

Something to Talk About: Getting Your Campus Excited to Discuss Data



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Session Overview

- Introductions
- Common issues in communicating about data
- FSSE/NSSE overview
- Getting people talking
- Communicating results
- Using more than one source of data
- Creating change
- Final thoughts and questions

Introductions

- Name
- Institution
- Biggest issue with getting your campus to discuss data

Introductions

What are some common issues associated with getting people to discuss data?

NSSE Overview

- Administered annually at ~600 institutions with ~300,000 first year and senior student respondents
- Provides an estimate of how undergraduates spend their time and what they gain from attending college
- Measures student participation in programs and activities that institutions provide for their learning and personal development

FSSE Overview

- Administered annually at ~140 institutions with ~19,000 faculty respondents
- The importance faculty place on student participation in high-impact practices
- The extent to which faculty structure their courses so that students learn and develop in various ways
- How faculty organize their time, both in and out of the classroom
- Professional development activities and needs for graduate students who teach

Getting People Talking

- Let the audience lead you
 - What are people talking about? Worried about?
- Let the content lead you
 - Where is there consensus on items of importance?
 - Where are there disagreements?
- Involve allies in spreading the word
- Creatively use results to attract an audience
- Target results to specific audiences
- Share aggregate results at faculty gatherings

Getting People Talking

- Think about the different roles faculty and staff can play in getting people talking. Faculty and staff involvement can gain buy-in from others
 - They can be sources of data
 - They are often the audience for results
 - They can be the data analysts
 - They can use the results for improvement
- Have faculty and staff as involved in presentations as possible

Getting People Talking

- Make results purposeful—how do they align with goals/initiatives?

FSSE faculty survey of student engagement

FSSE Data User's Guide
WORKSHEET #1
Guiding Questions

By now, you have read through your institutional reports and are ready to start using your data. Knowing where to begin can be overwhelming, especially with the array of reports and data at your disposal. Before you dive into your results, take a moment to identify your main interests for pursuing faculty practices and expectations and the most appropriate audience for this information at your institution. The following questions are a reflective activity to help frame contexts to consider, understand what results mean, and disseminate the findings.

1. Reflect on your reasons for administering the FSSE survey. What strengths, concerns, or points of interest do you want to know about your faculty's practices and expectations for students?
2. Are there any FSSE Scale scores, or item-level results that you want to know more about? Do these matters require attention before results are shared with other audiences?

Getting People Talking

What successes have you had in getting people talking about results?

Communicating Results

- Keep results simple.
- Always celebrate your accomplishments!
- Don't assume your audience knows what you are talking about (e.g. "engagement")
- Visualize results in interesting ways.
 - Student panels, color-only charts, posters...

What are other ideas for interesting visualizations?

Communicating Results

- Get faculty thinking about their own discipline's strengths and challenges

FSSE faculty survey of student engagement

FSSE Data User's Guide
WORKSHEET #6
Disciplinary Engagement

This worksheet is designed to facilitate consideration of and discussion about the quality of the student experience from the perspective of faculty to using FSSE's 16 scales. These scales, which assess 1000+ Engagement Indicators, are listed in measures of behavioral characteristics and are grouped within five overarching themes. Scores for these scales are reported in the FSSE Disciplinary Area Report.

Using your own discipline as a model as you work on this worksheet. The work of the FSSE scales, scored if you think this is an area of strength (1), an area that your discipline does well enough (2), or an area that needs improvement (3). Identify several (one problem to one discipline and other scales of the discipline related to the average faculty member at your institution. Compare your practices and performance to other units scores.

Consider when the gap between faculty responses and your practices and performance around about the quality of the student experience at your institution exists in the particular unit you have chosen. What else might you have to address issue of these gaps? Are there gaps that you're not out of, or, is that acceptable for your institution?

FSSE Scale Scores				Actual Score Reported to Faculty Members*
Themes	Scales	Strength	Problem	
Academic Challenge	Higher Order Learning			
	Reflective & Integrative Learning			
	Learning Strategies			
	Experiential Learning			

Communicating Results

- Be prepared to address questions about data quality. If you have the time, engage in discussions of data quality. If not, prepare resources.
- Check various data quality indicators (response rates, sampling error, representation of your population, etc.)
- Don't assume your audience agrees with your research questions, methodological approaches, or level of importance placed on the subject. Bring in outside research as support.

Communicating Results

- Validity and reliability: self-reported data
 - Affected by ability of respondents to provide accurate and truthful information in response to questions
 - People generally respond accurately on questions about their past behavior **unless** the questions are sensitive or make them uncomfortable
 - Using self-reported data honors the voices of the respondents

Communicating Results

- Self-reported data are valid under five conditions:
 1. The requested information is known to respondents
 2. The questions are phrased clearly and unambiguously
 3. The questions refer to recent activities
 4. The respondents take the questions seriously
 5. The questions do not threaten, embarrass, or violate respondents' privacy

Communicating Results

What other strategies do you have for effectively communicating results?

Using More than One Source of Data

- Add context to student experiences with faculty responses

The screenshot shows a document titled "Adding Context to NSSE with FSSE" from the "FSSE Data User's Guide". It includes instructions on how to use FSSE data to provide context for NSSE results. The text reads: "How well do your faculty know your students? Do faculty attitudes and behaviors shed any light on student responses to NSSE? Because both faculty and respondents play a role in shaping experiences and outcomes, it is helpful to account for these when trying to understand, contextualize or compare the undergraduate experience. The following questions are a reflective strategy to help those contexts to describe, understand what results mean, and disseminate the findings:"

1. Using the FSSE 2012 Combined Report, based on your 2012 Assessment Report, locate items on which you are confident or dissatisfied with your NSSE results. List these items briefly, along with their scores, below.
2. To link more deeply into these topics, find the matching items on FSSE. List these items briefly, along with their scores, below.
3. Next, compare the two sets of responses on these items. Please note that subtracting faculty response percentages from student response percentages will not yield any useful data. Instead, we'll use the FSSE results to add context to your NSSE results by examining these faculty perspectives. Note any relationships, connections, or discrepancies between student behaviors and faculty actions.

Using More than One Source of Data

FSSE

How much do you encourage students to do the following?

Ask other students for help understanding course material

Very much, Quite a bit

• LD 73%

• UD 70%

NSSE

About how often have you done the following?

Asked another student to help you understand course material

Very often, Often

• FY 63%

• SR 59%

Using More than One Source of Data

FSSE	NSSE
<p>How much do you encourage students to do the following? Ask other students for help understanding course material</p> <p><i>Very much, Quite a bit</i></p> <ul style="list-style-type: none"> LD 73% UD 70% 	<p>About how often have you done the following? Asked another student to help you understand course material</p> <p><i>Very often, Often</i></p> <ul style="list-style-type: none"> FY 63% SR 59%

10% Gap! (LD vs FY)
11% Gap! (UD vs SR)

Using More than One Source of Data

FSSE	NSSE
<p>How much do you encourage students to do the following? Ask other students for help understanding course material</p> <p><i>Very much, Quite a bit</i></p> <ul style="list-style-type: none"> LD 73% UD 70% 	<p>About how often have you done the following? Asked another student to help you understand course material</p> <p><i>Very often, Often</i></p> <ul style="list-style-type: none"> FY 63% SR 59%

10% Gap! (LD vs FY)
11% Gap! (UD vs SR)

Using More than One Source of Data: Quadrant Analysis

First determine if your student results are favorable or unfavorable/high or low – self-determined benchmark

About how often have you done the following?
Asked another student to help you understand course material


- FY 63%, SR 59% Very often/Often
- FY 4%, SR 5% Never
- Scoring higher or lower than comparison groups (or peer/aspirational institutions)

Using More than One Source of Data: Quadrant Analysis

First determine if your student results are favorable or unfavorable/high or low – self-determined benchmark

About how often have you done the following?
Asked another student to help you understand course material

- FY 63%, SR 59% Very often/Often
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Using More than One Source of Data: Quadrant Analysis

Second, determine if your faculty responses are favorable or unfavorable/high or low

How much do you encourage students to do the following?
Ask other students for help understanding course material


- LD 73%, UD 70% Very much/Quite a bit
- LD 5%, UD 8% Very little

Using More than One Source of Data: Quadrant Analysis

Second, determine if your faculty responses are favorable or unfavorable/high or low

How much do you encourage students to do the following?
Ask other students for help understanding course material

- LD 73%, UD 70% Very much/Quite a bit
- LD 5%, UD 8% Very little



Using More than One Source of Data: Quadrant Analysis

		NSSE (student responses)	
		Low	High
FSSE (faculty responses)	Low	<ul style="list-style-type: none"> Is this activity not aligned with institutional mission, educational goals, etc. Should this change? 	<ul style="list-style-type: none"> Are faculty values not aligned with institutional mission/goals? Do faculty values need to be examined or changed? What is driving this?
	High	<ul style="list-style-type: none"> Are there institutional barriers (curricular, monetary, etc.) preventing students from participating? Are students prepared for, aware of, or capable of participating in the activity? 	<ul style="list-style-type: none"> Is there more work to be done here? Is this sustainable? How can we maintain?

Using More than One Source of Data

What are some other examples of using more than one source of data?

Creating Change

- Find allies, information, and resources for areas in need of improvement
 - Centers for teaching and learning
 - Find departments/offices that do well in the areas you'd like to improve
- Instead of presenting conclusions, end the presentation with questions. Ask the audience to make interpretations and suggestions for change
- Engage the audience in the alignment of campus goals/initiatives and the results to create action plans (revisit initial purpose of assessment)

Creating Change

- Challenge faculty/staff/administration's assumptions and preferences

FSSE Data User's Guide
WORKSHEET #3
Frequencies for Selected Items

What do you know about your faculty? Because beliefs and assumptions play a role in shaping expectations and actions, it is helpful to account for them when trying to understand the undergraduate experience.

We suggest you determine a subset of items (course interactions, supportive environment, etc.) and fill in related questions and items in the chart below. Think in the "Predict" column about what you believe will be a "strength" or an independent experience among your faculty (see the key below). Under "Predict" indicate the level of your preference for faculty engagement in this experience. Under "Actual" write the result for that item from the Progress and Clinical Competence report.

Examine the gaps between actual responses and your predictions and preferences as a catalyst for group discussion about faculty expectations and experiences.

Questions and Items:

	Predict*	Predict**	Actual %**

Creating Change

- What percentage of faculty work with undergraduates on research?
 - What would you like this percentage to be?
- What percentage of faculty do **not** include a service-learning component in their courses?
 - What would you like this percentage to be?

Creating Change

- What percentage of faculty work with undergraduates on research?
 - What would you like this percentage to be?
 - 41% of faculty do undergraduate research**
- What percentage of faculty do **not** include a service-learning component in their courses?
 - What would you like this percentage to be?
 - 46% of faculty do not include service-learning**

Creating Change

What are some other strategies for using data to create change?

Final thoughts and questions?

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