

VALENCIA COLLEGE

## Assessing Student Success Initiatives: Hands-on Steps for Using Video Case Studies

State Assessment Meeting 2016

Orlando, FL June 16 - 17, 2016.

Thursday, June 16<sup>th</sup> 4PM - 4:55PM

Friday, June 17<sup>th</sup> 2PM – 2:55PM

Nichole Jackson, Assistant Director, Institutional Assessment

Jenny Lee, Faculty, New Student Experience

# Session Outcomes

## Participants will be able to...

- ...outline steps for using video data to assessing learning within a student success initiative
- ...apply new strategies for collaborative data review
- ...plan for hands-on analysis of an initiative at your institution

Today we will begin the process of outlining your own next steps with the goal of assessing learning within your existing initiatives.

\*A handbook of activities will be shared in order to assist you in facilitating teams who are assessing collaboratively.

# Valencia College



# Outlining Goals | A new view

We asked a data coach, what are we missing?

Think of an initiative you will assess

- *Setting your goals...*
  - how to get representative voices
  - choose who will review videos

# Applying Strategies | Data analysis

## *Reasons to use video...*

### non-verbal cues

“The use of video constituted a way of seeing what had not been seen before” through “gestures, marginal vocalizations, alterations of eye gaze...” (Griffiths, 2013).

### reusability

“There are significant collaborations resulting from secondary analysis that offer opportunities for programs of research that maximize the value of the data gained from the altruistic participation of people in research” (Yardly et al., 2014).

### this is who our students are (afterwards)

“Video surveys are often valued here for their ability to go beyond quantitative figures and interpretations and bring ... target groups to life” (Schmid, 2012).

## Video Activities: Listening to Student Voices



Video: What do they do now? (1:45)

Video: Other new habits? (:45)

# Planning | Hands-on analysis

*Refer to the activity handbook Challenge #5, page 7*

Analysis needs to include internals and externals to the initiative

- experts in the content/experience
- experts in assessment/evaluation
- non-experts/audience

## Data | Not Marketing

Valuable direct feedback is often time-consuming, but video data can be efficient and effective.

- students' time
- faculty members' time
- college resources

[Video: Don't see any way to fail \(:21\)](#)

# Questions?

How would you incorporate video data into an assessment plan at your institution?

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# Handouts & References from our Session

## Please enjoy your copy—

### Challenges with Data Analysis and Discussion | Activity Handbook

Prepared by Dr. Laura Blasi, Robyn Brighton, and Nichole Jackson as a supplement to a presentation titled “Amplify Effective Practices and Bring your Best to Scale: Learning Together through Academic Initiative Reviews” in Atlanta, GA for Achieving the Dream’s, Dream 2016 conference.

## Other references to use and reuse of qualitative data and video—

Griffiths, Colin. (2013). Using grounded theory to analyze qualitative observational data that is obtained by video recording. *The Grounded Theory Review*. 12, 26-36.

Schmid, Sigrid. (2012). Video analysis in qualitative market research – from viscous reality to catchy footage. In Knoblauch, Hubert, Schnettler, Bernt, and Raab, Jurgen (Eds), *Video analysis: Methodology and methods: qualitative audiovisual data analysis in sociology* (3rd edition). (pp.191-201). Frankfurt am Main, DEU: Peter Lang AG.

Yardley, Sarah J., Watts, Kate M., Pearson, Jennifer, Richardson, Jane C. (2014). Ethical issues in the reuse of qualitative data: Perspectives from literature, practice, and participants. *Qualitative Health Research*, Vol 24(1), 102-113.