How does HSTEM coursework and/or other inclusive pedagogical practices impact students’ Repeating this work over time, and following these students throughout their undergraduate How does involvement in HSTEM relate to students’ retention or persistence in STEM? Based on high school (H.S.) STEM preparation, students are placed into one of two lecture offering (Spring 2016, Spring 2017, Fall 2017, Spring 2018, Summer 2018, and Spring 1987 Students with more H.S. preparation, and students with less H.S. preparation and no HSTEM lab HSTEM Lab practices included: Community building exercises, rotating lab partners, cultural Interview with members of the Amherst STEM community (in the spirit of the listening and 1997 Do you feel supported in your current STEM classes at Amherst? Please explain. 2007 Increased awareness of importance of diversity/challenges of inclusion 1997 Student 2017 Students wrote their own HSTEM story (Example Prompts: Could feel repetitive for students with deeper understanding of diversity and inclusion issues 2017 Females Students with greater high school preparation may be particularly at risk of feeling 1977 How do your individual identities influence your learning in STEM classes? o Students with more H.S. preparation, and students with less H.S. preparation and no HSTEM lab all indicated that being female was the biggest negative influence on their learning in STEM. "I feel like I have to prove myself—I show I am a good student and can do well in the class—to be taken seriously as a woman." o In contrast, not a single individual with less H.S. preparation who was in an HSTEM lab section indicated being female as a negative, and instead, the most common theme was the positive contribution of diversity on learning. "The more diverse we are, the more inclusive and comfortable it is." Conclusions and Next Steps o Institutions that aim to create inclusive culture and foster academic success for all students should value the diversity of talents, experiences, and identities that students bring. o Being validated and supported by professors, lab instructors, peers, and teaching assistants may increase likelihood of retention of students in STEM o Students with greater high school preparation may be particularly at risk of feeling excluded in their STEM educational experiences, and may especially benefit from HSTEM practices o Repeating this work over time, and following these students throughout their undergraduate studies, will allow us to elaborate on the benefits of including HSTEM practices in STEM courses Want to Learn More? Visit our website for resources, HSTEM Seminar course materials, the Pedagogy Handbook, and to view the Being Human in STEM documentary www.beinghumaninstem.com

**Note: Multi-ethnic was not included as a category until 2010