

Assessing Inclusiveness and Engagement with Cultural Diversity: Assuring Success for All

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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



CONNECTION TO ENGAGEMENT

- 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



CONNECTION TO ENGAGEMENT

- 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



DISCUSS

- What inclusiveness and diversity issues currently concern your campus?
- What areas of inclusiveness & diversity are you hoping to assess?
- How are you assessing?

NSSE TOPICAL MODULES



- Academic Advising
- Inclusiveness and Engagement with Cultural Diversity
- Experiences with Writing
- Learning with Technology
- First-Year Experience/Senior Transitions
- Experiences with Information Literacy
- Development of Transferable Skills
- Global Learning
- Civic Engagement

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



NSSE'S ICD TOPICAL MODULE

- Builds on Discussion with Diverse Others and diverse experience items on NSSE core**
- More focused examination of course and institutional emphasis**

Item	Very much	Quite a bit	Some	Very little
1. Developing the skills necessary to work effectively with people from various backgrounds	63	34	1	0
2. Recognizing your own cultural norms and biases	63	34	1	0
3. Sharing your own perspectives and experiences	63	34	1	0
4. Exploring your own background through projects, assignments, or programs	55	36	9	0
5. Learning about other cultures	51	41	8	0
6. Discussing issues of equity or privilege	47	49	4	0
7. Respecting the expression of diverse ideas	62	31	7	0

NSSE'S ICD TOPICAL MODULE

INCLUSIVENESS & CULTURAL DIVERSITY

- To what extent are students exposed to inclusive teaching practices and intercultural learning?
- What are students' perceptions of institutional values and commitment regarding diversity?
- How frequently do students interact with diverse others?
- How much do they participate in diversity-related programming and coursework?

ICD TOPICAL MODULE: COURSEWORK

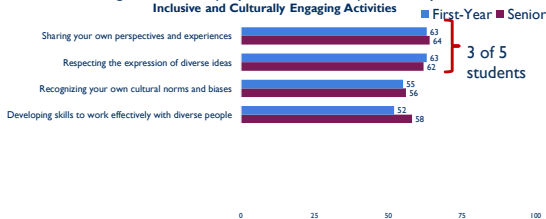
I. During the current school year, how much has your coursework emphasized the following?

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

- Developing the skills necessary to work effectively with people from various backgrounds
- Recognizing your own cultural norms and biases
- Sharing your own perspectives and experiences
- Exploring your own background through projects, assignments, or programs
- Learning about other cultures
- Discussing issues of equity or privilege
- Respecting the expression of diverse ideas

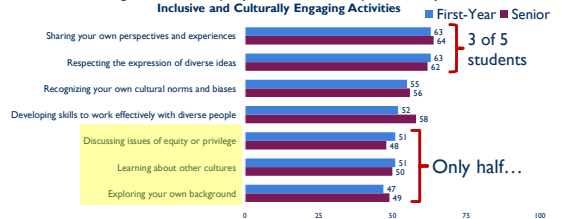
OVERALL FINDINGS: COURSEWORK

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

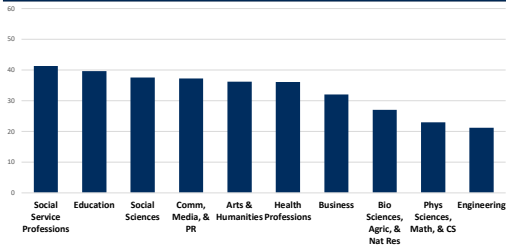


OVERALL FINDINGS: COURSEWORK

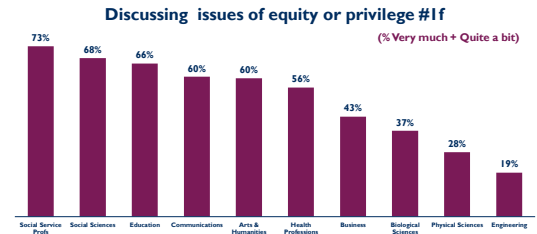
Percentage "Substantial" (Very much & Quite a bit) Course Emphasis on Inclusive and Culturally Engaging Activities



SENIOR INCLUSIVE COURSEWORK BY MAJOR



SENIOR COURSEWORK BY MAJOR: DISCUSSING ISSUES OF EQUITY OR PRIVILEGE



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%

c. 72%

(The same % believe the institution is creating an overall sense of community among students)

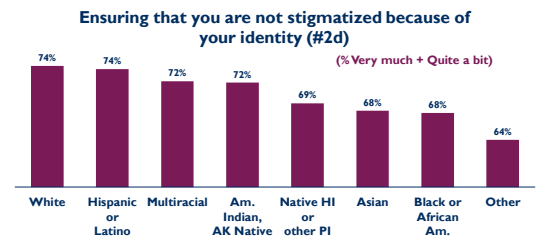
INSTITUTIONAL EMPHASIS: COMMITMENT TO DIVERSITY & COMMUNITY

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

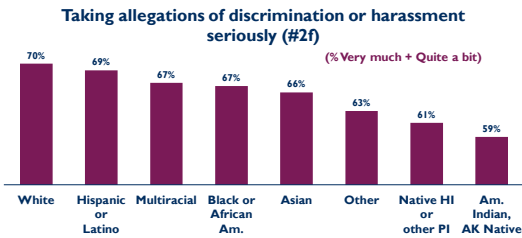
60%
Institution is providing students resources needed for success in a multicultural world

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

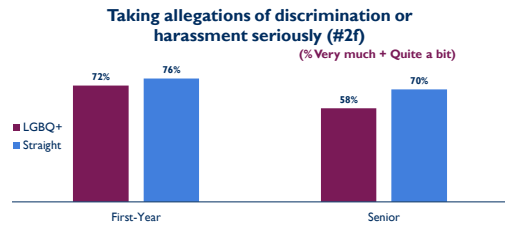
FINDINGS: FIRST-YEAR BY RACIAL/ETHNIC IDENTIFICATION



FINDINGS: SENIOR BY RACIAL/ETHNIC IDENTIFICATION



FINDINGS: BY CLASS LEVEL AND SEXUAL ORIENTATION



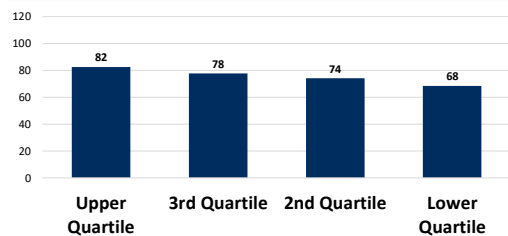
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- +
- e) Providing information about anti-discrimination and harassment policies
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AVERAGE "INCLUSIVE EMPHASIS" SCORE



"INCLUSIVE EMPHASIS" INSTITUTION TYPES

Upper Quartile

- 64% private
- 49% Small (<2,500)
- 33% Medium
- 18% Large (5,000+)
- 24% Very competitive+

Lower Quartile

- 60% private
- 40% Small (<2,500)
- 27% Medium
- 33% Large (5,000+)
- 36% Very competitive+

SUPPORT FOR DIVERSITY

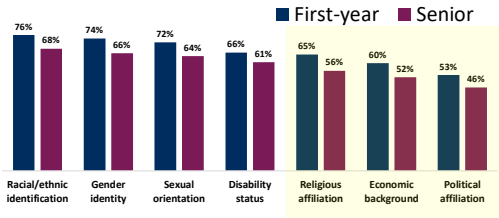
3. How much does your institution provide a supportive environment for the following forms of diversity?

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

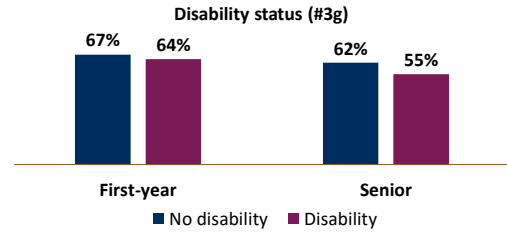
- a) Racial/ethnic identification
- b) Gender identity
- c) Economic background
- d) Political affiliation
- e) Religious affiliation
- f) Sexual orientation
- g) Disability status

Which form of diversity do students perceive gets the most support?

SUBSTANTIAL SUPPORT BY FORMS OF DIVERSITY



SUBSTANTIAL SUPPORT BY ABILITY



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



TO PONDER: INCLUSIVENESS & CULTURAL DIVERSITY



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



CONSIDERING RESULTS AND ASSESSMENT NEEDS

What do these results suggest for inclusiveness and cultural diversity efforts in colleges and universities?

What else should we assess to gauge inclusiveness and student engagement with cultural diversity?

NEW FOR 2018

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

NEW FOR 2018

5. During the current school year, about how often have you done the following?
Response options: Very often, Often, Sometimes, 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
 - Reflected on your cultural identity

THANK YOU FOR JOINING US!

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