

Getting lost at the crossing? Tips for Assessing Intersectional Experiences

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What brings you here?

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Model of Multiple Dimensions of Identity

- Identity is layered, fluid, dynamic
- People have an “inner” personal identity with external dimensions (“facts”) that intersect with varying degrees of salience
- Contextual influences impact the saliency of external dimensions
- This results in different identities in different contexts

(Jones & McEwen, 2000)

CONTEXT
Family Background
Sociocultural Conditions
Current Experiences
Career Decisions and Life Planning

CORE
Personal Attributes
Personal Characteristics
Personal Identity

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NSSE & FSSE

National Survey of Student Engagement

- Annual survey of first-year and senior undergraduates at four-year colleges and universities
- In 2019, 531 institutions participated resulting in nearly 300,000 respondents
- Inquires about student behaviors that have been linked to learning and development

Faculty Survey of Student Engagement

- Annual survey of instructional staff that teach undergraduates at four-year colleges and universities
- In 2019, 120 institutions participated resulting in over 16,000 faculty
- Inquires about faculty behaviors that have been linked to increased student engagement

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Crossing Dichotomies

- Let’s investigate teaching environments for by discipline and tenure status
- Discipline can be dichotomized into STEM and non-STEM
- Tenure status can be dichotomized by tenured/TT and not TT faculty
- Create a variable out of the quadrants!

Quadrants of faculty for STEM and tenure status

■ STEM Tenured/TT
■ STEM not TT
■ Non-STEM Tenure/TT
■ Non-STEM not TT

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Look for Patterns Across Your Quadrants

■ STEM Tenured/TT
■ STEM not TT
■ Non-STEM Tenure/TT
■ Non-STEM not TT

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Statistical Relationships Might Help

- Quadrant analysis can be used in descriptives, ANOVAs, regressions...
- It appears there's something going on here...

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One Piece at a Time

- Let's examine holding one aspect constant
 - Gender, Race, and Sexual Orientation by Stress Level
- Why do variables need to be held constant?
 - Investigating one variable allows you to look within the group
 - Helps us explore any interaction amongst the constant variable

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One Piece at a Time: Gender Constant

- What happens when you hold Gender as a constant?
 - See if one variable drives the other
 - In this case: Race

Man	4674
Woman	7312
Another gender identity	104

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One Piece at a Time: Race Constant

American Indian or Alaska Native	213
Asian	2712
Black or African American	1356
Hispanic or Latino	516
Native American or North American	59
Native Hawaiian or Other Pacific Islander	187
White	7042
Another race or ethnicity	60
Multiracial	1297

Now let's see what happens when you hold Race as a constant and Gender as the driver

See if there is any significance

- Look for variation within group

How should we interpret?

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One Piece at a Time: Sexual Orientation

African American Female Students Stress By Sexual Orientation

Questioning or unsure	3.2
Queer	3.3
Lesbian	1.8
Gay	3.1
Bisexual	3.0

Let's dive deeper!

- Using Race (African American) and Gender (Female) to see what interactions are present
- As you go deeper, numbers will begin to decrease due to having small populations

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Interaction Terms

- What are they?
 - Moderating variable created by essentially multiplying two terms together
- Why use them?
 - When you think variables may be interrelated or depend on each other
 - Be more precise about findings
 - Help us understand the complexity of students' identities
- What are we looking for?
 - Crossed lines

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Interaction Term: Example

How do subgroups within the LGBTQ+ community differ in their perceptions of sense of belonging, institutional commitment, and outness?

- National Survey of Student Engagement 2017
 - 30 institutions received an additional item set asking about LGBTQ+ issues at their institution
 - Over 14,000 students responded to these items as well as demographic questions about their racial/ethnic and sexual identities

(Brick, Lorenz, Duran, Fassett, & Palmer, 2018, 2019)

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Interaction Term: Sense of Belonging Example

Bisexual (++) Hispanic or Latino (+) White (+)	Straight (--) Asian (-) Other (-)
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LGBTQ+ & Asian (++)
 LGBTQ+ & White (-)

+/- small effect
+/-/- medium effect
+++/-/- large effect

(Brick, Lorenz, Duran, Fassett, & Palmer, 2018, 2019)

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Institutional Commitment

Bisexual (+) Another sexual orientation (+) Hispanic or Latino (+) Multiracial (+)	Queer (-) Straight (-) Asian (-) Black or African American (-) White (-)
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None!

+/- small effect
+/-/- medium effect
+++/-/- large effect

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Outness

White (+) Multiracial (+) Bisexual (+++) Lesbian (+++) Queer (+++) Straight (++)	Asian (-) Black or African American (-) Gay (-) Questioning (-) Another sexual orientation (-)
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LGBTQ+ & Hispanic or Latino (-)

+/- small effect
+/-/- medium effect
+++/-/- large effect

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Interaction Terms

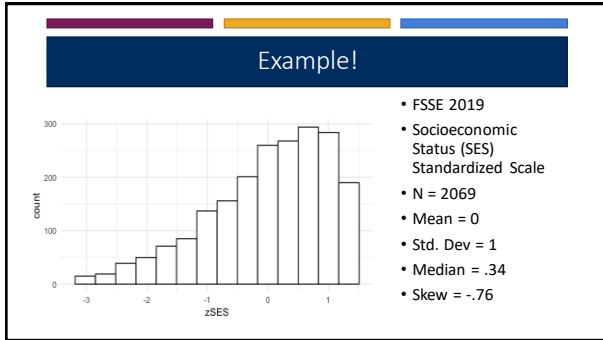
- How can assessment practitioners better support students with intersecting identities?
 - Recommend programming and considering intersectionality
 - Highlighting successful faculty, staff, etc. from the community
 - Inviting campus speakers to touch on these areas
 - Center voices
- How could interaction terms be used in your role?

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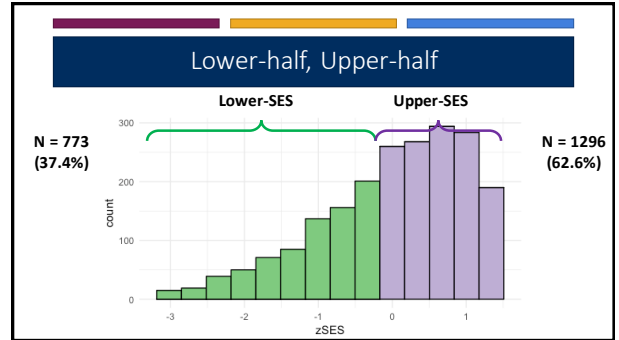
Creating Identity Groups

- What if the measure is continuous?
 - Socioeconomic Status (SES), Student Loan Debt, Student Attitudes
- Create Identity Groups!
 - Based on Average (2 groups)
 - Based on Intervals (4 or 5 groups)
 - Based on Standard Deviation (3 groups)
- Creating Identity groups will:
 - Allow you to use prior methods (crosstabs, interaction terms, etc.)
 - Make the data meaningful and interpretable

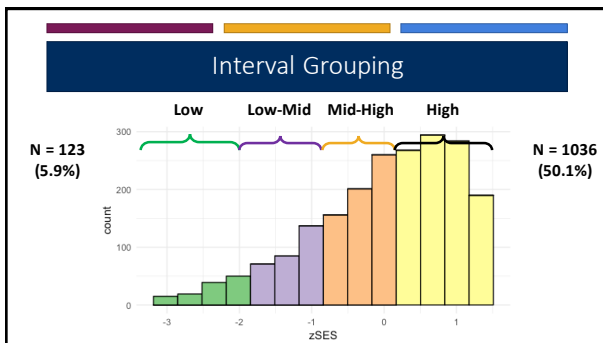
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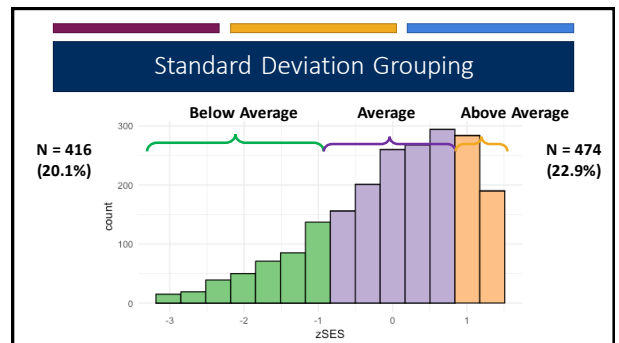
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Identity Group Conclusions

- ✓ Make it meaningful
- ✓ Know your data
- ✓ Be thoughtful and transparent

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Which strategy(s) fit your context best?
 Do you have other tips for assessing intersectional experiences?
 Do you have any challenges we didn't address?
 Final comments or questions?

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Thanks so much for joining us!

Find our slides as well as other information about NSSE and FSSE at nssse.indiana.edu

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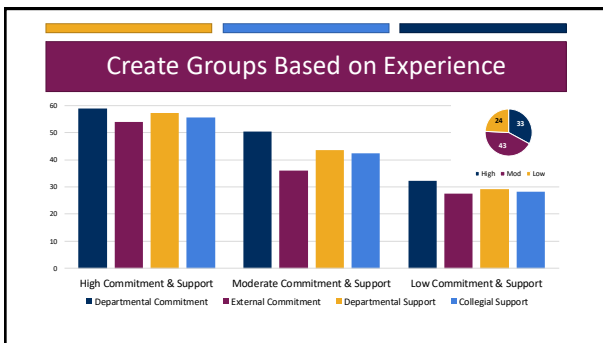
Blog: NSSEsightings.indiana.edu
 @NSSEsurvey

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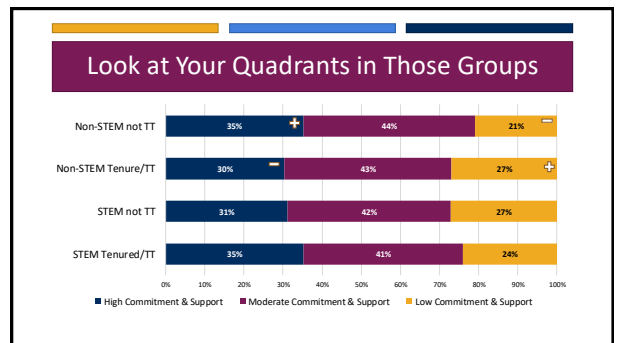
A Challenge to Consider

- Variable-centered approaches like this tend to treat the experiences of subgroups as monolithic
 - Consider using a combination of these approaches and more person-centered approaches
- Person-centered approaches divide people into groups based on their experiences
- Let's revisit our first example looking at teaching commitment and support by STEM/non-STEM and tenured/not tenured faculty
 - Let's start with an aggregate measure of Commitment & Support (C&S) and divide faculty into high, moderate, and low groups based on C&S

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