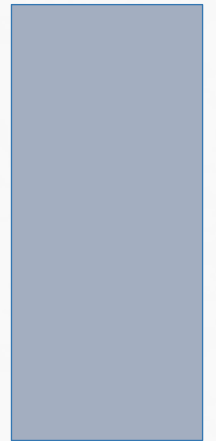


QUANTITATIVE DATA COLLECTION METHODS

CONDUCTING ASSESSMENT IN STUDENT AFFAIRS-
SESSION FIVE



INTRODUCTION ACTIVITY

Take a look below at the key concepts covered so far in this course. With a partner, see if you can answer all of these questions. Then reflect on the following:

- Which questions were easiest to answer? Why?
- Which questions were hardest to answer? Why?

Session 1: Introduction to Assessment

- *What is assessment?*
- *What does it have to do with my role and responsibilities in student affairs?*

Session 2: Purpose of Assessment

- *What are the various types of assessment that I can conduct?*
- *How do I identify an assessment question?*

Session 3: Context of Assessment

- *What are the various factors that influence the work that I do?*
- *Who has a stake in my assessment project?*

Session 4: Qualitative Data Collection Methods

- *How do qualitative assessments differ from quantitative ones?*
- *What types of qualitative assessment methods can be used and when should I use them?*

SESSION OVERVIEW

Overview of Qualitative and Quantitative Paradigms

Quantitative Research & Data Collection Methods

Observation

Rubrics

Existing data

(BREAK)

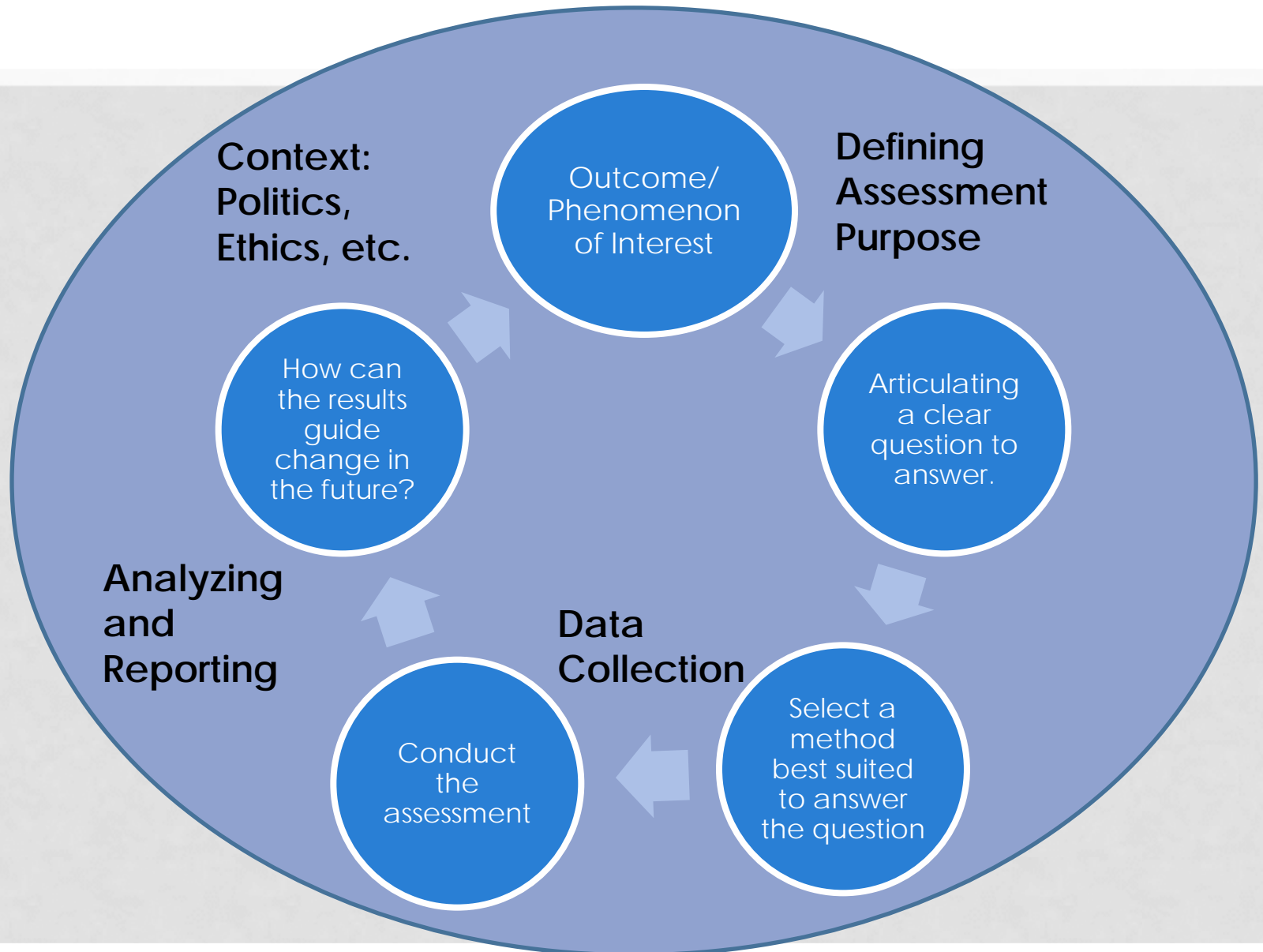
Surveys

Activities

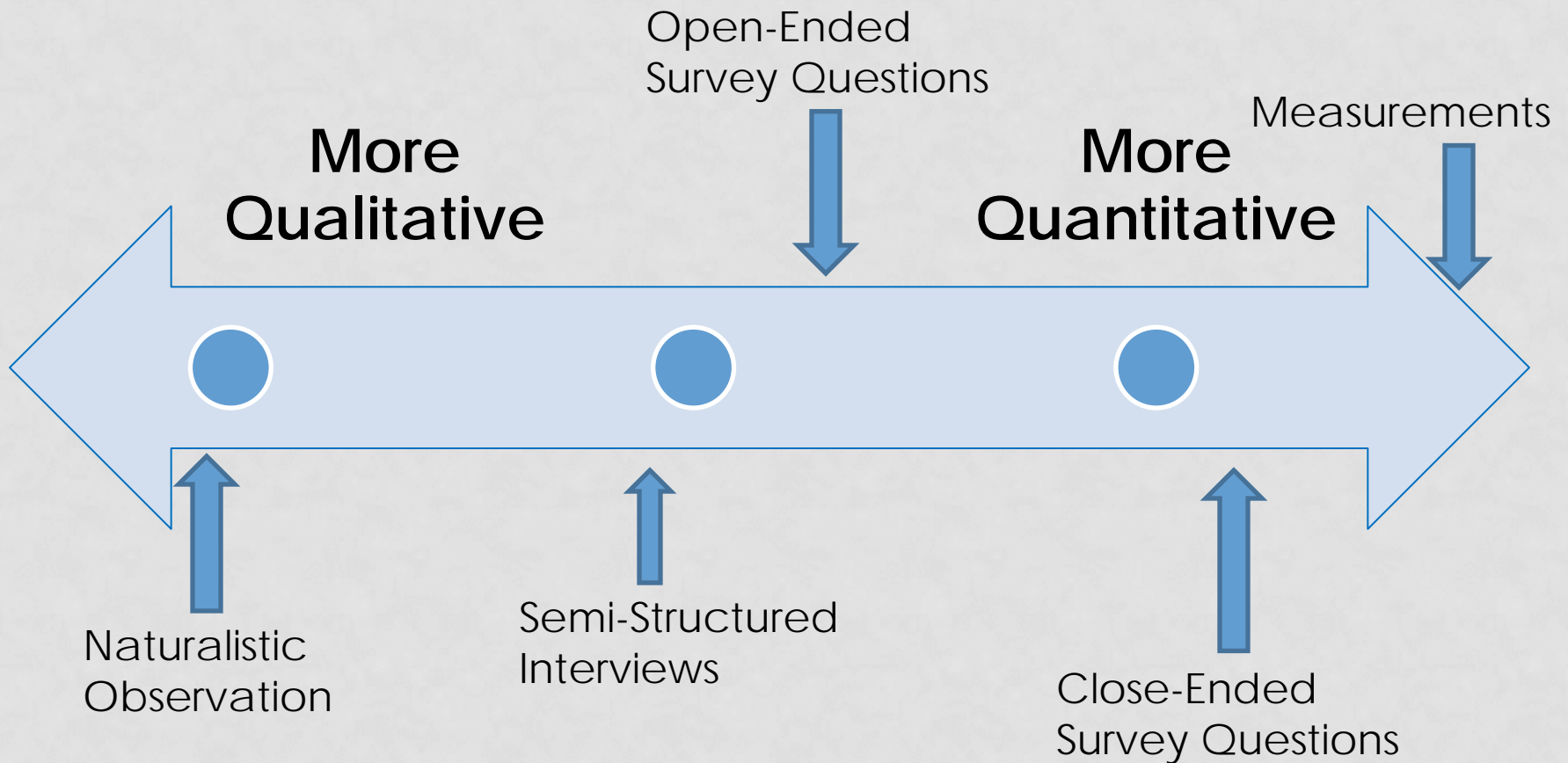
Mid-course check-in

For Next Session...

REVISITING THE ASSESSMENT CYCLE



CONTINUUM OF METHODS



HOW DO I APPROACH ASSESSMENT?

Qualitative Methods	Quantitative Methods
Sources of Data	
Interviews, focus groups, observations, etc.	Surveys, counts, pre-existing data, student records
Focus	
On meanings and details of experiences (Depth)	On generalizable experiences that represents a population (Breadth)
What you Report	
Themes, Quotes	Numbers, charts, graphs, trends (longitudinal data)
Characteristics	
Open-ended questions	Close-ended questions, Measurement of specific variables
Fewer participants (resource intensive per participant)	Large number of respondents (with fewer resources, sometimes)
Distance to research: Closer to context	Distance to research: further from context

QUANTITATIVE DATA COLLECTION METHODS

- Observation
- Rubrics
- Existing Data
- Surveys

OBSERVATION

What is it: Researcher observes ongoing behavior of a person, group, or phenomenon.

- Naturalistic/Non-participant Observation: Researcher is not a part of the action
 - Pro: Can measure what behavior is really like
 - Con: Don't know reason behind behaviors
- Participant Observation: Researcher becomes a member of the group, a part of the action.
 - Pro: Allows access to information (the why behind behavior)
 - Con: Can lose objectivity, participation influences what you see and measure.



Naturalistic

Participant

OBSERVATION

- **How to do Observation (quantitatively):**
 - Keep a list of who enters/uses your office or attends a program
 - Uses:
 - Schedule of when the most frequent use occurs
 - % of attendance by students of different characteristics (depending on what is collected)
 - Observe how often you have to replace an item, refill a jar, etc.
 - Uses:
 - Learn about student behavior, needs
 - Help determine questions to ask
 - Note which entrance students use, or the way they access the services (e.g. email, online, phone)
 - Uses:
 - Set up information boards, office/desk locations, etc

RUBRICS

- ***What is it: A scoring tool that articulates gradations of quality for a piece of work***
 - Allows multiple raters to apply consistent and objective evaluations.
 - Provides guidelines for participant responses/progress.
- ***Challenges***
 - Articulating the gradations can be challenging.
 - Development of rubrics can be complex and time-consuming.
 - Defining the correct set of criteria to define performance can be difficult.

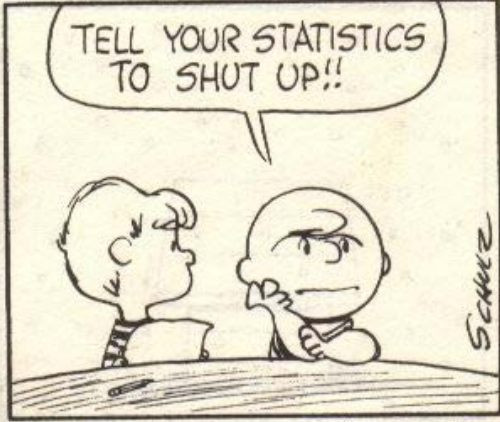
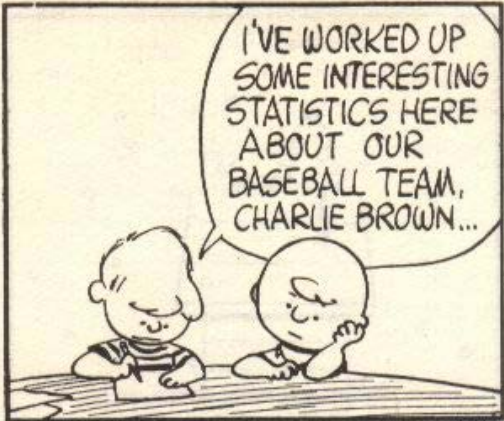
RUBRICS

- ***How to Use Rubrics (quantitatively)***
 - Determine which dimensions were well executed by the individual or group and which dimensions are in need of improvement
 - Student Organization Event Plans
 - Results can be compiled and disseminated to the individual or for department review
 - Assessment Curricula “Assessment Plan” Rubric
 - Numeric results can be aggregated to understand participant outcomes, and to assess program effectiveness.

EXISTING DATA

- Data Audit
- Departmental Data
 - Usage
 - Program Evaluations/Surveys
 - Annual Evaluations
 - Program Review
- Institutional Data
 - Student Surveys
 - Demographic Information (Registrar)

BREAK



SURVEYS

- Any gathering of information from an individual or group of individuals using a pre-specified set of questions and responses
- Formal:
 - Digital survey administered after an event
 - Pen and paper comment cards at a front desk
- Informal:
 - Hands raised in response to questions at an event
 - Index cards collected after an event

TYPES OF SURVEY QUESTIONS

- Closed-ended questions (Structured questions)
 - Dichotomous Questions (yes/ no)
 - One-response Questions (Mark one)
 - e.g., satisfaction questions, frequency (how often), quality
 - e.g., major, year in school
 - Multiple responses (check all that apply)
 - e.g., race demographics
 - e.g., classes at the John Wooden Center
- Open-ended text questions (Please describe...)
 - To think about:
 - Character limits (on digital surveys)
 - Time allowed to respond (with paper and digital surveys)

ARTICULATING CLEAR QUESTIONS

- Be **SPECIFIC**
- Focus on **ONE concept** at a time
- Use **simple** language
 - General audience, like the newspaper (not NY Times)
 - DUOA (don't use obscure acronyms!)
- **No leading** questions
- Ask questions that apply to everyone, or include skip patterns
- Avoid language that can be interpreted in different ways
- Be mindful of **response options** (mutually exclusive, exhaustive)

TURNING ASSESSMENT QUESTION INTO SURVEY QUESTIONS

- Assessment Question: How satisfied are UCLA undergraduates with the extent that they feel free to express their political beliefs on campus?
 - Survey questions:
 - “I feel free to express my political beliefs on campus.”
(agreement scale)
 - “There are safe spaces on campus to have political debate.”
(agreement scale)
 - “How often do you express your political beliefs on campus?”
(time scale)

EXAMPLES OF SCALES

- **Agreement**
 - Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree
- **Frequency (no set time)**
 - Always, Often, Occasionally, Rarely, Never
- **Frequency (based on a time frame)**
 - More than 5 times, 4-5 times, 2-3 times, Once, Never
- **Helpfulness**
 - Extremely helpful, Very helpful, Helpful, Slightly helpful, Not at all helpful

(See Scales Handout)

RESPONSE OPTIONS FOR CLOSED-ENDED QUESTIONS

**Mutually
exclusive
choices for a
close-ended
survey question**

When did you learn English?

- A. English is my native language
- B. Before I was 6 years old
- C. When I was 6 to 10 years old
- D. When I was 11 to 15 years old
- E. After turning 16 years old

How many hours did you spend reading this week?

- A. Less than 1 hour
- B. 1-3 hours
- C. 2-4 hours
- D. 3-5 hours
- E. Forever

**NOT mutually
exclusive**

LOOKING OUT FOR CONFUSING QUESTIONS



We need your help!

Some of these questions have problems but we can't figure them out. Now that you know how to create specific and concise questions, can you help us refine them?

Scale: (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, NA)

1. I used the JWC (John Wooden Center) to work out and to make friends.
2. I am mostly very happy with the JWC services.
3. JWC is sufficient for me to be able to have physical wellness as a student.
4. I am satisfied with the way I am able to take many classes at the JWC but not happy with the times they are offered.
5. I use the JWC every day.
6. Participation in JWC fitness classes has improved my physical fitness.

PUTTING QUESTIONS TOGETHER

- Instrument Design
 - Order and flow of questions
 - Group questions similar response options together (Matrix)
 - Stay focused on the goal of assessment
 - *Remember: need to know vs. nice to know*
- Tips
 - Ask important questions at the beginning*
 - Ask sensitive information at the end* (demographics)
 - Keep survey short (15-20 minutes)
 - Reduce the number of clicks/pages on online surveys
 - Aesthetics
 - Use similar scales

** there may be exceptions to the rule!*

SURVEY PLANNING

- Who is your targeted sample?
 - All incoming **students**? All **personnel** in Student Affairs? Those who **use** services?
 - Response rate
- Recruitment
 - Email
 - Mail
 - Flyers/ Web advertising (link)
 - Phone/ word of mouth
 - Comment cards
- Logistics
 - Publicity
 - Incentives
 - Budget
 - Online or Paper

SURVEY ADMINISTRATION

- Survey administration timeline:
 - What needs to be done
 - Who's doing them
 - When do they need to be done
- Preparing survey for administration
 - Programming (submitting survey to Baseline)
 - Printing/Photocopying
- Survey communications
 - Mailing, handing out, emailing
 - Who should the survey come from
 - Reminders
- Response rates

QUESTION DRIVES METHOD

Activity: Identify the appropriate method for the following questions. Then re-write the questions to use an alternate method:

- How frequently do students utilize this particular service?
- Why do students decide to attend certain events and not others?
- How satisfied are students with the services we offer?

THINKING ABOUT YOUR PROJECT

- Take 2-3 minutes and think about your project:
 - What method does your question lend itself to?
 - Is that method feasible for your department?
 - What method will you use?

What are your next steps?

- Write survey questions
 - Write interview questions
 - Think about population (who will take the survey or participate in the interview? How will you recruit them? What incentives will you provide (if any)?)
-
- Discuss with neighbor
 - Group discussion of remaining concerns/questions

ASSESSMENT TIME!

1. *What are the 1-2 most important things you have learned from this curriculum so far?*
2. *Thinking of the content of the past 5 months:*
 - *What questions do you still have?*
 - *What areas remain confusing or uncertain?*
 - *Where would you like more information?*

RESOURCES

- SAIRO for instrument consultation
- SAIRO assessment support online:
www.sairo.ucla.edu/assessmentsupport.html
- Webinars in Campus Labs:
<http://www.campuslabs.com/support/training/>
- Session Materials:
<http://www.sairo.ucla.edu/sessionMaterials1314.htm>
- Writing Good Assessment Questions:
[\(coming soon to SAIRO website\)](#)

REMINDER FOR NEXT SESSION

ASSESSMENT PLAN IS DUE!

- Bring a paper copy (and email a copy to Allison)
- Draft your instrument
 - If doing a survey: draft your questions, include notes about skip patterns, etc
 - If doing an interview: draft your questions, include follow up questions
- * Check in with your SAIRO contact if you have questions!