Assessing Inclusiveness and Engagement with Cultural Diversity: Assuring Success for All

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WHY ARE WE FOCUSING ON INCLUSIVENESS AND ENGAGEMENT WITH CULTURAL DIVERSITY?
- Strong interest in higher education to assess and improve inclusiveness and cultural diversity
- 130 institutions took part in NSSE’s inaugural Inclusiveness and Engagement with Cultural Diversity (ICD) module
- Over 35,000 first-year students and 42,000 seniors

CONNECTION TO ENGAGEMENT
- Most institutions have diversity, equity & inclusion goals
- Decades of research point to benefits of culturally inclusive experiences including:
  - Decreased racial bias
  - Increased cultural awareness
  - Greater cognitive development
  - Social agency
  - Perspective-taking
  - Learning gains

CONNECTION TO ENGAGEMENT
- Yet, institutions have been criticized for shortcomings in promoting inclusivity & equity
- Insufficient to simply offer experiences
- We must understand how students interpret and perceive diverse experiences as they relate to institution’s commitments to inclusion
- Encourage interest in how culturally inclusive experiences influence other engagement measures

What inclusiveness and diversity issues currently concern your campus?
What areas of inclusiveness & diversity are you hoping to assess?
How are you assessing?

NSSE TOPICAL MODULES
- Academic Advising
- Experiences with Writing
- First-Year Experience/Senior Transitions
- Development of Transferable Skills
- Civic Engagement
- Inclusiveness and Engagement with Cultural Diversity
- Learning with Technology
- Experiences with Information Literacy
- Global Learning
Desire to improve previous Topical Module focused on Experiences with Diverse Perspectives

Growing interest in questions that would explore broader issues of inclusiveness and cultural diversity – current issues connected to engagement and inclusive excellence

ICD module created by reviewing literature, AAC&U Intercultural Knowledge rubric, accreditation standards for diversity, campus climate surveys, NITE’s Culturally Engaging Campus Environment survey, HERI’s Diverse Learning Environment survey

Builds on Discussion with Diverse Others and diverse experience items on NSSE core

More focused examination of course and institutional emphasis

Inclusiveness & Cultural Diversity

To what extent are students exposed to inclusive teaching practices and intercultural learning?

What are students’ perceptions of institutional values and commitment regarding diversity?

How frequently do students interact with diverse others?

How much do they participate in diversity-related programming and coursework?

Percentage “Substantial” (Very much & Quite a bit) Course Emphasis on Inclusive and Culturally Engaging Activities

<table>
<thead>
<tr>
<th>First-Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 of 5 students</td>
<td></td>
</tr>
</tbody>
</table>

Exploring your own background

Learning about other cultures

Discussing issues of equity or privilege

Percentage

"Substantial" (Very much & Quite a bit) Course Emphasis on Inclusive and Culturally Engaging Activities

<table>
<thead>
<tr>
<th>Sharing your own perspectives and experiences</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respecting the expression of diverse ideas</td>
<td>20</td>
</tr>
<tr>
<td>Recognizing your own cultural norms and biases</td>
<td>10</td>
</tr>
<tr>
<td>Developing skills to work effectively with diverse people</td>
<td>40</td>
</tr>
</tbody>
</table>

Only half…
ICD TOPICAL MODULE: INSTITUTION EMPHASIS

2. How much does your institution emphasize the following?
Response options: Very much, Quite a bit, Some, Very little
a) Demonstrating a commitment to diversity
b) Providing students with the resources needed for success in a multicultural world
c) Creating an overall sense of community among students
d) Ensuring that you are not stigmatized because of your identity (racial/ethnic identification, gender identity, sexual orientation, religious affiliation, etc.)
e) Providing information about anti-discrimination and harassment policies
f) Taking allegations of discrimination or harassment seriously
g) Helping students develop the skills to confront discrimination and harassment

INSTITUTIONAL EMPHASIS: COMMITMENT TO DIVERSITY AND COMMUNITY

What % of first-year students report their institution substantially (Very much + Quite a bit) demonstrates a commitment to diversity?

a. 42%  b. 55%  c. 72%  d. 80%

(The same % believe the institution is creating an overall sense of community among students)

FINDINGS: FIRST-YEAR BY RACIAL/ETHNIC IDENTIFICATION

Ensuring that you are not stigmatized because of your identity (%Very much + Quite a bit)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>% Very Much + Quite a Bit</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>74%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>74%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>73%</td>
</tr>
<tr>
<td>Am. Indian, AK Native</td>
<td>72%</td>
</tr>
<tr>
<td>Native HI or other PI</td>
<td>69%</td>
</tr>
<tr>
<td>Asian</td>
<td>65%</td>
</tr>
<tr>
<td>Black or African Am.</td>
<td>63%</td>
</tr>
<tr>
<td>Other</td>
<td>64%</td>
</tr>
</tbody>
</table>
FINDINGS: SENIOR BY RACIAL/ETHNIC IDENTIFICATION

Taking allegations of discrimination or harassment seriously (% Very much + Quite a bit)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>% Very much + Quite a bit</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>78%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>69%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>67%</td>
</tr>
<tr>
<td>Black or African Am.</td>
<td>67%</td>
</tr>
<tr>
<td>Asian</td>
<td>66%</td>
</tr>
<tr>
<td>Other</td>
<td>64%</td>
</tr>
<tr>
<td>Native HI or other PI</td>
<td>61%</td>
</tr>
<tr>
<td>Am., Indian, AK Native</td>
<td>59%</td>
</tr>
</tbody>
</table>

FINDINGS: BY CLASS LEVEL AND SEXUAL ORIENTATION

Taking allegations of discrimination or harassment seriously (% Very much + Quite a bit)

<table>
<thead>
<tr>
<th>Year</th>
<th>% Very much + Quite a bit</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>72%</td>
</tr>
<tr>
<td>Senior</td>
<td>58%</td>
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AVERAGE “INCLUSIVE EMPHASIS” SCORE

<table>
<thead>
<tr>
<th>Quartile</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper</td>
<td>82</td>
</tr>
<tr>
<td>3rd Quartile</td>
<td>78</td>
</tr>
<tr>
<td>2nd Quartile</td>
<td>74</td>
</tr>
<tr>
<td>Lower</td>
<td>68</td>
</tr>
</tbody>
</table>

“INCLUSIVE EMPHASIS” INSTITUTION TYPES

Upper Quartile
- 64% private
- 49% Small (<2,500)
- 33% Medium
- 18% Large (5,000+)
- 24% Very competitive+

Lower Quartile
- 60% private
- 40% Small (<2,500)
- 27% Medium
- 33% Large (5,000+)
- 36% Very competitive+

SUPPORT FOR DIVERSITY

3. How much does your institution provide a supportive environment for the following forms of diversity?
Response options: Very much, Quite a bit, Some, Very little

a) Racial/ethnic identification
b) Gender identity
c) Economic background
d) Political affiliation
e) Religious affiliation
f) Sexual orientation
g) Disability status

Which form of diversity do students perceive gets the most support?
FINDINGS: INCLUSIVENESS & CULTURAL DIVERSITY

- Greater emphasis on inclusiveness in coursework has benefits...
  - Positive for higher-order learning, reflective & integrative learning, quality of interactions with others & favorable perceptions of institutional support
  - Students perceived greater institutional contributions to gains in understanding people of other backgrounds and being an informed and active citizen

WITH WHOM SHOULD ICD RESULTS BE SHARED?

- Sharing data and results with various stakeholders:
  - Presidents, Vice Presidents of Academic Affairs, Vice Presidents of Student Affairs, Chief Diversity Officers, President’s Diversity Councils, curriculum committees, and faculty development offices.

INSTITUTION IDEAS FOR USING ICD RESULTS

- Organizing a faculty data action team to review and make recommendations based on all NSSE and FSSE data including the ICD Topical Module
- Sharing results with President’s Council for Diversity to make recommendations
- Sharing results with faculty, administration, and with a broader audience at a national conference (e.g., AIR, RMAIR)
INSTITUTION IDEAS FOR USING ICD RESULTS

- Looking at ICD module data in relation to campus climate study
- Using ICD module to inform campus climate survey development
- Link NSSE and ICD data with data from student information system to analyze impacts of students’ perceptions of institution’s emphasis on diversity and supportive environment on perceived gains and success rates (e.g., academic standing, retention)
- Using results as a baseline to assess the impact of newly instituted core curriculum changes and new diversity and inclusion plan

CONSIDERING RESULTS AND ASSESSMENT NEEDS

What do these results suggest for inclusiveness and cultural diversity efforts in colleges and universities?

What else should we assess to gauge inclusiveness and student engagement with cultural diversity?

NEW FOR 2018

4. To what extent do you agree or disagree with the following statements?
   Response options: Strongly agree, Agree, Disagree, Strongly disagree
   a) I feel comfortable being myself at this institution
   b) I feel valued by this institution
   c) I feel like part of the community at this institution

NEW FOR 2018

5. During the current school year, about how often have you done the following?
   Response options: Very often, Often, Sometimes, Never
   a) Attended events, activities, or presentations that reflect an appreciation for diverse groups of people
   b) Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)
   c) Participated in a diversity-related club or organization
   d) Participated in a demonstration for a diversity-related cause
   e) Reflected on your cultural identity

THANK YOU FOR JOINING US!

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