

ASSESSMENT FOUNDATIONS WORKSHOP SERIES:

Gather Data - Qualitative

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Session Outcomes

1. Describe at least two qualitative techniques.
2. Identify assessment projects that require IRB approval.
3. Apply basic coding concepts in analyzing qualitative data.
4. Recognize research or assessment question types that lead to the use of qualitative methods.
5. Describe five ways to keep data secure.



Research and Assessment

Research

- Guides theory development and tests concepts
- Typically broader implications for student affairs or higher education

Assessment

- Guides good practice
- Implications for single institution

(Schuh & Upcraft, 2001)



Qualitative Methodology

Qualitative methodology is the detailed description of the situations, events, people, interactions, and observed behaviors, the use of direct quotations from people about their experiences, attitudes, beliefs, and thoughts; and the analysis of excerpts or entire passages from documents, correspondence, records, and case histories.

(Schuh & Upcraft, 2001)



Qualitative Perspective Assumptions

| Assumption | Question | Characteristics |
|-----------------|---|--|
| Ontological | What is the nature of reality? | Subjective and multiple, as seen by participant(s) |
| Epistemological | What is the relationship between the researcher and participants? | Attempt to reduce distance between researcher and participant(s) |
| Axiological | What is the role of values? | Research is value-laden and biases are present |
| Rhetorical | What is the language of research? | Informal, personal voice, qualitative terms, limited definitions |
| Methodological | What is the process of research? | Inductive, study topic within context, use emerging design |

Adapted from (Creswell, 2007, p. 17)



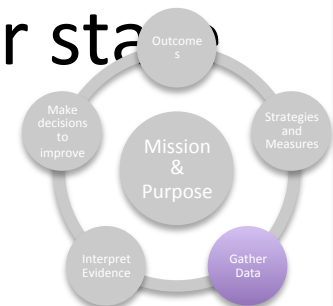
Qualitative Techniques

1. Interviews
 1. Individual
 2. Group (focus group)
2. Observation
3. Document analysis



IRB Approval?

1. Is your project considered research?
2. Harm or discomfort?
3. Target underrepresented population?
4. Report illicit or illegal behavior?
5. Receiving funding from federal or state government?
6. Departmental, institutional, federal, or state government require IRB approval?



Gathering Data

| In my experience at USD so far... | strongly disagree | disagree | neither agree nor disagree | agree | strongly agree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| I feel confident in my ability to be successful in this environment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe that I can achieve my academic goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am more likely to engage in conversation with individuals that I otherwise wouldn't. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel motivated and inspired to learn. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that there are people here that I would want to get to know. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that I am a member of the campus community. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel a strong sense of community with people beyond my preceptorial classmates. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have experienced bias or discrimination in my preceptorial class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Gathering Data

Please describe how participating in an LLC affected you.



Coding

Reframe – revisit purpose of the assessment

Read/listen without coding

Preliminary themes

Verify themes

Summarize

(Bresciani, Zelna, & Anderson, 2004)



Excel File Edit View Insert Format Tools Data Window Help

LLC Effect Qual.xlsx

100%

Home Layout Tables Charts SmartArt Formulas Data Review

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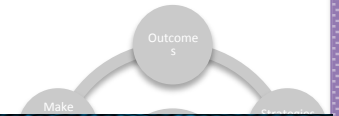
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| | A | C | D | E | F | G | H | I | J | K | L | M | N |
|----|---|--|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Allowed me to think outside the box and interact with others | | | | | | | | | | | |
| 2 | 3 | Allowed me to think outside the box and interact with others | | | | | | | | | | | |
| 3 | 2 | Being in an Llc allowed me to make new friends while learning about change and how it relates to my everyday life | | | | | | | | | | | |
| 4 | 4 | Being in an Llc allowed me to make new friends while learning about change and how it relates to my everyday life | | | | | | | | | | | |
| 5 | | Broad horizon. Become eager to community. | | | | | | | | | | | |
| 6 | 2 | Brought me closer with others | | | | | | | | | | | |
| 7 | 2 | Felt more part of the community, got to know people | | | | | | | | | | | |
| 8 | 2 | Fun to get out and make friends outside of campus. | | | | | | | | | | | |
| 9 | 2 | Gave a sense of similarity and people who you see a lot- you knew | | | | | | | | | | | |
| 10 | 2 | Gave me a sense of community at a new school | | | | | | | | | | | |
| 11 | 2 | Gave me a way to build stronger relationships with those in my hall | | | | | | | | | | | |
| 12 | 2 | Get to know people | | | | | | | | | | | |
| 13 | 2 | Helped create friendships and study groups. Very helpful. | | | | | | | | | | | |
| 14 | 5 | Helped create friendships and study groups. Very helpful. | | | | | | | | | | | |
| 15 | 3 | helped intellectual growth, thinking about the world in new ways | | | | | | | | | | | |
| 16 | 2 | Helped me get to know people I otherwise would not have met. | | | | | | | | | | | |
| 17 | 2 | Helped me make friends and get to know others | | | | | | | | | | | |
| 18 | | I attended more events than I normally would have. | | | | | | | | | | | |
| 19 | | I don't think it affected me that much. I didn't meet a lot of people in my LLC | | | | | | | | | | | |
| 20 | | I feel as though the LLC really was not that big of an idea. We barely had any events and I still don't know what the main focus behind our theme is | | | | | | | | | | | |
| 21 | 3 | I feel more aware of the world around me | | | | | | | | | | | |
| 22 | 2 | I felt socially included | | | | | | | | | | | |
| 23 | 1 | I get to meet new people, however, I did not enjoy the environment within the dorms. | | | | | | | | | | | |
| 24 | 2 | I got to know certain people very well. I still don't fully understand the purpose of the LLC though | | | | | | | | | | | |
| 25 | 6 | I got to meet people with similar interests. I love my roommates | | | | | | | | | | | |
| 26 | | I had to participate in four events | | | | | | | | | | | |
| 27 | 2 | I have close relationships with people I wouldn't have otherwise. | | | | | | | | | | | |
| 28 | 6 | I have met numerous people who view society like I do and I have met people who became my really close friends. | | | | | | | | | | | |
| 29 | 2 | I have met numerous people who view society like I do and I have met people who became my really close friends. | | | | | | | | | | | |
| 30 | 7 | I learned about all the resources. I got closer to people in LLC. | | | | | | | | | | | |
| 31 | 2 | I learned about all the resources. I got closer to people in LLC. | | | | | | | | | | | |

Data Security

1. Login password and sleep when unattended
2. Use the eduroam network
3. Remove identifying information
4. Password protect files with identifying information
5. Remove old data files
6. Turn your computer off when you leave for the day
7. Keep confidential materials in a locked cabinet
8. Never share your login information.



Qual or Quant?

1. Graduate School Choice: An Examination of Individual and Institutional Effects
 1. To what extent do measures of human capital explain graduate school aspiration, application, and enrollment?
 2. To what extent do student demographic and background characteristics influence graduate school aspiration, application, and enrollment?



Qual or Quant?

1. Re-envisioned Contributions: Experiences of Faculty Employed at Institutional Types that Differ from their Original Aspirations
 1. How do faculty employed at an institutional type that does not align with their graduate school preparation and/or with their original aspirations re-envision their careers?
 1. How do these participants describe the contributions of their re-envisioned careers?



References

Bresciani, M. J., Zelna, C. L., Anderson, J. A. (2004). *Assessing student learning and development. A handbook for practitioners.* NASPA.

Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches.* Thousand Oaks, CA: Sage.

Schuh, J. H., & Upcraft, M. L. (2001). *Assessment practice in student affairs: An application manual.* San Francisco, CA: Jossey-Bass.

