Workshop: Collecting data related to student experience

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Undergraduate Self Study

5. Students: Enrolment, Retention, Graduation

In this section, you will provide information about your students' enrolment, retention, and graduation trends, student satisfaction, and participation in your program. Comment on trends and opportunities for enhancing these experiences and use students' data as well as students' reflections of the program to provide this analysis.

You will need to use data found in the Data Kit provided by OIPA and Student Survey results emailed to you by ISR to complete this section.

Student Satisfaction and Engagement

You will need the Student Survey results provided by ISR and the National Survey on Student Engagement (NSSE) results found in the Data Kit to complete this section.

5.9 Describe and analyze the level of student satisfaction and engagement with your program.
Use the Student Survey and NSSE data to answer this question. Include these data as Appendices: Student Survey (Appendix L) and NSSE (Appendix M).
If applicable, please include information from other data sources to answer this question.

5.10 If applicable, describe the process for collecting and analyzing data related to student engagement if your program used something other than the Student Survey and NSSE results to obtain information.

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Graduate Self Study

5. Students

In this section, you will provide information about your students, their time in the program, their achievements in scholarships or publications, their post-graduation outcomes, and trends and opportunities that are available for enhancing students' experiences.

You will need to use data found in your own program office, the Data Kit provided by OIPA (which include the Canadian Graduate and Professional Student Survey (CGPSS) results), and the Student Survey results emailed to you by ISR to complete this section.

Overview

5.1 Describe the students in your program.

5.2 Describe and analyze the level of student satisfaction and engagement with your program.
Use the Student Survey, if appliable, and CGPSS data to answer this question. Include these data as Appendices: Student Survey (Appendix J) and CGPSS (Appendix K).
If applicable, please include information from other data sources to answer this question.

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Describe and analyze
the level of student
satisfaction and **engagement**
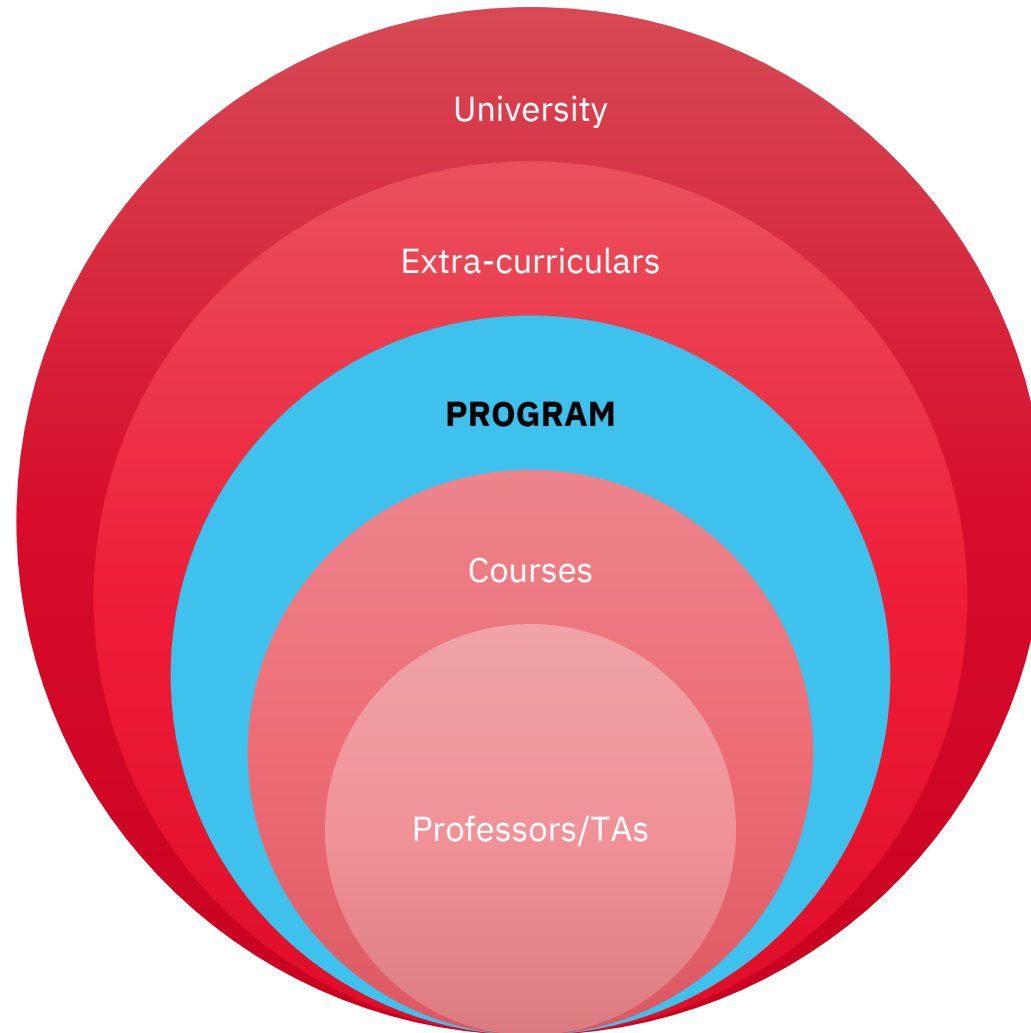with your <u>program</u>.

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In other words....

> Describe and analyze the level of student **satisfaction** and **engagement** with your program.

NOT

> Grades
> Course evaluations
> Experiences at the university
> Experiences with extra-curriculars *(maybe...)*

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Focus for Analysis

University

Extra-curriculars

PROGRAM

Courses

Professors/TAs

What is "The Program"?

PROGRAM

> The required courses
> * Content
> * Accessibility
> * Ways it set them up for success/foundations for knowledge/skills

> The ways the program/courses are organized (ie student have to take X amount of credits)

> Program requirements

> Supports and services within the program and/or for the program (ie student advising, library collections, etc)

> Sense of community, support, identity within the program

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My experience as being "satisfied and engaged" in programs

UNIVERSITY 1

> Didn't like/couldn't make sense of required courses
>
> W̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ urses

Engaged but maybe not satisfied

> I ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶thing
> G̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ning
>
> V̶
> Felt connected to others – spaces, social events, student group(s), etc
> Knew who to go to if I was having a problem

UNIVERSITY 2

> Required courses framed program and program commitments
>
> Larg̶ ̶ ̶ ̶ ̶ ̶ ̶s

Satisfied but maybe not engaged

> Just̶ ̶ ̶ ̶ ̶ ̶ ̶
> Lots̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ my need̶
> Larg̶
> Did not feel connected to others
>
> Did not know how to access help

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My experience as being "satisfied and engaged" in programs

UNIVERSITY 1

UNIVERSITY 2

> Did ... n and cou...
> Was ... ctives

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> Gre... ed to my

> Ver...
> Felt... eve...
> Kne...

This has *nothing* to do with:

- Faculty members
- Course content/readings/assignments
- Courses outside major
- What was happening at the university at large
- Things like gym memberships
- My commute

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My experience as being "satisfied and engaged" in programs

UNIVERSITY 1

> Didn't like/couldn't make sense of required courses

> Wasn't much choice for elective courses

> I felt like I belonged to a particular thing

> Great resources to support my learning

> Very small cohort

> Felt connected to others – spaces, social events, student group(s), etc

> Knew who to go to if I was having a problem

Maybe what the program could learn from this is that:
- ✓ The logic of program requirements could be communicated better
- ✓ Outside department courses can be more promoted
- ✓ Ensure that the spaces and social events available for students stay available and even developed
- ✓ Audit all the supports available and ensure that they are promoted

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My experience as being "satisfied and engaged" in programs

Maybe what the program could learn from this is that:

✓ Maintain the level of courses provided

✓ Figure out how to develop a greater sense place with the spaces available

✓ Audit all the supports available and develop stronger relationships with university partners for supporting our students

UNIVERSITY 2

❯ Required courses framed program and program commitments

❯ Large and exciting choices for electives

❯ Just one student doing the things

❯ Lots of resources, but none tailored to my needs in the program

❯ Large cohort

❯ Did not feel connected to others

❯ Did not know how to access help

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My experience as being "satisfied and engaged" in programs

Note that here the academics are high,

but if students aren't connected then the program can lose support/reputation for growth.

This is important to capture and remedy for program health

UNIVERSITY 2

- Required courses framed program and program commitments
- Large and exciting choices for electives

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UNIVERSITY 2

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Like writing an article

Thesis: "Our program is good, but *of course* it can be better…"

From Workshop 1

How can you collect data on students?

Anonymous survey

"Focus group"

Conversation during classes

Meeting/Town Hall

Things to ensure

1. Students are clear that participation in voluntary
2. Students are clear that their participation has nothing to do with grades or ability to graduate
3. Students are clear that their answers are anonymous
4. That conversation stays away from talking about individual course experiences
5. You are clear about *your* goals for the short period that is available
6. That you don't lead or bias questions or answers (ie "*Don't you think that it would be better if courses are taught in classic latin, which happens to be my speciality!*")

Other reminders

> Ensure consent is clear, signed, and reaffirmed throughout

> Focus on five questions/topics, leaving room for follow up

> Quality is as good as quantity

> Think about how this type of data could be collected every couple years

> During write up: think about the 'triangulation' of this data with professors' experiences

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Best practices

- Google forms; Survey Monkey
- Keep it to one or two pages (excluding consent forms)
- Don't *require* open-ended answers
- Focus on Y/N and scales
- Questions should be skippable
- Have a finite time period for completion
- Do not assume everyone shares the same understanding and vocabulary

Surveys

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Best practices

> Ensure space is comfortable (catering could be provided)

> "Rules" set out beforehand, at the beginning, at the end, and confirmed afterwards

> Avoid deadend questions

> Be prepared to move conversation if topics become individualized

> Stay neutral

In Person Discussion

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Keys to good data collection

DON'T BE DEFENSIVE

STAY CURIOUS

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Don't be defensive; aka what if students are right?

EXAMPLE 1	
Question	**Student**
What was your experience with student advising?	
	I really don't know who to talk to about the program, so I asked other students what to take

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Don't be defensive; aka what if students are right?

Question	Student
What was your experience with student advising?	
	I really don't know who to talk to about the program, so I asked other students what to take
Well, why didn't you answer your email about advising or see the posters we've put up about advising services?	
	Ummm…

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Don't be defensive; aka what if students are right?

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Don't be defensive; aka what if students are right?

EXAMPLE 1	
Question	**Student**
What was your experience with student advising?	
	I really don't know who to talk to about the program, so I asked other students what to take

In your Self Study:

> "Students say they don't know who to talk to about advising but they obviously don't check their emails or read posters because we're doing the right things and they are the ones that are wrong so we're not changing… ☺ "

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Take the opportunity to be curious

Question	Student
What was your experience with student advising?	
	I really don't know who to talk to about the program, so I asked other students what to take
Oh. Was that helpful? Talking to other students?	

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Take the opportunity to be curious

Question	Student
What was your experience with student advising?	
	I really don't know who to talk to about the program, so I asked other students what to take
Oh. Was that helpful? Talking to other students?	
We do have formal advising services. Where and when would have been best to learn about them?	

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Don't be defensive; aka what if students are right?

Do not assume everyone shares the same understanding and vocabulary

EXAMPLE 2	
Question	**Student**
What were the best experiential education activities in your program?	
	I didn't have any experiential experiences in the program

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EXAMPLE 2	
Question	**Student**
What were the best experiential education activities in your program?	
	I didn't have any experiential experiences in the program
What do you mean?!? In your class with me, I brought in guest speakers, took us on field trips, and used case studies!	

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EXAMPLE 2

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EXAMPLE 2	
Question	**Student**
There are a lot of different "hands on" learning strategies, such as field trips, case studies, capstones. Did you experience any of these in the program?	
What was most impactful?	
Would you have liked more?	

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As a survey....

There are a lot of different "hands on" learning strategies. Which ones have you experienced in your program?	❑ Field trips ❑ Case studies ❑ Capstone ❑ Etc ❑ Etc ❑ Etc ❑ Etc
Without naming a course, which one(s) was the most impactful?	——————————————————
Did you feel that these were important for your learning?	❑ Yes ❑ No ❑ Maybe ❑ Haven't thought about it
Would you like liked more of these experiences?	❑ Yes ❑ No ❑ Maybe

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Where to find questions and other tips and tricks?

York University Quality Assurance Procedures

Cyclical Program Review (CPR)   New Programs   Program Modifications   Program Closure   YUQAP Audit   Support   CONTACT

Workshop 4: Storytelling with Data - March 4, 2024

- Presentation PPT (in PDF)
- OIPA Support PowerPoint (In PDF)

Many thanks to our OIPA colleagues and Emma Posca, Administrative Coordinator, Writing LA&PS for sharing their experiences.

Resources and Helpful Links

- Office of Institutional Planning and Analysis (OIPA)
- Institute for Social Research (ISR)

- Alternatives to the ISR Student Survey
- Focus Group Discussion Guide and Consent Form
- YorkU CPR student focus group catering reimbursement information

- "Conducting Focus Groups for Curriculum Review and Improvement" from WesternU's Centre for Teaching and Learning
- Sample Student Survey from WesternU's Centre for Teaching and Learning
- Survey examples, including alumni and employers, from Queen's Office of the Provost and Vice Provost Academic
- Dyjur, P. et al. (2019). "Curriculum review: Guiding questions, data sources & planning." Taylor Institute for Teaching and Learning. Calgary: University of Calgary.
- Hoare, A., et al. (2022). "Program Review Handbook: A course-based approach to conducting program review." Thompson Rivers University.

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