ECHO Meeting Notes 9.17

9:00 – 9:15 **Welcome and Introductions**

Went over basics of zoom: Muting, sharing screen, Chat help, etc.

9:15 – 9:30 **Rosy Rubio, Jessica Dunn, and Felicia Juarez (Tobosa) - Introducing evaluation and mission time to internal teams**

Applied learning from summer institute to their organization:

- Reduced 10 goals to 4 by combining goals.
- Created logic model for 4 goals.
- Built in mission time to all meetings to reach end goals.
- Jessica noted that their organization created different levels of evaluation teams- strategic team, evaluation team (to look at team progress), and senior evaluation team (to get info, sort it, and share).

Discussed struggle getting people to buy into mission time and logic model to make them realize "this will help them accomplish what we are here to do" (Rosy).

- Mission time gets buried under immediate goals of the organization.
- Sonia suggested helping people understand that without evaluation, they won't know where they're going.

9:30 – 9:45 **Bill Slauson and Sam Hatch (UNM Office of Assessment & APR) – Creating an evaluation plan while navigating bureaucracy**

Difficulty hitting ground running after summer institute:

- Summer is difficult time to get everyone on board at UNM.
- Trouble getting everyone on same page within bureaucratic institutions.
- Trouble getting everyone in the room at once.
- Difficult when there are immediate higher priorities to get done.

Tips for a successful evaluation plan:

- Carrying out large projects requires varying levels of understanding- it takes 1 or 2 people to take the time to thoroughly understand the plan and successfully carry it forward.
- Feedback is critically important. Success of the project takes input from all participants.
- Create artificial deadline to create sense of urgency

Logic model:

- Provided critical structure so that goals were more easily completed.
- Had inputs, activities, outputs, short term long-term outcomes, and external factors.
- Outcomes were condensed into 4 main goals:
    1. All colleges/departments/programs complete assessment

2. AR provides relevant services to facilitate effective assessment of academic program review
3. Increase visibility and accessibility as a resource of assessment-related issues
4. Satisfy HLC requirements.

9:45 – 10:15 **Audrey Cooper Didactic: Coding Qualitative Data**

"The sorting hat's guide to coding"- PowerPoint presentation on coding. Her training on coding comes from the evaluation lab (Sonia and Charla).

Data collection- focus groups and interviews. Data can be obtained through flash cards, scribing, audio, or a combination.

Tips for collecting data

- keep it simple
- be clear in your instructions
- transcribe data into Word or Excel
- Organize data by question. It can be line by line or paragraph style.

Individual v. group coding: "If you want to go fast go alone and if you want to go far, go together"

- Group:
  Thorough (lots of input), buy-in (greater ownership of the outcome), creates a rich discussion, reduction of bias, slower, can produce conflict, less flexible time frame.
- Individual:
  You set your own time frame, faster, maybe less aggravating, limited buy-in (people may be less likely believe it), greater opportunity for bias (less accountability), more room for error.

Why code? - it helps to write a report with reduced bias. Without coding, you could inflate or deflate ideas.

What is coding? - a method of organizing data. Like laundry it is sorted by category. The analyst must define where data belongs. When coding alone, you're the only one who makes the decision of how data is sorted, however, others may have a different idea of what category the information fits under.

Process:

1. Collect data
2. code data
3. theme data
4. write report

Coding qualitative data example- in Excel. Example is based on retiring sorting hat from Harry Potter.

- Use a different tab for each question. Organized questions line by line (each line is one individual's answer to the question).
- Summarize the participant's answer with key terms. For example, the question "What is one of your gifts and talents" with the answer "if a friend was in trouble, I would do anything to help them no matter what the risk" becomes coded as "bravery, courage, determination, selflessness, reckless". Or the answer "I don't need to have everything in my favor. I can figure out what I need and achieve my goals" becomes "resourceful, clever, cunning, resilient"
- Second coding- consolidate adjective code words so that the same words may be used to code multiple participant's answers.
- Theme data- what does the data imply? What is it saying (in a single word). Don't override original message, put statements together to form a theme.

10:15 – 10:30 **Questions, reflections, announcements**

- Coding qualitative data excel file and Rosy's logic model will be shared on MPP website.
- Q: Is there a reason the second coding and themes are basically the same?
  A: Yes, because data is small, there are not a lot of second coding themes. Themes are more helpful and differentiated in larger data sets (Audrey).