

This poster was created by Emma Clausen, a student at the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign. The poster was presented at the 41st Annual LOEX Conference in Nashville, TN, on May 3, 2013.

# Drawing Out the Melody: An Approach to Organizing and Analyzing Qualitative Assessment Data

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## QUALITATIVE DATA

The potential value of qualitative assessment data cannot be overstated; it adds **context and depth** to available quantitative data.

Despite the commitment to gathering this type of data from instruction sessions, programs, and events, it remains underused in assessment results and decision making.

## SUMMARY

Met with a voluminous stack of files filled with rich feedback, a librarian's biggest barrier to utilizing qualitative assessment data is implementing a **streamlined method** for organization and analysis.

By adapting the described approach, librarians can transition from using static text files to using spreadsheet applications, allowing them to **dynamically interact** with the data.

## APPROACH

Data are strategically entered into cells in-line with a **control number** and subsequent responses in order to **preserve relationships** that allow for easy identification of trends, themes, and shared experiences.

Data are coded in order to identify themes/phenomena pertinent to an outcome or objective. Coded data is sorted into chunks with like coded data to facilitate analysis and a narrative structure to showcase findings.

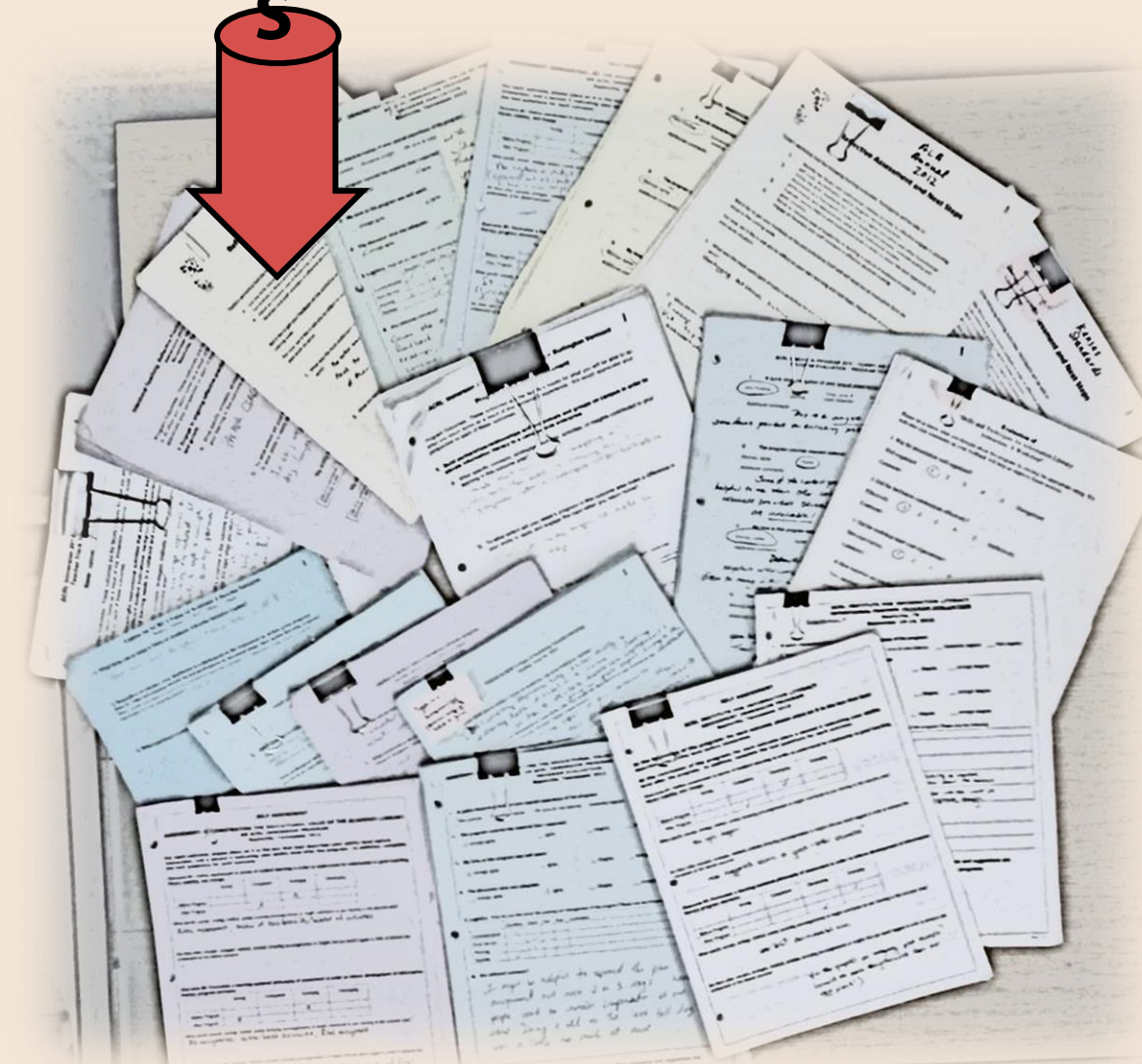
## HOW TO ORGANIZE AND ANALYZE YOUR DATA

INPUT

Assessment is an investment in time and effort by both the librarian and student.

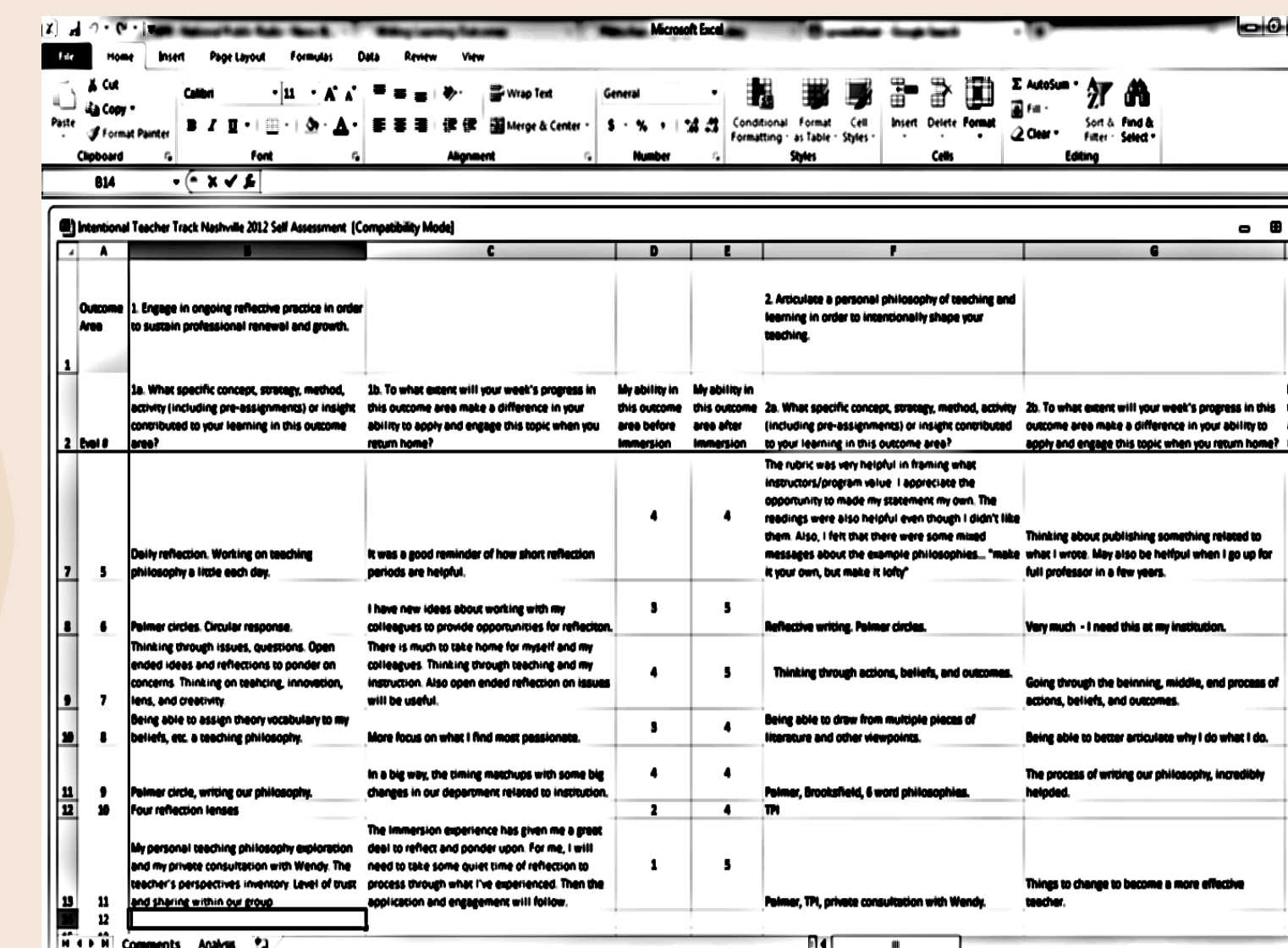
STEP ONE

### PREP THE TEMPLATE



Follow these tips to prepare the spreadsheet.

- Freeze top row and first column
- Enter outcomes or objectives in top row
- Use text wrap and modify cell size or alignment for readability



STEP TWO

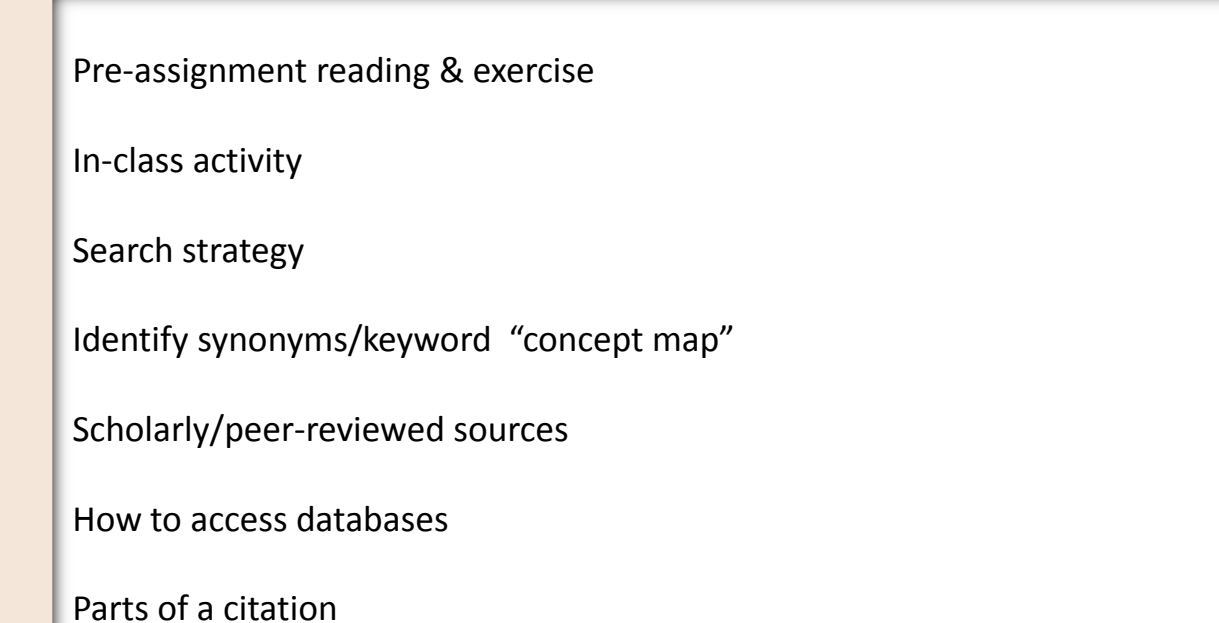
### ENTER YOUR DATA

STEP THREE

### CODE YOUR DATA

PROCESSING

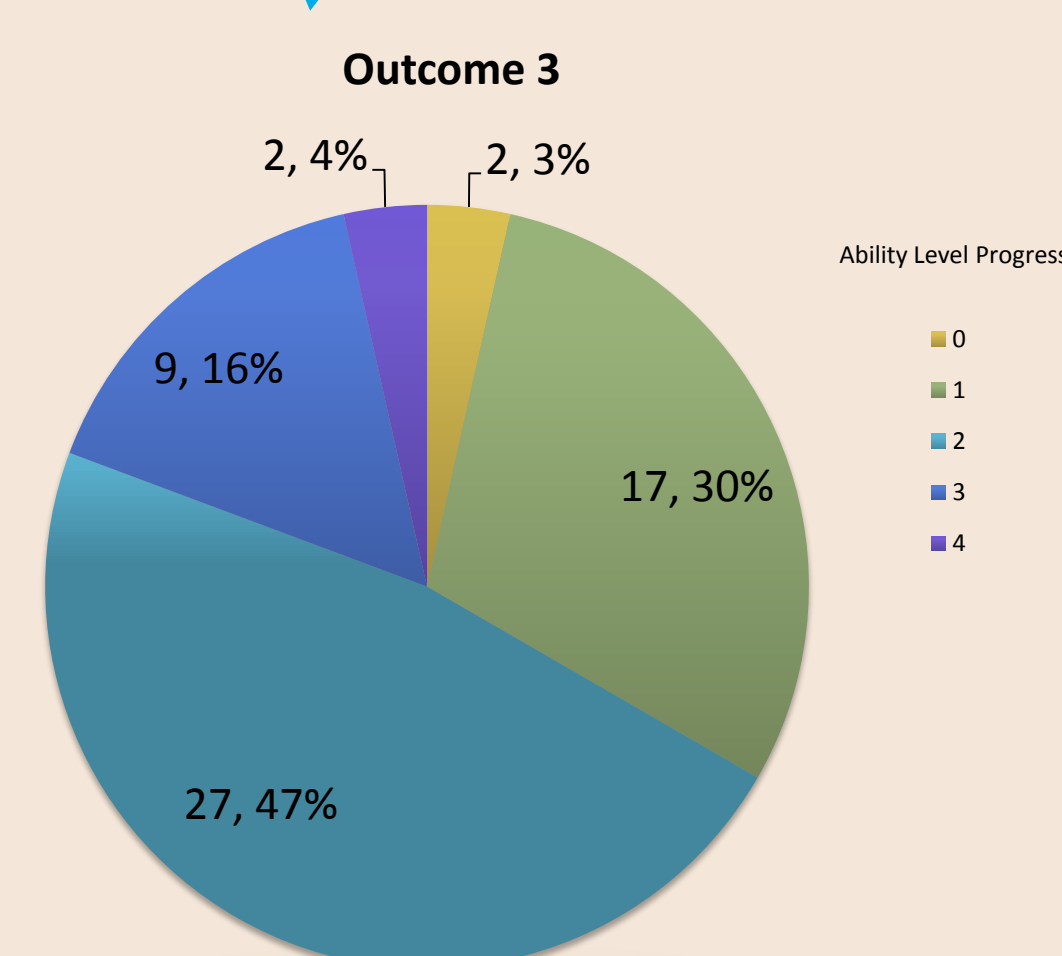
Text entry can be considered a value-added step as the reviewer engages in beneficial cognitive processing which facilitates identification of themes and trends.



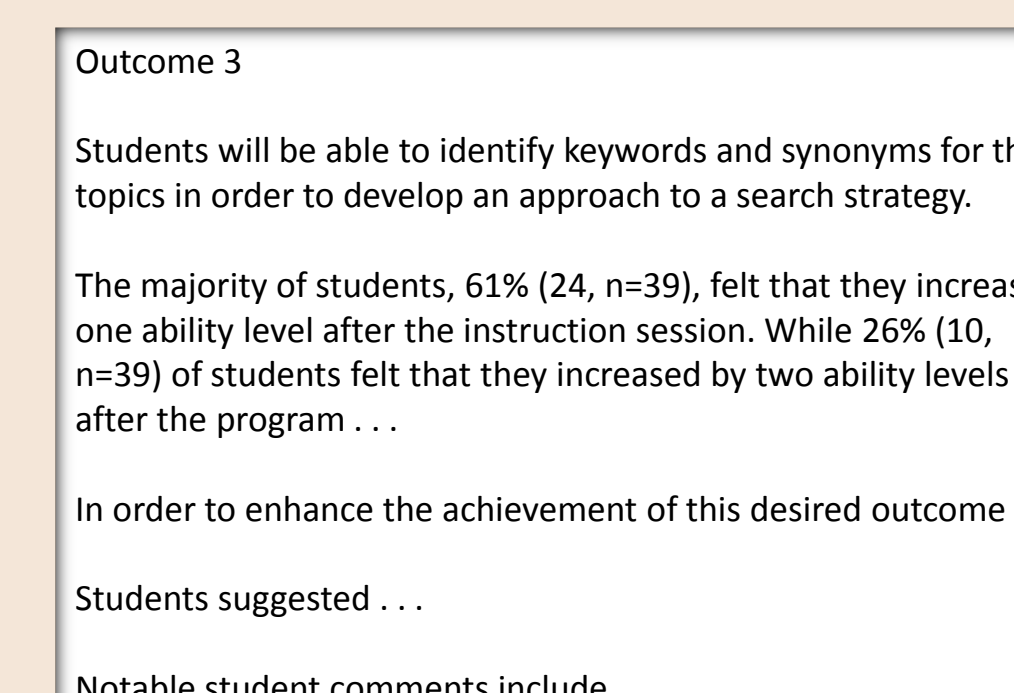
STEP FOUR

### SUMMARIZE YOUR DATA

Read the data and identify themes/phenomena pertinent to the outcome or objective and apply a heading, phrase, or label that is representative of what the data say. Sort coded data into chunks with like coded data sorted together under headings.



If quantitative data were collected, use graphing functions to visualize results. In a text summary, outline key points, trends, themes, and shared experiences. Use headings or labels from your coded data as base structure for the summary.



## TIPS

1. Assign a control number to each completed assessment.
2. Use a second sheet in your workbook for the summary and analysis.
3. Code data in the workbook or in a text document.

## OPPORTUNITIES

Through experimentation and consideration of workflow and experience, librarians will find that this approach is highly adaptable and easily refined.

Librarians currently using survey or form software to collect qualitative data can export the data to a spreadsheet for easy manipulation.

## TAKING ACTION

Use your results, leverage your results.

- instruction
- student learning
- assessment methods
- services & programming
- accountability
- increased resources
- collaboration

## CONTACT

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