Empowering and Acting Upon Student Insights: Moving from Assessment Data to Action

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Equity-minded Micro-surveys for Student Success
James Madison University Overview

- Situated in rural Shenandoah Valley within Virginia
- Founded in 1908 as women’s college
- 20,000+ undergraduates; 1,800+ graduate students
  - 90% retention + 82% 6-year graduation rate
- Primarily white institution
- Newly Carnegie R2 Research Classification
- Data novices as an institution
Early Student Success System Framework

- Evidence-informed
  - Iterative process, small pilots
  - Data-informed reflection
- Empowerment framework
  - Agency
  - Asset-based, positive
  - Pro-active
- Culture & change management
  - Technology necessary, but not sufficient
  - A university ready for students

- Data ethics
  - Transparency, agency in participation
  - Research question driven processes
- Individual & systems approach
  - High-touch, personal care
  - Leveraging technology & data across groups
## Early Student Success System Pilots – 2 Check-in Surveys

*Select Responses from the Week 2 & 4 Check-In Surveys at Residence Hall (n=419)*

<table>
<thead>
<tr>
<th>Week 2 Statements</th>
<th>% of respondents (43/47)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I made the right choice to attend JMU</td>
<td>81% agree; 2 people disagree</td>
</tr>
<tr>
<td>I can manage my time and stay organized</td>
<td>77% agree, 4 people disagree</td>
</tr>
<tr>
<td>I am not sure if I will have housing or access to food over break</td>
<td>5 people agree, 79% disagree</td>
</tr>
<tr>
<td>I have received needed accommodations to be successful at JMU</td>
<td>16 people agree; 5 people disagree</td>
</tr>
<tr>
<td>I have been experiencing a level of stress, anxiety, or sadness that has been difficult for me to manage</td>
<td>49% agree; 18 people disagree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4 Statements</th>
<th>% of respondents (16/17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that I belong at JMU</td>
<td>72% agree; 2 people disagree</td>
</tr>
<tr>
<td>JMU is welcoming to students of all backgrounds</td>
<td>88% agree, 0 people disagree</td>
</tr>
<tr>
<td>I am satisfied with student orgs offered at JMU</td>
<td>88% agree, 0 people disagree</td>
</tr>
<tr>
<td>I have at least one class I am worried about passing</td>
<td>63% agree, 5 people disagree</td>
</tr>
<tr>
<td>I have had interactions with faculty outside of the classroom</td>
<td>56% agree, 7 disagree</td>
</tr>
<tr>
<td>I am certain that I will complete my degree at JMU</td>
<td>88% agree, 0 people disagree</td>
</tr>
</tbody>
</table>
Early Student Success System Pilots – 4 Check-in Surveys

Week 9 Introduction Text Check-in; n=419
7 Cancel replies = 98% stayed
13 positive/inquiry replies

This is Paul Mabrey from Early Student Success at JMU. We have been checking-in with you via email. We are checking-in via text too, so you should save this number to reach us. If you don't want these text messages, you can reply Cancel at any time. Excited you are here & want to help you succeed - talk soon!

I need help planning stuff out and help with classes for next semester

10/26/22 | 11:48 AM

I don't want to fail my classes

10/26/22 | 11:42 AM

We don't want that either! Have you talked with faculty or advisor yet? If not, great first place to start. Also, lots of great tutoring & learning support on-campus. If need specific resource, let us help connect you!

For planning for classes, get meeting with your advisor or consider talking with Madison Advising Peer. https://www.jmu.edu/advising/acadplan/peers.shtml

10/26/22 | 11:48 AM

Awesome thanks

10/26/22 | 12:02 PM

Also have spoken to advisor

Of course!

10/26/22 | 12:07 PM
Early Student Success System Pilots – Micro-survey

Spring Well-being Check-in; n=412
27% response rate
102/7/4

Good afternoon, [Name]. This is Paul from Early Student Success. If you remember, we were checking in on you last semester. Instead of a specific question, we just want to know, how are you doing?
Press 1 if you are doing OK for now
Press 2 if you are not really sure and would like us to check-in again later this week
Press 3 if you are struggling a little and would like some help with something.

PM

I honestly think I've been doing much better, especially will keeping up with work being more motivated and I'm really trying to get all A's this semester. I've been more active with other students and overall having a much better time in the program.

PM

I think this semester is my semester I have a lot to prove to myself.

PM

That is amazing news, thank you for sharing that. You are right, you can work at it to improve and know we are here to help you do it!!! Keep up the great work 🙌

PM

Liked “That is amazing news, thank you for sharing that...”

PM

Will do!! Thank youuuu for the support
What Have We Learned from the UC Undergraduate Experience Survey, 2022?

Cheryl Bach, Nick Barbulesco, and Erika Jackson
Our Goals and Process

- What is UCUES? How can we use results to help students?
- First conducted PCA in 2016 and 2018. Set our criteria for retaining factors and also reviewed UCSC’s and U.Minn’s previous work.
- Initiated a “listening tour” with campus partners to gauge usability. Our group trimmed factors to the most promising—face validity, high loadings, high reliability.
- For each of the 12 areas we established, we gave students a traditional factor score.
- For easier interpretation, we also created a percentage of favorable responses. They do not reflect variables’ contribution, though.
- Compared UC Davis with the other undergraduate UCs, focusing on ranks and “% favorable.” Also explored the non-UC SERU campuses.
Main Factors \( (n = 18,858, \text{ 30\%, UC System}) \)
- Overall Satisfaction
- Respectfulness of Faculty and Staff
- Respectfulness of Students and Inclusiveness of Campus
- Growth in Diversity Awareness
- Growth in Academic and Interpersonal Skills
- Food Insecurity
- Financial Concerns and Perceptions of Affordability
- Academic Engagement

Academic Major Factors \( (n = 29,008, \text{ Jrs. and Srs. Only, UC System}) \)
- Satisfaction in the Major
- Student-Faculty Interaction in the Major
- Opportunities to Practice Cognitive Skills in the Major
- Department’s administration of the major
- **Internship & Career Center**
  - Have you completed or are you now participating in a credit-bearing internship, practicum, or field experience?

- **Basic Needs Center**
  - During this academic year, how often has each of the following been obstacles to your schoolwork or academic success? Going hungry, not having enough food

- **Global Affairs**
  - Have you completed or are you now participating in on-campus academic experiences with an international/global focus?

- **Diversity, Education, and Inclusion**
  - Please indicate how strongly you agree or disagree with the following statements in terms of yourself: Students of my race/ethnicity are respected on this campus

- **Undergraduate Program Review**
  - Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?

- **Center for Leadership Learning**
  - How often have you done the following: Chaired a meeting/Delegated tasks to others/Developed a budget/led or facilitated a discussion/etc.

- **Undergraduate Advising**
  - How satisfied are you with Academic advising – Quality and access?

- **Any Department with a User List!**
  - Belonging/Climate/Engagement Questions
Davis Benchmarking on 12 Indicators

UC Davis Performance Across Key Indicators

- Department’s Administration of the Major
- Student-Faculty Interaction in the Major
- Opportunities to Practice Cognitive Skills in the Major
- Food Insecurity
- Financial Concerns and Affordability
- Academic Engagement
- Growth in Diversity Awareness
- Satisfaction in the Major
- Growth in Academic and Soft Skills
- Respectfulness of Students and Inclusiveness of Campus
- Respectfulness of Faculty and Staff
- Overall Satisfaction

Rank Related to Other UC Campuses
# Favorability of Responses on Key Indicators Compared by Race/Ethnicity

## Key UC Davis UCUES Indicators

*Please note that if the total number of respondents is less than 20 for any filter selection, the dashboard will not display any data.*

### Compare average indicator favorability by:
- Race/Ethnicity

#### Select Filter Option Type:
- College
- (All)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Favorability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth in Diversity Awareness</td>
<td>38%</td>
</tr>
<tr>
<td>Academic Engagement</td>
<td>47%</td>
</tr>
<tr>
<td>Growth in Academic and Soft Skills</td>
<td>53%</td>
</tr>
<tr>
<td>Satisfaction in the Major</td>
<td>55%</td>
</tr>
<tr>
<td>Financial Concerns and Affordability</td>
<td>55%</td>
</tr>
<tr>
<td>Overall Satisfaction</td>
<td>58%</td>
</tr>
<tr>
<td>Food insecurity</td>
<td>66%</td>
</tr>
<tr>
<td>Respectfulness of Students and Inclusiveness of Campus</td>
<td>76%</td>
</tr>
<tr>
<td>Opportunities to Practice Cognitive Skills in the Major</td>
<td>83%</td>
</tr>
<tr>
<td>Student-Faculty Interaction In the Major</td>
<td>85%</td>
</tr>
<tr>
<td>Department's Administration of the Major</td>
<td>90%</td>
</tr>
<tr>
<td>Respectfulness of Faculty and Staff</td>
<td>96%</td>
</tr>
</tbody>
</table>

#### Comparison Choice:
- African American
- Asian
- American Indian
- Hispanic/Latino
- White
- International
- Unknown
Favorability of Responses on Key Indicators
Compared by Entry Type

Key UC Davis UCUES Indicators
Please note that if the total number of respondents is less than 20 for any filter selections, the dashboard will not display any data.

- Growth in Diversity Awareness: Favorability 38%
- Academic Engagement: Favorability 47%
- Growth in Academic and Soft Skills: Favorability 53%
- Satisfaction in the Major: Favorability 55%
- Financial Concerns and Affordability: Favorability 55%
- Overall Satisfaction: Favorability 58%
- Food Insecurity: Favorability 66%
- Respectfulness of Students and Inclusiveness of Campus: Favorability 76%
- Opportunities to Practice Cognitive Skills in the Major: Favorability 83%
- Student-Faculty Interaction in the Major: Favorability 85%
- Department’s Administration of the Major: Favorability 90%
- Respectfulness of Faculty and Staff: Favorability 96%
Favorability of Responses on Key Indicators
Filtered to a specific college

Key UC Davis UCUES Indicators
Please note that if the total number of respondents is less than 20 for any filter selections, the dashboard will not display any data.

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<thead>
<tr>
<th>Indicator</th>
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</thead>
<tbody>
<tr>
<td>Growth in Diversity Awareness</td>
<td>36%</td>
</tr>
<tr>
<td>Academic Engagement</td>
<td>46%</td>
</tr>
<tr>
<td>Satisfaction in the Major</td>
<td>50%</td>
</tr>
<tr>
<td>Growth in Academic and Soft Skills</td>
<td>50%</td>
</tr>
<tr>
<td>Financial Concerns and Affordability</td>
<td>54%</td>
</tr>
<tr>
<td>Overall Satisfaction</td>
<td>57%</td>
</tr>
<tr>
<td>Food Insecurity</td>
<td>70%</td>
</tr>
<tr>
<td>Respectfulness of Students and Inclusiveness of Campus</td>
<td>78%</td>
</tr>
<tr>
<td>Student-Faculty Interaction in the Major</td>
<td>82%</td>
</tr>
<tr>
<td>Opportunities to Practice Cognitive Skills in the Major</td>
<td>82%</td>
</tr>
<tr>
<td>Department’s Administration of the Major</td>
<td>90%</td>
</tr>
<tr>
<td>Respectfulness of Faculty and Staff</td>
<td>97%</td>
</tr>
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Drilling Down on Key Indicators
Compared by First Generation

Overall Satisfaction

Indicator Items:

- Overall academic experience
- Overall social experience
- I feel that I belong at this university
- I feel valued as an individual at this institution
- Knowing what I know now, I would still choose to enroll at this campus
Drilling Down on Key Indicators
Compared by Entry Type, Filtered by College and Major

Overall Satisfaction

Indicator Items:

- Overall academic experience
  - Freshman
  - Transfer
- Overall social experience
  - Freshman
  - Transfer
- I feel that I belong at this university
  - Freshman
  - Transfer
- I feel valued as an individual at this institution
  - Freshman
  - Transfer
- Knowing what I know now, I would still choose to enroll at this campus
  - Freshman
  - Transfer

Filter by Major:
- Electrical Engineering
Student Learning Analyst Program

Jessica M. Turos, Ph.D.
Associate Director
BGSU Office of Academic Assessment
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Bowling Green State University (BGSU)

• Located in Bowling Green, Ohio
• Doctoral university with high research activity
• Residential campus
• Approximately 19,000 students
Student Learning Analyst (SLA) Program

Primary Duties

• Design, conduct, and analyze projects related to student learning experiences
• Create written and visual summaries of assessment data
• Present findings to the BGSU community and campus leaders
• Collaborate with peers, graduate assistants, and supervisor on assessment projects
• Participate in bi-weekly Student Learning Analyst team trainings
Program Strengths

• Support from senior University leadership
• Collaborative process with University stakeholders
• Undergraduate student ownership of projects
• Focus on campus learning issues
• Exploring institutional assessment data (NSSE) and initiatives (Integrative Learning)
• Using data for continuous improvement
Recommendations

- Start with a manageable number of students
- Involve students throughout the process: topic selection, assessment design, data collection, analysis, and reporting
- Apprenticeship model of training
Data Silos & Opportunities for Collaboration Discussion

- Where are student data (student outcomes, student experience, student learning) housed? Who has access?

- How are data shared? What are common barriers to sharing student data?

- How can students be more actively involved in your assessment or evaluation processes (data collection, analysis, and/or use of data)?
Turning Student Data into Information – Moving from Data to Action Discussion

- What strategies have aided in turning student data into information/action?
- What changes have been made due to the use of student data?
- What are some successful data storytelling examples, particularly visualizations?
Navigating Student Data Usage in Turbulent Times Discussion

- How do you disaggregate student data? For what purpose(s)?

- Do you anticipate having to change language, positions, data collected (or not collected) because of external pressure? How has or could this impact your work?

- What are some strategies for navigating equity work without sacrificing ethical commitments to our students?
Questions