Using Data to Support Student Success



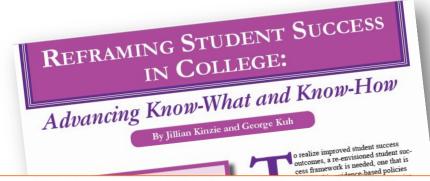
MIRO VIRTUAL SYMPOSIUM

"Student Success Measures"

Jillian Kinzie, PhD, Indiana University Bloomington

Co-Interim Director, National Survey of Student Engagement (NSSE) and Senior Scholar, National Institute for Learning Outcomes ey of Assessment (NILOA)

Student success and equity matter more today than at any other time in U.S higher education





Democratizing Data With an Equity Lens

By sharing the right data, higher ed leaders can use the collective expertise on their campus to identify and dislodge barriers to student success and advance equitable outcomes, writes Jeff Gold.

// November 16, 2021

- A re-envisioned framework for student succe incorporates greater attention to institutional responsibility for student success, promotes equity-minded practice and educational quality, and focuses more squarely on the critical elements regarding how increased student success will be achieved.
- Jillian Kinzie is associate director Center for Postsecondary Research and National Survey of Student Engagement (NSSE) Institute at Indiana University
- George Kuh is a senior scholar at the National Institute for Learning Outcomes Assessment and Chancellor's Professor of Higher Education Emeritus at Indiana University.
- State and federal policymakers typically use: term to mean access to affordable postsecondary education, metrics of degree completion in a reasonable time frame, and post-college employment
 - For institutional leaders, faculty and staff, student success connotes, among other things, first-to-second-year persistence, degree completion, acquisition of content knowledge, proficiencies such as analytical reasoning and quantitative literacy, and engagement in educationally effective activities.
 - Student success also is increasingly tied to equityminded policies and practices that ameliorate postsecondary achievement gaps.

Kinzie & Kuh (2017)



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UofL's Student Success Center makes the difference for many

By IANET CAPPIELLO - JANUARY 4, 2022 1111

College launches new Student Success Center









JANUARY 21, 2022 — The UTSA Carlos Alvarez College of Business



"Student success" can be understood in its simplest form as getting students into and through college to a degree or certificate.



21st Century Student Success Goal

More students completing the degree they start, in a <u>high quality educational experience</u> that prepares them for the 21st century workforce.



Jillian's Perspective



My points of view on data, evidence, equity and student learning and success: Higher education scholar of student development, success, effective educational practice, assessment, quality improvement, and teaching & learning



6.4 million students @1,600 4 yr. institutions



- Accreditation peer reviewer
- TEAC, CAEP former board member



Higher education institutions are data rich

• Information about enrollment, credit hours earned, retention, faculty, teaching & learning, students' experiences, educational quality, outcomes, advising, community engagement, use of services...are more widely available

 Yet, institutions must implement strategies to connect the dots; find ways to combine and "relate" these data to create more complete pictures of student success

Available Data is Not Enough

The issue becomes how to think strategically and analytically about which data matters, how it will be used, and who needs to use it.



How does data about your undergraduate students' help you be smarter about student student student student student success?







NSSE'S PURPOSE: ENGAGEMENT AND SUCCESS FOR ALL

- NSSE is a survey tool for institutional improvement.
- Results provide meaningful indicators of educational quality – what matters to student success.
- Results can inform educational improvement efforts and assess impact.



Measures of Student **Engagement in Practices that** Matter for their Success



NSSE 2020 High-Impact Practices

Participation Comparisons
NSSEville State University

Overall HIP Participation

		Your students' participation compared with:					
	NSSEville State	Admissions Overlap		Carnegie UG Program		NSSE 2019 & 2020	
First-year	%	Difference ^a	ES b	Difference ^a	ES b	Difference ^a	
Service-Learning	61	+20	••• .40	+10	.20	+8	**
Learning Community	10	+4	• .14	+1	.04	-3	
Research with Faculty	3	-1	06	-1	06	-1	
Participated in at least one	65	+21	••• .42	+10	••• .21	+7	••
Participated in two or more	7	+1	.04	-1	02	-3	
Senior				100		65.2	
Service-Learning	55	+4	.08	-8	••16	-5	
Learning Community	20	-7	•17	-3	08	-2	
Research with Faculty	24	-30		-1	02	+1	
Internship or Field Exp.	56	+1	.02	+5	.10	+8	••
Study Abroad	13	-8	••21	+1	.03	-1	
Culminating Senior Exp.	61	-23	54	+14	.28	+16	•••
Participated in at least one	90	-6	•••23	+3	.09	+5	•
Participated in two or more	66	-18	43	+3	.07	+7	•

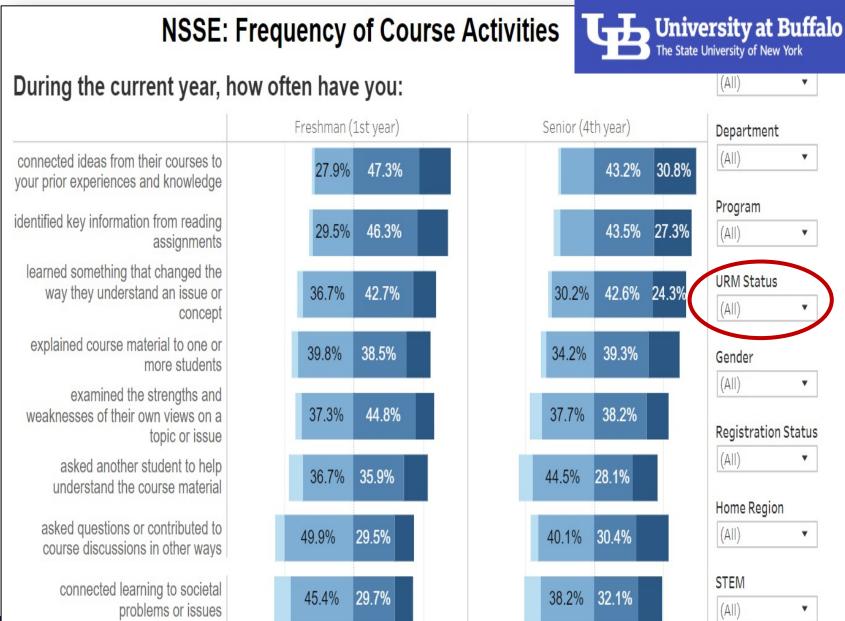
a. Percentage point differences (institution - comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or

NSSE Data: Measures of Educational Quality for

Student Success

Tableau Data Visualization

- Results easy to access
- Tool to answer common questions about quality
- Aid academic decision making

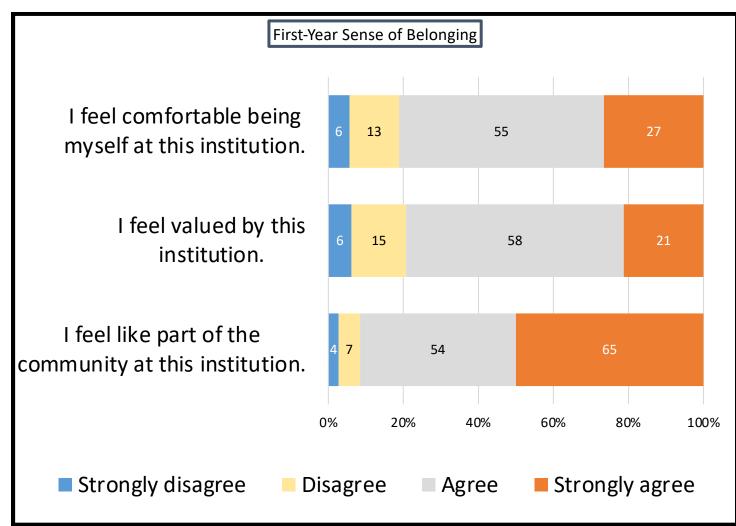


Example of Sense of Belonging Results to Improve Student Success

To what extent do 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.





Using Sense of Belonging (SB) Results To Assess FYE Program & Retention Analysis



Affirming the Importance of Belonging

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

California State University, Dominguez
Hills (CSUDH) is using its NSSE 2020
sense of belonging results in a variety of
ways, including as part of their integrated
assessment of their First Year Experience,
in their routine sharing of results, and in an
analysis of retention.

- SB results included as part of integrated assessment of First Year Experience
- IR shared results with Associate Vice Presidents and Vice Presidents, General Education curriculum committee, advising council; and in analysis of retention
- FY belonging averages looked good, affirmation that CSUDH is inclusive
- Results informed Faculty Development Center emphasis on faculty's role in helping students feel valued and part of the community



1. Foster Grass Roots, Participatory Efforts to Bring Data into Meetings, Committees, Conversations

 Empower everyone – deans, department chairs, faculty, staff, even students - to "speak data"

 Start routine meetings (departments, cabinet, staff, committees, etc.) by discussing a relevant data point, or the state of a metric

Participants take responsibility for data presentations

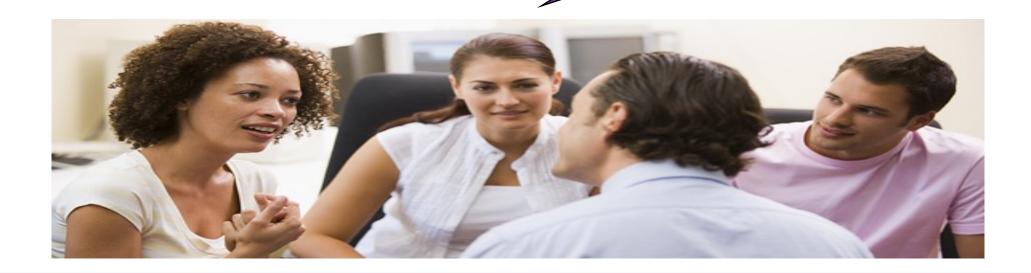
User-friendly dashboards to promote a common focus

 Data acts as a powerful trigger for group learning about *inequities* in educational outcomes

2. Create occasions for people to come together for collective reflection & meaning making

People come together to identify questions about student success and equity, and to consider data

Data are not "the answer" but an invitation to deliberation and conversation



3. Begin with a Question

Organize data conversations around issues educators care about

(not around the data point, or source of evidence)

Examples: What is the quality of collaborative learning among our first-year students? Is the likelihood of first-year student progression different by race/ethnicity or among income groups? Are students in the College making better progress given our new first-year seminar course and experiences?

4. Require Action on Data

- Map the transition from data, and planning to action
- Encourage prototype or pilot testing proposed plans with feedback mechanisms to inform the final design
- Support, fund action on data



Inspiring Examples about using NSSE Data to **Improve Quality and Student Success**

Home / Support & Resources / How Institutions Use Their Data / Lessons from the Field INSTITUTION EXAMPLES

Lessons from the Field: Institution Examples

Resources for Using Your Data & Results





NSSE national survey of student engagement Using NSSE Data in Strategic Decision Making for Advising EASTERN CONNECTICUT STATE UNIVERSITY Far from taking Eastern Connecticut State University in 2006 faculty, Eastem's both quantitative and qualitative data from NSSE-supported the faculty's natural role

with a reputation as a proponent of strategic planning and data-driven decision making. Vithin a year, more than 300 faculty and staff were hard at work crafting the first five-year strategic plan of her presidency. (As of this printing, the university is in the third planning

2008–2013 Strategic Plan was a multi-tiered sement program driven by results from the National Survey of Student Engagement (NSSE) o overcome the politics of change. This initiative reated an advising program that Eastern depends on to serve students and to help them persist on their path to academic succe

When the strategic planning committee charged with supporting student success looked at Eastern's NSSE 2010 data, they paid particular



LESSONS FROM THE FIELD — DISPATCH #1

In This Dispatch

the Field - Dispatch #1. Bloomington, IN:

elow, clearly indicated that Eastern's advising ystem was broken and that depending on

because I was not advised well at all."

"I've seen my advisor only once all year; she causes me more stress than my

he hard data from NSSE were also mpelling. When asked if they talked with faculty member about their career plans, eniors said yes. Asked to evaluate Eastern's academic advising program on a scale of 1-5,

Moving From Data To Action

LESSONS FROM THE FIELD-VOLUME 2

Volume 2 highlights new examples of NSSE data use to enhance undergraduate teaching and learning

nsse.indiana.edu/support-resources/how-institutions-use-nsse-fssebcsse-data/lessons-from-the-field/institution-examples.html

Finally, Consider Your Frames for Using Student Success Data & Results



Asks: Why aren't these students prepared for college? What's missing from these students' precollege experiences? How can we orient these students more effectively? What interventions are needed?



Asks: Why isn't the institution ready to support under-represented student success? Where are gaps in support and services? Who on campus can help us understand these results? How does the institution create obstacles? What can the college do to eliminate barriers?

