Peralta Equity Rubric – Bibliography of Research Citations
Supporting Rubric Criteria

A wide range of factors affect student success, many of which can be improved by taking steps to improve equity:

• Academic factors: Generally, students' level of preparedness for learning and, specifically, students' readiness for online learning affect their success.
• Pedagogical factors: Your course organization and design, the quality and quantity of interaction opportunities, and timely and effective feedback all contribute to success.
• Psychological factors: Students' feelings of social belonging and ability to address stereotype threat improve success, as do students' perceptions of the course's value relevance and the teacher's compassion.
• Social factors: Students' feelings of isolation or alienation in an online course have a negative impact, while joining a learning community has a positive impact.
• Technological factors: Access to and ability to use the technologies required for online course--or lack thereof--affect students' success.

The following research references demonstrated a) the need for an equity rubric criterion based on the existence of an equity issue and/or b) how meeting a specific equity rubric criterion has been proven to improve online student persistence and/or success. Whenever possible, the literature referenced addresses these issues for disproportionately impacted students.

Course / environment experience

Image and Representation Bias

Internet-Based Image Resources

  o Presence of bias in image search results

  o Presence of bias in stock photo libraries
Textbooks & Educational Resources

  - **Positive effect of addressing bias** - High school students – females showed higher science comprehension after viewing counter-stereotypic images (female scientists) and males showed higher science comprehension after viewing stereotypic images (male scientists).

  - **Presence of bias, suggestions for balance** – in online science education resources, men and women are portrayed in stereotypic ways

  - **Presence of bias** in medical textbook images

  - **Presence of bias** in English as a Foreign Language textbooks

  - **Presence of bias** in anatomy textbooks

Stereotype threat

  - **Negative effect of stereotype threat on academic performance**

Universal Design for Learning

UDL for all courses in general

  o "Results from this analysis suggest that UDL is an effective teaching methodology for improving the learning process for all students. The impact on educational outcomes has not been demonstrated."

  o Describes how UDL supports multiple pathways for allowing students to show what they know (i.e., assessment). Provides UDL implementation suggestions ranging from simple to complex.

**UDL applied to online courses**

  o **Research identified UDL benefits to learners**: UDL "adjustments to teaching practice improve the learning experiences and retention rates of students with a disability and those from other underrepresented groups such as non-English-speaking-background students as well. Inclusive adjustments to the intellectual environment work to improve all students’ experience of [the] university" (p. 24)

  o **Research identified UDL benefits to learners**

  o **Research identified UDL benefits for non-traditional learners**

  o **Research identified UDL benefits to learners**: Results suggest that when faculty use the UDL framework to help design courses, goals are more clearly aligned with instructional practices; there is a positive relationship to student interest and engagement; and students are positively engaged in the course


**Content Meaning**


  • Strategies for choosing course content that increases inclusion


**Student experience**

**Diversity & Inclusion**


  • Strategies for using Universal Design for Instruction

• Clemson University. (2016, July 18). Creating an Inclusive Learning Environment for All Learners. [blog post]. Retrieved from
https://blogs.clemson.edu/online/2016/07/18/creating-an-inclusive-learning-environment-for-all-learners/


**Personal Connections With & Among Students**


**Human Interaction Bias**

  - Presence of bias in how teachers reply to online learners in discussion forums

**Overall learning experience**

**Social Belonging (in both the course and the discipline)**

Positive effect of social belonging interventions


  Positive effect of addressing social identity threat – improved persistence and completion rates among learners in developing countries, eliminating global achievement gap


  Positive effect of sense of belonging – appears to modulate stress in online course environments


  Positive perception of belonging - "students and academics highly value efforts to create a sense of belonging across the students undertaking an online course" (p. 78)


  Confirms importance of belonging in STEM classes. Belonging is "a distinct attribute related to engagement and is not simply reducible to feelings of self-efficacy" (p. 751).


**Student Support**


  Cites research supporting the need for online student services


  Student support strategies to increase online student retention

- Peters, B.; Crawley, A.; & Brindley, J.E. (2017, September). *Student support services for online learning re-imagined and re-invigorated: Then, Now and...*
Evidence that online support services impact student success rate – see p. 14
See WCET web of student support services – categories: academic, administrative, communications, student community, and student personal services

  o Online environment: Best practices in student support & well-being services for online learners – services should include a) Online-friendly academic supports (an orientation, access to Library services); b) Assistance with navigating technology; c) Health and well-being facilities; and d) Sense of belongingness, or community

  o Under-utilization of student support services can contribute to a low retention rate found in online courses – discusses the need to educate and encourage online faculty about using the wide variety of student support services that are available to community college students

  o Cites studies that show lack of student support resources negatively affects online student retention and success.

Technology Access

