

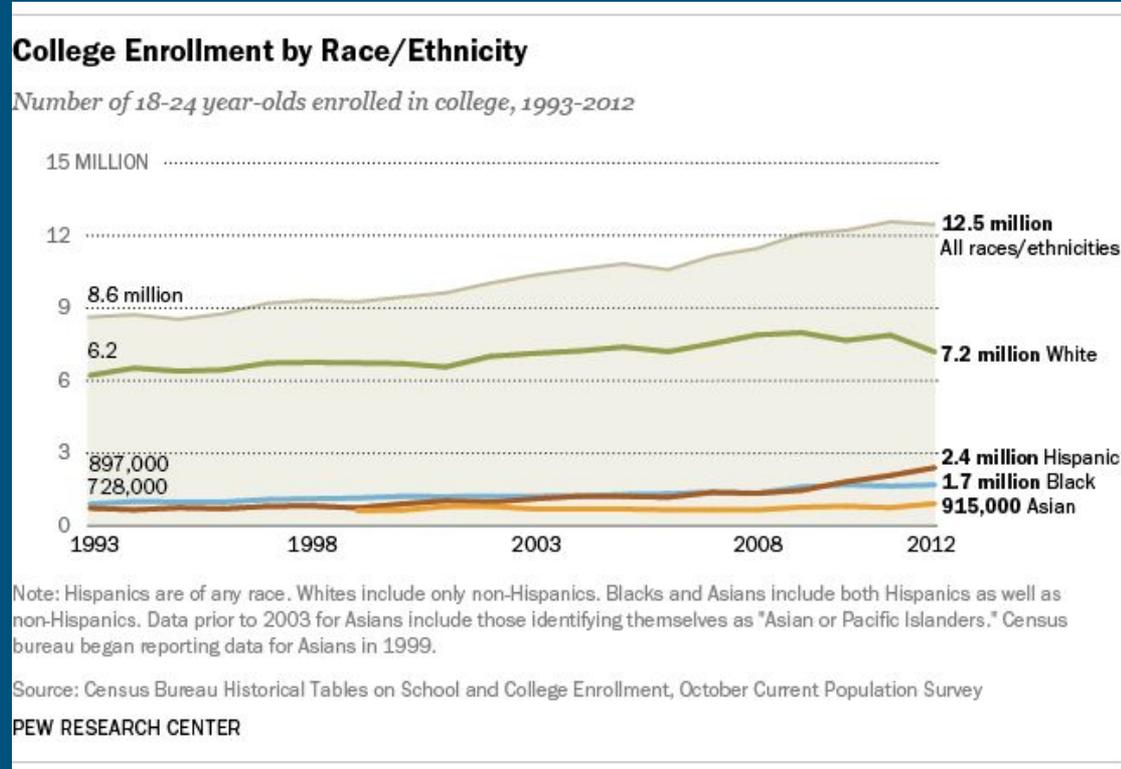
The Orchestra as Inclusive Classroom

Being Part of the Solution

© Jaemi Blair Loeb, 2018. All rights reserved.

Definitions [®] Jaemi Blair Loeb, 2018. All rights reserved.

Diversity

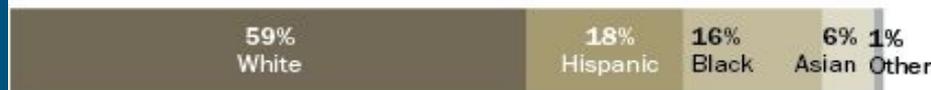


Definitions

Inclusivity
- thriving

The Higher Education Pipeline, By Race/Ethnicity

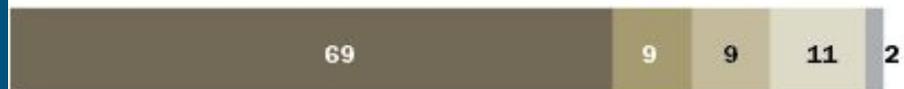
Percent of public high school graduates, 2011-2012 school year



Percent of 18-24 yr olds enrolled in college, 2012



Percent of 25-29 yr olds with a bachelor's degree or higher, 2012



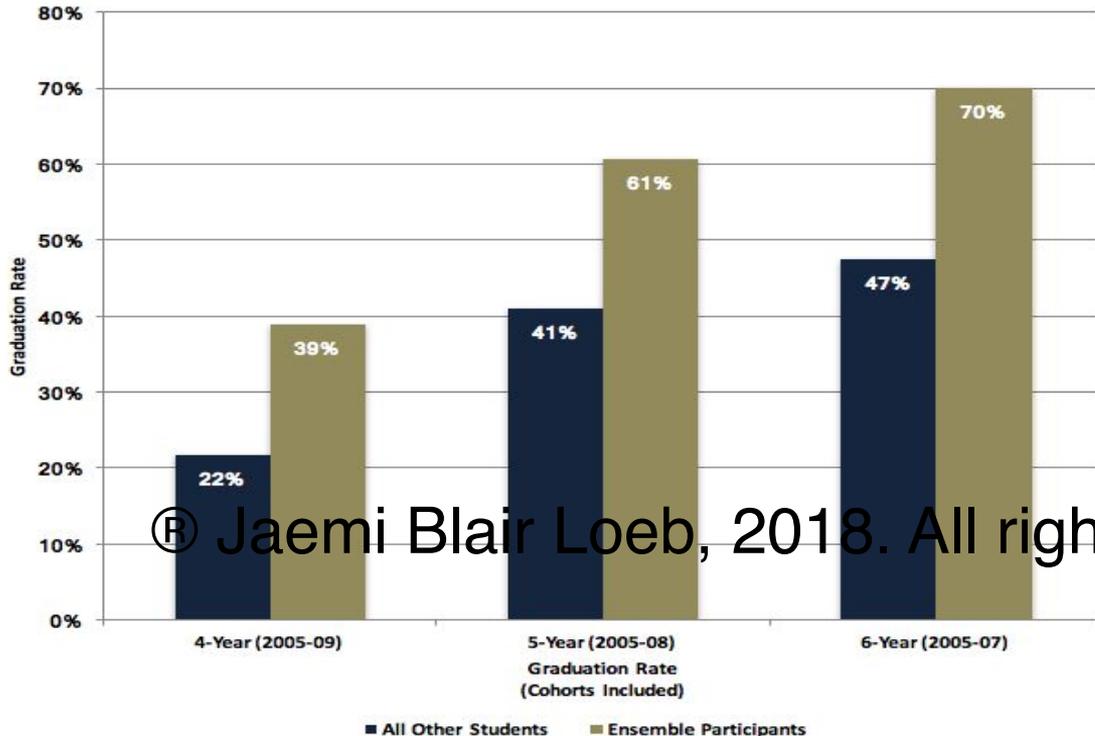
Note: Hispanics are of any race. Whites include only non-Hispanics. For the high school graduate and bachelor's degree attainment figures, blacks and Asians include only non-Hispanics. For college enrollment figures, blacks and Asians include both Hispanics as well as non-Hispanics. "Other" includes small groups such as American Indians and those identifying as multiracial.

Source: U.S. Department of Education, National Center for Education Statistics; Pew Research Center tabulations of the March 2012 Current Population Survey Integrated Public Use Micro Samples (IPUMS); October 2012 Current Population Survey

PEW RESEARCH CENTER

© Jaemi Blair Loeb, 2018. All rights reserved.
What is our impact?

Ensemble Participants Have Much Higher Graduation Rates



2014 Data from Hunter College
Courtesy of Reuben Blundell

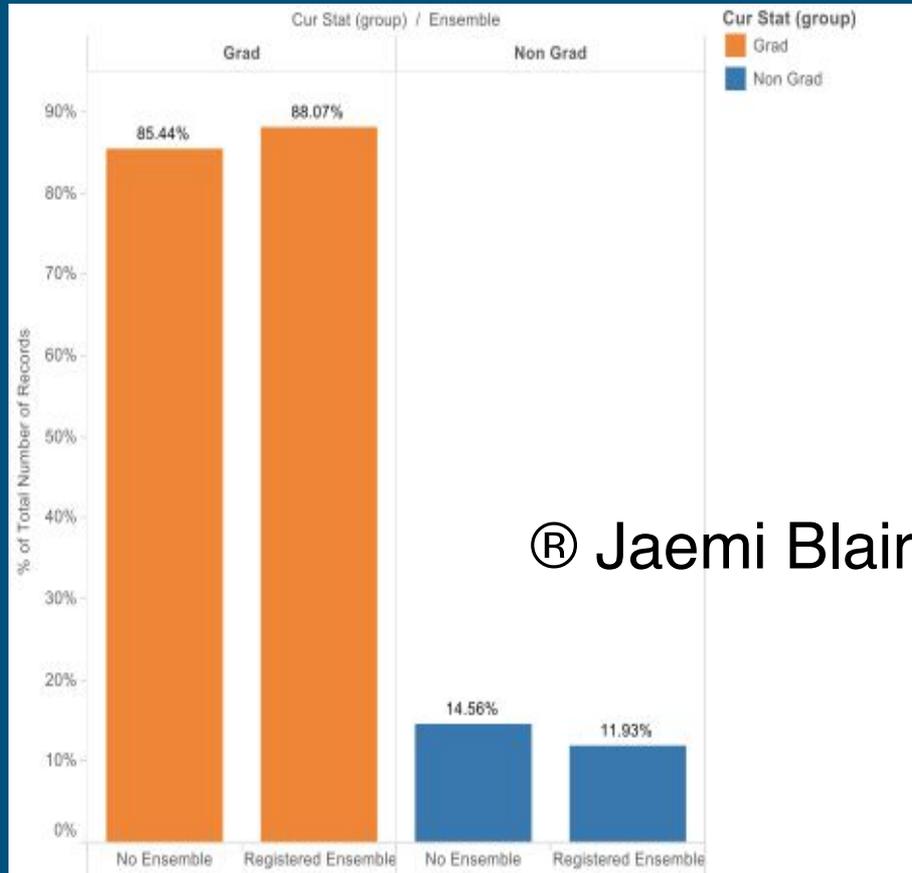
4 Year graduation rate:
77% higher

5 Year graduation rate:
49% higher

6 Year graduation rate:
49% higher

© Jaemi Blair Loeb, 2018. All rights reserved.

What is our impact?



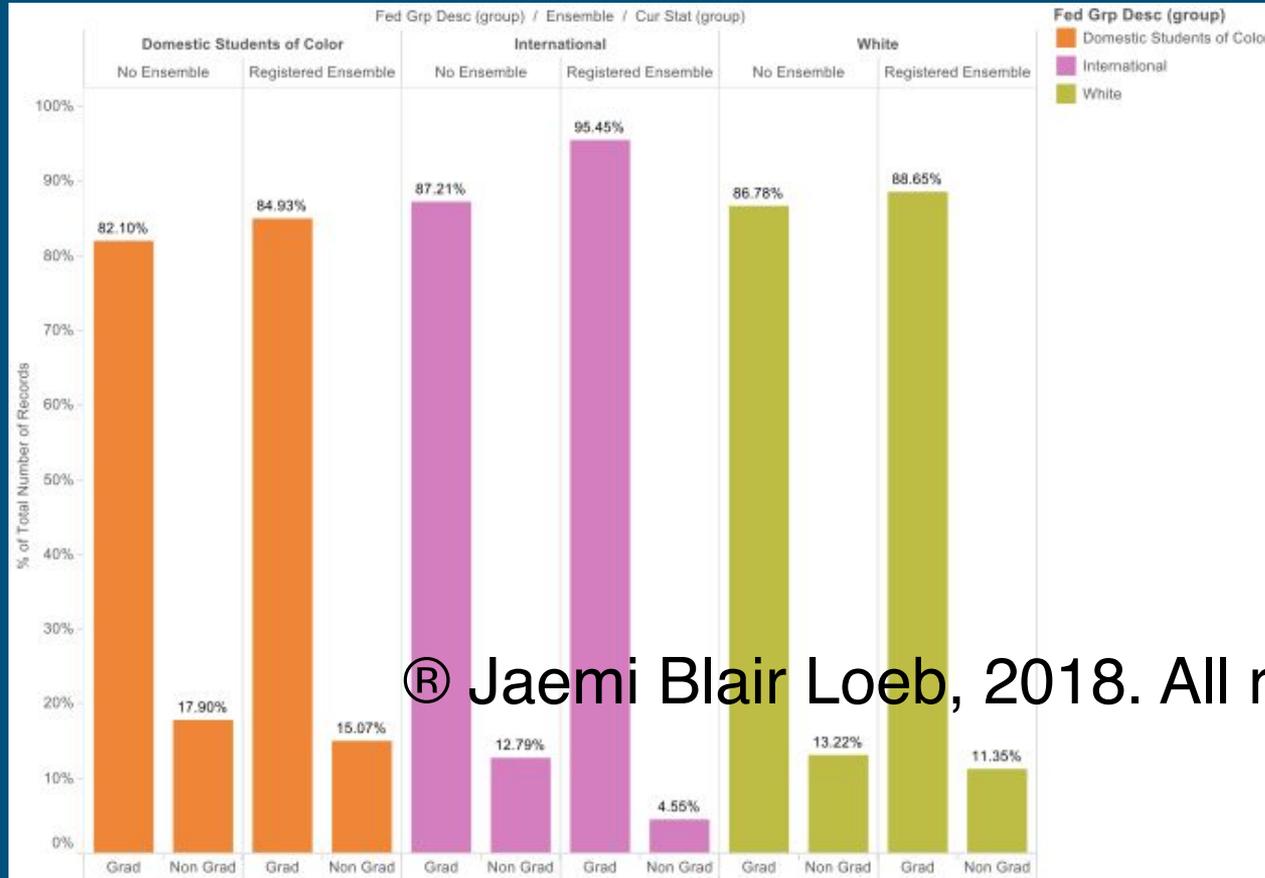
2009-2013 Data from Grinnell College

Overall percentages of students that graduate (orange) and those that don't (blue).

- Non-graduation can be due to transfer, medical withdrawal, or academic withdrawal

® Jaemi Blair Loeb, 2018. All rights reserved.

What is our impact?



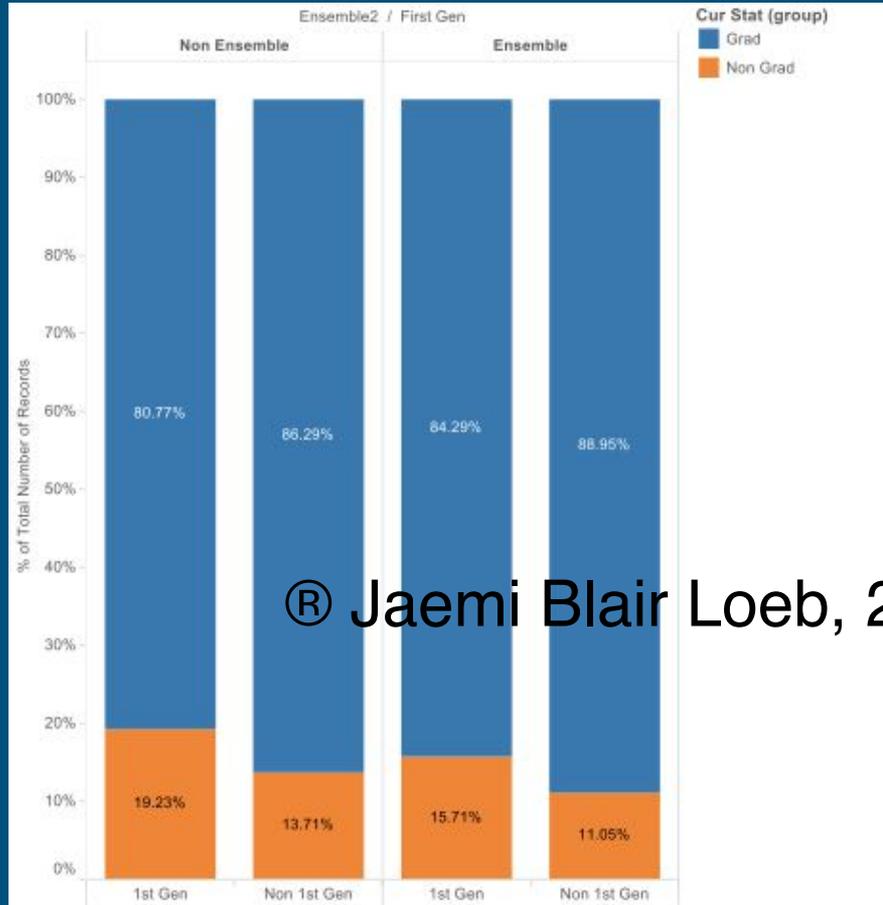
2009-2013 Data from Grinnell College

Average graduation and non graduation rates for ensemble and non-ensemble

- Domestic students of color in orange
- International students in pink
- White students in green

© Jaemi Blair Loeb, 2018. All rights reserved.

What is our impact?



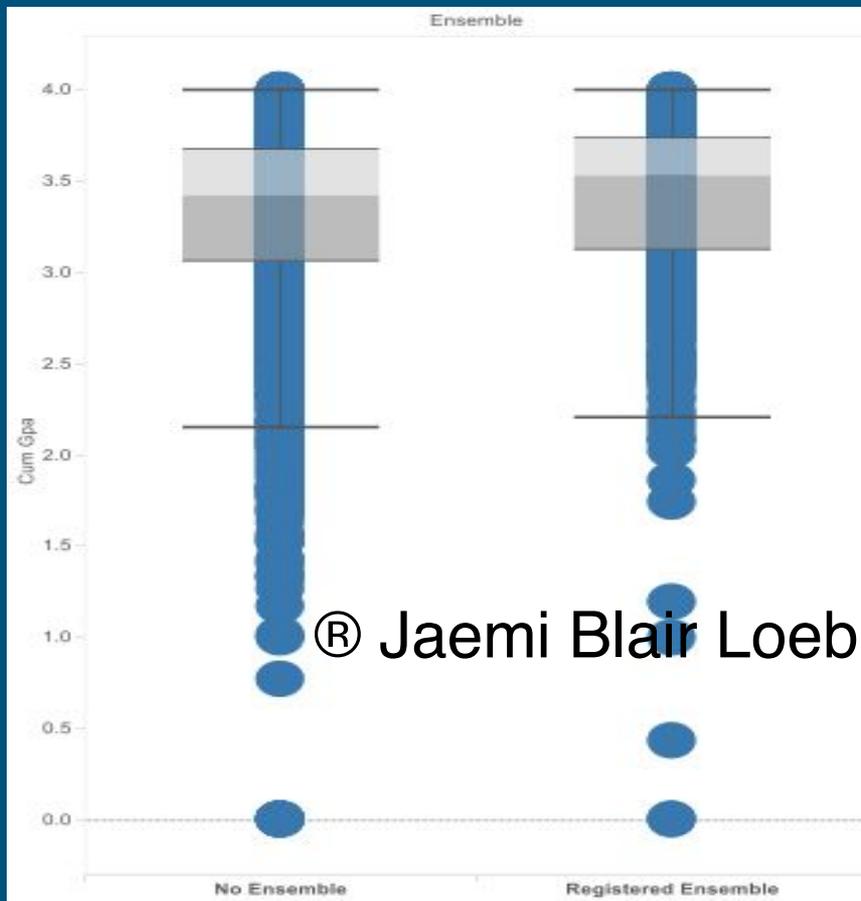
2009-2013 Data from Grinnell College

On the left, graduation rates for first-generation college students not in ensembles.

On the right, graduation rates for first-generation college students in ensembles.

© Jaemi Blair Loeb, 2018. All rights reserved.

What is our impact?



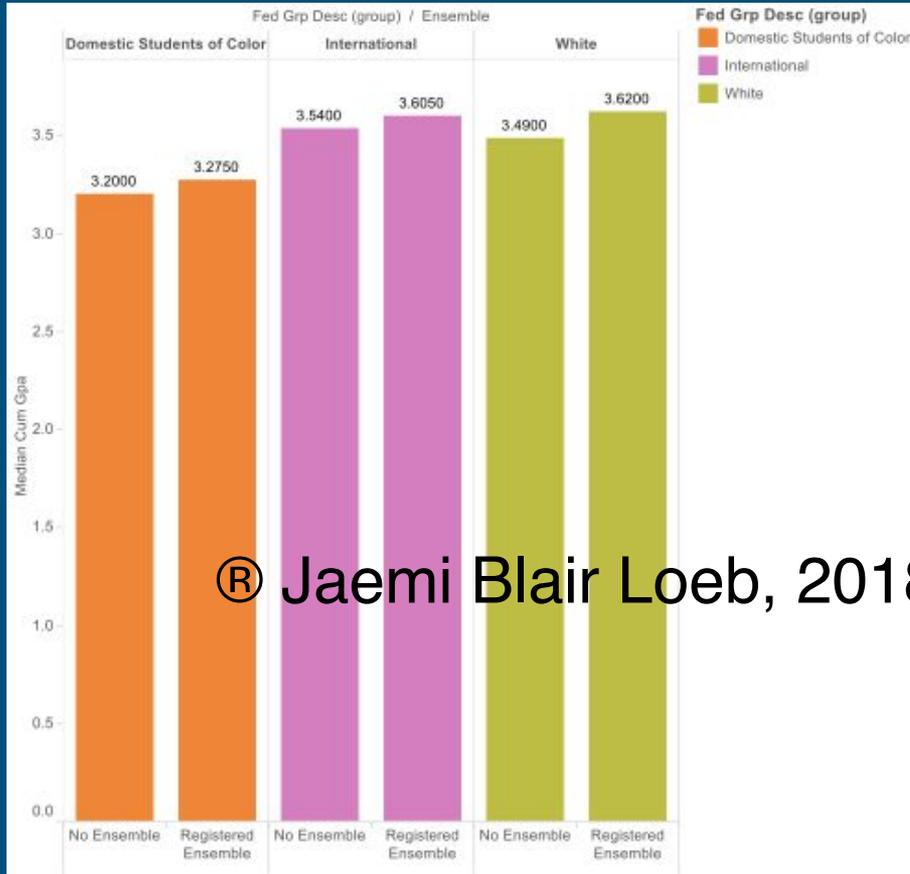
2009-20013 Data from Grinnell College

Overall average GPA

- Students not in ensembles on left
- Students registered for ensembles on the right

© Jaemi Blair Loeb, 2018. All rights reserved.

What is our impact?



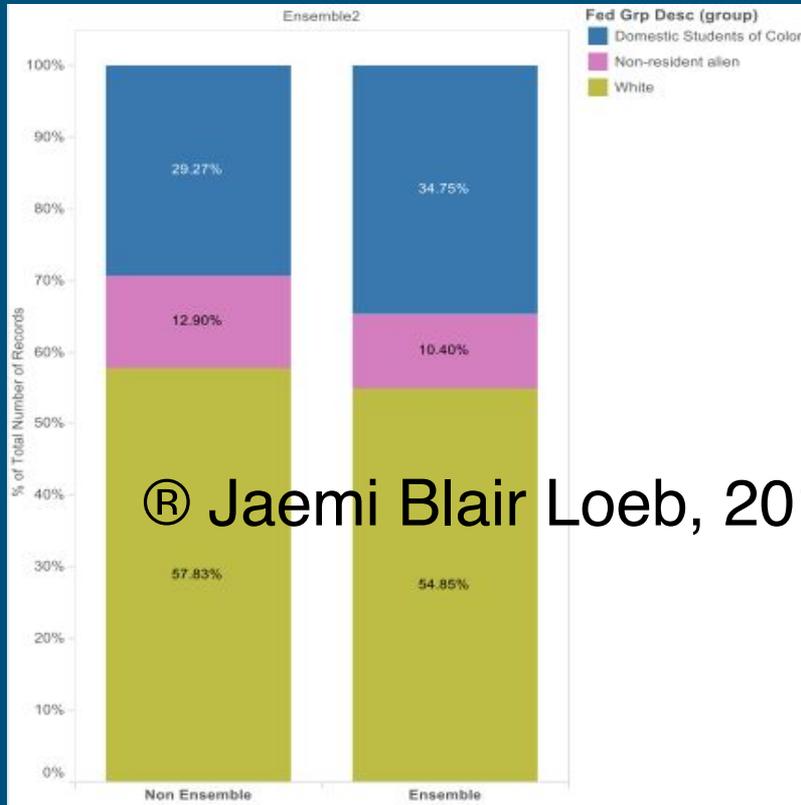
2009-2013 Data from Grinnell College

Average GPA for ensemble vs. non-ensemble

- Domestic students of color in orange
- International students in pink
- White students in green

© Jaemi Blair Loeb, 2018. All rights reserved.

Why should we care?



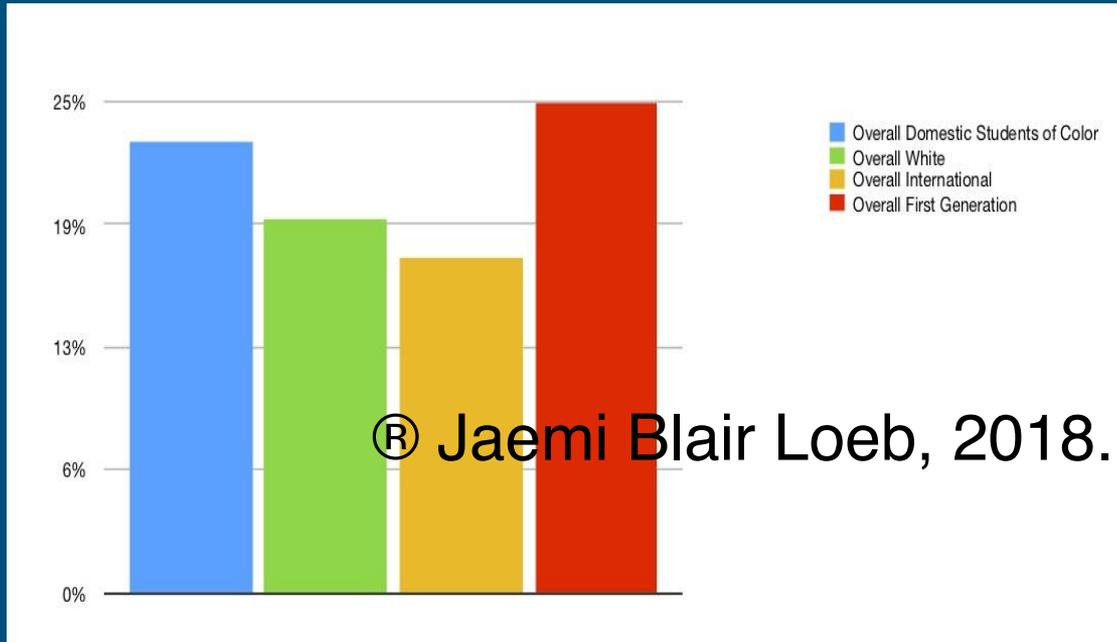
2009-2013 Data from Grinnell College

Ensembles are more diverse than the non-musician student body.

- 3% less white overall

© Jaemi Blair Loeb, 2018. All rights reserved.

Why should we care?



2009-20013 Data from Grinnell College

Percentages of total students by demographic that participate in ensembles.

© Jaemi Blair Loeb, 2018. All rights reserved.

What can we do?

Susan Ambrose, Michael Bridges, Michele DiPietro, Marsha Lovett, and Marie Norman, *How Learning Works*. Jossey-Bass, 2010.

ISBN: 0470484101

Students are people, too. They don't leave their lives at the door.

What can we do?

© Jaemi Blair Loeb, 2018. All rights reserved.

1. Resist a single right answer
2. Examine your assumptions/biases
3. Use multiple and diverse content and examples
4. Use syllabus and first impressions to establish climate and reduce anonymity
5. Don't shy away from sensitive topics
6. Set up a process for feedback on climate
7. Think critically about your audition process

To sum up...

Diversity demands inclusivity

We can have a real impact on our students' success

For practical advice: Susan Ambrose, Michael Bridges, Michele DiPietro, Marsha Lovett, and Marie Norman, *How Learning Works*. Jossey-Bass, 2010.

ISBN: 0470484101

For future data or slides: jaemiloeb@gmail.com