

# SUMMER SEMINAR SERIES



## 104: Qualitative Data: Collecting & Coding

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**MERCED**

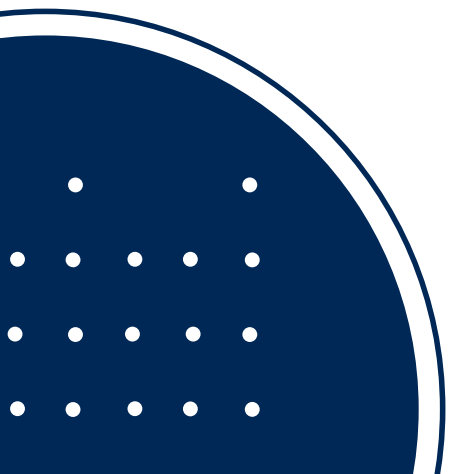
DIVISION OF  
STUDENT AFFAIRS

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# Agenda

- 1 Introduction to Qualitative Methodology
- 2 Collecting Qualitative Data
- 3 On the topic of Subjectivity...
- 4 Analyzing Data and Sharing Results
- 5 Q&A



# Learning Outcomes

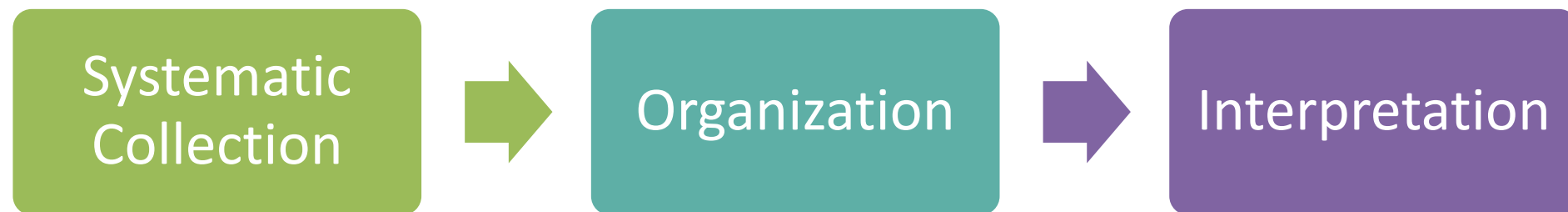
- 1 Participants will be able to describe the difference between qualitative and quantitative data collection methods.
- 2 Participants will be able to code qualitative data. [This will take more experience but we will begin practicing today!].
- 3 Participants will be able to identify strategies for identifying their own subjectivity in an assessment or evaluation project.





# What is Qualitative Methodology?

- A broad approach encompassing many research methods.
- Inductive approach to generating novel insights into phenomena that are difficult to quantify.



...of textual information





# Fundamentals of Qualitative Methodology



- Meaning, not numbers
- Capturing some aspect of social or psychological life
- Putting an organizing framework on the messiness of real life.
- You can also use a qualitative approach to both Evaluation and Assessment. It is all about what METHOD you use...



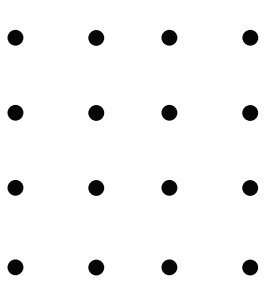
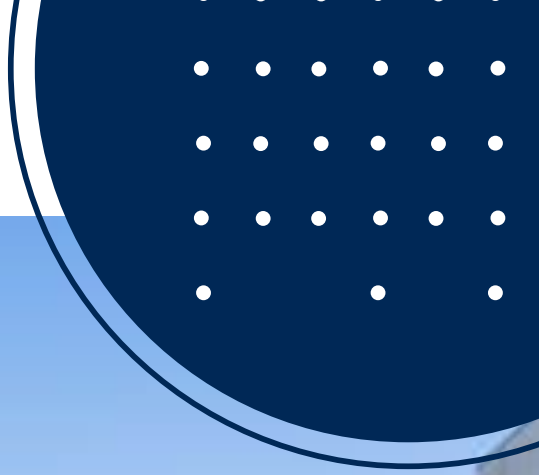
# Qualitative vs. Quantitative

## Qualitative

- Subjective
- Holistic
- Phenomenological
- Descriptive
- Naturalistic
- Inductive

## Quantitative

- Objective
- Reductionist
- Scientific
- Experimental
- Contrived
- Deductive





# Collecting Qualitative Data

- Individual Interviews
- Focus groups
- Observation
- Document review

Inductive vs. Deductive Reasoning:

[https://www.youtube.com/watch?v=VXW5mLE5Y2g&ab\\_channel=Shmoop](https://www.youtube.com/watch?v=VXW5mLE5Y2g&ab_channel=Shmoop)





# Exercise → Reflexivity

You and your partner are about to conduct focus groups with students about...

- Collegiate Athletics, *or*
- Sense of Belonging, *or*
- Alcohol Policy Violations

Choose one topic and...

1. Identify at least 3 factors that may lead a participant to have presumptions about you.
2. Identify at least 3 factors that may affect the way you conduct the focus group and interpret the results.









# Exercise: Coding Real Data!

The sheet you just received is actual data from a recent Alumni Journey Survey. These are a portion of the responses the survey received for the prompt: *What I liked most about UC Merced.*

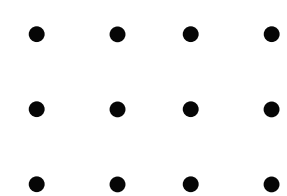
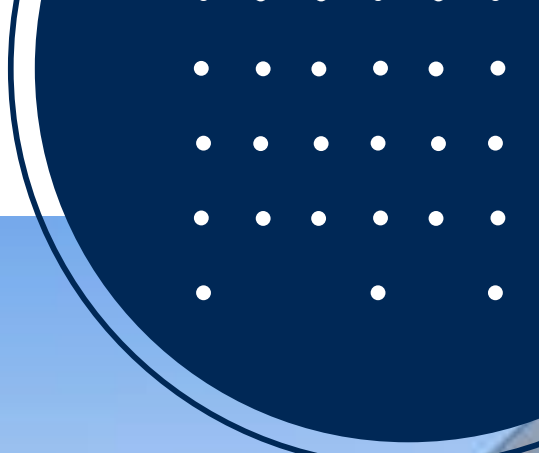
Code the data using the following codes:

Faculty

Students/Community

Resources

Campus Features





# Key Findings

The thematic analysis revealed three overarching themes describing the CCC clinicians' experiences working with FGCS:

## Systemic Obstacles

- family of origin,
- lack of preparation,
- lack of social and financial resources, and
- mental health stigma

## Common Presenting Concerns

- academic distress and
- imposter feelings

## Building on Resilience.

- FGCS resilience,
- treatment approaches, and
- training needs



# 1<sup>st</sup> Key Finding: Systemic Obstacles

## Lack of preparation

Participants not only noted familial stressors but they also discussed the lack of preparation for college during K-12 years. FGCS arrived on college campuses without an understanding of what to expect. FGCS:

*“would come with the expectation that it is a job training and so when they're taking a general philosophy class...they don't understand why, they don't understand the purpose”.*

*“maybe are from lower socioeconomic status backgrounds and maybe felt like their education prior to college didn't prepare them well enough that they sort of feel a bit disenfranchised being at college”*



# Thank You!

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