Student Engagement with Inclusivity and Cultural Diversity: Considering New NSSE Module Results

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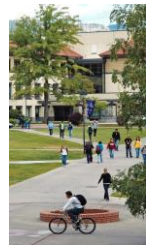
INCLUSIVENESS AND CULTURAL DIVERSITY IN HIGHER EDUCATION

- **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**



INCLUSIVENESS AND CULTURAL DIVERSITY IN HIGHER EDUCATION

- **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**

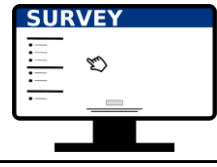
What inclusiveness and diversity issues currently concern your campus?

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

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



FSSE AND INCLUSIVENESS & ENGAGEMENT WITH CULTURAL DIVERSITY (ICD): DEVELOPMENT

- The Faculty Survey of Student Engagement (FSSE) administered a set of items, created to be a parallel set to the NSSE ICD set, to over 4000 faculty at 30 institutions.
- Questions ask faculty how much they incorporate inclusive and culturally engaging pedagogies in their classes as well as their perceptions of how much the institution emphasizes a commitment to diversity and inclusion and how supportive their institution is for various forms of diversity.

APPLYING NSSE ICD RESULTS: NSSEVILLE STATE UNIVERSITY (NSU) AS A CASE STUDY

NSSEville State University is interested in several inclusivity-related issues on their campus:

1. Buy-in from faculty and administrators in STEM fields is low. Is their struggle unusual? How can they make the case that this work is valuable?
2. One diversity-focused, general education course is required. What activities might NSU consider emphasizing in the course to amplify inclusive engagement? What other experiences/commitments might they emphasize?
3. Supportive, inclusive spaces matter. What forms of diversity might the campus explore to create more support? How can they promote spaces that encourage diverse interaction?

What do NSSE's ICD Results suggest for NSSEville State?

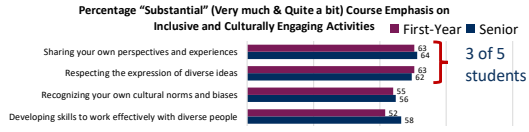
ICD TOPICAL MODULE: COURSEWORK

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

OVERALL FINDINGS: COURSEWORK



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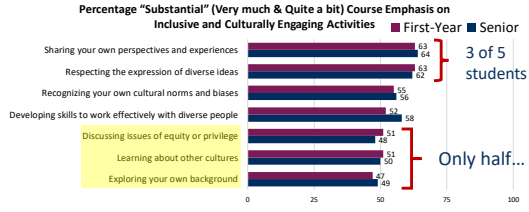
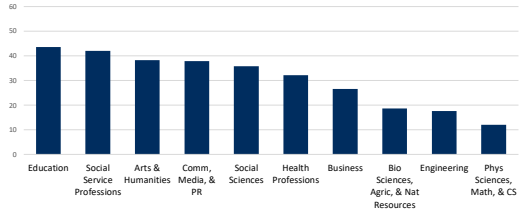
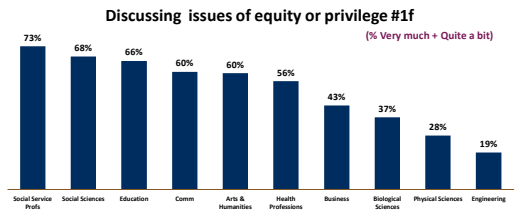


FACULTY: INCLUSIVE COURSEWORK BY DISCIPLINE



SENIOR COURSEWORK BY MAJOR: DISCUSSING ISSUES OF EQUITY OR PRIVILEGE



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**

FACULTY: INCLUSIVENESS & CULTURAL DIVERSITY

- **For faculty, greater emphasis on inclusiveness in coursework relates strongly to faculty intentionally structuring their courses so that students learn and develop skills to…**
  - **Work effectively with others**
  - **Developing or clarifying a personal code of values or ethics**
  - **Understanding people of other backgrounds**
  - **Being an informed and active citizen**

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)

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c. 72%

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INSTITUTIONAL EMPHASIS: COMMITMENT TO DIVERSITY & COMMUNITY

Yet, among seniors… (% Very much + Quite a bit)

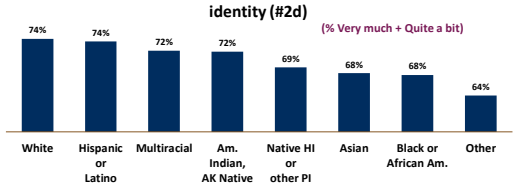
60%
Institution is providing students resources needed for success in a multicultural world

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

FINDINGS: FIRST-YEAR BY RACIAL/ETHNIC IDENTIFICATION

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

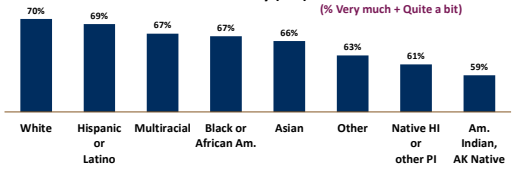
(% Very much + Quite a bit)



FINDINGS: SENIOR BY RACIAL/ETHNIC IDENTIFICATION

Taking allegations of discrimination or harassment seriously (#2f)

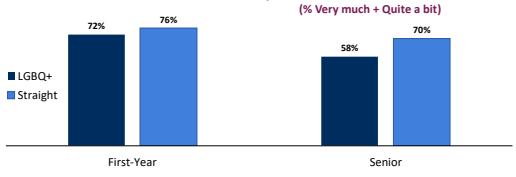
(% Very much + Quite a bit)



FINDINGS: BY CLASS LEVEL AND SEXUAL ORIENTATION

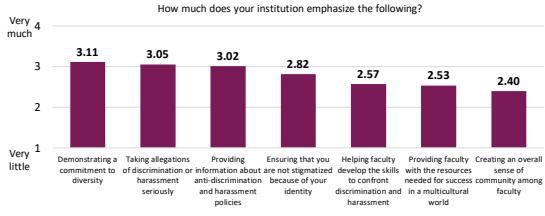
Taking allegations of discrimination or harassment seriously (#2f)

(% Very much + Quite a bit)



FACULTY: INSTITUTIONAL COMMITMENT

How much does your institution emphasize the following?



SUPPORT FOR DIVERSITY

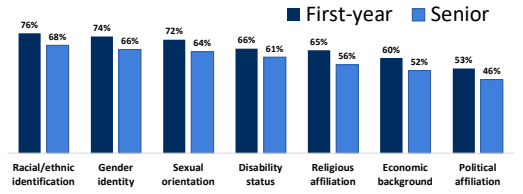
3. How much does your institution provide a supportive environment for the following forms of diversity?

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?

SUBSTANTIAL SUPPORT BY FORMS OF DIVERSITY



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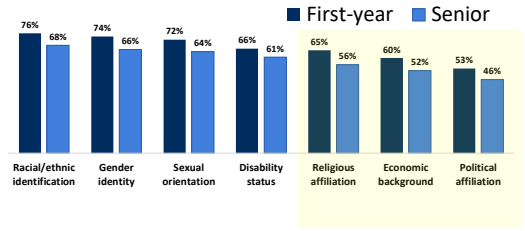
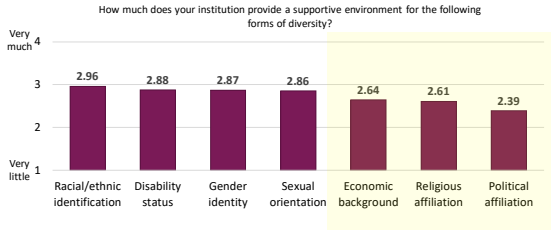
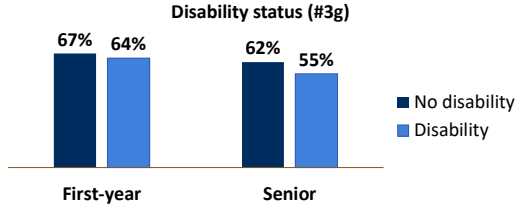


FACULTY: INSTITUTIONAL SUPPORT FOR DIVERSITY



SUBSTANTIAL SUPPORT BY ABILITY



NEW FOR 2018

4. **To what extent to 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**

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Really. What do NSSE's ICD Results suggest for NSSEville State?

TO PONDER: INCLUSIVENESS & CULTURAL DIVERSITY

CONSIDERING RESULTS AND YOUR ASSESSMENT NEEDS

What do these results suggest for your inclusiveness and cultural diversity efforts?

What are you currently assessing? How?

NSSE ICD RESULT USE: 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

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