



“But freedom is not enough. You do not wipe away the scars of centuries by saying: Now you are free to go where you want, and do as you desire, and choose the ladders you please. You do not take a person who, for years, has been hobbled by chains and liberate him, bring him up to the starting line of a race and then say, ‘You are free to compete with all the others’ and still justly believe that you have been completely fair. Thus it is not enough just to open the gates of opportunity. All our citizens must have the ability to walk through those gates. And this is the next and the more profound stage of the battle for civil rights. We seek not just freedom but opportunity. We seek not just legal equity but human ability, not just equality as a right and a theory but equality as a fact and equality as a result.”

*LYNDON B. JOHNSON HOWARD UNIVERSITY  
COMMENCEMENT ADDRESS JUNE 4, 1965*

Diversity, Equity and Inclusion 

# Equity Audits: Program and Student Outcomes

# Workshop Goal:



Awareness

Attitudes

Actions

# Non Negotiables

- Disparities in educational attainment among groups have existed throughout history.
- All Manhattanville students are capable of success.
- We all share responsibility for student success.
- Traditional college practices that do not result in equity must be changed.
- Program outcomes can have inclusive elements.

*Adapted from work of Mckenzie, Skrla, and Scheurich (2006)*

# Ground Rules and Overview



Becca Lafleur



Sherie McClam

# Four Types of Programs



**Academic Programs** are where one or several faculty work together to teach courses that help students advance toward a certificate or degree.



**Academic Support Programs** provide additional support and assistance for students to achieve in the classroom. Examples include: ARC, MAP, PAC, Castle Scholars, etc.



**Student Services Programs** are designed to maximize individual student success and progress. Examples include Career Development, Counseling, MAP, Student Leadership program, Atlas, the library, etc.



**Administrative Support Programs** are designed to support all the educational processes on campus, including all the facilities on campus as well as all the technology provided to students, faculty, and staff.

# Important Terms

## Program Outcomes

A concise description of the impact the program will have on students who participate.

## Inclusive Program Outcomes

- Increase awareness and understanding of different perspectives
- Focus on critical-thinking approaches, apply different lenses to analyze the same topic
- Practice communication that is thoughtful and respectful to others.

# Important Terms

## **Outcome Assessment**

The process of collecting information that will tell the College whether the services, activities, or experiences it offers are having the desired impact on those who participate in them. In other words, is the College making a difference in the lives of the individuals it serves.

## **Inclusive Outcome Assessment**

- **Assessments should specifically address the goal of an inclusive education.**
- **Learners will have different levels of knowledge and expertise based on their experiences and environments.**
- **One measure does not promote equity among students.**

# Understanding by Design: Beginning with the end in mind



**What path will we take?**

What experiences will facilitate the learning of the knowledge and skills necessary for successfully showing you what they can do?

**How will we develop the necessary knowledge and skills?**

**How will we know when we're there?**

How will you assess whether the desired outcomes are being achieved?  
How will they show you what they can do?

**How will we know if we've been successful?**

**Where are we going?**

What are the desired learning outcomes for your students?  
What will they be able to do?

**What are we trying to accomplish?**

# Learning Outcomes

**01** Perspective-Taking

**02** Communication

**03** Collaboration

**04** Cultural Knowledge  
and Self Awareness

# 01

# Perspective Taking

- Demonstrate openness to new perspectives and diverse others
- Evaluate diverse perspectives, and navigate the ambiguity and complexity that comes with multiple perspectives
- Reassess one's own personal perspective when appropriate, a process that frequently requires courage and/or humility
- Listen while withholding judgement about the new or unfamiliar

# Academic Programs?

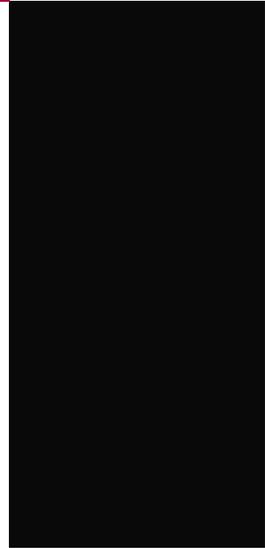
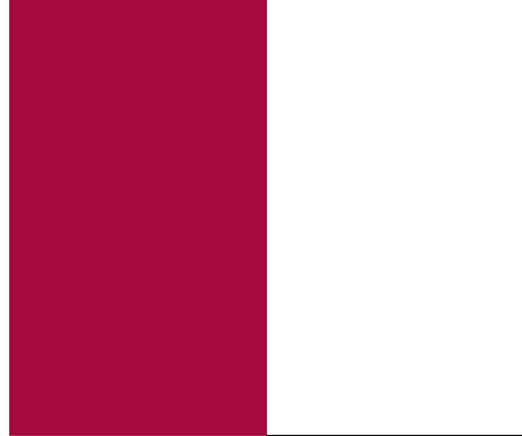


# 02

## Communication

- Seek points of connection and interact substantively with those who are different from oneself
- Demonstrate communication skills that enable intercultural communication, including effective listening skills
- Interact respectfully and appropriately in a variety of cultural contexts

# Academic Support Programs?



# 03

## Collaboration

- Harness the power of diversity (through “Perspective Taking” and “Communication”) as a source for creativity, innovation and/or productive collaboration
- Demonstrate professionalism by working inclusively and co-creating an environment where each perspective is considered for the cooperative purpose of making progress toward common goals

# Student Services Programs?



# 04

## Cultural Knowledge and Self-Awareness

- Describe various elements inherent to one's own culture and to other cultures: history, values, politics, communication styles, economy, beliefs, practices, etc.
- Interpret phenomena within a cultural context
- Recognize and critically reflect upon one's own cultural biases
- In appropriate situations, consider that some of the norms and practices one espouses and treats as "universal" might actually be culturally dependent
- Interrogate structures of power and institutions from the standpoint of cultural inheritance

# Administrative Support Programs?



# Moving Towards Equitable Program Outcomes

## Access

Who is participating by race and ethnicity?  
Who is receiving financial awards?  
Who is being recognized?

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## Learning

Focus on higher levels of Bloom's Taxonomy (analysis, synthesis) to develop critical thinking.  
Are the participants exposed to multiple world views?

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## Retention

Who is being retained and who is not? Why?

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## Assessment

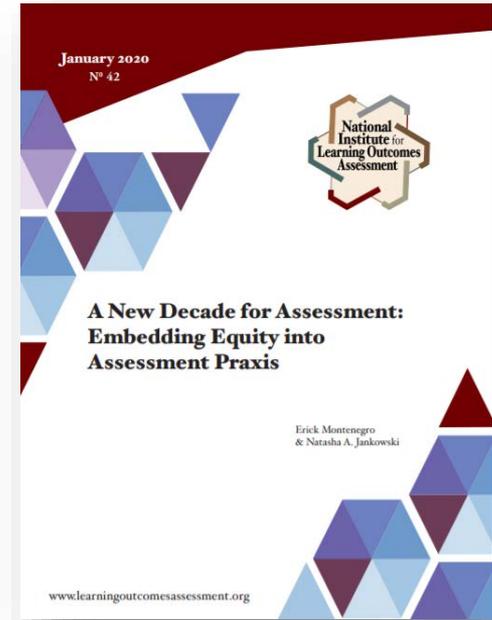
Programmatic outcomes by demographics  
Silo vs program based assessments  
Inclusive of diverse learners  
Work feedback into your assessments

# ALL IN



# Resources

- Burrows, T. Student Learning Outcomes in an Inclusive Environment
- 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).
- National Association for Multicultural Education: [https://www.nameorg.org/mission\\_goals\\_objectives.php](https://www.nameorg.org/mission_goals_objectives.php)
- Skrla, L., McKenzie, K. B., & Scheurich, J. J. (2009). *Using equity audits to create equitable and excellent schools*. Thousand Oaks, Calif: Corwin.



# Thank you

*“I've learned that people will forget what you said,  
people will forget what you did, but people will never  
forget how you made them feel.”*

*-Maya Angelou*