Assessment certificate program (ACP)

- Collaboration between DePaul and Loyola, Academic Affairs and Student Affairs
- Workshops:
  - Core content focused on the assessment cycle
  - Don’t have to sign up for ACP to participate in workshops
  - Can take a few workshops and decide to sign up for the ACP!
  - We will be adding more workshops
Assessment certificate program (ACP)

Requirements:
- Attendance at 6 workshops:
  - Intro to Assessment (at home campus) *does not have to be taken first*
  - Four workshops that you select (at DePaul or Loyola)
  - Final Workshop (at home campus)
- Completion of a culminating project of your choice

Visit [http://acp.depaultl.org/](http://acp.depaultl.org/) to:
- Sign up for the ACP
- Sign up for individual workshops
- Suggest future workshop topics
- Volunteer to present/co-present
- Get more information about or propose a culminating project
Workshop Overview

- Why Collect Qualitative Data?
- Types of Qualitative Data
- Key Points of Analysis
- Steps to Developing Themes
- Reporting Findings
Why Collect Qualitative Data

- To understand people’s life histories, everyday behavior or personal experiences
- Allows for flexibility, subjectivity and deeper exploration
- Focuses on words and images
Types of Qualitative Data

- Written Documents
- Observation
- Focus Groups
- Interviews
- Photo Journals
- Mind Mapping
Begin with the End in Mind

- No matter what type of data collection, it is important to determine the analysis strategy in the beginning
Analysis Considerations

- When data is collected
- How data is collected
- Who is collecting data
- The setting in which data is collected
DOCUMENT ANALYSIS
Research-Generated Documents - For what purpose were the documents produced?

Our (the investigator’s) responsibility is to ask questions regarding the documents origin, reasons for being written, its author and the context in which it is written.
Primary Sources

- Reflection papers are primary sources
- The originator of the document is recounting firsthand experience
- The best primary sources are recorded closest in time and place to the phenomenon of interest by a qualified person
Limitations of Personal Documents

- Subject to purposeful or non-purposeful deception.
- Distortion may be unintentional: writer is unaware of biases or simply does not remember accurately.
- Differences caused by manner in which data is collected.
Strengths of Personal Documents

- Can yield more data or better data than other tactics
- Easily accessible and contains information that would take enormous time and effort to gather
- May be the only means for studying certain problems
- Stability - the presence of the investigator does not alter what is being studied
Reflection Examples

- When we encourage our students to experience, reflect and evaluate, we may not provide a means for students to concretize and to interpret their learning. As Nowacek and Mountin (2012) contend, in order for students to be able to meaningfully reflect and evaluate, they must first understand how to reflect effectively and with purpose. The faculty member’s role, then, is to provide the direction that enables students to reflect in meaningful ways.

  -Hidding, Scheidenhelm, and Milligan, 2014
MARK 311 Marketing Research End of Semester Individual Final SLCE Engagement

Engaged learning in Mark 311 helped me develop personally as well as professionally. The team I was with allowed me to realize the importance of teamwork and being able to rely on your teammates. This growth comes with personal responsibility to ensure that your teammates trust you. Putting in an equitable amount of work results in everyone being satisfied and happy working together. I did not feel obligated to complete my parts, I just did not want to let my team down. Constant communication and understanding helped us develop a well rounded project.

My experiences in Mark 311 have provided a new passion for the analysis of data. Once my group was done with data collection and focus groups, analyzing the data was the most intriguing part. Putting survey results through SPSS, and finding correlations was something I have never done before. Participating in focus groups allowed me to see another method of data collection. I have gained a deeper appreciation for the work marketers do to gain insight on consumers.

The project we engaged in this year was something I personally connected with. I love being able to find ways to give back to communities and causes within the realm of business. I feel like this gets lost within business today. I love that Loyola focuses on social justice and that we were able to partner with BowTie Cause on this specific project. Being able to research to help a company making positive change was redeeming and satisfying.

Initially I was anxious when I found out that we would be interacting directly with clients! As time progressed and we made contact with Amanda from BowTie Cause, I was relieved and very excited. Being able to speak and discuss company issues with the CEO’s of both Epic Burger and BowTie Cause was intriguing to say the least. The experience is one of a kind and really prepares a student for the real world, especially in careers of marketing and public relations.

MARK 311 is one of the best classes for well rounded learning and action. I initially felt overwhelmed and anxious by the work that was to be done, but this was quelled by the professor’s passion for the subject and my teammates helpfulness. I found myself becoming very resourceful and engaged in and out of class. I was having conversations with my friends and family about my project and was trying to gather all opinions for my project. Gaining skills such as SPSS, Infographic creation and industry terms all aided in my enjoying this class, and the project.
The context of this project as a whole was something completely new to me. I have never worked on something like this, or even similar to this. I loved being able to work with a real life client, who gave me continuous feedback throughout the entire process. Working with the real CEO of a real company gave me the added bonus of knowing that my work was something of actual value, as opposed to work intended to solely take me through to motions.

I gained more experience through this project than I had initially expected, and honestly more than I thought possible. This is experience I will take with me and use to my advantage as I go out into the real world to obtain a career in marketing. In addition to gaining my own experience, I feel that the clients, as well, are able to walk away with a meaningful experience of their own.

I felt all the new material I learned throughout this semester is information that I will keep with me for quite a while, as I plan to use it to my advantage when competing for a job. This really gave me a sense of what it’s like to be working in a very fast-paced manner with the next deadline always right around the corner. I was forced to always be on my toes and quickly learned I must always be prepared to hurdle the next obstacle or complete the next task thrown my way.

Being able to actually and physically go out into the field and practice what I have just learned was one of the greatest elements of the entire course. It’s not so often anymore that I learn something new and then get the opportunity to immediately take that knowledge and put it to use. Being able to take something brand new and apply it to a real life situation is something I have found to be extremely useful, and I feel lucky that I have had the opportunity to do so.
FOCUS GROUPS
Strengths of Focus Groups

“Focus groups provide an excellent opportunity to listen to the voices of students, explore issues in depth, and obtain insights that might not occur without the discussion they provide.”

(Palomba & Banta, 1999, p. 196-197)
Purpose of Focus Groups

- Gather information about a specific topic
- Group environment
- Allow interaction and discussion by participants
Limitations of Focus Groups

- Group influence
- Subject to purposeful or non-purposeful deception
- Differences caused by manner in which data is collected
Guiding Principles for Asking Focus Group Questions

- Be conversational
- Be clear
- Seek Help
Categories of Focus Group Questions

- Opening Question
- Introductory Questions
- Transition Questions
- Key Questions
- Ending Questions
Sequencing Focus Group Questions

- Provide background information
- General questions before specifics
- Positive questions before negative questions
- Consistency is important
- Usually questions are not changed
Focus Group Analysis is Unique

- Data collection through observation, conversation and other means (demographics)
- Data derived from group process in a focused manner (participant influence)
- Silence does not imply lack of opinion
- Important to note body language, intensity and non-verbal interactions
OBSERVATIONS
Purpose of Observations

- To watch the behavioral patterns of people (Johnson and Christensen, 2008)
- To provide a firsthand account of the situation under study (Merriam, 2009)
- Allows for data collection “when people cannot or will not discuss the research topic” (Merriam, 2009, p. 136)
Strengths of Observations

“Being alive renders us natural observers of our everyday world and our behavior in it . . . Most of this observation is routine – largely unconscious and unsystematic.”

- Merriam, 2009, p. 117
Limitations of Observations

- Highly subjective leads to unreliable reporting of perception
- Subject to be intertwined with informal interviews and conversations innate to fieldwork
- Trustworthiness of results often questioned
What to Observe

- The physical setting
- The participants
- Activities and interactions
- Conversation
- Subtle Factors
- Your own behavior

Refer to the Participant and Direct Observation Guide Template
MIXED METHODS
Mixed Research

- Broad type of research in which elements or approaches or other paradigm characteristics from quantitative and qualitative research are combined or mixed in a research study

- Johnson and Christensen, 2008
Question 1: Name one way you can apply your strengths in your forthcoming leadership role at DePaul?

![Bar chart showing responses to Question 1]

Figure 1.1 illustrates the cross-tabulation for responses to question one, “Name one way you can apply your strengths in your forthcoming leadership role at DePaul.” Four students responded to the question by naming two ways they would apply their strengths. Therefore there are 79 entries.

Our findings show 23 students illustrated they would use their strengths to strive for excellence in their role, 17 students listed contributing to a larger community, 16 students named an action or viewpoint that demonstrated taking seriously the perspective of others, 12 students did not name or identify an action that fell into the SRL framework, 7 students responded using the knowledge and intellectual competence framework, and 4 students replied with answers congruent with self-understanding and personal integrity as a way they would apply their strengths.
ANALYSIS
Analysis Strategies

- Select a sample set of data, when possible
- Utilize a group process to conduct the analysis
- Depending on the size of the project and your interest, there is qualitative research software that can be helpful
Important Principles of Analysis

- Let your objective guide the analysis
- Remember your “grand tour” question
- Do not get locked into one way of thinking
- Let the words and actions of your participants guide your analysis
Important Principles of Analysis

- Questions are the raw material of analysis
- Effective analysis goes beyond words
- *Analysis must be practical*
- Analysis reflects not what participants should be saying, but what they are saying
Considerations for Qualitative Analysis

Consider the . . .

 words
 context
 internal consistency
 frequency of comments
 extensiveness of comments
 intensity of comments
 specificity of responses
 what was not said

Find the big ideas!
Analysis Must Be Systematic

- Sequence questions
- Be consistent in capturing data (tape recording, notes, papers, etc.)
- Maintain records of coding the data
- Consider using participant verification (e-mail)
Analysis Must Be Verifiable

- Another professional should arrive at similar conclusions
- Keep track of everything you do during analysis (research memo or journal)
DEVELOPING THEMES
Coding

Definition: Combining text to build a broad picture of the data
- Developing categories
- Organizing into themes
- Substantiated by evidence and quotes
Developing Codes

- Read all documents thoroughly
  - Help familiarize yourself with the material
- Read through transcripts second time
  - Jot down ideas in margin
- Read through transcripts a third time
  - Ask question “What is this about?”
  - Begin to underline and box sets of words
- Final Reading
  - Develop labels for these sections (Codes)
Developing Codes

- Codes can be stated as
  - Participants actual words
  - In educational terms
  - In your own words

- Make list of all coded words (30-50)
  - Cluster together similar codes
  - Look for redundant codes

- Repeat the process
Jean Jones

The Process of Reconstructing Curriculum in a Rural High School Setting

Lori, that I’ve heard talked about was the fact that schools reflect the strengths of communities. What do you perceive as strengths of Wakefield as a community and how that relates to schools?

Well, I think Wakefield is a fairly close-knit community. I think people are interested in what goes on. And because of that, they have a sense of ownership in the schools. We like to keep track of what our kids are doing and feel a connection to them because of that. The downside of that perhaps is that kids can feel that we are looking TOO close. But most of the time, that is the nurturing environment that we do provide an atmosphere of concern and care. To back up, you said the health of the community itself is reflected in schools. A lot of times communities look at schools and say they are not doing this or they aren’t doing that, or we’re missing something in our schools. I think perhaps we look at the school and see, this is probably a pretty conservative community overall, and look to make sure that what is being talked about in the schools really carries out the communities values. There is a little bit of an idealization I think, perhaps in terms of what we thought of “basic education”. And I think there might be a tendency to hold back a little bit too much because of that idealization of “you know, we learned the basics, the reading, the writing and the arithmetic.” So you know, any change is threatening. And I think that goes for the community as well as what we see reflected at the school. Sometimes that can get in the way of trying to do different things. I think, again, idealization, older members of the community forget, some of the immaturity that they experienced when they were in school and forgetting that kids are kids. So there is a little bit too much of that mental attitude. But for the most part, I think there is a sense of we’re all in this together, and concern for the kids.

In terms of looking at leadership strengths in the community, where does Wakefield set in a continuum there with planning process, understanding the need to plan, forward thinking, visionary people. You talked about that a little bit before.

I think there are people that have wonderful visionary skills. I would say that the community as a whole would be, would not reflect that. I think there are people who are driving the process, but the rest of the community may be lagging behind a little bit. I think we have some incredibly talented people who become frustrated when they try to implement what they see as their...
Developing Themes

- Similar codes aggregated to form a major finding (Theme)
- Usually 5-7 (2-4)
- Identify themes by
  - Frequency
  - Uniqueness
  - Most evidence to support them
- Use specific quotes as supporting evidence
Developing Themes

- Different types of themes
  - Ordinary themes
  - Unexpected themes
  - Hard-to-classify themes
  - Major and Minor themes

- Themes represent multiple perspectives of the participants

- Once themes are developed look for contrary evidence
Connecting themes

- Layering the analysis
  - Representing the data using interconnected levels of themes
- Going beyond merely stating themes
- Minor themes are subsumed by major themes
- Major themes lead to broader themes
- Working upward toward broader and broader themes
Analysis Seeks to Enlighten

- Analysis should lift the level of understanding to a new level
- Analysis should inspire a search for new information
Great Research Made Easy!

A cross-platform app for analyzing qualitative and mixed methods research with text, photos, audio, videos, spreadsheet data and so much more.

Dedoose [http://www.dedoose.com](http://www.dedoose.com)
Technology Tools

Nvivo

http://www.qsrinternational.com/products_nvivo.aspx
REPORTING
The report should communicate useful information to an identifiable audience for a specific purpose.” (Krueger, 1998, p. 105)

- Remember the purpose of the study
- Consider the audience
  - Identify users
  - Assemble information of interest
- Consider your options for reporting information (oral, written or both)
Questions or Comments

Thank you for taking the time to participate in the workshop!

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