Assessing Inclusiveness and Engagement in Cultural Diversity & Global Learning: Lessons from NSSE’s Topical Modules

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Our Plan Today

- Think about inclusive excellence
- Introduce 2 NSSE modules:
  - Inclusiveness and Engagement with Cultural Diversity
  - Global Learning
- Share a few findings related to 2 themes:
  - Perception of Institutional Emphasis on Aspects of Topic
  - Coursework Focus on Topic
- Get acquainted with 2 schools reasons for electing these modules what they are doing with results
Higher education must actively address diversity, inclusion, and equity as critical to the well-being of democratic culture.
ASSESSING INCLUSIVE EXCELLENCE

How much does our college emphasize global learning?

Are we fostering active and deeper forms of engagement with cultural diversity in and out of the classroom?

Does coursework provide opportunities for students to explore issues of inclusion? Global learning?

Do students feel support for various forms of diversity? For their personal identity?
During the current school year, about how often have you done the following?

- Asked questions or contributed to course discussions in other ways
  - Very often
  - Often
  - Sometimes
  - Never

- Prepared two or more drafts of a paper or assignment before turning it in
  - Very often
  - Often
  - Sometimes
  - Never

- Come to class without completing readings or assignments
  - Very often
  - Often
  - Sometimes
  - Never

Using NSSE to Assess Inclusiveness & Engagement with Cultural Diversity & Global Learning
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
NSSE Inclusiveness And Engagement With Cultural Diversity Module

- Builds on Discussion with Diverse Others and diverse experience items on NSSE core
- More focused examination of course and institutional emphasis
New in 2017
130 institutions
32,000 FY and 42,000 Seniors
Added co-curricular and sense of belongingness items in 2018
How much the institution emphasizes courses that focus on global and international topics

How much coursework has encouraged development of skills for interacting with those from different world cultures, nationalities, and religions

How much students discussed international/global topics or issues with others

NSSE core survey includes question about study abroad
NSSE Global Learning:

Institutional Emphasis (1 a,b)
Global Course-Focus (2 a-c; 3 a,b)
Global Engagement (4 a-e; 5 a,b)
Global Gains (6 a-f)
Study Abroad (core survey 11d)

- New in 2016
- 150+ institutions
- Collaboration with ACE Internationalization Efforts
What do we Know About Institutional Emphasis on Inclusiveness & Global Learning?
Institutional Emphasis: Commitment To Diversity

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%

c. 72%
Institution Emphasis: First-year Students By Racial/Ethnic Identification

Ensuring that you are not stigmatized because of your identity (#2d) (% very much + quite a bit)

- **White**: 74%
- **Hispanic or Latino**: 74%
- **Multiracial Indian, AK Native or other PI Native**: 72%
- **Native HI Native**: 72%
- **Asian**: 69%
- **Black or African Am.**: 68%
- **Other**: 64%

The graph shows the percentage of first-year students by racial/ethnic identification, indicating the emphasis on ensuring that students are not stigmatized based on their identity.
Institutional Emphasis: Commitment To Diversity & Community

Yet, among seniors...

60% Institution is providing students **resources** needed for success in a multicultural world

55% Institution is helping students develop **skills** to confront discrimination and harassment

(% Very much + Quite a bit)
Institutional Emphasis on Global Learning

61% FY students perceive substantial emphasis on global activities, less (54%) on courses

50% Seniors perceive substantial emphasis on global topic courses and activities and events
Course-work Focus on Inclusiveness & Engagement with Cultural Diversity and Global Learning
<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of First-Year Students</th>
<th>Percentage of Senior Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing your own perspectives and experiences</td>
<td>63</td>
<td>64</td>
</tr>
<tr>
<td>Respecting the expression of diverse ideas</td>
<td>63</td>
<td>62</td>
</tr>
<tr>
<td>Recognizing your own cultural norms and biases</td>
<td>55</td>
<td>56</td>
</tr>
<tr>
<td>Developing skills to work effectively with diverse people</td>
<td>52</td>
<td>58</td>
</tr>
<tr>
<td>Discussing issues of equity or privilege</td>
<td>51</td>
<td>48</td>
</tr>
<tr>
<td>Learning about other cultures</td>
<td>51</td>
<td>50</td>
</tr>
<tr>
<td>Exploring your own background</td>
<td>47</td>
<td>49</td>
</tr>
</tbody>
</table>
Discussing issues of equity or privilege #1f (% very much + quite a bit)
Relationship Between Inclusive & Diversity Courses Activities and Engagement

High Level of Inclusive-Focused Courses

1. Higher-order learning
2. Reflective & integrative learning
3. Quality of interactions with others
4. Favorable perceptions of institutional support
5. Institutional contributions to gains understanding people of other backgrounds
6. Being an informed and active citizen
Global Course-Focus

30% First-Years
plan to complete a course that focuses on global trends, or perspectives from other countries, religions or cultural groups.

50% seniors
completed global-focused course.
Study Abroad

40% FY students: “plan to do” study abroad

13% Seniors have “done” study abroad
Global Learning Course Focus and Study Abroad

Strong global learning course focus nearly = to study abroad in terms of contributing to gains
Global Learning Focus by Discipline: % Seniors “No” Global Learning Course Focus

<table>
<thead>
<tr>
<th>Discipline</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
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</thead>
<tbody>
<tr>
<td>Social Science</td>
<td>23%</td>
<td>26%</td>
<td>30%</td>
<td>30%</td>
<td>36%</td>
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<td>Comm, Media, PR</td>
<td>26%</td>
<td>26%</td>
<td>30%</td>
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<td>A&amp;H</td>
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<td>36%</td>
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<td>Biol, Agr, Nat Resources</td>
<td>30%</td>
<td>30%</td>
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<td>Phy Sci, Math Comp</td>
<td>36%</td>
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<td>Social Service Prof</td>
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<td>Health Prof</td>
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<tr>
<td>Education</td>
<td>44%</td>
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<tr>
<td>Engineering</td>
<td>50%</td>
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Global Learning Experiences and Global Gains
Global Engagement Activities

**Most frequent activities:**
- Discussing international issues,
- Talked about int’l opportunities

**Least frequent activities:**
- Worked on out-of-class activities (events, committees) with int’l or global focus
- Participated in a program pairing domestic & int’l students
Global Gains

A. Being informed about current international & global issues
B. Speaking a second language
C. Seeking international or global opportunities out of your comfort zone
D. Understanding how your actions affect global communities
E. Preparing for life and work in an increasingly globalized era
F. Encouraging your sense of global responsibility

*RANK
1*
6
5
4
3
1*
## Relationship To Global Gains

<table>
<thead>
<tr>
<th>Global Engagement</th>
<th>Global Gains</th>
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<tbody>
<tr>
<td>(5 items: discussing global topics; talked about international opportunities; attended global events; out-of-class global focus; program pairing domestic \ intn’l students)</td>
<td>(6 items: informed on global issues; second lang; seek opp out of comfort zone; understand actions in global communities; prep for life in global era; encourage global responsibility)</td>
</tr>
<tr>
<td><strong>Institutional Emphasis</strong></td>
<td><strong>.64</strong></td>
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<tr>
<td>(2 items: courses and activities emphasizing global)</td>
<td><strong>.57</strong></td>
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What are Institutions Doing with Inclusiveness and Engagement with Cultural Diversity and Global Learning Results?
Summer Kenesson
Pacific Lutheran University
What Are Your Thoughts about the state of Inclusive Excellence in higher education?

What Questions Do You Have About Assessing And Addressing Inclusiveness & Cultural Diversity & Global Learning?
THANK YOU!

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