

WSU Assessment Qualitative Analysis Guide

A 2019-2020 alternative to regular assessment methods

Introduction:

Given the extensive changes to teaching and learning due to COVID-19 disruptions, programs have the option of replacing their normal assessment methods with a qualitative analysis for 2019-2020. The goals of the qualitative analysis are to:

- identify changes in course or program content, delivery, or accessibility that may affect students' ability to achieve your program's learning outcomes and
- proactively plan to ameliorate the impact of those changes in future semesters.

This document explains how to conduct a qualitative analysis for these goals, and how to submit it in Planning in place of your usual assessment documentation.

Not sure if a qualitative analysis is right for your program? Use the online [decision tree](#) to help you.

If you have any questions or would like to discuss your program's assessment, please contact Cathy Barrette, WSU Director of Assessment (c.barrette@wayne.edu).

Conducting a qualitative analysis of COVID-19's impact:

Below are some guiding questions for each aspect of the analysis; they are grouped to match the reporting structure in Planning. Please use them to engage in conversations with program stakeholders about changes made this semester that could affect students' ability to achieve your program's learning outcomes. You can expand upon or select from the guiding questions as needed. Those conversations should form the basis for your response to the **bolded** top level question each section.

1. Participants: Who was involved in providing information or strategizing future plans for this analysis?

Explanation: Faculty or staff who deliver your program are the people best able to describe important changes and how they might affect students' ability to achieve program goals, while students can explain the changes in their ability to access and engage with program content and activities. Your program may have other stakeholders (e.g., partner programs, employers, or board members) who can help identify the implications of changes made and ways to plan for the future.

2. The changed situation: How did delivery of and access to your program change in Winter 2020?

- a. How did the faculty or staff in your program reduce, eliminate, or modify content or practice that students would be expected to have in future classes or to graduate? (Looking at your curriculum map can help identify key courses or activities to focus on; not all changes will be relevant to this analysis.)
- b. Were students less able or unable to engage with your course/program materials or content because of the shift to online learning? All students, or only some subgroups?

The OTL's [Student Technology Access Survey](#) has seven quick items for students that can give you data for this question, and OTL's [guide](#) explains how to use the responses.

- c. Did students have opportunities to use new tools, technologies, or activities to learn or practice course/program content that could help them in subsequent classes or in their career?

3. Implications of the changed situation: What do the members of your program need to do in future semesters to adjust for Winter 2020 changes?

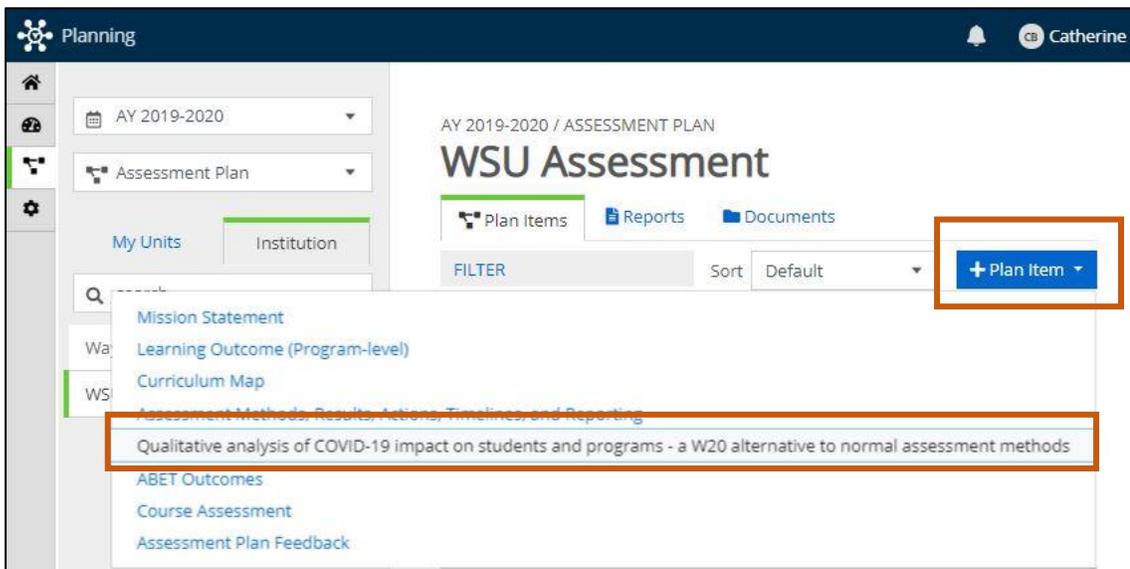
- a. Did the changes make you prioritize some learning outcomes or program goals over others? What, if any, implications does that prioritization have for your students and program in future semesters?
- b. What innovations or adjustments did you implement this semester that you might continue to use in the future?
- c. What communication is needed? Think about who needs to know about the changes made so that you and your colleagues can adjust future courses and activities accordingly. (In other words, who will teach or support your students next?)
- d. What can you do as a faculty or staff to prepare for any gaps or to support students' needs? Some ideas to consider might be to:
 - collaborate with colleagues to adjust next semester's course content to pick up "missed" information from preceding or foundational courses during the COVID-19 crisis
 - offer (and record) optional seminars or practice on key content to share with students and colleagues in courses that follow yours
 - give an optional self-assessment tool to students to help them identify potential areas for them to build on, and direct them to learning resources corresponding to key areas
 - make this semester's Canvas courses available to students after the semester ends so that they can review materials later as needed
 - collaborate with academic advisors to identify ongoing student needs and recommend useful resources
 - work with the Academic Success Center to prepare tutors and peer mentors in related courses for possible areas of need

Submitting your qualitative analysis in Planning:

If you need instructions for accessing your program in Planning, please see the [guide](#) on the WSU Assessment website.

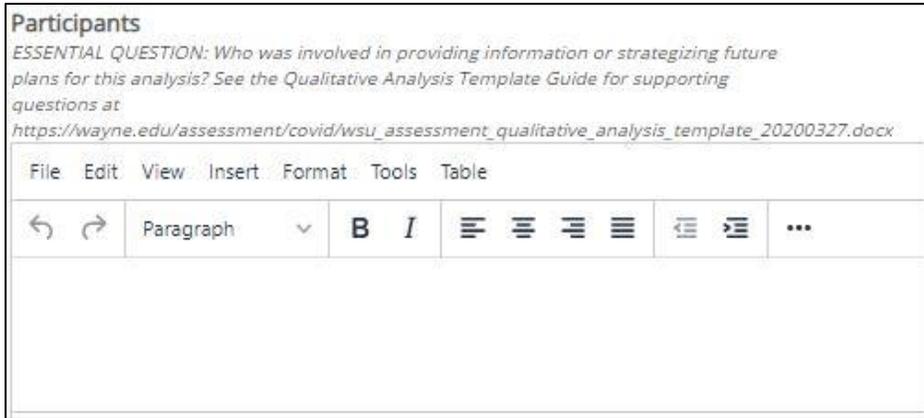
Create a New Item in Your Program's Assessment Plan

1. Once you have navigated to your program, click on **+ Plan Item** to open a menu of items you can add (e.g., mission statement, learning outcomes).
2. Select the **Qualitative Analysis** item. An editing window will open where you can add your content.



Add Your Content to the Qualitative Analysis item

1. Scroll down in your editing window until you see the **Participants** box. Click in the text box to type or paste your response to the essential question.



2. Scroll down further to add content to **The changed situation** and **Implications of the changed situation** boxes.
3. Click Done at the bottom of the window when you have finished adding information.

If you have any difficulties, there are plenty of ways to get help:

1. Cathy Barrette, WSU Director of Assessment (c.barrette@wayne.edu)
2. The [WSU Assessment website](#)
3. [Campus Labs Support](#), which offers individual help by:
 - a. Chat (9am to 5pm EST weekdays)
 - b. Phone (8am to 8pm EST weekdays) at (716)270-0000
 - c. [Web form](#)
 - d. Email (support@campuslabs.com)
4. Campus Labs End User Online Training [Modules](#)



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