Using CIRP Survey Data to Focus Discussions on Improving Student Learning

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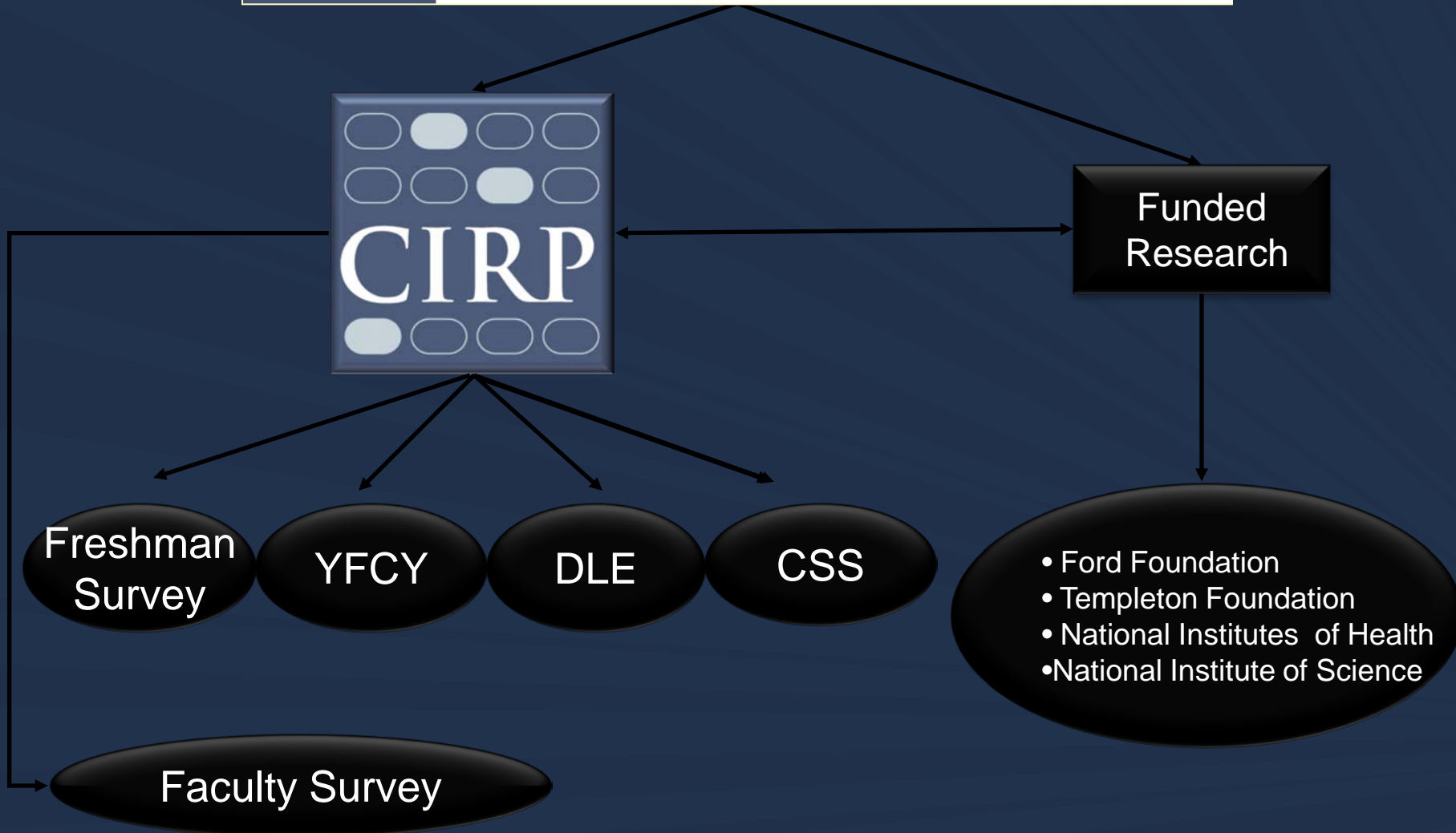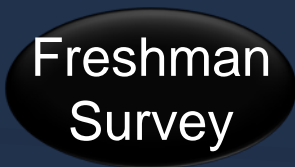Higher Education Research Institute at UCLA

Session Objectives

- Briefly introduce CIRP

- Understand potential applications of results to examine the undergraduate experience

- Highlight innovative institutional examples of CIRP use

- Discuss challenges and insights to using data

What do CIRP Surveys Capture?

Environment
YFCY/DLE/CSS
(e.g., place of residence
during college, interactions
with peers and faculty, curricular
and co-curricular experiences)

Input

CIRP Freshman Survey

(e.g., academic performance
in high school, financial concerns,
expectations, degree aspirations,
self-concept in high school, race, sex)

Outcome
YFCY/DLE/CSS
(e.g., gains in college, satisfaction
with college, retention,
post-college plans)

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Diverse Learning Environments Survey

- New instrument for 2011

- The DLE captures student perceptions regarding:
  – Institutional climate
  – Campus practices
  – Student learning outcomes

- Diverse student populations are at the center of the survey

- Separate versions for 2 and 4 year institutions

- Targets Sophomores and Juniors

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CIRP and Student Learning

- Help shed light on the undergraduate experience
- Understand strengths and weaknesses in educational programs
- Identify areas that need attention to improve student learning and success
- Help set expectations
- Help pinpoint aspects of the college experience that are not in line with institutional expectations
- Link with other institutional data

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Items of Interest-Student Affairs

- Since entering this college, how has it been to:
  - Understand what professors expect of you academically; Develop effective study skills; Adjust to the academic demands of college; Manage your time effectively; Develop close friendships with students

- Navigation
  - Utilize the following services: Writing center, Career counseling and advising, Academic advising, Financial aid advising, Study skills advising ,Participated in study groups; Attended professor's office hours; Participated in a Faculty/mentor program; Participated in Racial/Ethnic or Cultural Center activities

- Validation
  - Faculty empower me to learn here; At least one faculty/staff member has taken an interest in my development; Faculty believe in my potential to succeed academically; Staff/faculty encourage me to get involved in campus activities Staff recognize my achievements; Faculty encourage me to meet with them after or outside of class; Faculty show concern about my progress

Campus Climate-Items of Interest

- Sense of Belonging:
  - I see myself as part of the campus community; I feel I am a member of this college; I feel a sense of belonging to this campus; If asked I would recommend this college to others

- Pluralistic Orientation
  - Ability to see the world from someone else's perspective; Tolerance with others of different beliefs; Openness to having my own views challenged; Ability to discuss and negotiate controversial issues; Ability to work cooperatively with diverse people

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Converting CIRP Results into Action

- Student learning information should be actionable

- Goal is improvement-- of curricular and co-curricular programs, activities, services and ultimately the student experience

- That does not mean this is easy on a day to day basis. For many schools, using results represents significant a culture change

- Campuses that make good use of their survey results, have certain common elements…

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Converting CIRP Results into Action

- Advice from Institutions that make use of CIRP Results:
    - Develop a plan before the results are in
    - Examine and share the results broadly
    - Move beyond the data

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Develop a Plan

- Get to know the surveys; what they can and cannot do
- Show various departments items relevant to their student learning outcomes and assessment plans
- Involve campus stakeholders
- How/where do results fit in processes at your institution?
  - Culture of Evidence
  - Accreditation
  - Strategic Planning
  - Other Campus Initiatives

Get to Know the Surveys: Questions Answered with CIRP Results

- Indicators about the quality of the learning environment (How many HWP do first years spend studying? Do students in learning communities report studying with other students more than those who are not)

- Description of student-faculty interaction (how many students indicate that the talked with faculty about coursework outside of class; that faculty provided them feedback about their academic work outside of grades; or an opportunity to apply classroom learning to "real-life" issues)

- Campus climate and navigation (since expanding our diversity programming, has our positive cross-racial interaction score changed?)

- Student expectations vs. reality (how many incoming first years expect to study abroad? How many actually have by senior year)

- Progress indicators (has having a community service requirement positively impacted our civic awareness score)

- Student variation between groups (How are transfer students different from traditional students?)

Overview of Butler's Core Curriculum

- **The common Core elements:**

  * The First Year Seminar: Self, Community, and World (6 credit hours)
  * The Sophomore Requirement: Global and Historical Studies (6 credit hours)

- **The general Core elements:**

  * Analytic Reasoning (3 credit hours)
  * The Natural World (5 credit hours; includes lab component)
  * Perspectives in the Creative Arts (3 credit hours)
  * Physical Well-Being (1 credit hour)
  * The Social World (3 credit hours)
  * Texts and Ideas (3 credit hours)

- **In addition to the common and general Core elements:**

  * Butler Cultural Requirement (8 events)
  * Indianapolis Community Requirement (1 course)
  * Speaking Across the Curriculum Requirement (1 course)
  *Writing Across the Curriculum Requirement (1 course)

Focus On: First Year Seminar

Learning Objectives

•To reflect on "big questions" about themselves, their community and their world.

•To develop the capacity to read and think critically.

•To develop the capacity to write clear and persuasive expository and argumentative essays, with an emphasis on thesis formation and development.

•To develop the capacity for effective oral communication and gain an understanding of basic principles of oral communication as they apply to discussion.

•To understand the liberal arts as a vital and evolving tradition and to see themselves as agents within that tradition.

•To develop capacities for careful and open reflection on questions of values and norms.

•To develop the ability to carry out research for the purpose of inquiry and to support claims.

CIRP "Habits of Mind"

•Ask questions in class

•Support your opinions with a logical argument

•Seek solutions to problems and explain them to others

•Revise your papers to improve your writing

•Evaluate the quality and reliability of information you received

•Take a risk because you felt you had more to gain

•Seek alternate solutions to a problem

•Look up scientific research articles and resources

•Explore topics on your own even though it was not required for a class

•Accept failure as part of the learning process

•Seek feedback on your academic work

What do we have and what are we using and what do we know?

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Academic Self-Concept: Butler students assessed themselves higher in academic ability, drive to achieve, and mathematical ability than students who attended comparable private universities.

Pluralistic Orientation: Butler students scored lower in their perceived abilities to work cooperatively with diverse people, to be tolerant of others with different beliefs, to be open to having their views challenged, to discuss and negotiate controversial issues, and to see the world from someone else's perspective.

Wellness Perspectives: Butler students more frequently felt overwhelmed by all they had to do and felt depressed as compared to students in peer institutions. Contrastingly, a higher rate of Butler students reported that their physical health was above average or better.

Alumni surveys

Our lowest scoring items on 2008 survey:

Enhanced understanding of international issues
Increased awareness of political and social issue
Appreciation of different cultures
Cultivated responsibility as a citizen
Understood one's interaction with the environment

Rubrics for each of the our Core areas

BUTLER
UNIVERSITY

Share the Results Broadly

- Package results around problems/priorities
- Don't do a "data dump" establish a "data dialog" instead
  - Why do these results look the way they do?
  - What other information do we have?
  - What other information do we need?

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Academic Habits

- Exhibit 15 shows that 49.1% of participants did not receive tutoring during their first year at college. 96.1% of participants occasionally or frequently discussed course content with students outside of class.

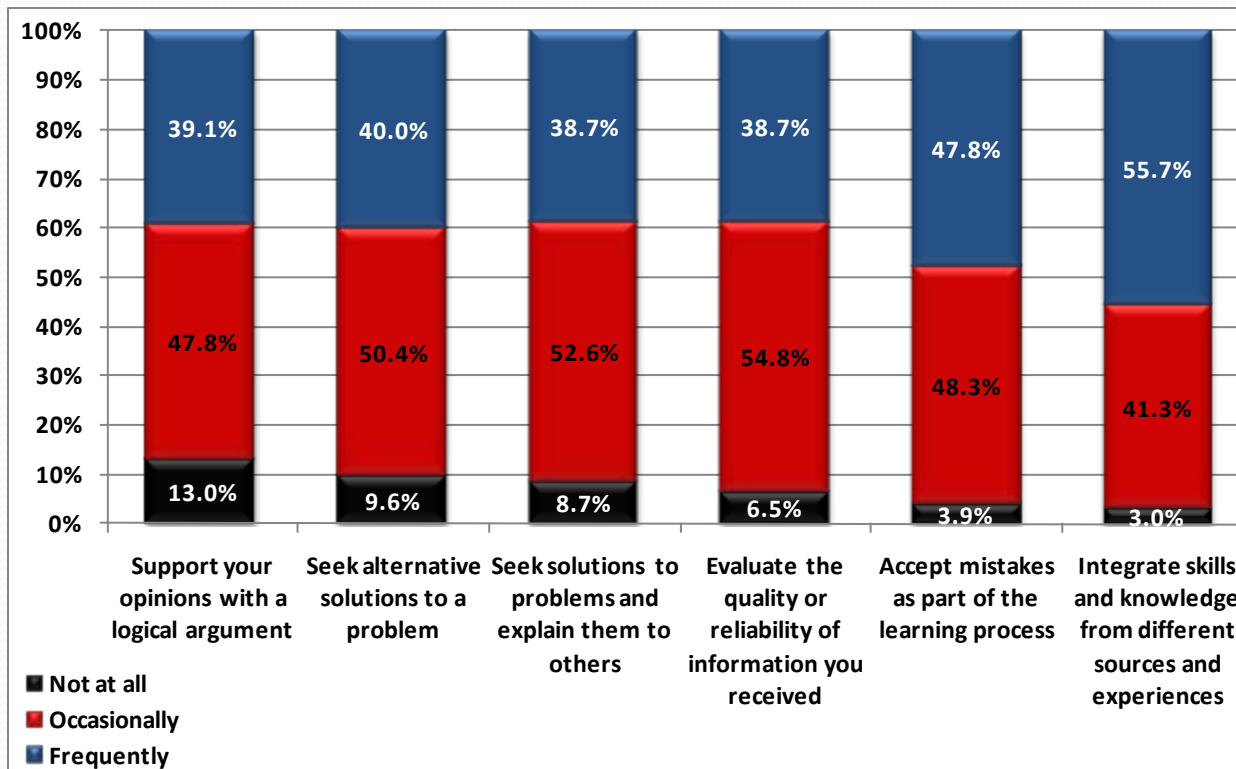EXHIBIT 15: SINCE ENTERING VSU, PARTICIPANTS INDICATED HOW OFTEN THEY PARTICIPATED IN THE FOLLOWING ACTVITIES

Source: VSU SRA Office, May 2010.

17
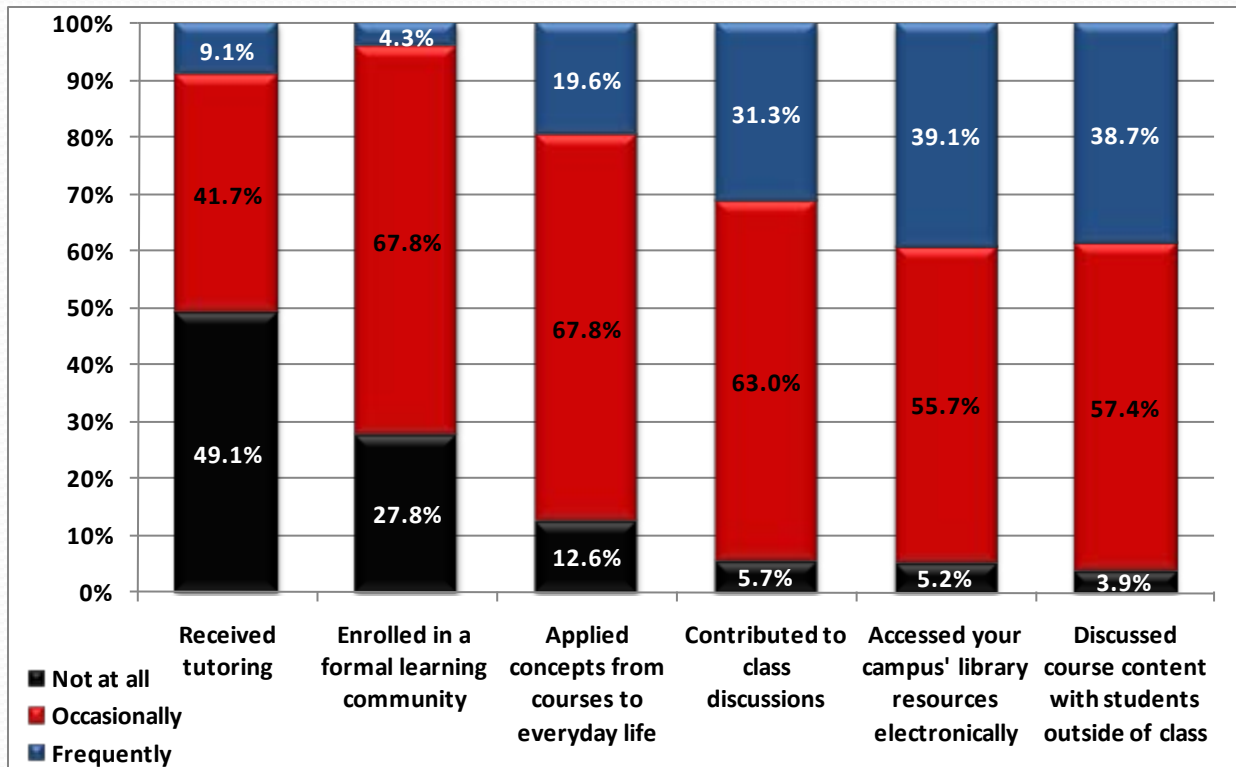
Academic Habits

- Exhibit 18 shows that 97.0% of participants occasionally or frequently integrated skills and knowledge from different sources and experiences. Also, 96.1% of participants occasionally or frequently accepted mistakes as part of the learning process.

EXHIBIT 18: SINCE ENTERING VSU, PARTICIPANTS INDICATED HOW OFTEN THEY PARTICIPATED IN THE FOLLOWING ACTVITIES DURING THE PAST YEAR

	Support your opinions with a logical argument	Seek alternative solutions to a problem	Seek solutions to problems and explain them to others	Evaluate the quality or reliability of information you received	Accept mistakes as part of the learning process	Integrate skills and knowledge from different sources and experiences
Frequently	39.1%	40.0%	38.7%	38.7%	47.8%	55.7%
Occasionally	47.8%	50.4%	52.6%	54.8%	48.3%	41.3%
Not at all	13.0%	9.6%	8.7%	6.5%	3.9%	3.0%

■ Not at all
■ Occasionally
■ Frequently

Source: VSU SRA Office, May 2010.

Share the Results Broadly

- Disaggregate!

- Emphasize the positive (and collective) rewards; avoid the "gotcha"

- Don't hold people responsible for things they cannot control

- Share results and actions taken in response, even small ones. Taken together, they add up.

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University of the Pacific

Student Success

WASC requirement

- Study student success data on retention
- Disaggregate by student type and program

Retention Analysis Network at Pacific

- Faculty and administrators from each academic unit
- Community of practice
- CIRP data disaggregated by academic unit
- Students had a more difficult time adjusting in the first year compared to peers
- Qualitative analysis confirmed relationship building as a key to success in the first year

University of the Pacific

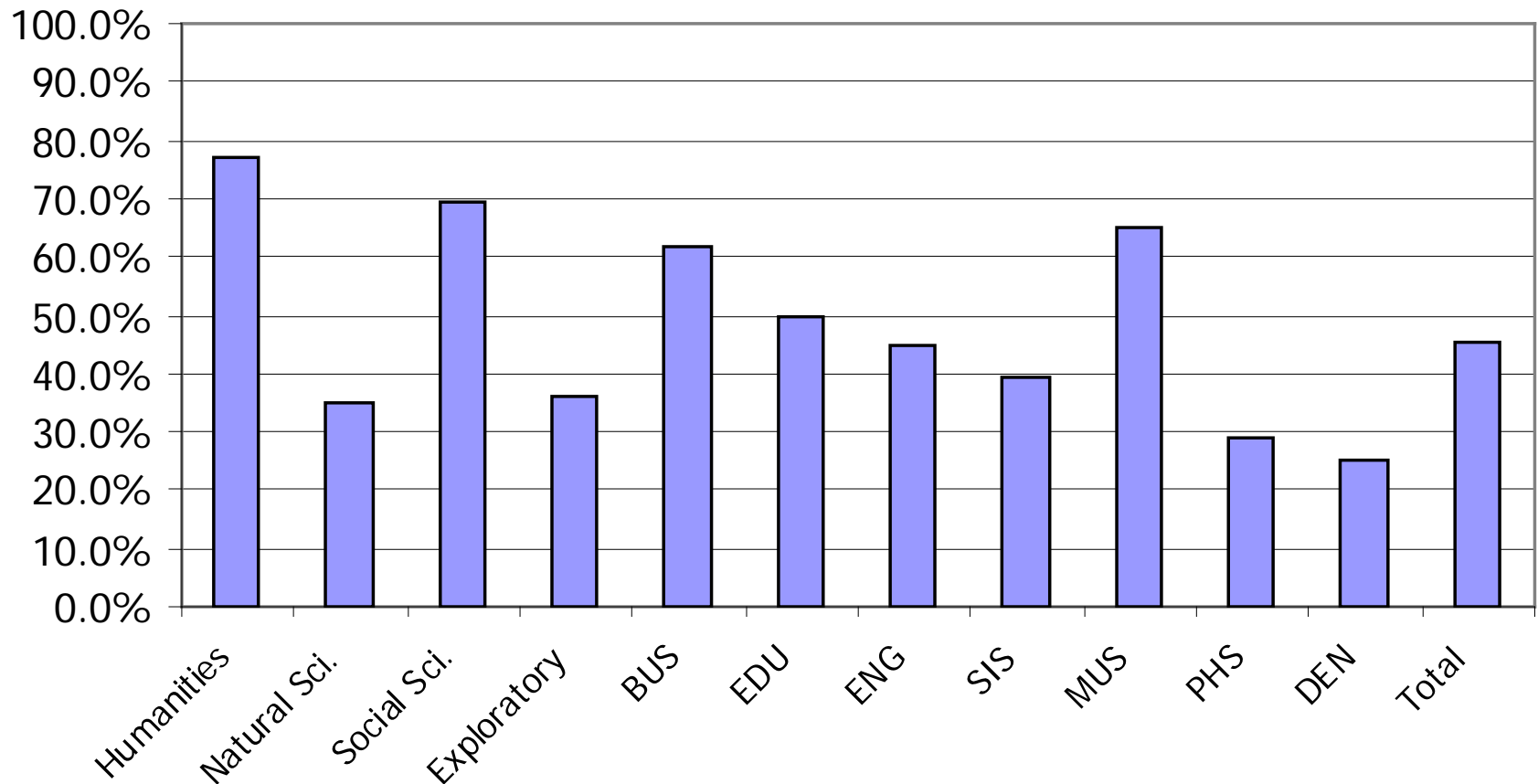## CIRP First Year Findings

Develop Effective Study Skills
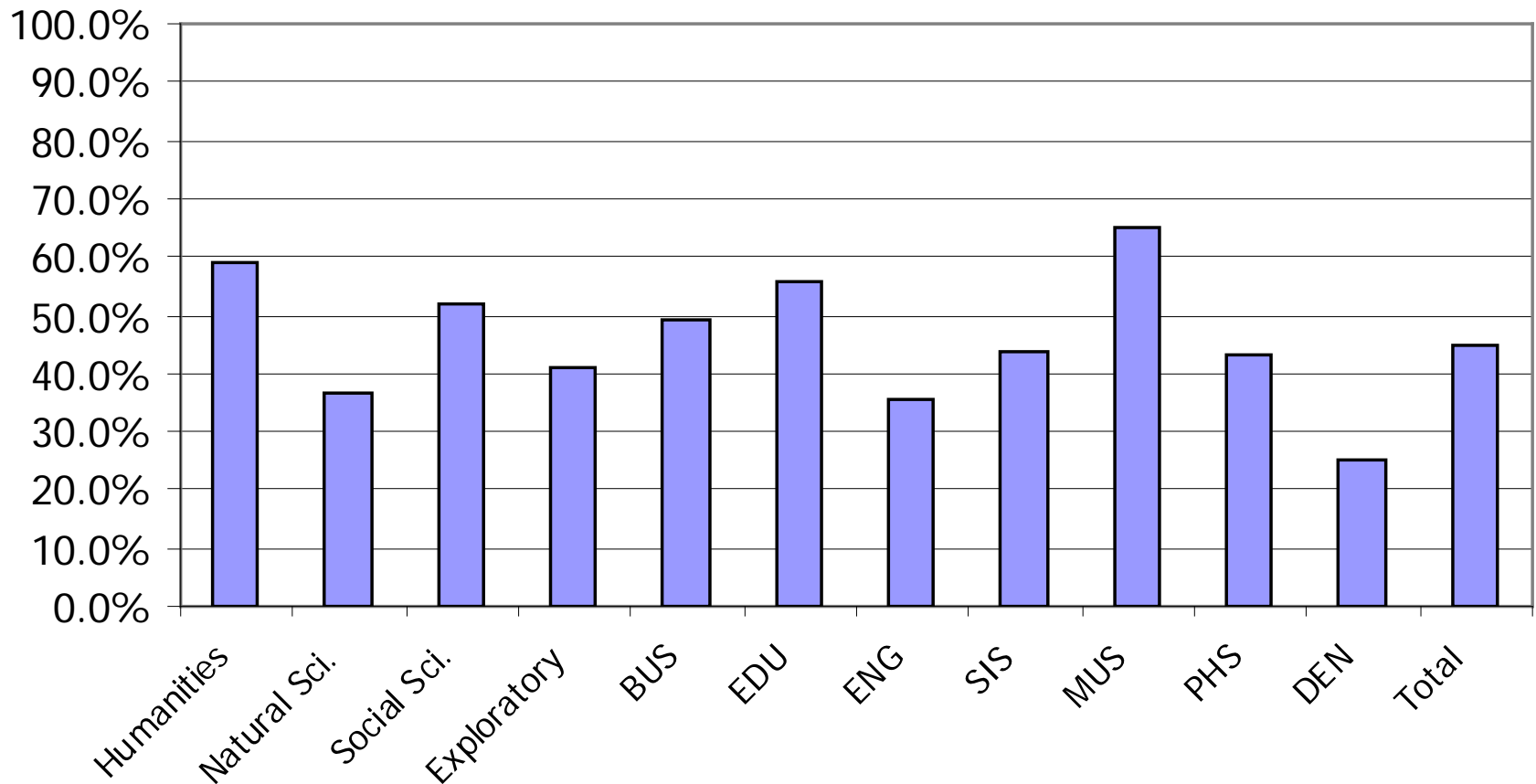
Percentage indicates those who responded "somewhat easy" or "very easy"

University of the Pacific

CIRP First Year Findings
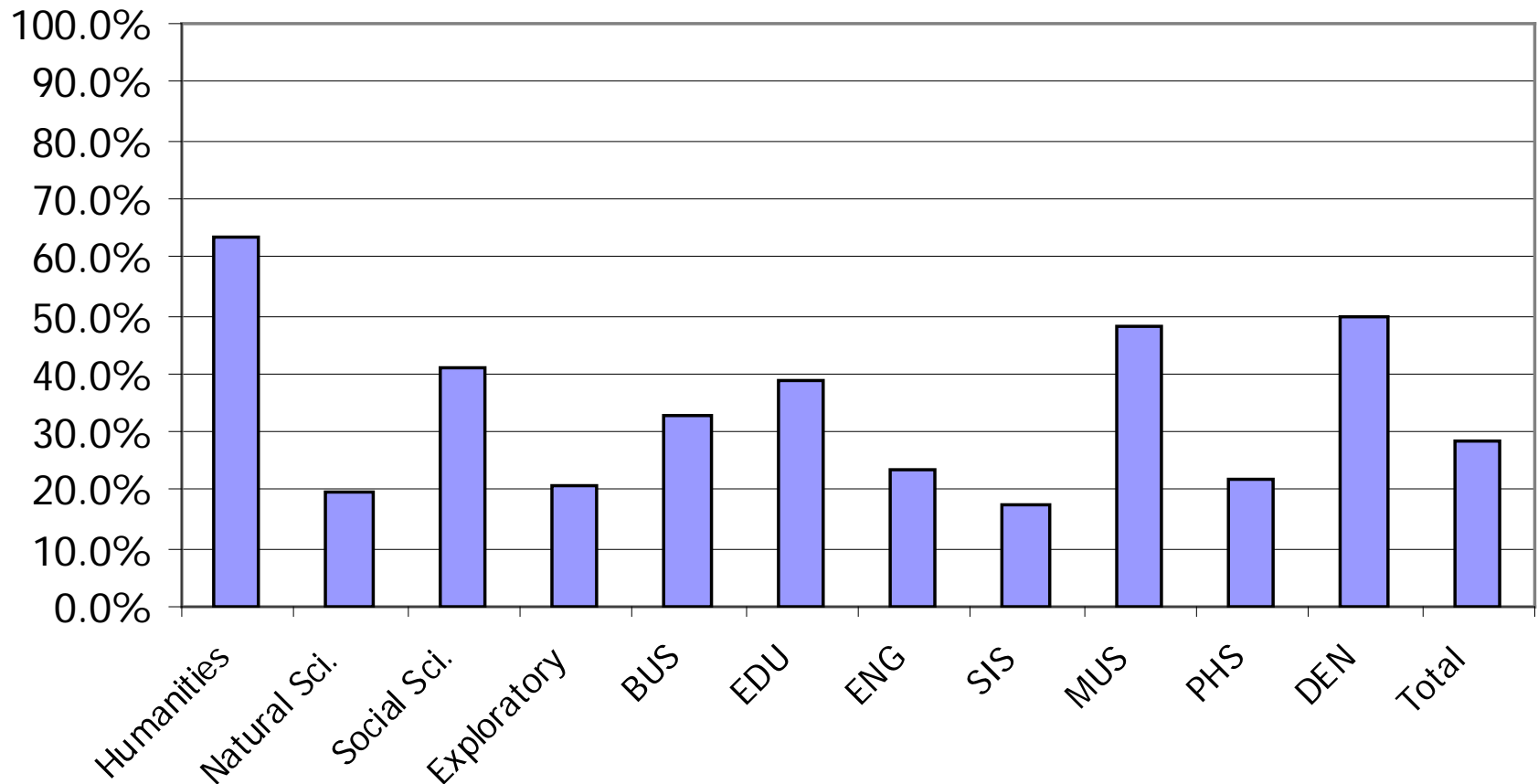

Adjust to Academic Demands

Percentage indicates those who responded "somewhat easy" or "very easy"

University of the Pacific

CIRP First Year Findings

Manage Your Time

Percentage indicates those who responded "somewhat easy" or "very easy"

Broader Impact

- First year improvements using data

  - Study skills sessions set up with peer advisors

  - Connect peer advisors to Pacific seminars

  - Expand student advisor roles

- Still needed an "early warning" system

- Some questions were added to orientation survey in 2009 to identify students who may be at risk

  - I feel confident about my ability to study well in college

  - I will be academically successful in my first year

  - I will be socially successful in my first year

Move Beyond CIRP Data

- Connect CIRP results to other student information
- Supplement CIRP reporting with analyses specific to institutional concerns
- Qualitative information provides the "why" to survey data's "what"
- Use data to assess impact of interventions/changes/new programs

Institutional Examples: Beyond Reports

- **Grinnell College**-Used CIRP data to help frame special emphasis for their reaccreditation self study
  - Students reported high civic engagement and social justice goals, aspirations, and self-concepts; results prompted internal focus groups to examine nature and expectations for leadership and public service

- **Santa Clara University**-Used CIRP to examine mission-related goal of involvement in compassion-related activities
  - Seniors valued compassion related activities greater than seniors 10 years prior, but participated in volunteer work less. Established a new gen ed requirement providing opportunity to link value with behavior

In Conclusion

- Using CIRP Survey results involves more than just "decision-making"

- Establish expectations BEFORE you administer instruments

- Avoid the "perfect data" fallacy

- Create opportunities for collective deliberation and reflection about results (include students!)

- What can you do, how can CIRP help?

For More Information

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