Using Data to Support Student Success

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

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.

UofL’s Student Success Center makes the difference for many

College launches new Student Success Center

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

Refocusing Student Success in College:
Advancing Know-What and Know-How
By Kinzie & Kuh (2017)
“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.
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)

Predictive Analytics

Survey data (NSSE, Climate, HEDs)

IR Reports, Research, Accreditation & Evaluation

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 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

<table>
<thead>
<tr>
<th></th>
<th>Overall HIP Participation</th>
<th>Your students’ participation compared with:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NSSEville State</td>
<td>Admissions Overlap</td>
</tr>
<tr>
<td><strong>First-year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service-Learning</td>
<td><strong>61</strong></td>
<td>+20</td>
</tr>
<tr>
<td>Learning Community</td>
<td><strong>10</strong></td>
<td>+4</td>
</tr>
<tr>
<td>Research with Faculty</td>
<td><strong>3</strong></td>
<td>-1</td>
</tr>
<tr>
<td><strong>Participated in at least one</strong></td>
<td><strong>65</strong></td>
<td>+21</td>
</tr>
<tr>
<td><strong>Participated in two or more</strong></td>
<td><strong>7</strong></td>
<td>+1</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service-Learning</td>
<td><strong>55</strong></td>
<td>+6</td>
</tr>
<tr>
<td>Learning Community</td>
<td><strong>20</strong></td>
<td>-7</td>
</tr>
<tr>
<td>Research with Faculty</td>
<td><strong>24</strong></td>
<td>+30</td>
</tr>
<tr>
<td>Internship or Field Exp.</td>
<td><strong>56</strong></td>
<td>+1</td>
</tr>
<tr>
<td>Study Abroad</td>
<td><strong>13</strong></td>
<td>-8</td>
</tr>
<tr>
<td>Culminating Senior Exp.</td>
<td><strong>61</strong></td>
<td>-23</td>
</tr>
<tr>
<td><strong>Participated in at least one</strong></td>
<td><strong>90</strong></td>
<td>-6</td>
</tr>
<tr>
<td><strong>Participated in two or more</strong></td>
<td><strong>66</strong></td>
<td>-18</td>
</tr>
</tbody>
</table>

1. 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 -0.
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

### NSSE: Frequency of Course Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Freshman (1st year)</th>
<th>Senior (4th year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connected ideas from their courses to your prior experiences and knowledge</td>
<td>27.9% 47.3%</td>
<td>43.2% 30.8%</td>
</tr>
<tr>
<td>Identified key information from reading assignments</td>
<td>29.5% 46.3%</td>
<td>43.5% 27.3%</td>
</tr>
<tr>
<td>Learned something that changed the way they understand an issue or concept</td>
<td>36.7% 42.7%</td>
<td>30.2% 42.6%</td>
</tr>
<tr>
<td>Explained course material to one or more students</td>
<td>39.8% 38.5%</td>
<td>34.2% 39.3%</td>
</tr>
<tr>
<td>Examined the strengths and weaknesses of their own views on a topic or issue</td>
<td>37.3% 44.8%</td>
<td>37.7% 38.2%</td>
</tr>
<tr>
<td>Asked another student to help understand the course material</td>
<td>36.7% 35.9%</td>
<td>44.5% 28.1%</td>
</tr>
<tr>
<td>Asked questions or contributed to course discussions in other ways</td>
<td>49.9% 29.5%</td>
<td>40.1% 30.4%</td>
</tr>
<tr>
<td>Connected learning to societal problems or issues</td>
<td>45.4% 29.7%</td>
<td>38.2% 32.1%</td>
</tr>
</tbody>
</table>
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

• 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

Lessons from the Field: Institution Examples

nsse.indiana.edu/support-resources/how-institutions-use-nsse-fsse-bcsse-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?

nsse.indiana.edu
Twitter and Facebook: @NSSEsurvey
Blog: NSSEsightings.indiana.edu

Thank You!