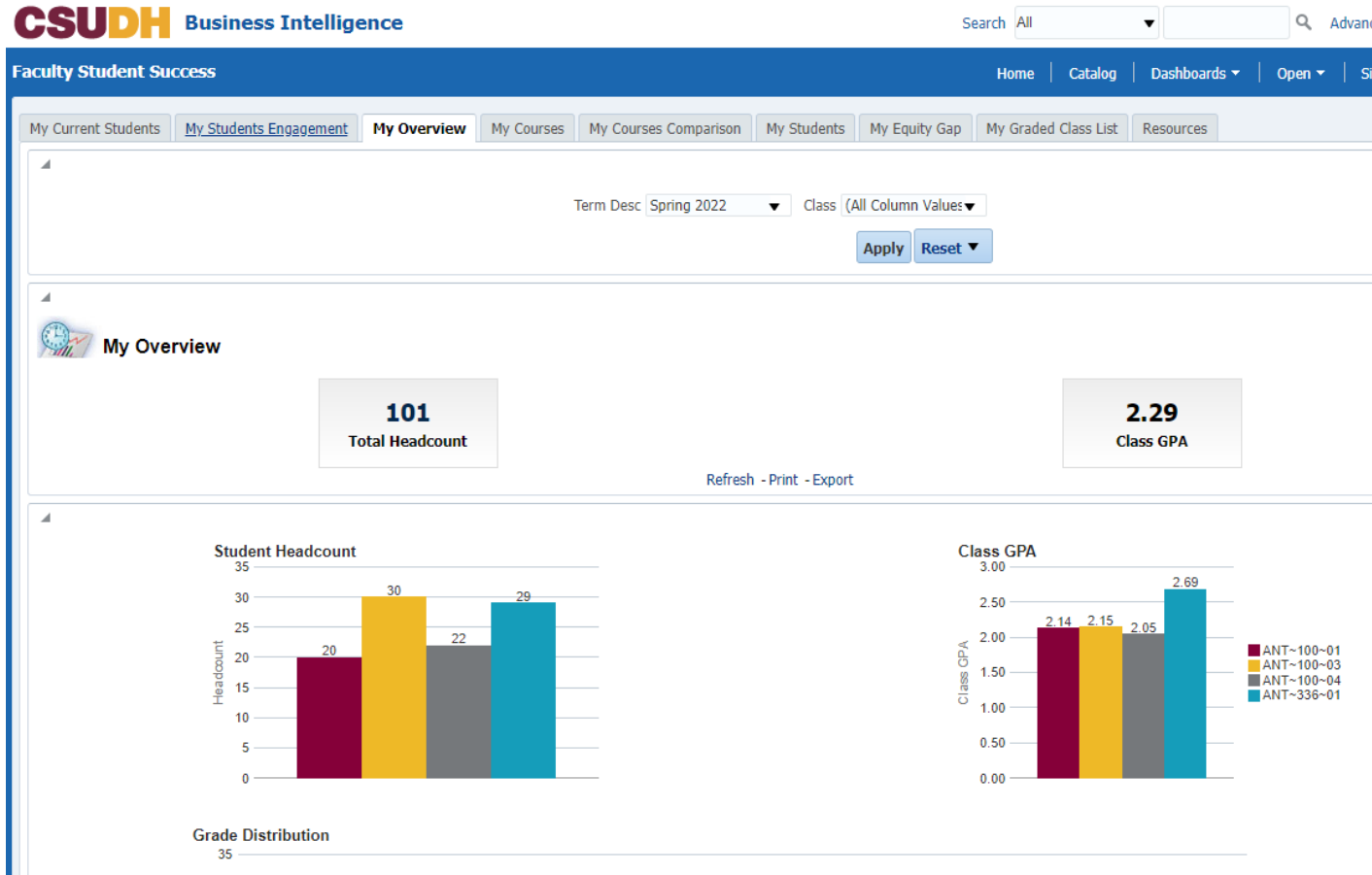
Additional options include Term Desc: Spring 2021, * Class: (All Column Values), and View by: Sex. There are Apply and Reset buttons.

How can the **FSSD** inform a shift towards more equitable teaching and assessment?

- What is the FSSD?
 - Faculty Student Success Dashboard
- What is "**ungrading?**"
 - And, how can it contribute to more equitable practices?
- How can we use FSSD data to support or change our strategies and support student success



What is the *Faculty Student Success Dashboard* (FSSD)?



What we can see:

- Tabs across the top toggle to different data views
 - Student demographics
 - Course outcomes and comparisons
 - Equity gap, etc.
 - Engagement (coming soon with Canvas)
- Select a semester and one or more courses
 - Student #s
 - GPA
 - Grade Distribution

Why use the FSSD?

And how can it contribute to more equitable teaching practices?

FSSD data helps me:

- **Understand my students better**
 - Knowing where my students come from helps me understand their strengths.
- **Ask the “right” questions**
 - Ex: What does “success” mean for my students?
 - Ex: Does GPA accurately reflect student success?
 - What other measures of success can I assess?
- **Set goals**
 - Ex: How can address the equity gaps in my courses?
 - Ex: How can I contribute to student success?
- **Assess my strategies**
 - Ex: How did shifting my teaching practices impact student success?

Demographics & “Filters” help us understand (and serve) our students:

- Ethnicity (American Indian/ Alaska Native; Asian; Black/ African American; Hispanic/ Latino; Native Hawaiian/ Other Pac Islander; Two or more races; Unknown; White)
- URM (underrepresented minority status)
- Parent Level of Education
- Admit Type (First-Time Freshmen; Grad/PB; Transitory; UG Transfer; unknown)
- Gender
- EOP

Resource: *Grading for Equity: What it is, Why it Matters, and How it can Transform Schools and Classrooms*
(Feldman, 2018)

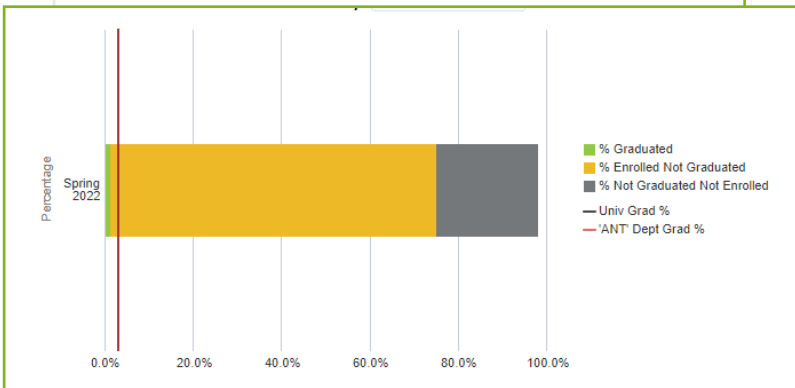
Student Data

My Current Students Tab (top)

My Students Tab (bottom)

Term Desc	Sex	Ethnicity	First Generation	Major at Entry	Academic Career	Underrepresented	EOP	Parent Level Edu	Admit Type	Repeat Eligible	Cumulative GPA	Class	Modality	Expected Grad Term	Units Earned	Major (Latest)	Academic Standing	Program Status
Spring 2022	Female	Asian	2-Yr College Graduate	Anthro:Biological	Undergrad and Ext Ed Credit	No	No	2-Yr College Graduate	First-Time Freshmen	No	0.89	ANT~336~01	In Person	2248	21	Anthro: Biological	Probation	Active in Program
			4-Yr College Graduate	Art:Design	Undergrad and Ext Ed Credit	No	No	4-Yr College Graduate	First-Time Freshmen	No	3.86	ANT~100~03	In Person	2248	73	Art:Design	Good Standing	Active in Program
				Health Sci:Radiologic Tech	Undergrad and Ext Ed Credit	No	No	4-Yr College Graduate	First-Time Freshmen	No	3.17	ANT~100~03	In Person		33	Health Sci:Radiologic Tech	Good Standing	Active in Program
				P.E.:Pre-Physical Therapy	Undergrad and Ext Ed Credit	No	No	4-Yr College Graduate	First-Time Freshmen	No	2.66	ANT~100~01	In Person		24	P.E.:Pre-Physical Therapy	Good Standing	Active in Program
				Postgraduate	-	Undergrad and Ext Ed Credit	No	No	Postgraduate	First-Time Freshmen	No	3.27	ANT~100~04	In Person	2268	22	Unknown	Good Standing
	Black/ African American	2-Yr College Graduate	P.E.:Pre-Physical Therapy	Undergrad and Ext Ed Credit	Yes	Yes	2-Yr College Graduate	First-Time Freshmen	No	2.64	ANT~100~03	In Person	2248	62	P.E.:Pre-Physical Therapy	Good Standing	Active in Program	
		4-Yr College Graduate	Psychology	Undergrad and Ext Ed Credit	Yes	No	4-Yr College Graduate	UG Transfer	No	2.98	ANT~336~01	In Person	2268	92	Psychology	Good Standing	Active in Program	
		High School Graduate	Psychology	Undergrad and Ext Ed Credit	Yes	No	High School Graduate	First-Time Freshmen	Yes	1.99	ANT~100~03	In Person	2248	45	Psychology	Probation	Active in Program	
		No Response	Biology:Cellular and Molecular	Undergrad and Ext Ed Credit	Yes	No	No Response	First-Time Freshmen	No	3.15	ANT~100~01	In Person	2248	79	Biology:Cellular and Molecular	Good Standing	Active in Program	
		Postgraduate	Bus Ad:Pre-Maj:Internatnl Bus	Undergrad and Ext Ed Credit	Yes	No	Postgraduate	UG Transfer	No	3.29	ANT~336~01	In Person	2248	131	Bus Ad:Pre-Maj:Internatnl Bus	Good Standing	Active in Program	

Sex	Ethnicity	First Generation	Major at Entry	Academic Career	Underrepresented	EOP	Parent Level Edu	Admit Type	Cumulative GPA	Grade	Class	Expected Grad Term	Units Earned	Major (Latest)	Academic Standing	Program Status	Program Action	Units Attempting	Cohort Type
Female	Asian	2-Yr College Graduate	Anthro:Biological	Undergrad and Ext Ed Credit	No	No	2-Yr College Graduate	First-Time Freshmen	0.89	WU	ANT~336~01	2248	21	Anthro: Biological	Probation	Active in Program	Data Change	12	Not Graduated Not Enrolled
		Postgraduate	-	Undergrad and Ext Ed Credit	No	No	Postgraduate	First-Time Freshmen	3.27	C+	ANT~100~04	2268	22	Unknown	Good Standing	Active in Program	Plan Change	13	Enrolled Not Graduated
	Black/ African American	4-Yr College Graduate	Psychology	Undergrad and Ext Ed Credit	Yes	No	4-Yr College Graduate	UG Transfer	2.98	C	ANT~336~01	2268	92	Psychology	Good Standing	Active in Program	Data Change	15	Enrolled Not Graduated
		Postgraduate	Bus Ad:Pre-Maj:Internatnl Bus	Undergrad and Ext Ed Credit	Yes	No	Postgraduate	UG Transfer	3.29	B+	ANT~336~01	2248	131	Bus Ad:Pre-Maj:Internatnl Bus	Good Standing	Active in Program	Data Change	9	Enrolled Not Graduated
	Some College		Biology:Cellular and Molecular	Undergrad and Ext Ed Credit	Yes	No	Some College	UG Transfer	3.40	A	ANT~336~01	2224	130	Biology:Cellular and Molecular	Good Standing	Completed Program	Completion of Program	15	Graduated
	Some High School		Psychology	Undergrad and Ext Ed Credit	Yes	No	Some High School	UG Transfer	2.13	C	ANT~336~01	2226	113	Psychology	Good Standing	Active in Program	Data Change	13	Enrolled Not Graduated
	Hispanic/ Latino	2-Yr College Graduate	Sociology	Undergrad and Ext Ed Credit	Yes	No	2-Yr College Graduate	UG Transfer	2.97	B	ANT~336~01	2268	92	Sociology	Good Standing	Active in Program	Data Change	12	Enrolled Not Graduated
		4-Yr College Graduate	Criminal Justice Admin	Undergrad and Ext Ed Credit	Yes	No	4-Yr College Graduate	First-Time Freshmen	3.38	A	ANT~336~01	2248	67	Criminal Justice Admin	Good Standing	Active in Program	Data Change	16	Enrolled Not Graduated



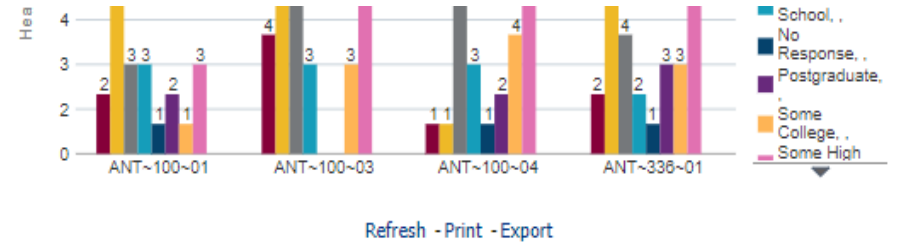
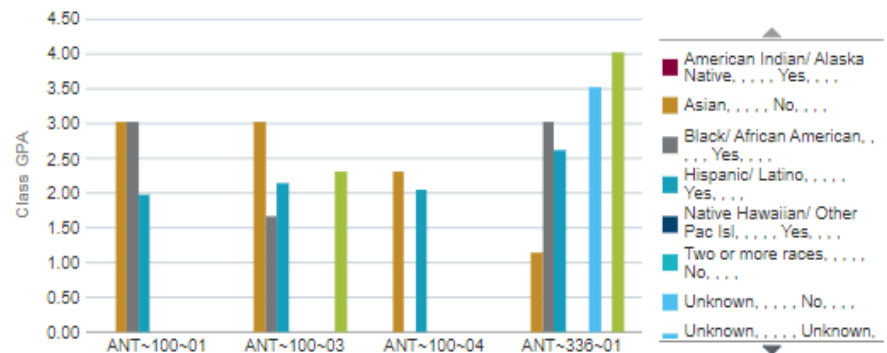
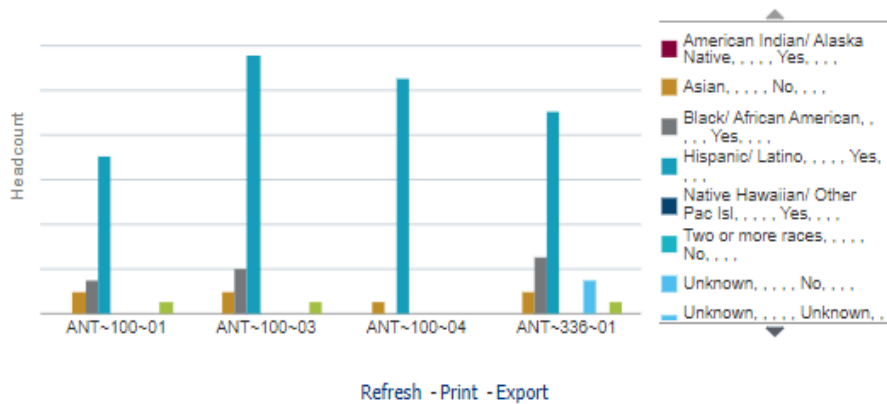
Asking probing questions:

- What are my student outcomes?
 - How do these compare to the department?
 - How have these changed over time?
- How can I improve student outcomes in my classroom?
 - Connected with teaching and assessment strategies

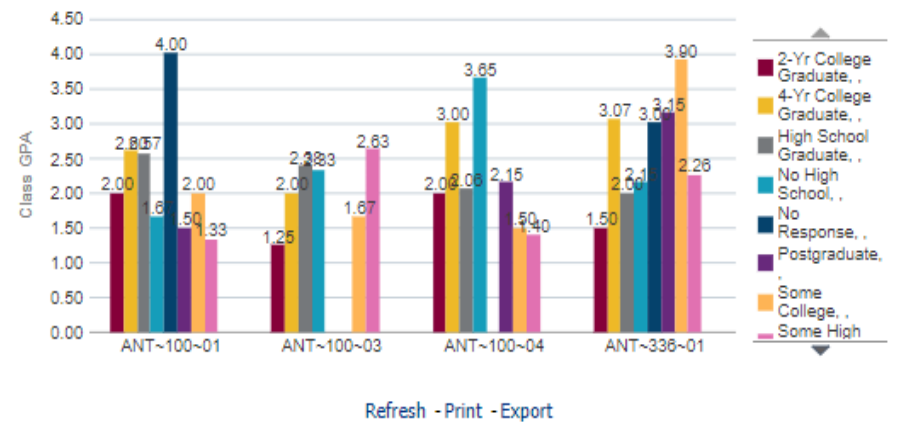
Student Data My Courses Comparison Tab

• Intersectional analysis of data

- Left: Ethnicity x URM
- Right: Parent Ed
- Bottom graphs show GPA distribution



Class GPA



Repeat Eligible Students (C- or less)

C C- D+ D D- F

Student Data My Courses Comparison Tab

- Compare
 - Different filters (sex left, ethnicity right)
 - **Different semesters by ethnicity**
 - **GPA**
 - Different courses

QUESTION: What are my student outcomes?
 How do these compare to the department?
 How have these changed over time?

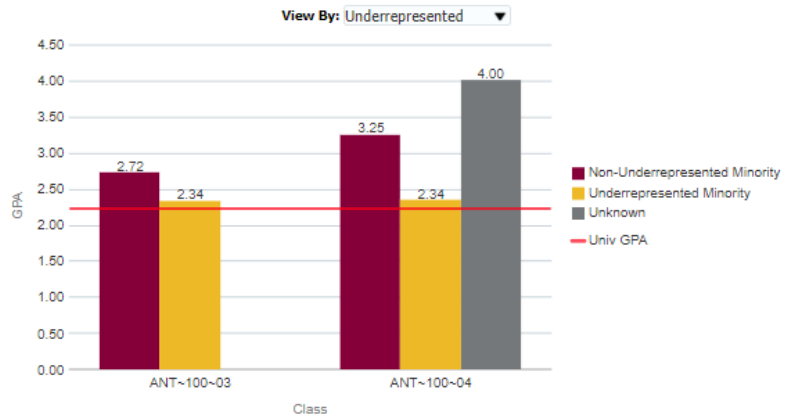


Class GPA

Class GPA

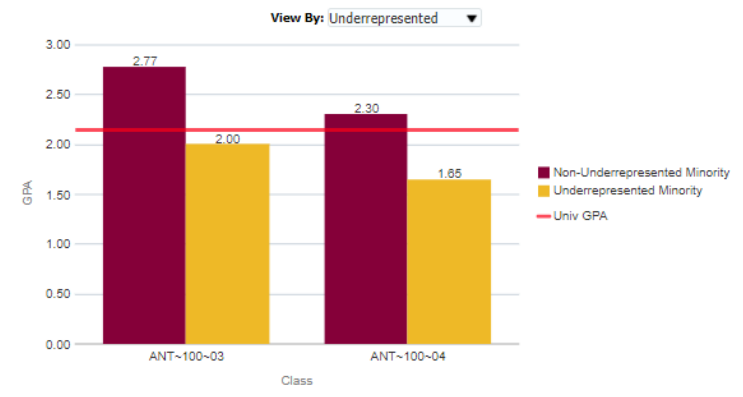
[My Courses Comparison](#)
[My Students](#)
[My Equity Gap](#)
[My Graded Class List](#)
[Resources](#)

Term Desc:
 Class:



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Term Desc:
 Class:



Student Data & Setting Goals

My Equity Gap Tab

Shifting Pedagogical Strategies & Decolonizing Courses through Ungrading

Two Important Assumptions of Ungrading:

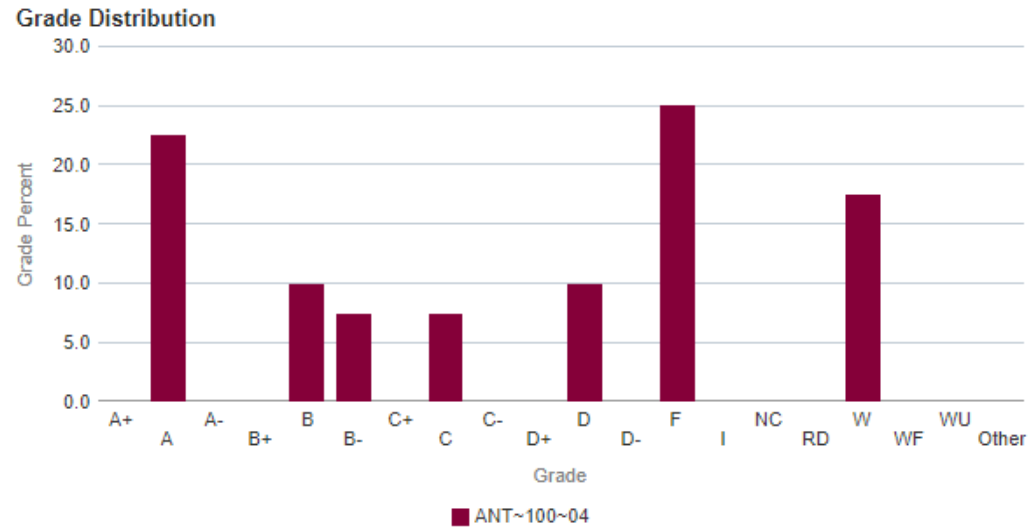
- The goal of teaching is to help students learn concepts
- The goal of grading is to assess content mastery

Resources:

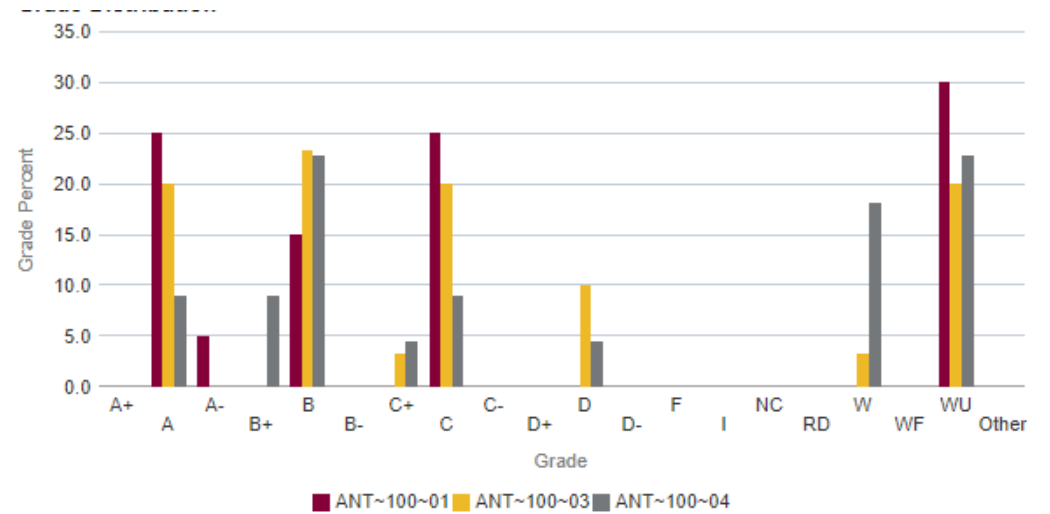
- **Ungrading**
 - [Alfie Kohn: The Case Against Grades](#)
 - [How to Ungrade- Jesse Strommel](#)
 - [Inclusive Teaching through Equitable Grading and Feedback](#)
 - [Teaching Higher Ed: Ungrading Podcast](#)
- **Decolonization & Higher Ed**
 - [Teaching Across Cultural Strengths: Chavez & Longerbeam](#)
 - [Decolonization Is for Everyone | Nikki Sanchez | TEDxSFU - YouTube](#)

Shifting Pedagogical Strategies to demystify Academia

Decolonizing my courses through *Ungrading*, and using *FSSD* to assess my changes.



Term Descr is equal to **Spring 2021**
and Class Descr is equal to **ANT~100~04**



Term Descr is equal to **Spring 2022**
and Class Descr Comp is equal to **ANT~100~01, ANT~100~03, ANT~100~04**

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What's next?

Continue *using the FSSD to assess my changes.*

- Do assignment completion rates go up on formative (ungraded) works?
- Do scores on summative (graded) assignments improve, showing content mastery?
- Did I reduce my mid-semester drop-off rate?

- **Do overall GPAs go up?**
- **Is my Equity Gap smaller?**