

Managing Survey Data for Institutional Improvement: Accessible, Manageable, Meaningful

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Introduction

How do we communicate data and translate it into action?

- Audience
- Roles with assessment
- Examples: the good, the bad, and the ugly

Defining Your Audience and Their Use of Survey Data

- Faculty and staff
- Students
- General public

Defining Your Audience and Their Use of Survey Data

What is the audience's role in assessment?

- Source of data
- Audience
- Data analyst
- Beneficiary of knowledge

Involving University Faculty and Staff in Survey Data

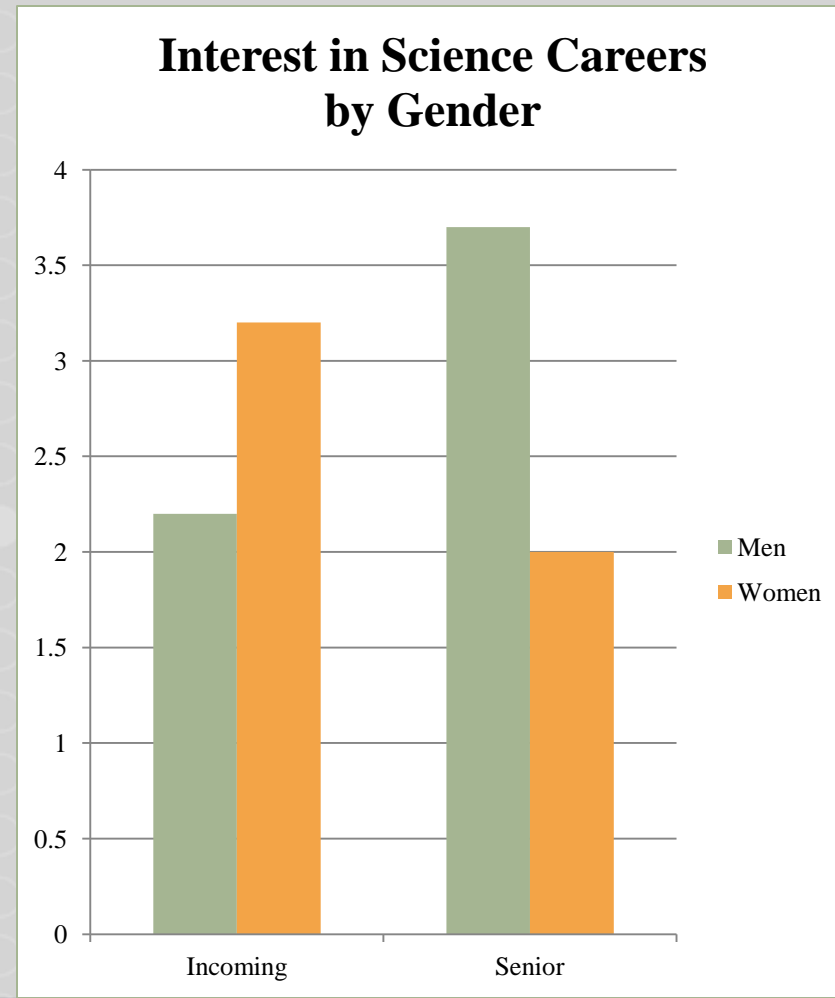
- Source of data
- Audience
 - Targeted reports
 - “Assessment Briefs” and “Did You Know” fact sheets
 - University brown bags and workshops
 - Committee membership

Involving University Faculty and Staff in Survey Data

- Audience
 - Tell a story
 - Relevant
 - Short, simple, clear
 - Visually stimulating

Involving University Faculty and Staff in Survey Data

The analyses revealed an interaction between gender and time, such that women reported significantly more interest in science careers than men when first entering the university but men reported significantly more interest in science careers than women during their senior year.



Involving University Faculty and Staff in Survey Data

- Audience
 - If the results might be threatening:
 - Avoid surprising people
 - Provide corroborating evidence
 - Help the audience identify solutions
 - Emphasize the positive (and collective) rewards
 - Don't hold people responsible for things they cannot control

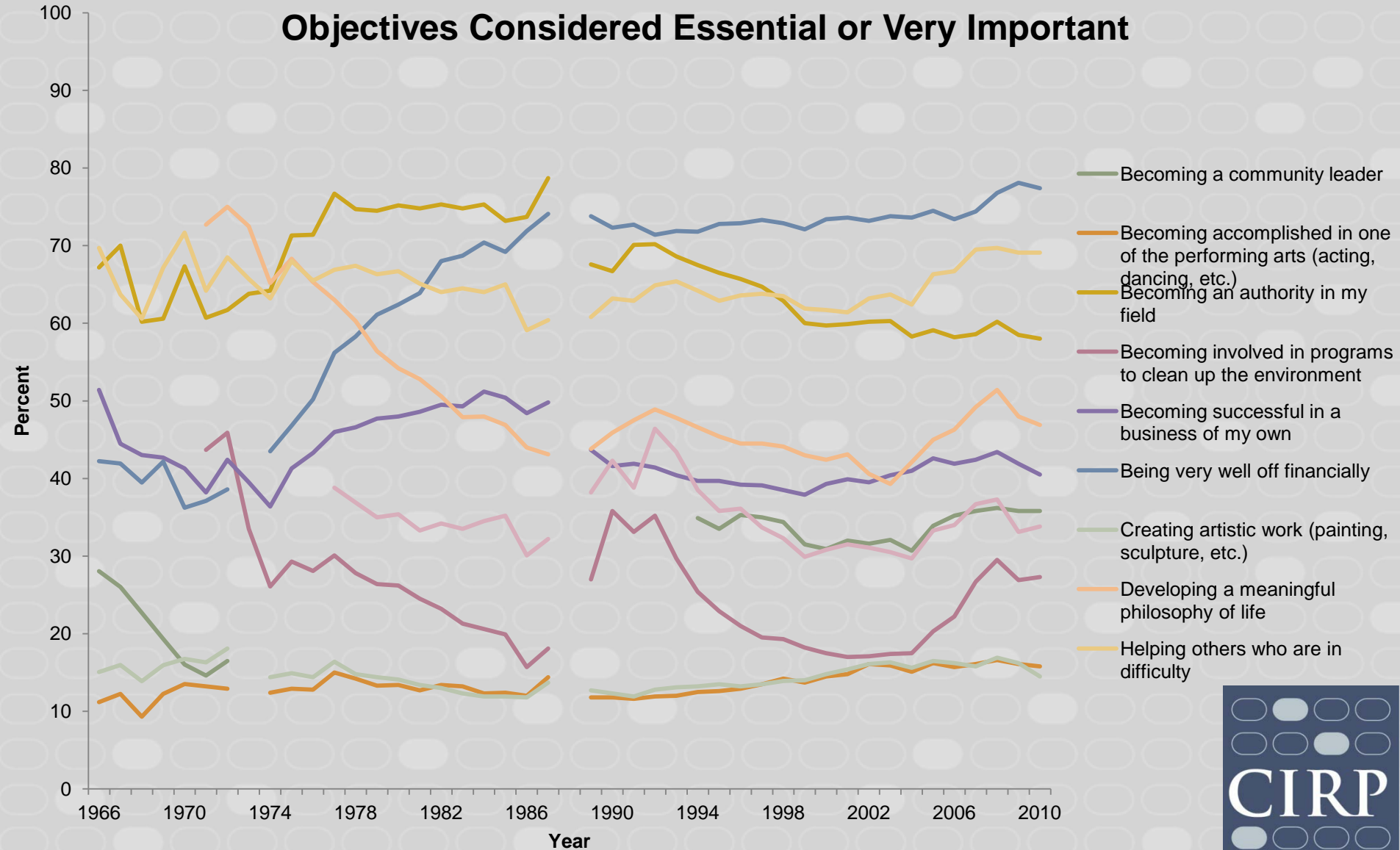
Involving University Faculty and Staff in Survey Data

- Data analysis
- Beneficiary of knowledge

Let's Look at Some Examples of Data Presentation and Use...

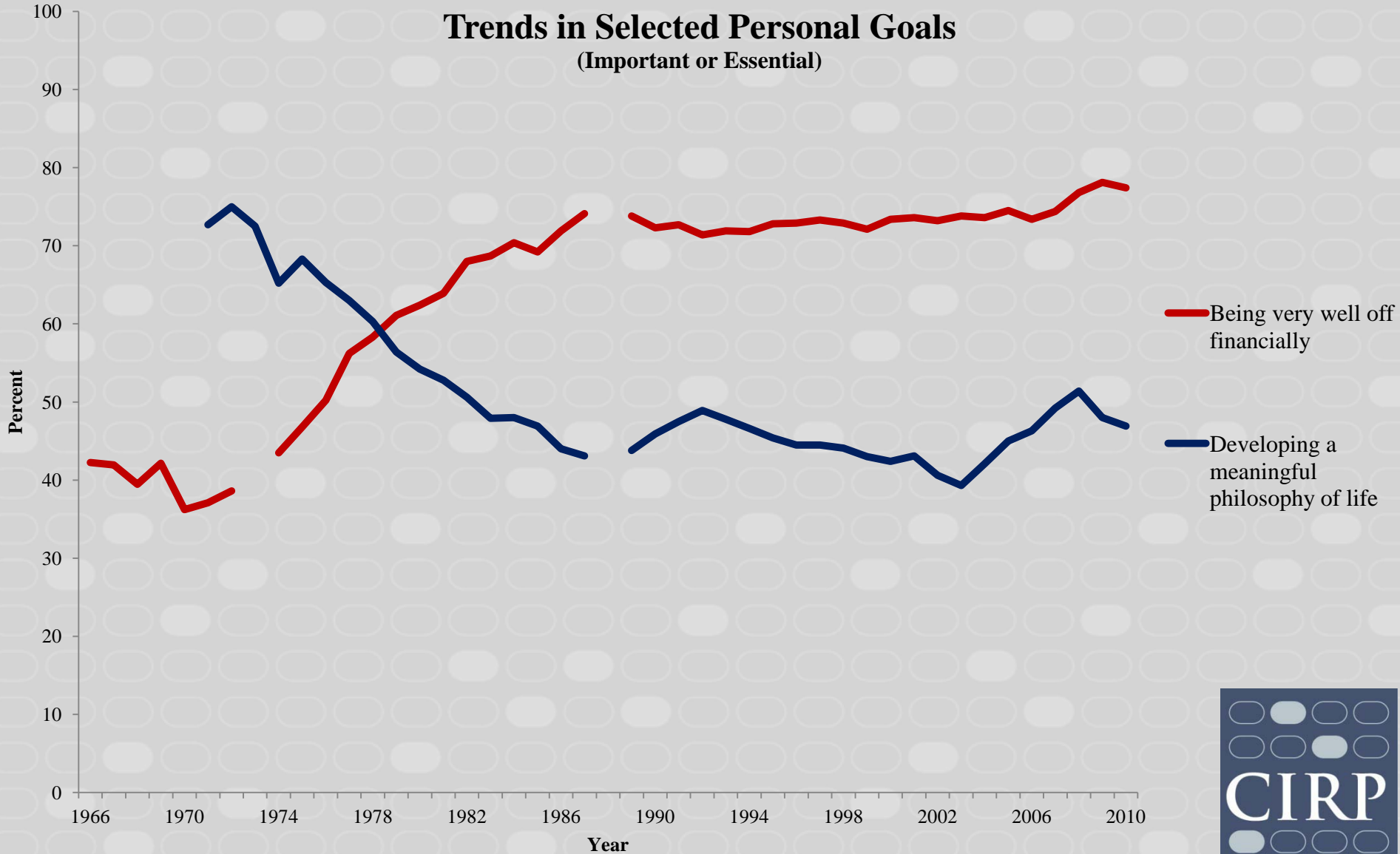
Too Much Information

Objectives Considered Essential or Very Important



Use Results to Tell the Story

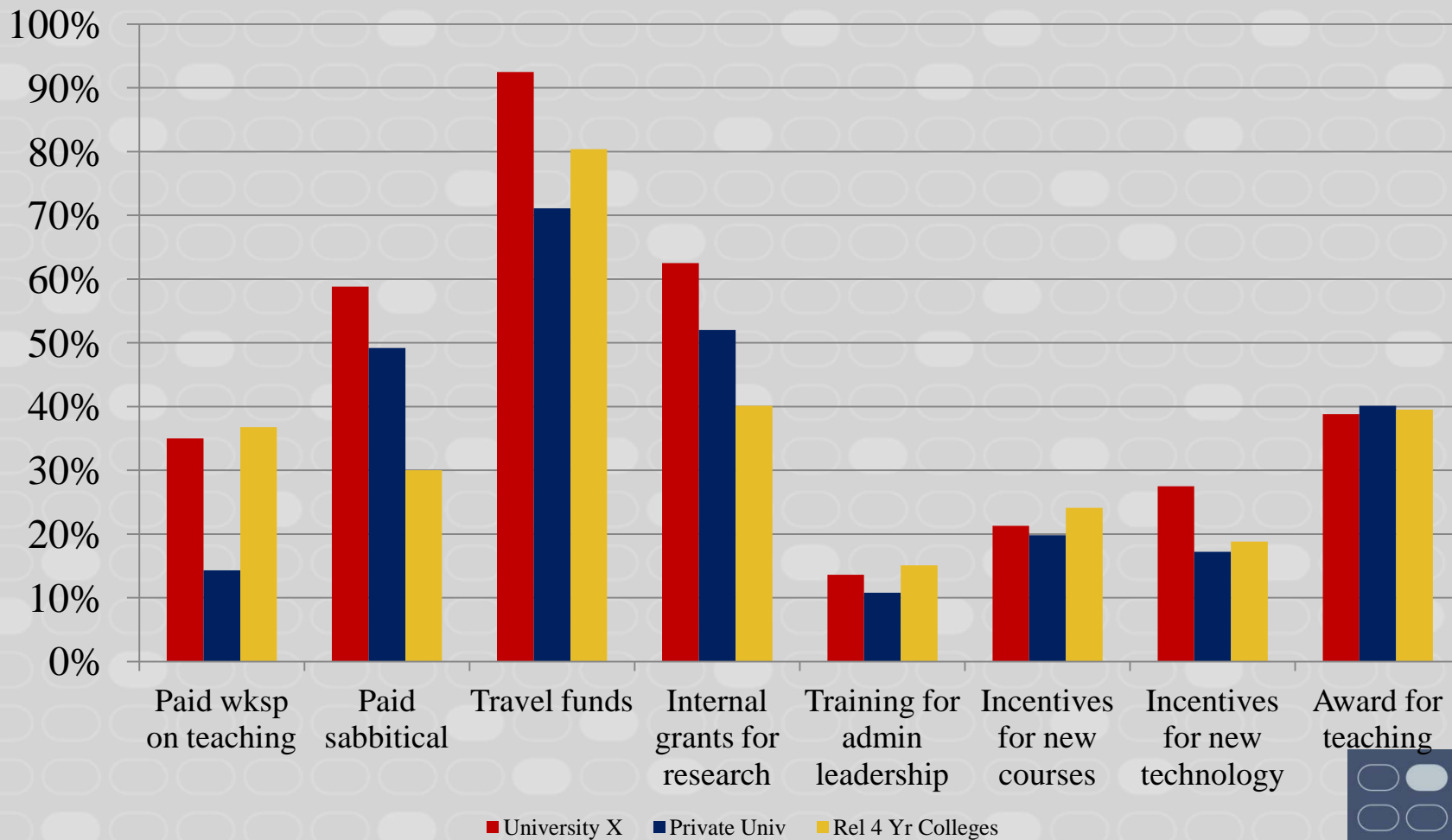
Trends in Selected Personal Goals
(Important or Essential)



What Is Your Impression?

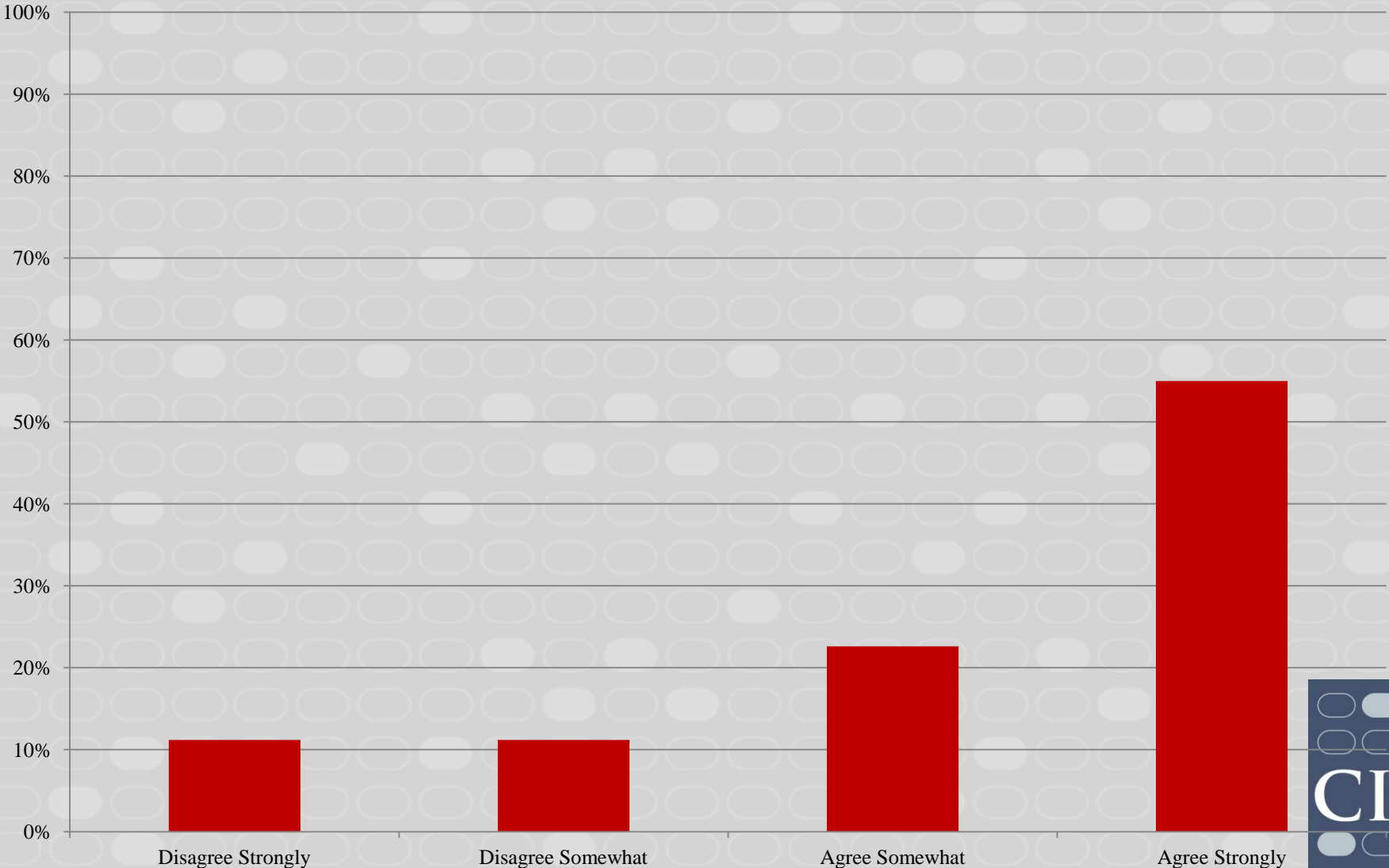
- Only 46.3% of faculty agree strongly or somewhat that there is adequate support for faculty development; this is considerably lower than percentages at Private Universities (68.5%) and Religious 4-year colleges (68.0%)
- Women agree less (39.1%) than men (53.8%). This same gender difference is apparent at Private Universities and Religious 4-year Colleges

In the Past 2 Years Have You Engaged in...



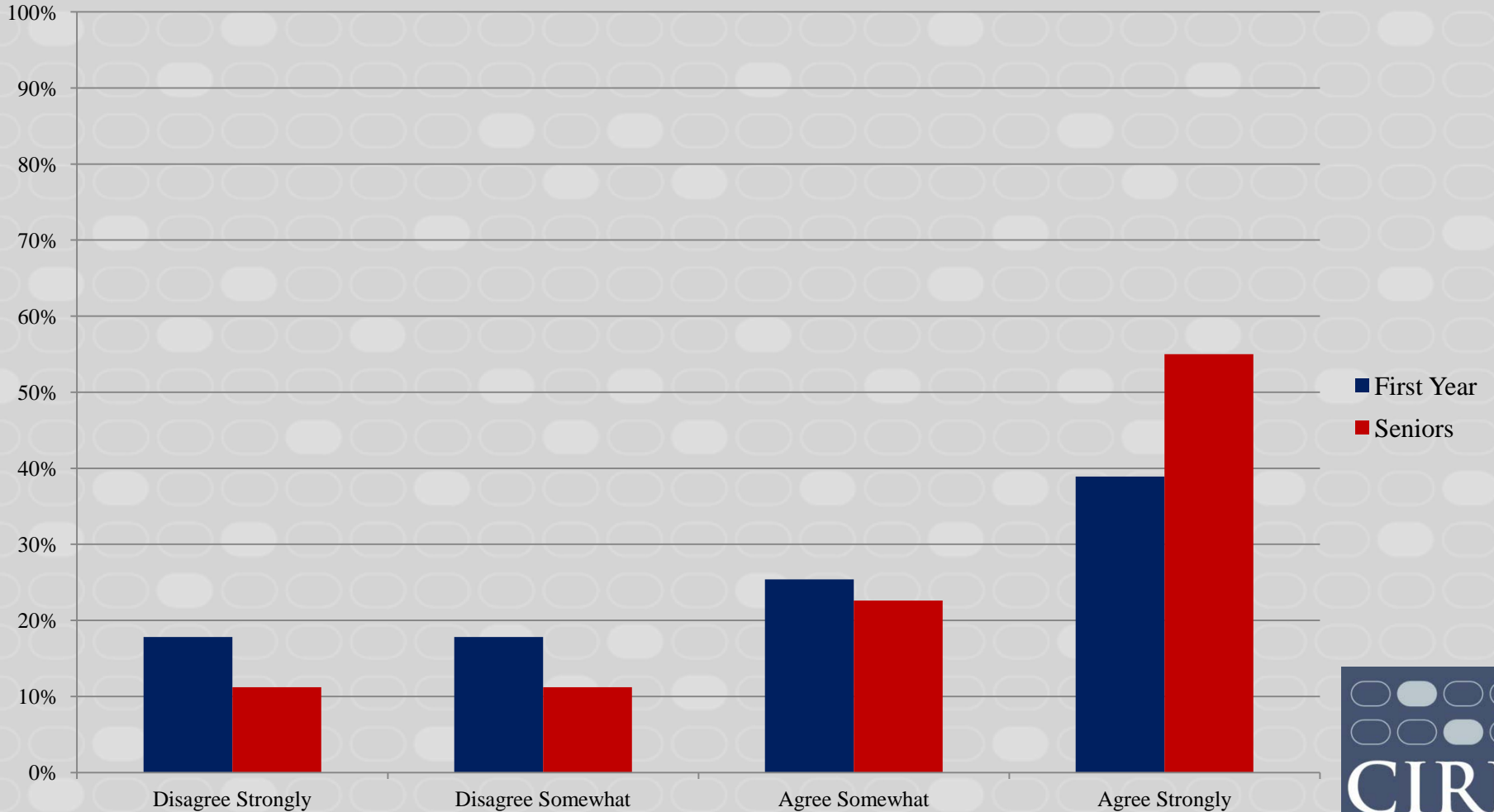
Making it Too Simple

Support for Same-Sex Couples Having Right to Legal Marital Status



Getting There...

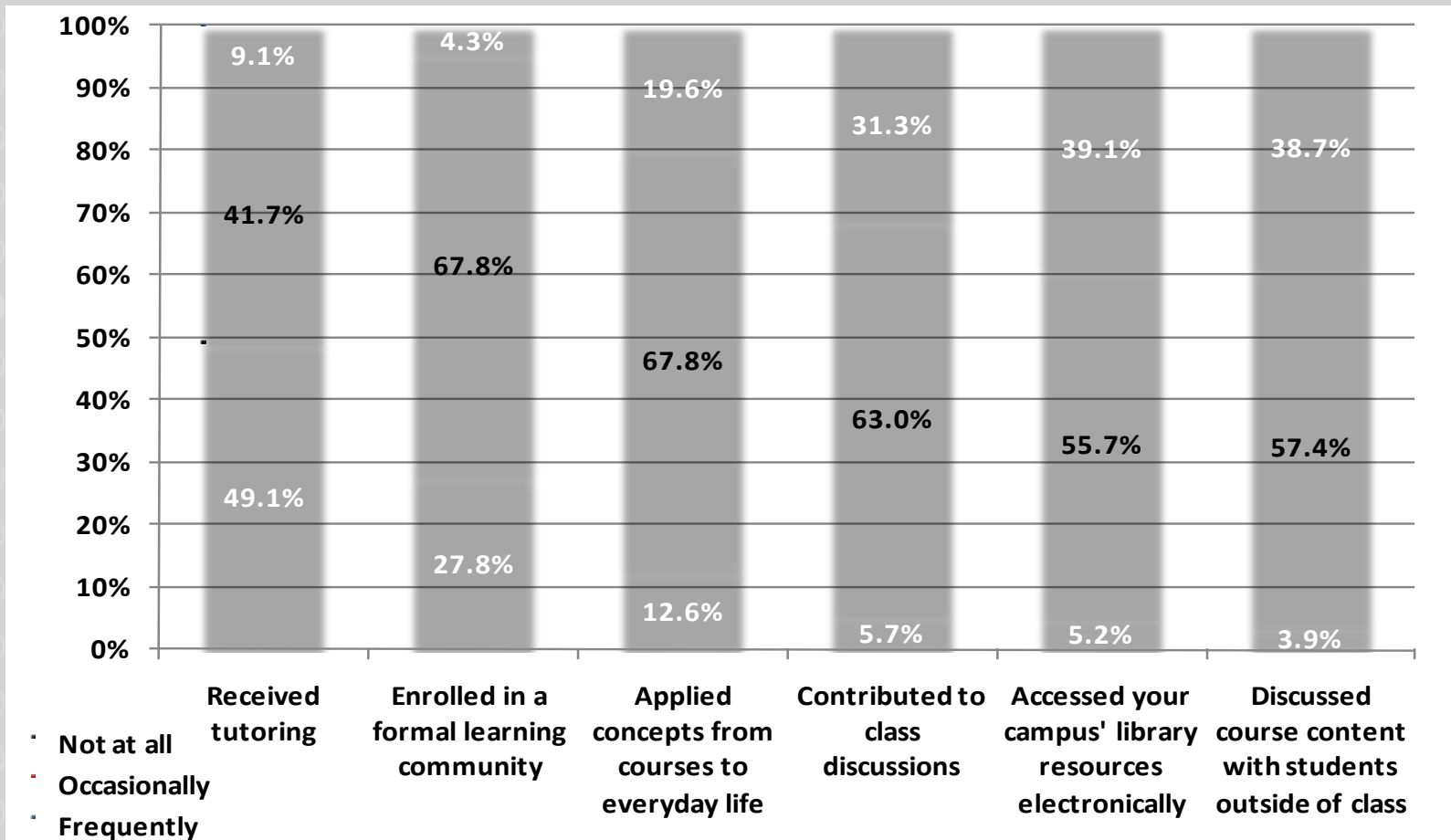
Change in Support for Same-Sex Couples Having Right to Legal Marital Status



Academic Habits

49.1% of participants did not receive tutoring during their first year at college, while 96.1% of participants occasionally or frequently discussed course content with students outside of class.

SINCE ENTERING, PARTICIPANTS INDICATED HOW OFTEN THEY PARTICIPATED IN THE FOLLOWING ACTIVITIES



UNDERSTANDING EXPECTATIONS IS IMPORTANT.



13% of students thought they might switch majors

35% actually did



65% of students thought they would probably socialize with someone from another racial/ethnic group

95% actually did

27% of students felt the admissions or recruitment materials didn't accurately portray campus

Only **57%** were satisfied with the relevance of coursework to everyday life

40% more students, upon entering college, sought personal counseling than they anticipated

Involving Students

QUESTION: How many of you regularly involve students in making sense of data?

Why would you want to do this?

- Sets up expectation that those surveys they complete are looked at and used
- Promote student awareness of learning outcomes
- Prompt students to reflect
- Provide context

Involving Students

Critical Thinking:

- 81% of employers say students should place more emphasis on developing critical thinking and analytical reasoning skills(AAC & U)
- 78% of seniors say their critical thinking skills were “much stronger” than when they first entered this college
- Pair with student interview results—“My (science) background has undoubtedly provided me with the ability to think critically and analytically”

Involving Students

- Meet informally with students and ask them to reflect on institutional data
- Keep findings simple, straightforward
- Pose simple questions
 - What things have faculty done that have made a difference in what you have learned this year?
 - What classes are hardest for you and what makes them hard?
 - What surprised you most when you first got to college?

Survey Data and the General Public

- Public is looking for information to help them make the best choice possible, to understand what students at your institution will gain; what you do
- Have a guiding, organizing principle they can understand
 - LEAP
 - ABET
- Use this to leverage understanding and guide questions the institution values and is ready to answer

LEAP Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World

Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Intellectual and Practical Skills

Inquiry and analysis

Critical and creative thinking

Written and oral communication

Quantitative Literacy

Information Literacy

Teamwork and problem solving

Personal and Social Responsibility

Civic knowledge and engagement—local and global

Intercultural knowledge and competence

Ethical reasoning and action

Foundations and skills for lifelong learning

Integrative and Applied Learning

Synthesis and advanced accomplishment across general and specialized studies



Audience Examples

Now it's your turn...

- What are some strategies you have used to make survey data
 - more transparent?
 - more accessible?
 - more used?
- What ideas will you take back and try on your campus?
- Are there small changes that can make an impact?

Summary

- Survey data play vital role in helping institutions understand and demonstrate the impact of college
- Our role:
 - Collect
 - Communicate
 - Translate

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