

# Data & Eggs:

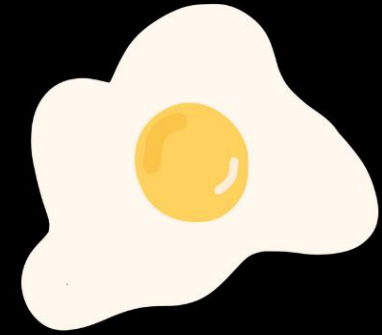
## Helping Faculty Dig into a Data Set

(over breakfast)



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# DATA & eggs



FUELING FACULTY INSIGHTS ON THE CORE

**Wednesday, September 20**

**9:00-10:30** (come & go if you need)

**Union 382**

**bring your APPETITE and your BRAIN**

AND MAYBE YOUR READING GLASSES

# Objectives for Event

- Get valuable student learning data into the hands of faculty
- Model the process of digging into a data set for faculty
- Hammer home the assessment cycle with an emphasis on LEARNING
- Keep things simple to maximize time on task
- (Have something cool to include in SACSCOC & state reports)



# Overview



- 1½ hour working breakfast
- Presented contextual information about the data
- “Guided practice” – walked whole group through a subset of the data
- “Independent practice” – let faculty work alone or in groups, as they like
- Provided a worksheet to capture responses
- Guiding from the side while they work

# Analysis of Pre-/Post-Test Data

Observation from the Data	Proposed Benchmark	Recommendation	Involved Unit
			<input type="checkbox"/> University-wide <input type="checkbox"/> College: _____ <input type="checkbox"/> Dept: _____ Person (opt): _____



## Analysis

(what can we say)

- What strengths/weaknesses do entering freshmen demonstrate?
- What strengths/weaknesses do graduating seniors demonstrate?
- What areas of growth are the strongest? Are of concern?

## Use for Improvement

(what can we do)

- What would be good goals for future administrations? (proposed benchmarks)
- What interventions might improve student learning and help to meet these goals? (recommendations & unit involved)

# Key Features

- Focus on improving student learning
- Keep it activity-based
- Invite select faculty members
- Allow participants to sit wherever
- Let participants go where they will with the data
- Make sure faculty feel appreciated
- Aim for something memorable





# Evaluation Results

- 100% increased understanding of the UNT Core Curriculum
- 92% increased understanding of the process of analyzing student learning data (67% increased understanding “to a great extent”)
- 83% increased understanding of using data to plan for improvements in student learning
- 92% are likely to use something that emerged from the workshop while working with colleagues in their department, while teaching, and in future course development
- 100% enjoyed working with colleagues from different departments

**“Love the  
opportunity for  
think tanks like  
these!”**



# R-O-I

- \$500 for room & food
- 50 faculty members invited
  - 21 attended
  - 17 different departments
- Got faculty considering the data & their impact
- 11 completed worksheets
- 38 observations from data
- 29 proposed plans for improvement
- New goals/directions for core office work



# Challenges

- Navigating faculty schedules
- How many to invite to get enough people there
- Not biting off more than we could chew in the allotted time
- Logistics planning stress
- Keeping an eye on politics
- Finding actionable ideas to show value

# Lessons Learned

- There are multiple ways to present data to make it meaningful across disciplines.
- More heads are better than one.
- Being able to “speak faculty” is invaluable.
- Eat early or make sure that clean up is after the event ends!





# Variations

- Workshop Focus
  - Review for Continued Alignment—using a faculty advisory committee to review general ed assessment alignment each spring
  - Rubricpalooza—working with faculty users to review and/or develop effective rubrics
- Types of interaction during workshop
  - Establish 2<sup>nd</sup> purposeful groups for sharing & building on initial findings
  - Engage a single program or department



# Questions?

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