

Using Data to Support Student Success



MIRO VIRTUAL
SYMPOSIUM

"Student Success Measures"

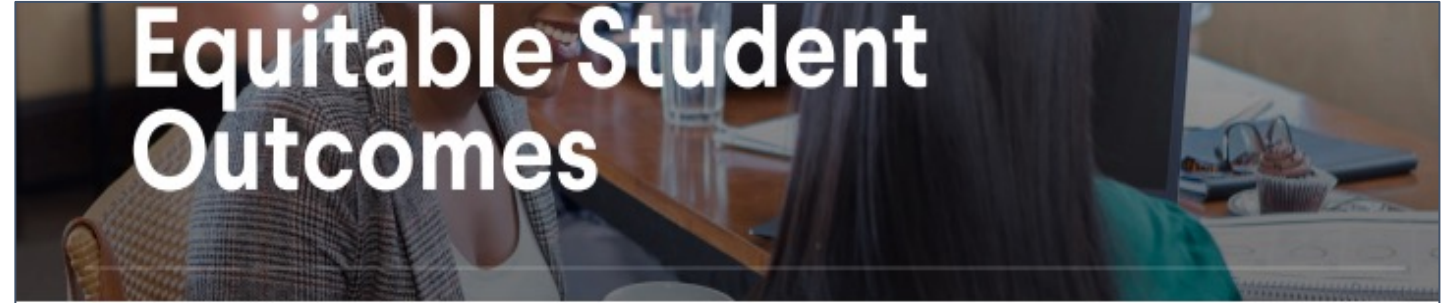
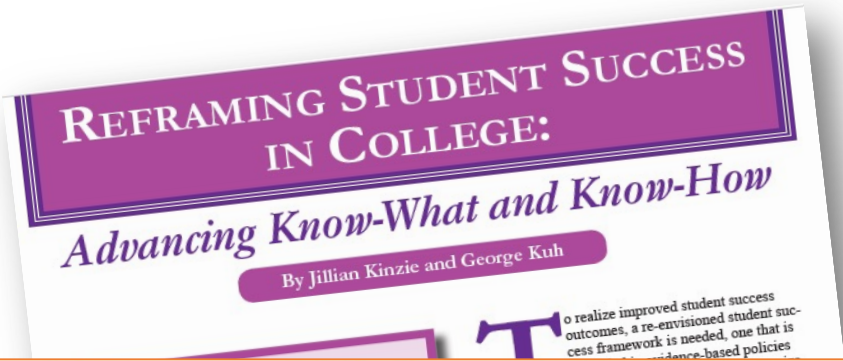
Jillian Kinzie, PhD, Indiana University Bloomington

Co-Interim Director, National Survey of Student Engagement (NSSE)

and Senior Scholar, National Institute for Learning Outcomes
Assessment (NILOA)



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



Equitable Student Outcomes

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.

By Jeff Gold // November 16, 2021

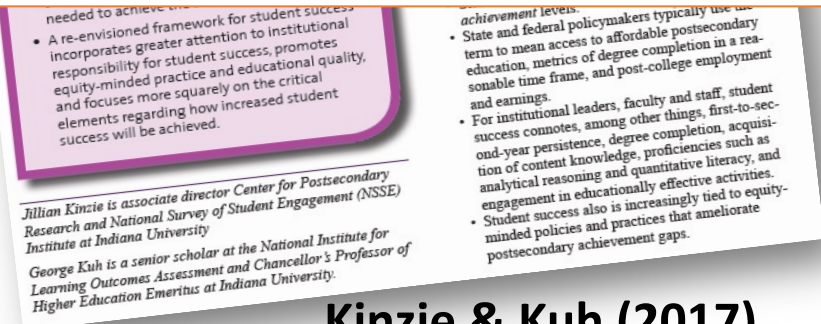


AUTHORS

| | | |
|--|--|---|
| Debra D. Bragg Director Community College Research Initiatives | Kandi Bauman Graduate Research Assistant Community College Research Initiatives | Lia Wetzstein Associate Research Director Community College Research Initiatives |
|--|--|---|

UofL's Student Success Center makes the difference for many

By JANET CAPPIELLO · JANUARY 4, 2022 1111



Kinzie & Kuh (2017)

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 high quality educational experience that prepares them for the 21st century workforce.



Student Success

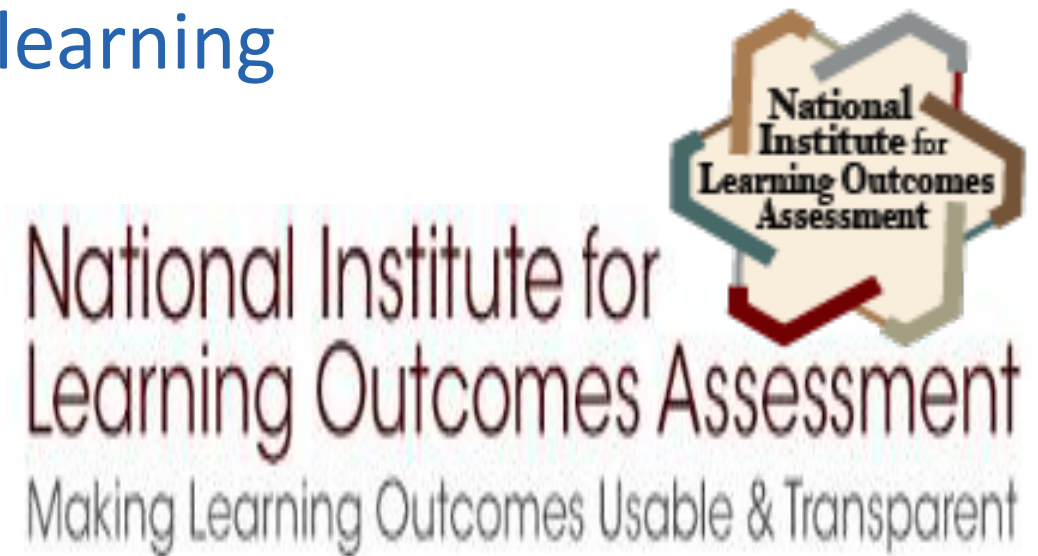
Jillian's Perspective



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**

Student Success Data in Higher Education

Outcomes
(retention, GPA, graduation, learning outcomes, employment)

Survey data
(NSSE, Climate, HEDs)

IR Reports, Research, Accreditation & Evaluation

Dashboards

Predictive Analytics

Big Data



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 success?



Susan Whealler Johnston,
NACUBO Pres/CEO





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:

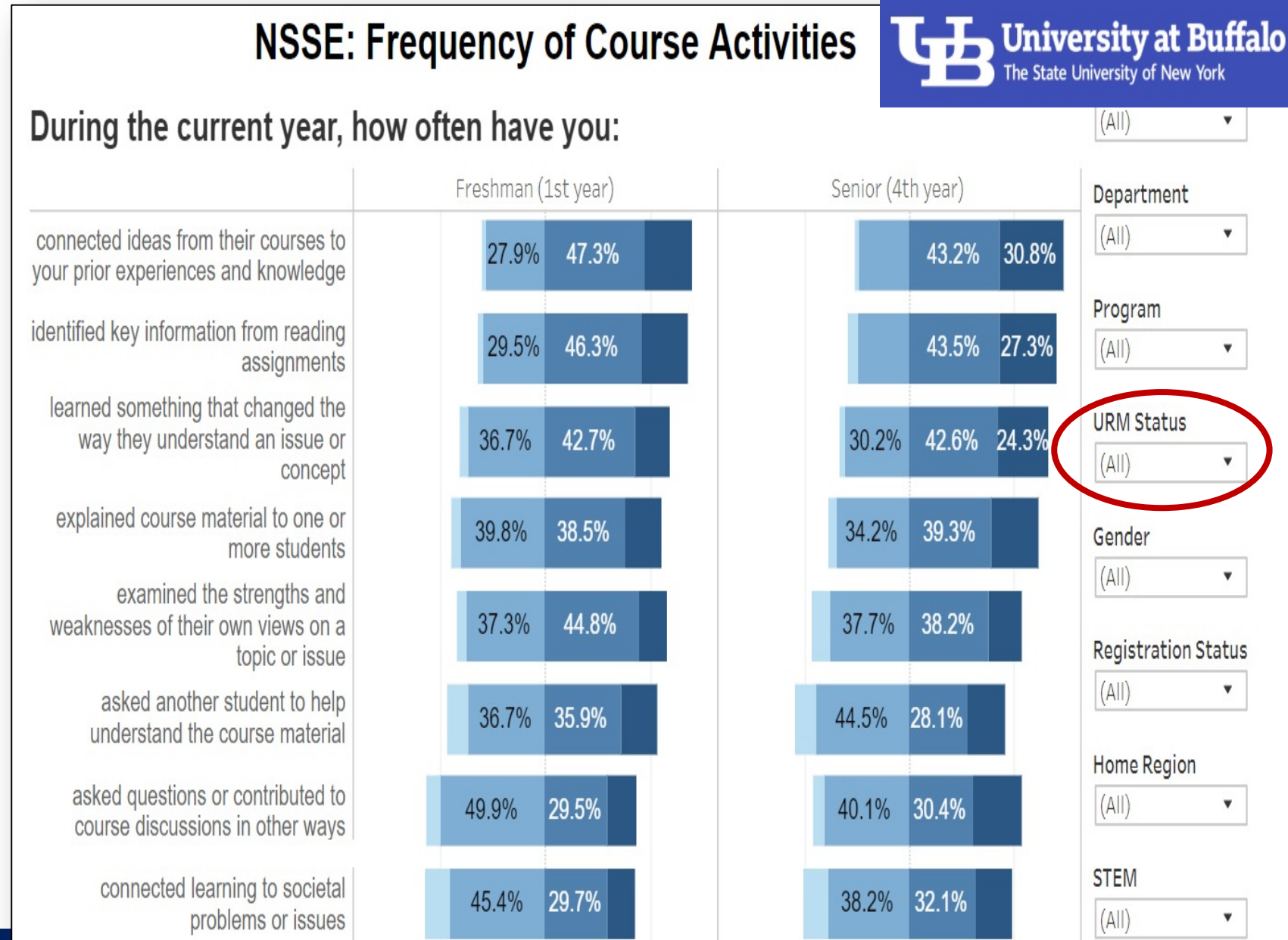
| | NSSEville State | Admissions Overlap | | Carnegie UG Program | | NSSE 2019 & 2020 | |
|-------------------------------------|-----------------|-------------------------|-----------------|-------------------------|-----------------|-------------------------|-----|
| | % | Difference ^a | ES ^b | Difference ^a | ES ^b | Difference ^a | |
| <i>First-year</i> | | | | | | | |
| 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 | |
| <i>Participated in at least one</i> | 65 | +21 | *** .42 | +10 | *** .21 | +7 | ** |
| <i>Participated in two or more</i> | 7 | +1 | .04 | -1 | -.02 | -3 | |
| <i>Senior</i> | | | | | | | |
| Service-Learning | 55 | +4 | .08 | -8 | ** -.16 | -5 | |
| Learning Community | 20 | -7 | * -.17 | -3 | -.08 | -2 | |
| Research with Faculty | 24 | -30 | *** -.64 | -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 | *** |
| <i>Participated in at least one</i> | 90 | -6 | *** -.23 | +3 | .09 | +5 | * |
| <i>Participated in two or more</i> | 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

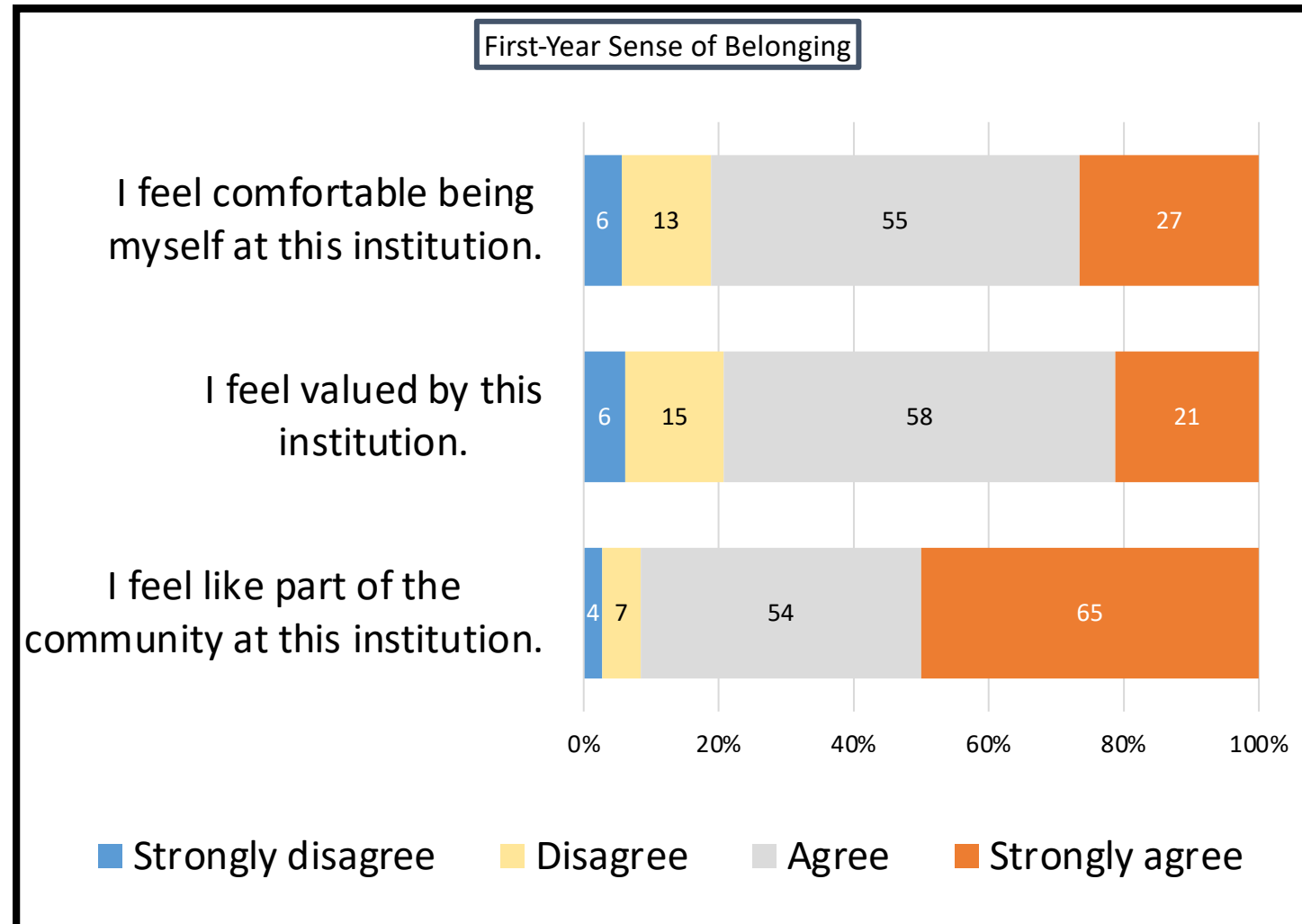


Example of Sense of Belonging Results to Improve Student Success

To what extent do you agree or disagree with the following statements?

Response options: Strongly agree, Agree, Disagree, Strongly disagree

- I feel comfortable being myself at this institution.
- I feel valued by this institution.
- 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

4 Essential Strategies for Using Data to Improve Student Success



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

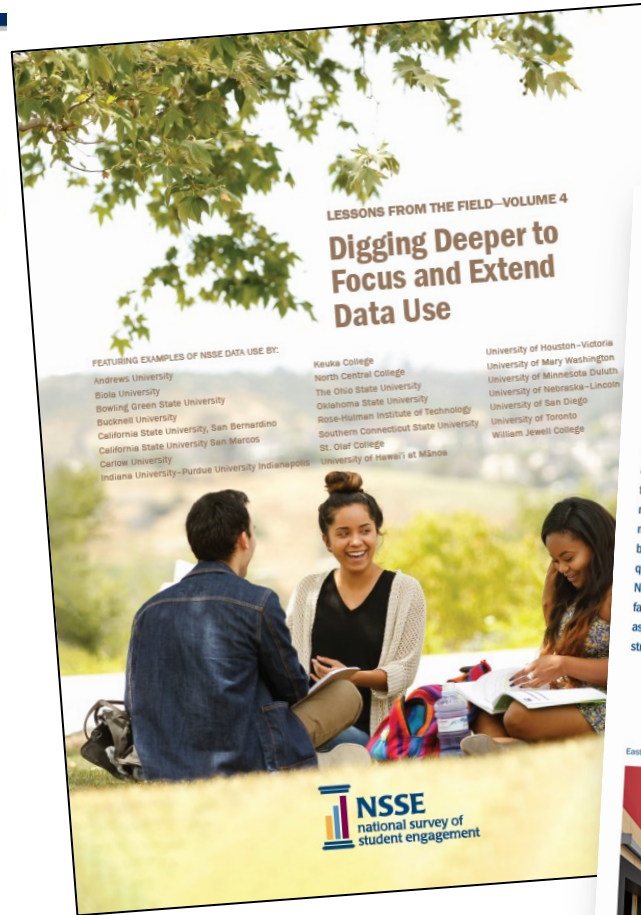
INSTITUTION EXAMPLES

Lessons from the Field: Institution Examples

Resources for Using Your Data & Results



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



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




Traditional "Fix the Student" Frame

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



Equity-Centered Frame

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?



**What student success
data matters?
How will it be used?
Who needs to use it?**

Thank You!

**nsse.indiana.edu
Twitter and Facebook: [@NSSEsurvey](#)
Blog: NSSEsightings.indiana.edu**