



Has your program met your expectations? Ask your students.



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Qualitative data is....



Qualitative data describes whereas quantitative data defines.

Can you think of examples of Qualitative and Quantitative data that you might encounter?

Qualitative vs. Quantitative Data



“ ”



Qualitative Data

Qualitative -> Quality

Deals with descriptions

Data is observed

Ex. Experience,
explanations, testimonials

Quantitative Data

Quantitative -> Quantity

Deals with numbers

Data is measured

Ex. Demographics, grades

Learning Outcomes



- **Identify the value of collecting qualitative data**
- **Familiarize with qualitative assessment tools**
- **Assess qualitative data**

Importance of Qualitative Data



- **Gain students' perspective on programs and services**
- **Obtain more specific information (why/how)**
- **Systematically ask students instead of drawing own conclusions**
- **Identify trends in responses**
- **Show that you care about their learning**



SATAL Assessment Tools



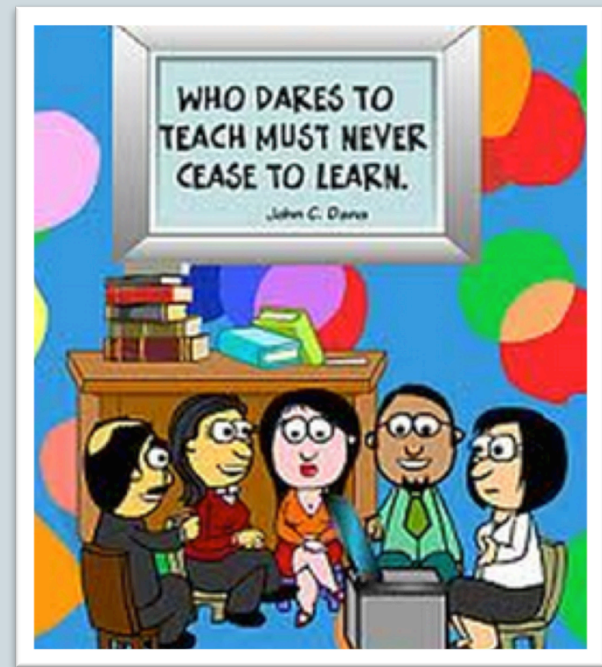
- **Class Interviewing**
- **Mid/End-course Evaluations**
- **Class Observation**
- **Videotaping**
- **Focus groups**

SATAL Assessment Tools

Class Interview: a quick manner of informing instructors/staff about what students find helpful about their program.



Focus Group: leaders will facilitate a discussion and produce a summary report.



Class Interview



- **Quick assessment tool**
- **Small/large classes**
- **Individual responses & group consensus**
- **Easy to collect & interpret responses**



Handouts



- **Class Interview Questions**
 - What things about this class/team/program help you learn?
 - What changes could the facilitator/coach/program make to improve your learning?
 - What changes could you make to improve your learning?

Think: Individual Results



- 1. Students will fill out the questionnaire by themselves.**



Pair: Group Consensus



- 2. Students fill out the same set of questions with group members.**



Share: Class Consensus



3. Students share their comments with the entire class.

***NOTE: Only for classes with <20 students!!**



Class Interview Report I



- **Create 3 reports for individual, group, and class consensus**
- **Identify trends**
- **Group common responses**
- **Order comments from highest to the lowest**
- **Use table to show comments, total number of students, and percentages**

Class Interview Report II



- **Can include graphs to display data**
- **Draft report immediately after**
- **Use objective language**

Class Interview Sample Report: Word



SATAL

[REDACTED] Group Survey Results

UC Merced 1

OR Individual OR Class Survey Results

DATE [REDACTED]

CLASS [REDACTED]

INSTRUCTOR [REDACTED]

NUMBER OF STUDENTS [REDACTED]

What things about this class help you learn?	# of Students	% of Students
Homework	16	67
Textbook	15	63
Practicing a lot of examples	13	54
Discussion	9	38
Office hours	8	33
Taking notes	5	21
Quizzes	4	17
Taking practice midterms	3	13
Professor is approachable	1	4

What changes could the instructor make to improve your learning?	# of Students	% of Students
Prepare examples ahead of time	20	83
Discuss expectations of projects	11	46
Review homework problems in class	7	29
Have more interactive lessons	5	21
Communicate the lesson plan with T.A.	4	17
Write more clearly on the board	3	13
Provide external resources	3	13
Promote a more lively classroom environment	3	13
Post solutions to the homework	2	8

What changes would you do to your learning?	# of Students	% of Students
Do homework earlier	19	79
Attend office hours	18	75
Interact during class	7	29
Study more	5	21
Participate in study groups	5	21
Practice book example problems	4	17
Read the textbook	4	17
Take better notes	3	13
Review and prepare for class	3	13

Class Interview Sample Report: Excel



Question 1: What is your declared major?				Name of Course		Survey of Learning Styles
				Name of Instructor		Curriculum Development
				Section		001
				Total Number of Students:		13
Declared Major	# of Students	% of Students				
Natural Sciences	8	57				
Engineer	4	29				
Humanities	1	7				
Other	1	7				
Question 2: Is English your second language?						
	# of Students	% of Students				
No	11	79				
Yes	3	21				
Question 3: What grade do you hope to earn in this course?						
Grade	# of Students	% of Students				
A	12	86				
A/B	1	7				
Reasonable	1	7				
Question 4: Which of the following objectives will help you succeed in this course?						
Objective/Level of Priority	1 % of Student	2 % of Student	3 % of Students			
Visit TA or prof. at office hours	2	14	3	32	4	29
Complete assigned text readings	7	50	1	7	3	21
Read the assigned text before lecture	5	36	4	29	0	0
Participate actively	2	14	2	14	0	0
Attend all lectures	5	36	3	21	4	29
Take notes in lecture/discussion	1	7	7	50	2	14
Join a study group	2	14	0	0	1	7
Other (Study Guide)	1	7	0	0	0	0
Question 5: Which learning types do you think most suit your learning style?						
Learning Style/Level of Priority	1 % of Student	2 % of Student	3 % of Students			
Auditory	6	43	3	21	5	36
Visual	5	36	7	50	2	14
Kinesthetic	5	36	5	36	4	29
Question 6: What were your favorite subjects to study in high school?						
Subject	# of Students	% of Students				

Any Questions?



- Do you have any questions about class interviews?

Focus Group



What to do...

- **Before**
- **During**
- **After**



Before Focus Group Sessions



- **Identify the purpose of the focus group**
- **Draft questions and pilot them with colleagues (consider expected responses)**
- **Decide on roles**
- **Reserve room and invite participants**
- **Arrive early**
- **Arrange participants in circle**
- **Record the session if possible**



During Focus Group Session I



- **Start on time and smile**
- **Introduce yourself**
- **Emphasize confidentiality**
- **Write down total number of participants**
- **Introduce questions**

During Focus Group Session II



- **Show interest**
- **Check recorders**
- **Take notes and write consensus**
- **Do not interrupt participants (unless off topic)**
- **Ask why/in which way and for specific examples**

After Focus Group Session



- **Smile and thank participants**
- **Return materials and equipment**
- **Review recording**
- **Review notes**

Focus Group Report



- **Look for participants' consensus**
- **Arrange comments from general to specific**
- **Include participant quotes**
- **Draft report immediately after**
- **Use objective language**

Focus Group Report Examples



- Consider the following findings from that Students Affairs summary report

Focus Group Sample Report I: Purpose



- At the request of the Division of Student Affairs, the Students Assessing Teaching and Learning Program (SATAL) conducted a series of focus group sessions **to gather student feedback on co-curricular experiences and subsequent learning at UC Merced, particularly in relation to the Student Learning Outcomes** that have been identified by the Division of Student Affairs.

Focus Group Sample Report II: Questionnaire Example



- **Part I: Demographic Information**

1. What's your class standing?
2. What's your major?

- **Part II: Self-assessment of the seven Student Affairs Student Learning Outcomes**

1. Relative to when I started at UC Merced, my
Appreciation of Human Differences has become

Much stronger	Stronger	No change	Weaker	Much weaker

Focus Group Sample Report III: Demographic Results (Table)

Part I: Demographic Information

1. Class standing

N=16

%

Junior

3

19

Senior

11

69

Graduate

2

13

1. Major

N=16

%

Management

4

25

Human Biology

3

19

Computer Science and Engineering

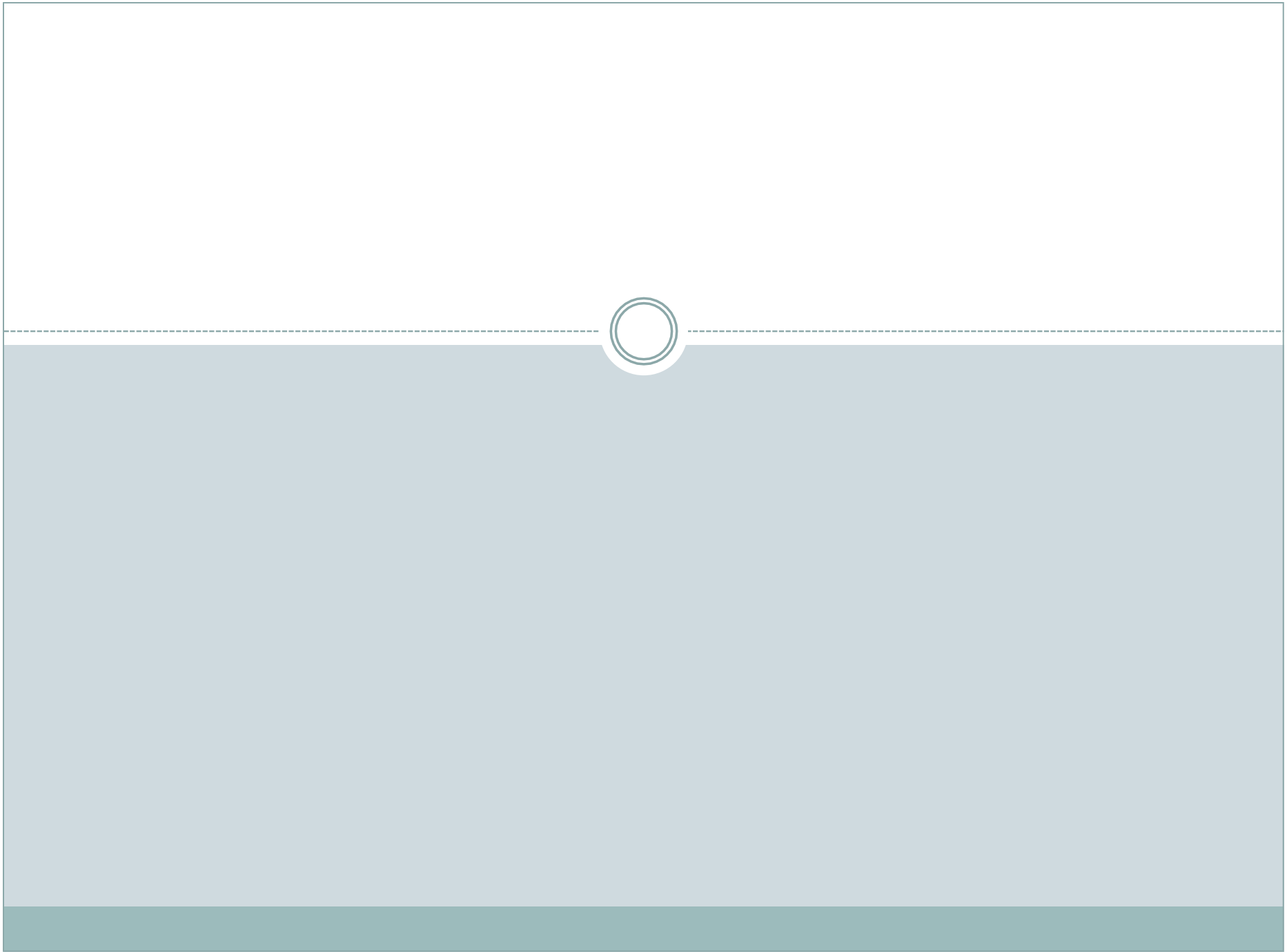
1

6

Sociology

1

6



Focus Group Sample Report V: Self-Assessment Results (Table)

Part II: Self-assessment of the seven Student Affairs SLOs

1. Appreciating Human Differences

N=16

%

Much stronger

9

56

Stronger

7

44

No change

0

0

Weaker

0

0

Much Weaker

0

0

1. a. If you indicate Much Stronger or Stronger, what project, position or involvement contributed to that increase?

Greek Life (2), FYE Leader, Orientation Leader, RA, National Park & Capstone Project, Success Mentor, Multi-cultural student council, campus store position, Bright Success Center, ASUCM, community service projects, working in Yosemite, and club involvement.

Focus Group Sample Report VI: Summary (Questions)



- **III. Group Discussion focused on Self-Assessment.**

3. Now consider your self-assessment of the seven Student Learning Outcomes and identify those outcomes for which you rated your abilities as “No change,” “Weaker,” or “Much weaker.”

b. What might UC Merced, and the Division of Student Affairs specifically, do to increase student achievement of these seven Learning Outcomes?

Focus Group Sample Report VI: Summary (Results)



“[1] Most of the students agreed that Student Affairs lacks effective communication within its departments (11 or 69%).

[2] Several of the students agreed that UC Merced has the right amount of activities, but it is up to the students to participate in them (6 or 38%).

Some of the students suggestions included: [3] 1) Student Affairs posters might not be the right way to attract students to programs (5 or 31%) ...”

Focus Group Sample Report VI: Summary (Illustrative Comments)



- Illustrative Comments
- “I know a lot of people who are not involved, and I feel like it is part of Student Affairs’ departments’ fault for not working well together. Why would students want to get the same information from two different things? There needs to be better communication.”
- “When you walk by and see all the posters, it can get pretty overwhelming. It does not help get the students to want to go to programs.”

Actionables! (Think, Pair, Share)



Each group will come up with possible actionables for 1 of the following statements.

“[1] Most of the students agreed that Student Affairs lacks effective communication within its departments (11 or 69%).

[2] Several of the students agreed that UC Merced has the right amount of activities, but it is up to the students to participate in them (6 or 38%).

Some of the students suggestions included: [3] 1) Student Affairs posters might not be the right way to attract students to programs (5 or 31%) ...”

Any Questions?



- Do you have any questions about focus groups?

Now it's your turn!



- **Class interview regarding this presentation**

