Analysing your data: 360 degree analysis

About this Guide

This Guide helps you to:

- Map findings from different tracker surveys e.g. student, teaching staff

- Look at findings from one or more tracker surveys in relation to other organisational data

- Therefore get a more 'rounded' picture of your organisation's digital practices and provision - from the perspective of different organisational members

Before using the Guide we imagine you will have:

- Finished collecting and analysing data from your tracker survey(s)

- Accessed and recorded benchmarking data for your survey questions, where this is available

- Downloaded your data for analysis e.g. numerical data into a .csv or excel file, free text data into a text file

- Read the general information in the [Guide: Analysing your Data](#) (unless you are familiar with qualitative and quantitative data analysis), and engaged with the Question-by-Question guide(s) for the survey(s) you are using

Top three things to highlight in your analysis and report

In all tracker analysis, before worrying about the detail, you should focus on these three questions:

- What is the organisation doing well? (above the national benchmark, improved on previous data, or better than expected). How can we extend and sustain this good practice? How can we lock it in for the future? How might we explore and evidence it further (e.g. with a case study)?

- What could we do better?(below the benchmark, declined on previous data or on expectations). How can we address this, and how are we already addressing it? What is our target, our commitment, and our plan for achieving this? How will we monitor progress and report back to stakeholders?

- What do our key stakeholders want and need to know? How will we reach them (what formats and media will get their attention)? Consider posters, reports, presentations, tweets, social media memes. Look at using the templates provided by Jisc. What are the headlines? What do you want people to do as a result?

How to use this Guide:

1. *Match up the question numbers and topics* to be sure you are comparing like with like across the different surveys. Where there is a blank, there is no equivalent question in that survey. Note that some questions are *identical* in different surveys, while some are *comparable* but non-identical.

2. Consider *what kind of comparison* or relationship it is valid to consider in each case (the section below 'a rounded view' has more about this).

3. Look at the final column for *other data you could use to triangulat*e with your data from the tracker survey(s), including data we asked you to provide when you confirmed your participation in the tracker.

4. *Free text questions* have been highlighted, as you will probably have this data in a different system for analysis – even if that is just a text document.

A rounded view

You are interested in how your organisation uses digital technologies to support learning, teaching and research. Tracker findings help you to look at this situation from the perspective of different users: teaching staff, researchers, students, and organisational 'leads' (people with an organisational overview). Tracker findings also allow you to look at digital provision (the digital environment, IT services and support) alongside digital practice (what people actually do in the digital environment and with the digital services available). This is what gives you the fully rounded view.

Most of the time, tracker findings allow you to see the perspectives of different groups **side by side**. Students, teaching staff and researchers are common users of the organisation's digital provision, and you would expect parallels in what they report. Data from different user surveys should not be amalgamated and treated as one data set, even if the questions are the same. For example, you should not say '*overall, 40% of all users did not have reliable access to wifi*'. But you can report the data from the different groups in tandem, keeping the integrity of the different samples. For example, you might say: '*44% of student respondents and 38% of teaching staff reported that they did not have reliable access to wifi*'. Or '*23% of student respondents in the Social Sciences Faculty agreed, in comparison with 43% of teaching staff in the Faculty*' (if you asked about Faculty in your grouping question). You can point to parallels in the data and hypothesise common causes - in this case, poor wifi reliability!

 If the experience of the digital environment is significantly better (or worse) for one of your respondent groups, this may mean that investment in digital provision needs to be better balanced. Or it may be that expectations are higher among some groups, or those groups are less able to make good use of the provision available. All this is worth investigating further.

If the experience of one or more of your respondent groups is significantly lower than national norms - based on benchmark data and statistical tests - you have a good case for more investment and/or better dialogue with those users about their needs. On the other hand, if all your respondent groups are more positive than average about aspects of their digital experience, that is good cause to celebrate. Reporting the different findings side by side allows them to 'add up' to a stronger and more credible case, in either direction.

Our demographic questions, and any additional grouping questions you added yourself on customisable pages (if you are using the full version of the tracker), allow you to subdivide your tracker user groups further. If you find significant differences within one user group - related to (for example) gender, health and disability status, or curriculum area - you might be interested to look for the same differences in the data from another group. Again, you should preserve the integrity of the different samples while reporting that the same effects have been found in both.

Sometimes, tracker findings allow you to see an issue from **different sides**. For example, we ask organisational leads about the whole organisation's approach to innovation: we also ask teaching staff about whether they have support to innovate. We ask teaching staff about digital activities they promote: we also ask students abut the frequency with which they undertake those activities. The purpose of tracker is to gauge experience, so different answers from different respondent groups are sometimes to be expected. They point to a mismatch that should be investigated - perhaps between strategy and practice, or between how different people understand the same situation. Of course if perceptions are positive on both sides, there is evidence that good intentions are being followed through into practice.

Where there are matching questions in the table, you will decide whether your findings 'add up' to a common consensus, or whether you have a case of different perspectives.

Student question	Teaching staff question	Other sources of data Includes organisational data from tracker: other data sources are suggestions only
1. How old are you?		
2. What gender do you identify as?	2. What gender do you identify as?	
3. What stage are you at in your current course?	1. How long have you worked in a teaching / lecturing role?	
4. Which of these personally-owned devices do you use to support your learning?		Organisational factor 7. Which best describes the state of your 'bring your own device' policy?
	3. Which best describes your approach to adopting new technologies for teaching?	Organisational factor 8: Which best describes your organisation's approach to adopting new technologies for learning and teaching?
5. In your own learning time, how often do you use digital tools or apps to … *(range of learning activities, some similar to teaching staff items)*	12. As a professional educator, how often do you … *(range of professional activities, some similar to student items)*	Local feedback from e.g. student digital champions

5.a. Please give an example of a digital tool or app you find really useful for learning:	12.a. Please give an example of a digital tool or app you find really useful in your job role:	
6. Do you use any assistive technologies to meet your learning needs? (e.g. screen readers, voice recognition, switches)	5. Do you personally use any assistive technologies? (e.g. screen readers, voice recognition, switches)	
6.a. If YES, has your institution provided you with any support with assistive technologies?	5.a. If YES, has your institution provided you with any support with assistive technologies? Also 14. How much do you agree that you are informed about your responsibilities with regard to... 14.3.a. Assistive and adaptive technologies (*reframed as a responsibility to students*)	
6.b. Please give an example of any assistive technologies, apps or adaptations that you've found useful:		
7. Which of these do you have access to at University/College whenever you need them? *Note that the exact list differs between roles and sectors.*	6. Which of these do you have access to at University/College whenever you need them? *Note that the exact list differs between roles and sectors.*	Organisational factor 7. Which best describes the state of your 'bring your own device' policy?
8. Which of these University/College-owned devices do you use to support your learning?		
9. How much do you agree with the following statements? *(Responsibilities of the University/College to the student)*	14. How much do you agree that you are informed about your responsibilities with regard to: *(Student statements appear reframed in terms of responsibilities rather than benefits)*	

9.1.a. The University/College supports me to use my own digital devices		Organisational factor 7. Which best describes the state of your 'bring your own device' policy? UCISA TEL survey
9.2.a. I can access University/College health and wellbeing services online	14.5.a. Your health and wellbeing in the digital workplace	ISB Wellbeing questions
9.3.a. I can participate in student union / club / society activities online		
9.4.a. The University/College helps me stay safe online	14.4.a. Ensuring students behave safely online	
9.5.a. The University/College protects my data privacy	14.1.a. Managing learner data securely	
10. If you need help with your digital devices or skills, who do you turn to first?	4. If you need help with your digital devices or skills, who do you turn to first?	Organisational factor 6. How many full time equivalent TEL-related staff does your organisation employ? UCISA TEL survey
11. To improve your experience of digital teaching and learning ... what one thing should we DO?	16. What one thing should your organisation do - or do better - to support your digital teaching practice?	Organisational factor: 5. Which best describes the state of your digital learning/e-learning/TEL strategy?
12. To improve your experience of digital teaching and learning ... what one thing should we NOT DO?		Organisational factor: 5. Which best describes the state of your digital learning/e-learning/TEL strategy?
13. Overall, how would you rate the quality of this university's/college's digital provision (software, hardware, learning environment)?	9. Overall, how would you rate the quality of this organisation's digital provision (software, hardware, learning environment)?	NSS Learning Resources questions PRES questions on Resources ISB questions on student support
14. As part of your course, how often do you do the following digital activities? *(similar items to teaching staff list)*	10. In your teaching practice, how often do you…? *(similar items to student list)*	

``	12.a. Please give an example of a digital tool or app you find really useful in your job role. (*Note that these are not strictly equivalent questions.*)	
15. How much do you agree with the following statements about your VLE (Virtual Learning Environment)? *Note that the statements differ for teaching staff and students.*	7. How much do you agree with the following statements about your VLE (virtual learning environment)? *Note that the statements differ for teaching staff and students.*	Organisational factor 12: What percentage of the courses you offer make effective use of the functions available in your virtual learning environment? UCISA TEL survey questions on VLE
16. How much do you agree with the following statements?	8. How much do you agree with the following statements?	UCISA TEL survey questions
	8.1.a. AV equipment is reliable and easy to use	
16.1.a. Online assessments are delivered and managed well	8.5.a. I am able to create and manage online assessments	
16.2.a. Teaching rooms are well designed for the technologies we use	8.2.a. Teaching spaces are well designed for digital technology use	Organisational factor 14. What percentage of learning spaces have been designed or adapted to support effective digital learning?
16.3.a. The software used on my course is industry standard and up-to-date	8.3.a. The software available to teach with is industry standard and up-to-date	Organisational factor 13: What percentage of the courses you offer make use of industry-standard and up-to-date digital software and systems?
16.4.a. I am told how my personal data is stored and used		
17. ... and how much do you agree that ...	13. How much do you agree that your organisation provides you with ...	
17.1.a. Before I started my course I was told what digital skills I would need	13.1.a. Guidance about the digital skills you are expected to have as a teacher	Organisational factor 10: How do you usually prepare students for the technologies they will use in their course of study?

17.2.a. I have regular opportunities to review and update my digital skills	13.2.a. Regular opportunities to develop your digital skills	UCISA Digital Capabilities survey
17.3.a. Digital skills are important in my chosen career		
17.4.a. My course prepares me for the digital workplace		
	13.3.a. Time and support to innovate	
	13.4.a. Reward/recognition when you develop digital aspects of your role	
17.5.a. Learners are given the chance to be involved in decisions about digital services	13.5.a. Opportunity to be involved in decisions about digital services	UK Student Engagement survey Organisational factor 9: How do you usually engage your students in improving the digital environment for learning?
	14. How much do you agree that you are informed about your responsibilities with regard to: 14.2.a. Digital copyright and licensing *(the only item not also to appear in the student list)*	
18. Overall, how would you rate the quality of digital teaching and learning on your course?	15. Overall, how would you rate the support you receive from your organisation to develop the digital aspects of your role?	NSS overall rating for TLA TEF band Organisational factor 11: Approximately what percentage of your teaching staff have undertaken some form of CPD in TEL/digital teaching and learning in last 2 years? UCISA Digital Capabilities survey
19. When digital technologies are used on my course … (a range of positive outcomes)		

22. How much would you like digital technologies to be used on your course?	11. Ideally, how much would you like digital technologies to be used in your teaching practice?	
23. What curriculum area are you studying in? *(optional question)*	23. What curriculum area do you principally teach in? *(optional question)*	