Closing the Loop

what to do with the data
objectives

1. Identify different techniques to analyze data.

2. Select at least one method to present data during the next academic year.
agenda

1. **Analyzing the Data** (surveys, pre/post tests, qualitative focus groups/interviews)
2. **Commit to Change**
3. **Presenting the Data** (select the audience and methodology – reports, graphics, charts/tables)
Analyzing the Data
key ideas

1. Keep the goal(s) of the program/service in mind.

2. Define your assessment goals.

3. Keep it simple. There’s always one more angle to analyze.

4. Determine what is actionable.
survey data

• Select a few items that seem impactful.

• Balance positive and negative feedback.

• Focus on differences among groups

Keep it in perspective.

One negative comment does not mean you had a terrible program.
Look at gains by individual.

Person A scored a 10 at pre-test, and a 16 at post-test. Person A grew 6 points.

Compare gains aggregately.

This session averaged a 10 at pre-test and a 16 at post-test. The session attendees grew an average of 6 points.
direct methods

- How many people ...  
  - attended a program?  
  - came to your office?  
  - used a service?  
  - signed up?
- Were certain groups missing?
- Were certain days/times/topics better attended than others?
- How much did you spend v. how many people came/what was gained?
- What was your attrition rate? How many people signed up but never came?
focus groups/interviews

- Read notes once for content.
- Read a second time, categorizing comments in categories or themes.
- Keep track (codebook) of what constitutes what theme.
- Report out on themes
  - 40% of attendees expressed concerns over mental health resources on campus; Student A described their mental health concerns as such “....
Commit to Change
can you change…

<table>
<thead>
<tr>
<th>Marketing?</th>
<th>Cost?</th>
<th>Location?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event logistics?</td>
<td>Vendor?</td>
<td>Timing?</td>
</tr>
<tr>
<td>Population?</td>
<td>Learning outcomes?</td>
<td>Duration?</td>
</tr>
<tr>
<td>Content?</td>
<td>Facilitation style?</td>
<td>Frequency?</td>
</tr>
<tr>
<td>Method of delivery?</td>
<td>Assessment?</td>
<td>Presenters?</td>
</tr>
</tbody>
</table>

And which can you keep or replicate?
Presenting the Data
BIG CONCEPT

Who is your audience? This will inform how to present the information.
potential audience

- Supervisor
- Colleagues
- Dean/Associate Deans
- Students
- Family members
- General campus community
- Broader community
Displaying data is our opportunity to tell our story.
Writing Reports
report outline

• Describe program/service
• Describe assessment used
• Key findings (3-5)
• Next steps: what will you change, what will you keep doing?

Every assessment should include written documentation.
- Keep to 1 page.
- Spell out and explain jargon.
- Utilize formatting to make important points.
The survey for Advisors of Student Organizations had a total of 79 respondents, of which, 62% represented faculty, 20% were staff outside of the Dean of Students Office, and 14% were staff in the Dean of Students Office. While 53% of advisors work with undergraduate organizations only, roughly 45% work with graduate/professional students as an advisor. Furthermore, 45% of advisors, who responded to the survey, have been an advisor for more than 3 years, while approximately 18% have been an advisor for 0-6 months.

When asked to respond to the statement, “I understand Vanderbilt University’s expectations of me as an advisor,” 15% strongly agree, 44% agree, 24% neutral, 6% disagree, and 10% disagree. Therefore, while the majority strongly agree or agree, 13 participants do not understand the expectations of being an advisor at Vanderbilt University. There was a high consensus amongst respondents, 78%, who felt that “online resources with advisor specific information” would be the most likely utilized tool to assist with being a student organization advisor. Other resources that advisors would utilize include: in-person workshops and development opportunities (44%), an Advisor listserv (35%), and individual meetings with DOS staff (23%). Participants indicated several topics that would be beneficial to learn more about as an advisor: University policies for student organizations (71%), Roles and functions of advisors (62%), AcFer allocation process (43%), Financial management and budgeting (37%), Event planning and marketing (32%), and Working with today’s college students (25%).

The majority of respondents (53%) would prefer an advisor-focused program that covers “An Overview on the Basics of Student Organization Advising,” that takes place once a semester or once a year (77%) during lunchtime (46%) or business hours (40%). Based on the results, the Office of Student Organizations & Anchor Link will focus on creating comprehensive and cohesive online resources for advisors with a FAQ section. Furthermore, time will be spent preparing advisor-focused programming that includes information on University policies for student organizations, roles and functions of advisors, the AcFer allocation process, and financial management and budgeting. The Office of Student Organizations & Anchor Link will also consider forming an Advisor listserv, with specific guidelines on the use and frequency of distribution.
Displaying Data Visually
Picture Superiority Effect
Memory retention after 3 days

10% Text Only

65% Text + Picture

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methods

• Infographics
• Graphs/Charts
• Tables
• Website
Four Tactics to Support the First-Generation Student
Collaborative Campus Strategies to Foster Student Success

Many students struggle with their transition to college—a problem exacerbated for first-generation college students, who are often left to navigate the transition without advice from their families. After almost a year of intensive research focused on supporting the student population, the Student Affairs Forum has developed a suite of strategies to support your institution in these efforts. The strategies below highlight proactive, campus-wide approaches—leveraging resources and personnel from across the campus community—to ease transitional barriers for first-generation college students and represent part of our broader aim to support institutions in their efforts to improve the experiences and outcomes for these students.

**TACTIC 1: Proactive Pre-arrival Outreach Campaign**
- **PROBLEM:** First-generation college students often feel isolated once they arrive on campus, which has serious implications for their adjustment and academic persistence at the institution.
- **RATIONALE:** Launch a proactive pre-arrival outreach campaign that sends personalized messages of welcome and support. Emails should contain tailored scripting about the value of being a first-generation college student to the institution, provide information about available campus resources, and share opportunities to connect with peers and campus.

**TACTIC 2: First-Generation Advocate Video Campaign**
- **PROBLEM:** First-generation college students have trouble finding reliable sources on campus who can relate to and who can help normalize their experiences transitioning into higher education.
- **RATIONALE:** Recruit faculty, staff, and students across campus to share their personal experiences as first-generation college students. Create videos of these stories, focusing on the challenges they faced, resources they accessed, and successes they achieved, to normalize what incoming students are going through and feeling. Share the videos widely through social media campaigns or show them at an event.

**TACTIC 3: Jargon Reduction Audit**
- **PROBLEM:** First-generation college students often get confused by jargon and unfamiliar terms used in outreach and communication materials, making the completion of enrollment and registration tasks more difficult and heightening feelings of instability.
- **RATIONALE:** Audit college and student-facing materials for accessibility and, if necessary, provide more "student-friendly" language at all the touchpoints. For example, the Gaining Edge Index should assign a readability score to a level like the Coleman-Fry index that will assign a readability score to a level like the Gaining Edge Index should assign a readability score to a level like the Coleman-Fry index.

**TACTIC 4: Visible Campus-Wide Support Network**
- **PROBLEM:** First-generation college students are often reluctant to ask for help from administrators and faculty, thinking it’s a sign of weakness since they are often accustomed to accomplishing things on their own.
- **RATIONALE:** Create a campus-wide campaign that empowers supportive faculty and staff to identify themselves to students. Provide faculty and staff with resources to share Safe Zone campaigns—fortunes to share on office doors. Making students more aware of who on campus they can be comfortable knocking on with a question and sharing their knowledge network of support and community is key.

**IN ACTION:**
- **69% to 76%** increase in the four-year degree completion rate for first-generation college students at St. Joseph's University since implementing an outreach campaign.
- **77%** of students at San Jose State University reported feeling a connection to the institution after seeing an event on campus.
- **6.5 Points** marked in improvement in the readability score of financial aid materials that was achieved using the Gaining Edge Index.
- **1,000 Decals** were requested by faculty and staff in the first year of the program at the University of North Carolina.

Want more on supporting first-generation college students? Download the full study: eab.com/getfirstgenerations-infographic
graphs, charts, and tables
Remove to improve (the data-ink ratio)
Thanks to an overflowing well of generosity filled by friends, alumni, and students, we passed our original goal of $1 billion more than a year ahead of schedule.

135,000+
People have donated to the Campaign for Boston University

- New Scholarship Funds: 266
- New Professorships: 71
- Donated by Boston University Faculty and Staff: $30.2M
- Gift from Trustee Allen Questrom (Questrom’64, Hon.’15) and Kelli Questrom (Hon.’15) to Endow the Questrom School of Business: $50M

NEW TO THE CAMPUS LANDSCAPE
- Yawkey Center for Student Services
- Sumner M. Redstone Building at the School of Law
- Engineering Product Innovation Center
- Medical Student Residence on the Medical Campus
resources

Assessment and Special Projects Staff Resources: vanderbilt.edu/sia

Campus Labs products
• Anchor Link
• Baseline
• Student Response System

Data Visualization
• www.coolinfographics.com (to see examples)
• http://www.bridge.edu/student-life/infographics (to see examples)
• www.canva.com (to create infographics)

Report Writing
• https://researchvoodoo.wordpress.com/2015/06/12/10-tips-for-more-concise-writing/
• https://www.dailywritingtips.com/8-steps-to-more-concise-writing/

Annual Reports
• Boston University: http://www.bu.edu/ar/2014/
• American University: http://www.american.edu/finance/AnnualReport/
• Stanford University: http://annualreport.stanford.edu/2015/research