Using Evidence to Promote Effective Educational Practice and the Success of All Students

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Alexander McCormick and Jillian Kinzie, National Survey of Student Engagement (NSSE), Indiana University Bloomington
THE TEXAS STATE UNIVERSITY SYSTEM

- Oldest university system in Texas
  - 4 Universities | 2 Comm. Colleges | 1 Technology Institute | 1 Upper Div. College
- Third largest with 84,000 enrolled students
  - 28% Hispanic, 16% African-American, 40% Pell, 17% UG Enrollment 25+
- 19,800 degrees & certificated awarded annually
  - 24% Hispanic, 13% African-American, 38% Pell
- 4,300 faculty members
  - 1,100 minority faculty
- $1.2 billion operating expenditures

Future of Texas
Future of U.S.
Texas State University, San Marcos, TX

Framework

OECD Policy Brief | Design (Capacity / Credible) | Practices (Policies, Procedures, & Routines)

Resourcing (Personnel / Business Plan) | Leadership (Goals/Public Agenda)
Policy Levers

National | State | Regional | Community | System

Institution | College | Department | Course | Student
Student Engagement and Improving Success for All

• NSSE and CCSSE are survey tools for institutional improvement.

• Results provide meaningful indicators of educational quality – *experiences that matter to student success*.

• Results can inform improvement efforts and assess impact.
NSSE’s Two Core Purposes

1. Enrich the discourse on college quality
   • What matters to student learning and success?

2. Give participating institutions and systems valid, reliable, actionable information to inform improvement efforts
Uses of NSSE Data

Interrogate Assumptions

Compare Internally and Externally

Focus on Practices that Matter

Take Action on Results

Monitor Change Over Time
To Increase Student Retention & Success, Foster Student Engagement

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicators</th>
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<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
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<td>Reflective &amp; Integrative Learning</td>
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<td>Learning Strategies</td>
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<td>Quantitative Reasoning</td>
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<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning</td>
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<td>Discussions with Diverse Others</td>
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<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
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<td>Effective Teaching Practices</td>
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<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
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<td>Supportive Environment</td>
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</table>
Does your state system or institution have NSSE data?

City University of New York
Concordia Universities
Connecticut State Universities
Indiana University
Kentucky Council on Postsecondary Education
Minnesota State College and University
New Jersey Public Universities
North Dakota University System
Ohio State University System
Ontario Universities
Ontario Universities 2
Penn State System
Pennsylvania State System of Higher Education
South Dakota Public Universities
State University of New York
Tennessee Publics
Texas A&M System
Texas Six
University of Hawaii
University of Louisiana System
University of Maine System
University of Maryland
University of Massachusetts
University of Missouri
University of North Carolina
University of Texas
University System of Georgia
University of Wisconsin Comprehensives
Engagement Indicators by Race-Ethnicity, Public 4-year, Seniors (NSSE 2016 & 2017)

- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning
- Collaborative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment

[Bar chart showing engagement indicators by race-ethnicity for various categories]
High-Impact Practices

★ First-Year Seminars and Experiences
★ Common Intellectual Experiences
★ Learning Communities
★ Writing-Intensive Courses
★ Collaborative Assignments and Projects
★ Undergraduate Research
★ Diversity/Global Learning
★ Service Learning, Community-Based Learning
★ Internships
★ Capstone Courses/Projects
★ E-portfolios
HIPs on NSSE

- Service-learning
- Learning community
- Research with faculty
- Internships & field experiences
- Study abroad
- Culminating senior experience
HIPs Make a Difference for Student Learning & Success

• HIP participation is related to higher levels of...
  • Deep approaches to learning
  • Perceived gains in learning and development

• Transformative learning experiences
• Valued by employers
• Salutary benefits for under-represented students
Relationships Between HIP Participation and Post-College Plans

• Research with faculty and study abroad associated with plans for graduate school

• Students participating in any of six HIPs were...
  • more likely to have secured a job
  • more likely to say their major prepared them well for their post-graduation plans

NSSE Annual Results 2015, Senior Transitions module
HIP Access at Public Institutions: What do we know?
HIP Participation at Public 4-Years – NSSE 16-17

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>FY Learning Community</td>
<td>14%</td>
</tr>
<tr>
<td>FY Service-Learning</td>
<td>51%</td>
</tr>
<tr>
<td>Sr Service-Learning</td>
<td>59%</td>
</tr>
<tr>
<td>Sr Internship</td>
<td>49%</td>
</tr>
<tr>
<td>Sr Capstone</td>
<td>43%</td>
</tr>
<tr>
<td>Sr Research w/Faculty</td>
<td>23%</td>
</tr>
<tr>
<td>Sr Study Abroad</td>
<td>12%</td>
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</tbody>
</table>
Do public colleges & universities have an obligation to make HIPs available to more students?

Overall, public & private C&Us pretty comparable, except for culminating experience.
### Public Universities: High-Impact Practices (HIPs) & First-Generation Student Status

(NSSE 2017, Seniors)

<table>
<thead>
<tr>
<th>Practice</th>
<th>Non FG</th>
<th>First Gen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone</td>
<td>47%</td>
<td>40%</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>16%</td>
<td>8%</td>
</tr>
<tr>
<td>Research with Faculty</td>
<td>27%</td>
<td>19%</td>
</tr>
<tr>
<td>Internships</td>
<td>54%</td>
<td>44%</td>
</tr>
<tr>
<td>Service-learning</td>
<td>57%</td>
<td>61%</td>
</tr>
</tbody>
</table>

(Non FG: Non First Generation; First Gen: First Generation)
Public 4-yr: Internships by Race-Ethnicity (NSSE 2016-2017 Seniors)

<table>
<thead>
<tr>
<th>Race-Ethnicity</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Am. Indian/Alaska Native</td>
<td>39%</td>
</tr>
<tr>
<td>Asian</td>
<td>44%</td>
</tr>
<tr>
<td>Black/African Amer.</td>
<td>42%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>43%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific</td>
<td>42%</td>
</tr>
<tr>
<td>White</td>
<td>52%</td>
</tr>
<tr>
<td>Foreign or Nonres. alien</td>
<td>32%</td>
</tr>
<tr>
<td>Two+ races/ethnicities</td>
<td>47%</td>
</tr>
</tbody>
</table>
Higher education must actively address diversity, inclusion, and equity as critical to the well-being of democratic culture.
Why Focus on Inclusiveness and Engagement with Cultural Diversity?

- Strong interest in assessing and improving inclusiveness and cultural competence

- 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
Inclusiveness & Engagement with Cultural Diversity Findings

3 of 5 students took courses that emphasized sharing their own perspectives and experiences or respecting the expression of diverse ideas.
Inclusiveness & Engagement with Cultural Diversity Findings

50% Said their courses emphasized learning about other cultures or discussing issues of equity or privilege.
Relationship Between Inclusive Curricular Practices and Engagement

High Level of Inclusive Practices

1. Higher-order learning
2. Reflective & integrative learning
3. Quality of interactions with others
4. Favorable perceptions of institutional support
5. Institutional contributions to understanding people of other backgrounds
6. Being an informed and active citizen
Institutional Emphasis: Commitment To Diversity & Community

Among seniors... (% Very much + Quite a bit)

60% Institution provides students resources needed for success in a multicultural world

55% Institution helps students develop skills to confront discrimination and harassment
ICD FINDINGS: FIRST-YEAR 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: 72%
- Am. Indian, AK Native: 72%
- Native HI or other PI: 69%
- Asian: 68%
- Black or African Am.: 68%
- Other: 64%
ICD FINDINGS: BY CLASS LEVEL AND SEXUAL ORIENTATION

Taking allegations of discrimination or harassment seriously

(% Very much + Quite a bit)

- First-Year
  - LGBQ+: 72%
  - Straight: 76%

- Senior
  - LGBQ+: 58%
  - Straight: 70%
Institutional leaders must advance the systematic measurement of what students have learned, how well they learned it, and whether some groups are learning more than others.

The Future of Undergraduate Education, American Academy of Arts & Sciences Report, 2017
Thank You!

• What questions do you have about NSSE?
• What can institutions and states do to promote equitable experiences?
• What ideas do you have to support your state for promoting educational quality for all?