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 an 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?



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



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



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

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Very much, Quite a bit

• LD 73%

• UD 70%

NSSE

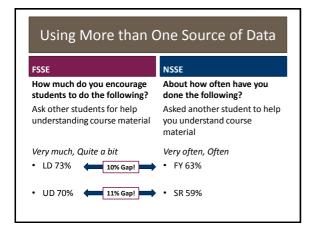
About how often have you done the following?

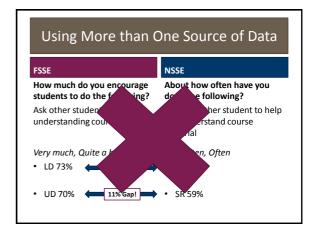
Asked another student to help you understand course material

Very often, Often

• FY 63%

• SR 59%





Using More than One Source of Data: 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

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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

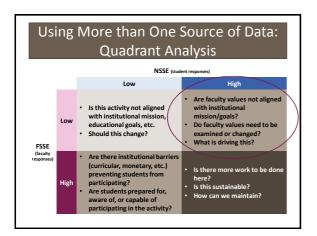
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Using More than One Source of Data

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



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?

