So you’ve got your data...now what?
A practical review of data analysis

Mary Odden, M.S.
Consultant for Campus Labs
modden@campuslabs.com
@moddenfodder
First, a confession

- This is not a presentation
- This is a workshop!

Get ready to make friends and do work
Next, some review

<table>
<thead>
<tr>
<th>Quantitative Data</th>
<th>Qualitative Data</th>
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<tbody>
<tr>
<td>• Focus on numbers/numeric values</td>
<td>• Focus on text/narrative from respondents</td>
</tr>
<tr>
<td>• Who, what, where, when</td>
<td>• Why, how</td>
</tr>
<tr>
<td>• Allows for measurement of</td>
<td>• Match with outcomes about application, analysis,</td>
</tr>
<tr>
<td>variables</td>
<td>synthesis, evaluate</td>
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<tr>
<td>• Uses statistical data analysis</td>
<td>• Seeks to explain and understand</td>
</tr>
<tr>
<td>• May be generalize to greater</td>
<td>• Ability to capture “elusive” evidence of student</td>
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<td>population with larger samples</td>
<td>learning and conceptualization</td>
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<td>• Easily replicated</td>
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First, we need a framework.

Time to organize.
Framework: Why did you do this assessment in the first place?

- List your outcomes
  - Which questions support which outcomes?

- Tackle each outcome at a time
  - Avoid burnout

- Separate Quant and Qual when it makes sense
  - Baseline is great for this
NOW we can analyze
Use **quantitative** data to understand strength and direction...

- How many did respond VS how many that could have?
- What does my average respondent look like?
- What do my outliers look like?
- Is there consensus? Are there patterns?

...Use **qualitative** data to understand motivation and comprehension...

- What are the overarching themes?
- Are they saying what I expected?
- What do they want or need?
Our mission today:

• Commencement Survey
  • Is having a December Commencement “worth it?”

• My Outcomes to Investigate:
  • How many students intend to go to December Commencement?
  • Would students rather go to a December Commencement over a May Commencement?
  • Why do students want to attend a December Commencement instead of a May Commencement?
Instructions:

• Review the Results in small groups
• Determine which questions fit which outcomes
• Based on the responses and using the framework we discussed, prepare your conclusions to be shared with a group
  • Consider not only the content of the responses but the quality of the questions themselves
• You have 15 minutes – feel free to ask me questions in the meantime!
• At the end of 15 minutes, you’ll share with the rest of the class
Questions?

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