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Before we begin, please review the following:

General advice:

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• Visit [https://kb.iu.edu/d/aods#hear-talk](https://kb.iu.edu/d/aods#hear-talk) for a comprehensive set of tests and troubleshooting solutions if you have issues with the Zoom software.
• Have your Institutional Report 2017 binder on hand for reference or access your materials through the NSSE Institution Interface.

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• To check your audio connection, click the arrow next to the microphone on the left hand side of the in meeting toolbar.
• Click “Test Computer Audio” and audio preferences will open.
• You can test the volume and output of your speaker device by selecting “Test Speaker.” If you cannot hear, change the output source by selecting a different speaker device.

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• Check the attendee controls at the bottom of your meeting window. If you see the Join Audio icon, click it.
• Your microphone is automatically muted by the host.

Using the Chat feature:

• The Chat window allows participants to interact with presenters and each other – make comments about your NSSE practice, ask questions of presenters and of other users!
INTRODUCING THE INCLUSIVENESS AND ENGAGEMENT WITH CULTURAL DIVERSITY TOPICAL MODULE

JILLIAN KINZIE, ASSOCIATE DIRECTOR, NSSE INSTITUTE
ALLISON BRCKALORENZ, FSSE PROJECT MANAGER, NSSE RESEARCH ANALYST
SARAH HURTADO, NSSE INSTITUTE PROJECT PROJECT ASSOCIATE
SESSION OVERVIEW

- Background/context
- Item development
- Respondent profile
- Initial findings
- Analysis tips
- Institutional examples
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
CONNECTION TO ENGAGEMENT

- Institutions all have diversity, equity & inclusion goals
- Decades of research point to the 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 and equity
- It is not sufficient to simply offer experiences
- We must understand how student interpret and perceive diverse experiences as they relate to the 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 issues are you hoping to explore?
NSSE AND INCLUSIVENESS & ENGAGEMENT WITH CULTURAL DIVERSITY (ICD): DEVELOPMENT

- 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
INCLUSIVENESS AND ENGAGEMENT WITH CULTURAL DIVERSITY  
TOPICAL MODULE

1. During the current school year, how much has your coursework emphasized the following?

   Response options: Very much, Quite a bit, Some, Very little

   a) Developing the skills necessary to work effectively with people from various backgrounds
   b) Recognizing your own cultural norms and biases
   c) Sharing your own perspectives and experiences
   d) Exploring your own background through projects, assignments, or programs
   e) Learning about other cultures
   f) Discussing issues of equity or privilege
   g) Respecting the expression of diverse ideas
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
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
4. The term “cultural community” can refer to a racial or ethnic community, a religious community, a community based on sexual orientation or gender identity, the neighborhood where you grew up, etc. Considering the community with which you most strongly identify, to what extent do you agree or disagree with the following statements?

Response options: Strongly agree, Somewhat agree, Neither agree nor disagree, Somewhat disagree, Strongly disagree

a. On campus, there are enough opportunities to learn about my own cultural community.

b. On campus, there are enough opportunities to learn about important issues within my own cultural community.

c. On campus, there are enough opportunities to learn about the experiences of people within my own cultural community.

d. In general, people on campus value knowledge from my cultural community.

e. In general, people on campus value the experiences of people within my cultural community.

f. In general, my cultural community is valued on campus.

Item 4 is adapted with permission from the Culturally Engaging Campus Environments survey.
Parallel version of items on FSSE

- Focus on how much their courses emphasize inclusive practices
- How much faculty feel their institution emphasizes support for diversity
- How much faculty feel their institution supports various forms of diversity
<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Inclus. &amp; Div. Module (%)</th>
<th>NSSE 2017 (%)</th>
<th>U.S. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral-Highest Research</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Doctoral-Higher Research</td>
<td>6</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Doctoral-Moderate Research</td>
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<tr>
<td>Master’s-Large</td>
<td>27</td>
<td>29</td>
<td>24</td>
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<tr>
<td>Master’s-Medium</td>
<td>16</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Master’s-Small</td>
<td>3</td>
<td>8</td>
<td>9</td>
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<tr>
<td>Baccalaureate-A&amp;S</td>
<td>24</td>
<td>16</td>
<td>15</td>
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<tr>
<td>Baccalaureate-Diverse</td>
<td>13</td>
<td>15</td>
<td>19</td>
</tr>
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</table>
## Respondent Profile - Institution Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Inclus. &amp; Div. Module (%)</th>
<th>NSSE 2017 (%)</th>
<th>U.S. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>36</td>
<td>44</td>
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</tr>
<tr>
<td>Private</td>
<td>64</td>
<td>56</td>
<td>65</td>
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<tr>
<td>Fewer than 1,000</td>
<td>13</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>1,000-2,499</td>
<td>32</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>2,500-4,999</td>
<td>24</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>5,000-9,999</td>
<td>18</td>
<td>19</td>
<td>14</td>
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<tr>
<td>10,000-19,999</td>
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<tr>
<td>20,000 or more</td>
<td>4</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>
THINKING ABOUT YOUR ICD REPORT

- ICD participating institutions received a simple frequency report with statistical comparisons
- How might you use and interpret these results?
- Example: Item 1.
  - Coursework focused on inclusiveness and diversity matters to student learning
Review item 1 – are first years getting more or less of this than seniors? Why? Compared to peer groups?

What do NSSEville College results suggest for seniors?

Could these data respond to questions about students’ competencies in intercultural learning? accreditation demands for diverse learning experiences? Diversity goals for certain majors?
DIGGING DEEPER INTO ICD RESULTS

- What might ICD overall results suggest for further study and for your analyses?
- How might you connect NSSE core data to extend your analyses?
INITIAL FINDINGS: COURSEWORK

Percentage of Substantial (Very much or Quite a bit) Course Emphasis on Inclusive and Culturally Engaging Activities

- Sharing your own perspectives and experiences: 63% First-Year, 64% Senior
- Respecting the expression of diverse ideas: 63% First-Year, 62% Senior
- Recognizing your own cultural norms and biases: 55% First-Year, 56% Senior
- Developing skills to work effectively with diverse people: 52% First-Year, 58% Senior
- Discussing issues of equity or privilege: 51% First-Year, 48% Senior
- Learning about other cultures: 51% First-Year, 50% Senior
- Exploring your own background: 47% First-Year, 49% Senior

3 of 5 students

Only half…

First-Year Senior
INITIAL FINDINGS: SENIOR SUBSTANTIAL COURSEWORK BY MAJOR

Discussing issues of equity or privilege #1f

Social Service Profs: 73%
Social Sciences: 68%
Education: 66%
Communications: 60%
Arts & Humanities: 60%
Health Professions: 56%
Business: 43%
Biological Sciences: 37%
Physical Sciences: 28%
Engineering: 19%
INITIAL FINDINGS: FIRST-YEAR SUBSTANTIAL INSTITUTION EMPHASIS BY RACIAL/ETHNIC IDENTIFICATION

Ensuring that you are not stigmatized because of your identity (#2d)

- 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%
### INITIAL FINDINGS: RANKED INSTITUTIONAL SUPPORT FOR DIVERSE GROUPS

<table>
<thead>
<tr>
<th></th>
<th>Students of Color</th>
<th>White Students</th>
<th>Students without a Disability</th>
<th>Students with a Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Gender identity</td>
<td>Race/Ethnicity</td>
<td>Race/Ethnicity</td>
<td>Race/Ethnicity</td>
<td>Race/Ethnicity</td>
</tr>
<tr>
<td>2 Race/Ethnicity</td>
<td>Gender identity</td>
<td>Gender identity</td>
<td>Gender identity</td>
<td>Gender identity</td>
</tr>
<tr>
<td>3 Sexual orientation</td>
<td>Sexual orientation</td>
<td>Sexual orientation</td>
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<tr>
<td>4 Disability status</td>
<td>Disability status</td>
<td>Disability status</td>
<td>Disability status</td>
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<tr>
<td>5 Religious affiliation</td>
<td>Religious affiliation</td>
<td>Religious affiliation</td>
<td>Religious affiliation</td>
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<tr>
<td>6 Economic background</td>
<td>Economic background</td>
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</tr>
<tr>
<td>7 Political affiliation</td>
<td>Political affiliation</td>
<td>Political affiliation</td>
<td>Political affiliation</td>
<td>Political affiliation</td>
</tr>
</tbody>
</table>
INITIAL FINDINGS: SUBSTANTIAL INSTITUTIONAL SUPPORT FOR DIVERSE GROUPS

Disability status (#3g)

- First-year: 67% No disability, 64% Disability
- Senior: 62% No disability, 55% Disability
INITIAL FINDINGS: AGREEMENT INDEX

Support for cultural community index (#4)

- Students of color
  - Agreed with none: 10%
  - Agreed with some: 16%
  - Agreed with all: 72%
- White students
  - Agreed with none: 8%
  - Agreed with some: 9%
  - Agreed with all: 83%
- International students
  - Agreed with none: 11%
  - Agreed with some: 13%
  - Agreed with all: 79%
- U.S. students
  - Agreed with none: 12%
  - Agreed with some: 18%
  - Agreed with all: 70%
- Queer students
  - Agreed with none: 9%
  - Agreed with some: 11%
  - Agreed with all: 80%
- Straight students
  - Agreed with none: 9%
  - Agreed with some: 14%
  - Agreed with all: 77%
- Men
  - Agreed with none: 9%
  - Agreed with some: 14%
  - Agreed with all: 77%
- Women
  - Agreed with none: 11%
  - Agreed with some: 11%
  - Agreed with all: 80%
- Another gender identity
  - Agreed with none: 14%
  - Agreed with some: 14%
  - Agreed with all: 50%
TIPS FOR YOUR ANALYSIS

- Start with your aggregate ICD results looking for areas of success and areas that could use improvement
- Look within those results to find subgroups of students who are doing well and who could use more support
  - Subgroups: racial-ethnic groups, sexual orientation, major, residential students, students who have completed required diversity courses, etc.
  - Don’t be afraid to look at your results for small groups!
- Examine module results for key groups that you know may be struggling based on data from other assessments
- Combine with NSSE core data to add Discussions with Diverse Others Engagement Indicator items, or relate ICD to perceived gains items, or Supportive Environment Engagement Indicator
What student demographics are you interested in examining further? (poll)
What analysis questions or challenges do you have?
Items on the NSSE and FSSE module are parallel, but you may want to analyze them differently.

The first item focusing on culturally engaging coursework is a good place for direct comparisons—how do the perceptions of students and faculty compare? Where are the big gaps in perception? Use these differences to facilitate discussion.

The second and third items may have less utility for direct comparisons. Instead use the results together to see how the culture and environment of the institution is different for students and faculty.
With whom are you sharing your Inclusiveness and Cultural Diversity Topical Module data? (poll)
INSTITUTION IDEAS FOR USING ICD RESULTS

- Using results as a baseline to assess the impact of newly instituted core curriculum changes and new diversity and inclusion plan

- 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
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)
- Sharing results with faculty, administration, and possibly with a broader audience at a national conference (e.g. AIR, RMAIR)
We will be replacing the current #4 with two new items:

4. To what extent do you agree or disagree with the following statements?
   
   **Response options:** 4=Strongly agree, 3=Agree, 2=Disagree, 1=Strongly disagree

   - I feel comfortable being myself at this institution.
   - I feel valued by this institution.
   - I feel like part of the community at this institution.

5. During the current school year, about how often have you done the following?

   **Response options:** 4=Very often, 3=Often, 2=Sometimes, 1=Never

   - Attended events, activities, or presentations that reflect an appreciation for diverse groups of people
   - Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)
   - Participated in a diversity-related club or organization
   - Participated in a demonstration for a diversity-related cause (rally, protest, etc.)
   - Reflected on your cultural identity
Thank you for joining us!

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