

# Quantitative Assessment Methods

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## **Quantitative Assessment Methods**

This program will focus on guiding you through the process of planning for gathering and analyzing quantitative data. Quantitative data is data that can be analyzed as numbers as opposed to qualitative data. In addition, this session will briefly cover issues of how to make decisions about how such data is gathered, analyzed and used to make a decisions and arguments. Specific attention will be focused on how to build the structures that make gathering such data easier.

### **Learning Outcomes Examples**

Participants will learn a process of making a decision about what data to collect and how simplify the collection of information.

Participants will be able to apply the methodologies of quantitative data to their own area of student affairs.

Participants will be better prepared to make decisions about how they will plan for using and presenting data.

“If we are to convince our colleges and universities of the worth of our centers we must begin to evaluate the outcomes of our services.

This is especially important as we move into times of budgetary restraint.” (Victor Barr, 1997)

# Quantitative vs. Qualitative.

- I think of the two (quantitative versus qualitative) as complementary ways of gathering and presenting evidence to support your case.
- 
- Qualitative is both a first step  
(What's going on here? or Exploratory?)
- and frequently gives us the data to tell the story. It though can mostly tell us perceptions
- 
- Quantitative helps us to look below the surface and see what is going on in a more definable way. It also provides data that for some is more convincing.

Need to think through ahead of time –  
What story will I need to tell and  
what data is needed to tell the story  
and be convincing?



# First Decision Points



- What point do you need to be able to make?
- Who is your audience(s)?
- How do you want to make your point?

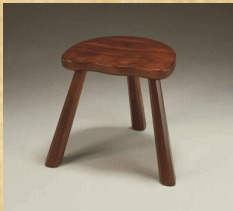
None stand alone

# What point do you need to be able to make?

- What is the question at hand and how can you get to the best data to be able to answer it?

Question: Counseling Center

Are you really that busy?



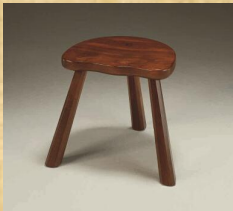
# Who is your audience(s)?

- Is it one targeted audience?
- Are there more than one?
- For each audience what type(s) of data are convincing?

## Counseling Center

Question: Are you really that busy?

Audience: VC Rogers, Departmental Review, Chancellor





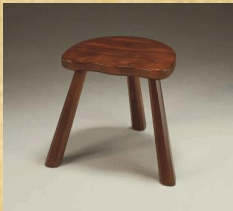
**Who is your audience(s)?  
For each audience what type(s) of  
data are convincing?**

**Counseling Center Audience:**

VC Rogers

Departmental Review

Chancellor



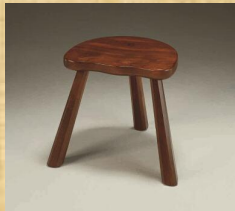
# What type of data is the best way to make your *point*?

- Survey
- Usage data
- Process data
- Comparison data
- Outcome data

Question:

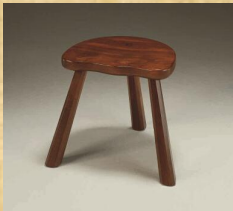
At its heart evaluation is a three step sequence

Objectives ----->Means----->Measures



# Data Issues

- Validity of measures
- Ease of use of measures
- Data standardization – at UT and External to UT



# Counseling Center Data Sources

## The Association for University and College Counseling Center Directors Annual Survey

Reporting Period: September 1, 2008 through August 31, 2009

Victor Barr, Ph.D.  
Director, Counseling & Psychological Services  
University of Tennessee at Knoxville

Robert Rando, Ph.D.  
Director, Counseling and Wellness Services  
Associate Professor, School of Professional Psychology  
Wright State University

Brian Krylowicz, Ph.D.  
Director, University Counseling Services  
Truman State University

Evelyn Winfield, Ph.D.  
Director, University Counseling and Testing  
Western Michigan University

Question: Are you really that busy?

Audience: VC Rogers, Departmental Review, Chancellor

Methodology: Usage data, Comparison Data.



# Evaluations vs. Research

- **Research** is a proving causality and involved tight control, specificity and rigor. It can be artificial – random assignment.
- **Evaluation**, on the other hand, has come the way of technology rather than science. Its accent is not on theory building but on product delivery or mission accomplishment. Its essence is to provide feedback leading to a successful outcome defined in practical, concrete terms.
- “The purpose of evaluation is to improve, not to prove.” (Stufflebeam et al 1978)



# Data to collect and how?

## Creating the Hook

What data will you collect?

How will you set it up easily collect the data?

How do you plan to use the data?

Will data storage be an issue?

Desk drawer is not adequate.



If on-going, keep an eye on the data as you collect it.





# Weekly Data Gathered by Counseling Center

CentertasksSpring 10 - Microsoft Excel

Home Insert Page Layout Formulas Data Review View Add-Ins Nuance OCR Nuance PDF

Cut Copy Paste Format Painter Clipboard Font Alignment Number Conditional Formatting Styles Insert

Security Warning Automatic update of links has been disabled Options...

AR78

	A	B	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV
71		2009-10	Good Friday										
72		<b>Week</b>	3/29	4/5	4/12	4/19	4/26	5/3	5/10	5/17	5/24	5/31	6/7
73		Schedule	250	254	275	276	258						
74		Show	195	198	209	213	196						
75		Intakes	31	40	41	29	20						
76		Waitlist 1	0	0	0	0	0						
77		Waitlist 2	19	14	7	2	1						
78		Waitlist 3	13	18	21	23	15						
79		Waitlist 4	7	9	7	5	4						
30		Group Sch	61	43	57	61	56						
31		Group Sh	37	29	36	44	45						
32		Group & I	311	297	332	337	314						
33		Group & I	232	227	245	257	241						
34		New SWC Sch	21	23	30	25	24						
35		New SWC Sho	7	12	20	13	13						
36													
37		Waitlist T	39	41	35	30	20						
04		Dif 09-08	-757	-715	-693	-665	-599						
05		% Change	87.9%	88.9%	89.6%	90.3%	91.5%						
06													
07		Intake + Shown + Gro											
08		2001-02	4621	4806	4986	5170	5311	5391	5460	5530	5579	5647	5710
09		2002-03	4214	4400	4548	4749	4918	5020	5081	5145	5185	5249	5310
10		2003-04	4361	4502	4667	4848	5006	5102	5161	5234	5316	5355	5432
11		2004-05	4773	4963	5168	5385	5531	5636	5708	5787	5844	5885	5968
12		2005-06	4736	4913	5089	5284	5472	5586	5667	5733	5796	5845	5913
13		2006-07	5588	5844	6082	6308	6566	6715	6835	6921	7015	7097	7187
14		2007-08	6262	6530	6781	7026	7267	7415	7534	7609	7691	7741	7847
15		2008-09	6900	7122	7377	7618	7776	7898	7978	8060	8149	8260	8350
16		2009-10	6650	6929	7235	7534	7808						
17													
18		FY05 to F	139.3%	139.6%	140.0%	139.9%	141.2%						
19		FY10toFY	96.4%	97.3%	98.1%	98.9%	100.4%						



# Caveats

- Check your data regularly.  
Verify as you go.  
Will it make your point at the end?  
Does your data make sense?
- Back up you data regularly.



# Presenting your data





# Things to Remember

- Remember Point to be made and Audience
- Analyze data
- How will you present your results? What is the venue – report, PowerPoint, etc. Remember Point to be made and Audience.





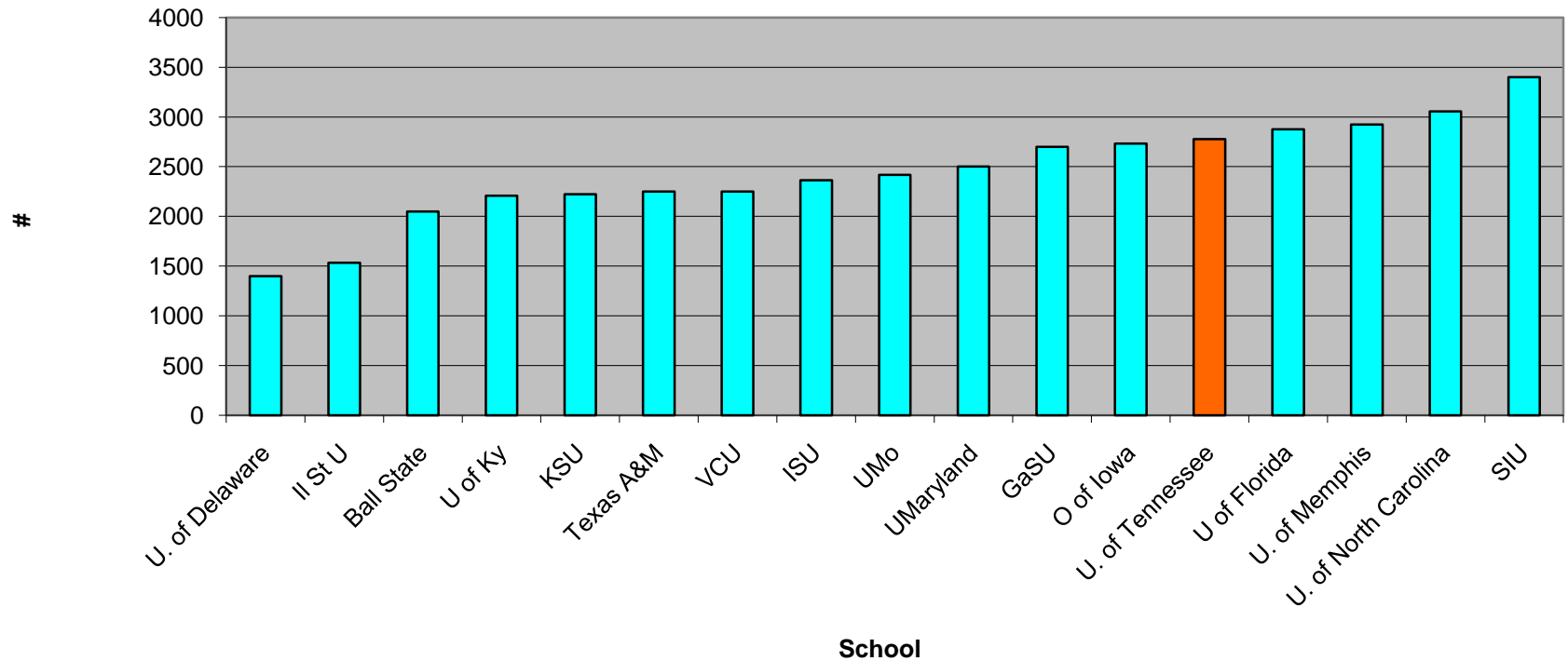


# Counseling Center



# Use of Comparison Group

Student ratio/Senior Staff



Question: Are you really that busy?

Audience: VC Rogers, Departmental Review, Chancellor

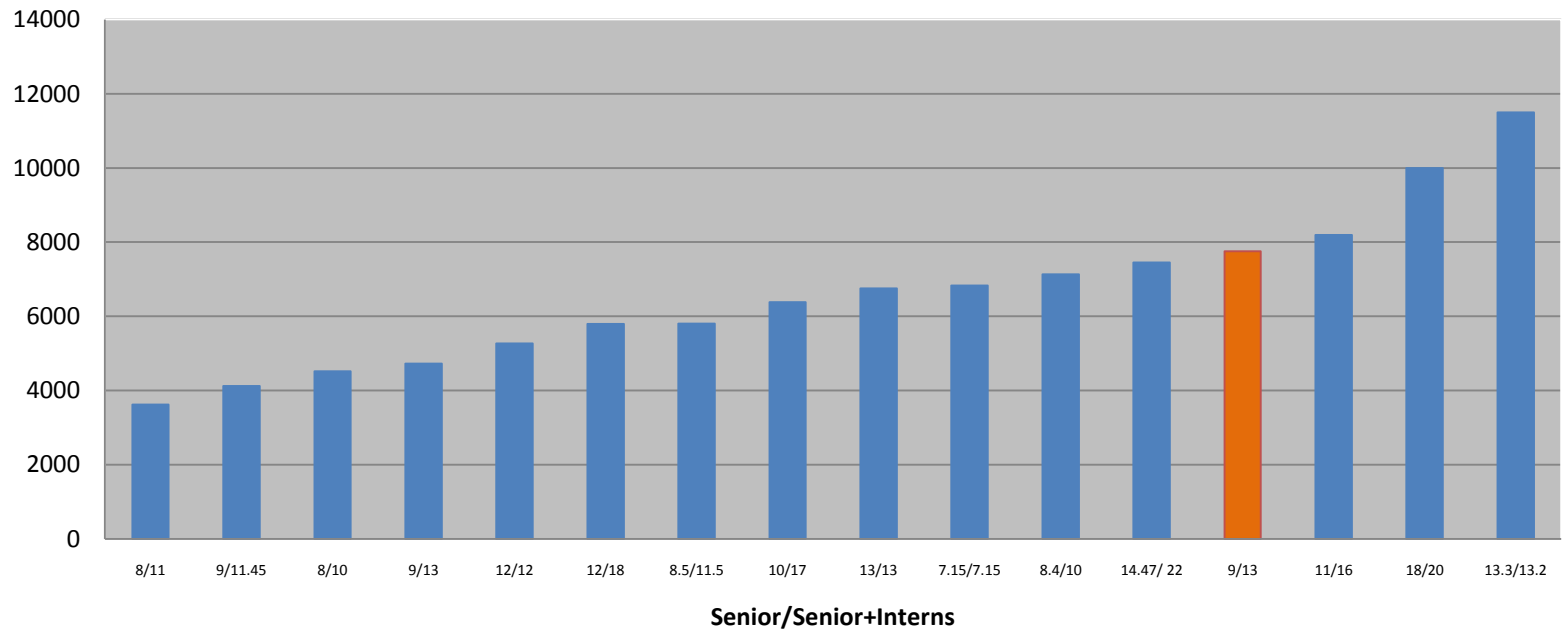
Methodology: Usage data, Comparison Data.





# Use of Comparison Group

What is the total number of sessions provided by your center?



Public Universities of 25001-30,000

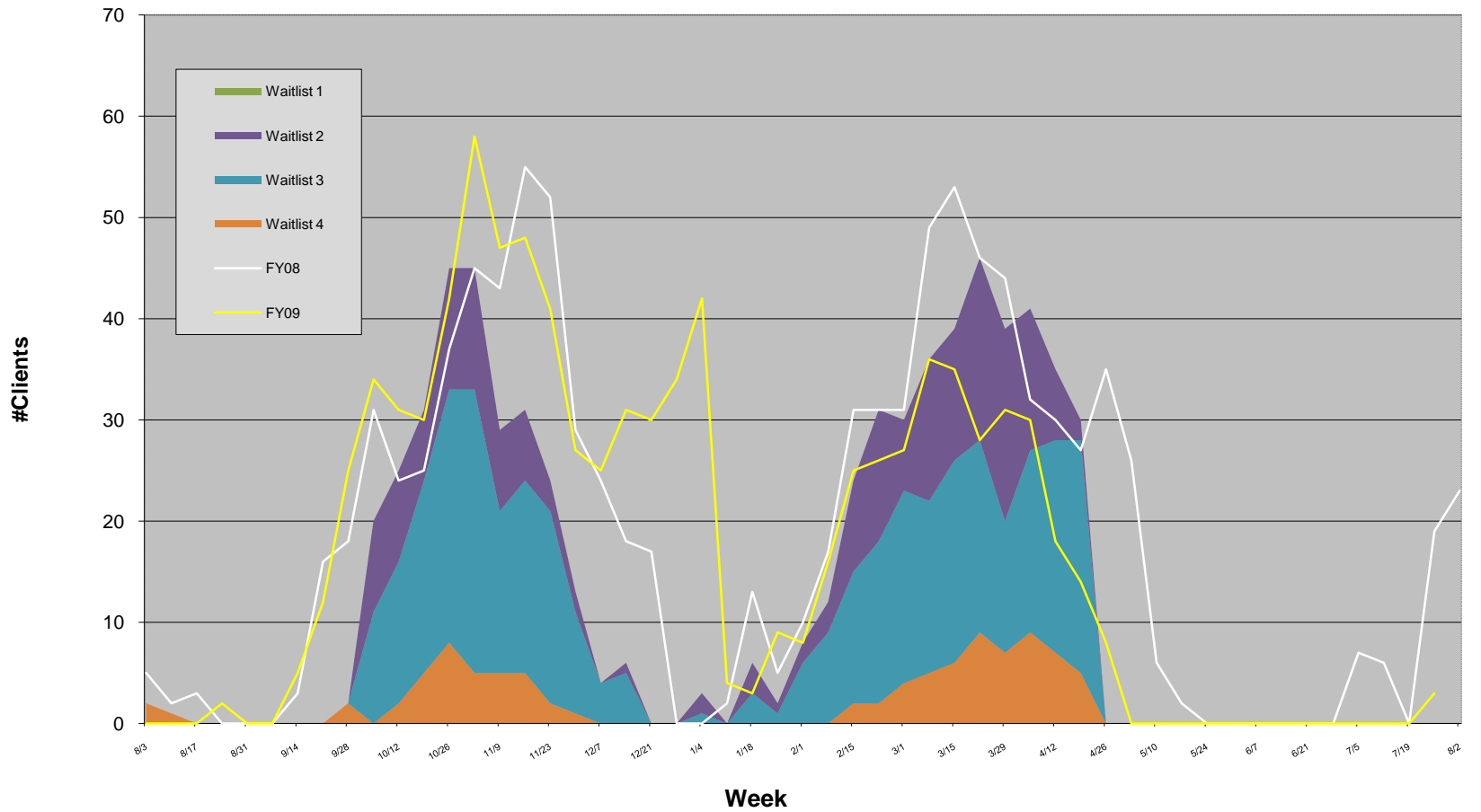
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# Waitlist FY10



# Counseling Center

- Issues to Consider
  - We started putting more emphasis on group counseling 3 years ago.
  - This last fall we made the walk-in briefer and mores structured.
  - We added to out array of services Stress and Wellness Clinic .

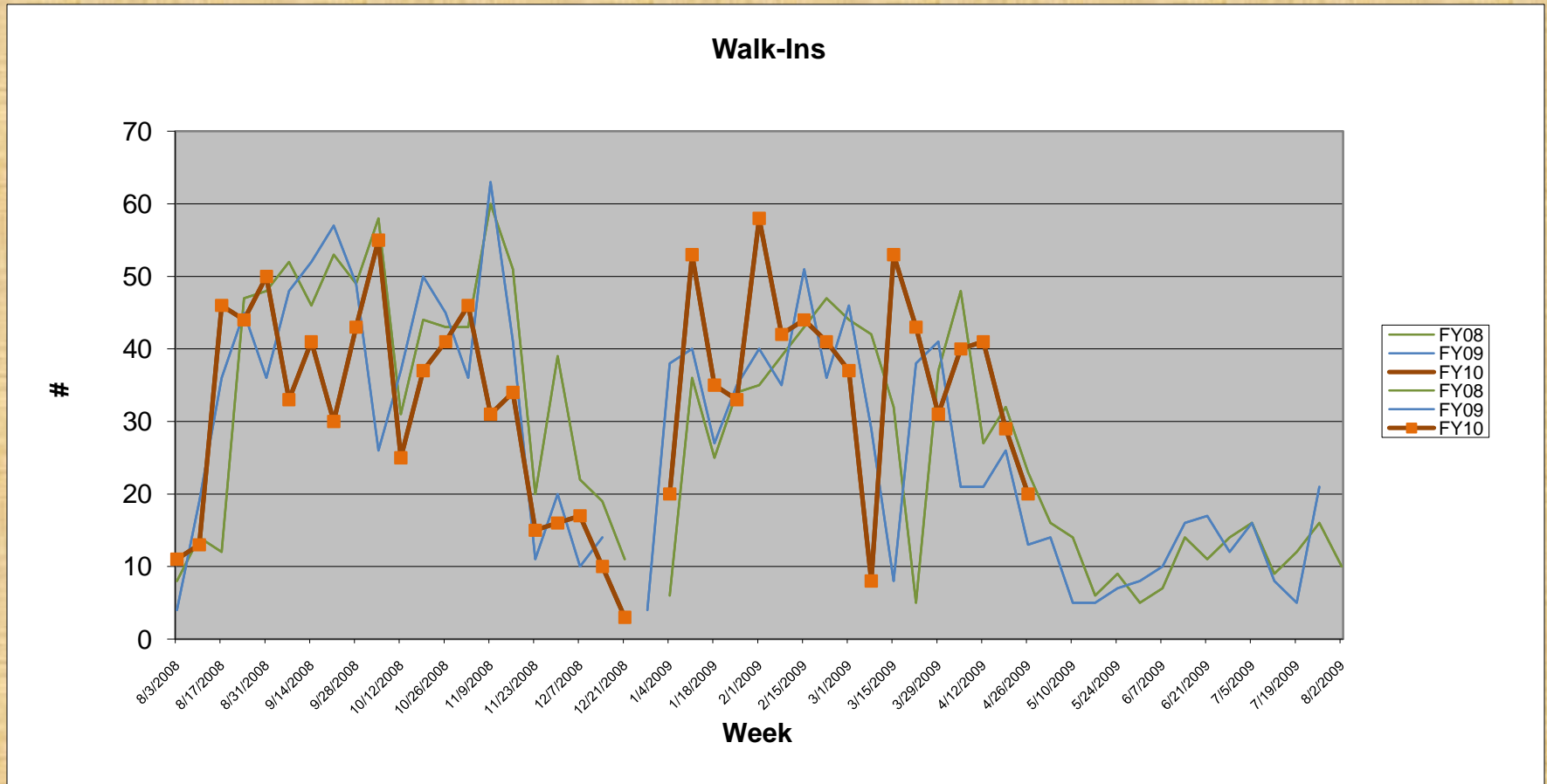
Question: Are you really that busy?

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# Center Utilization Data



Question: Are you really that busy?

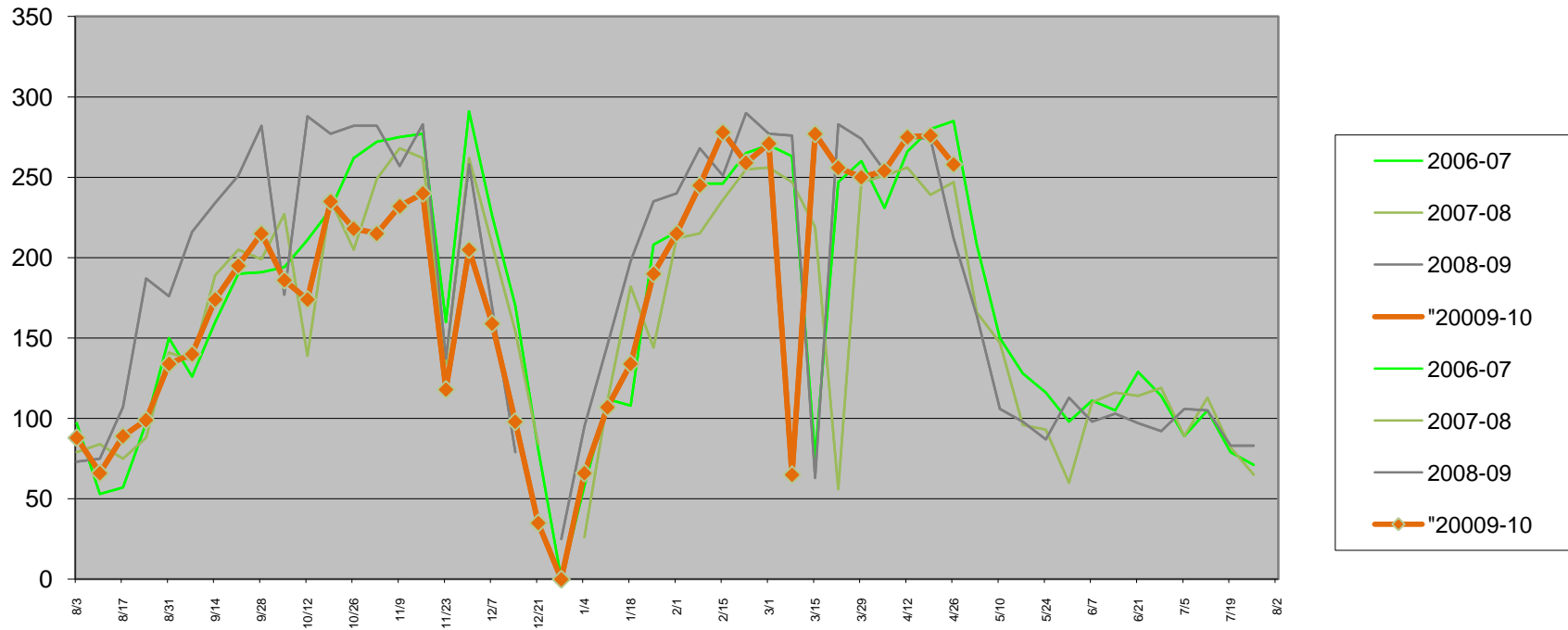
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# Center Utilization Data

## SESSIONS Offered FY10



Question: Are you really that busy?

Audience: VC Rogers, Departmental Review, Chancellor

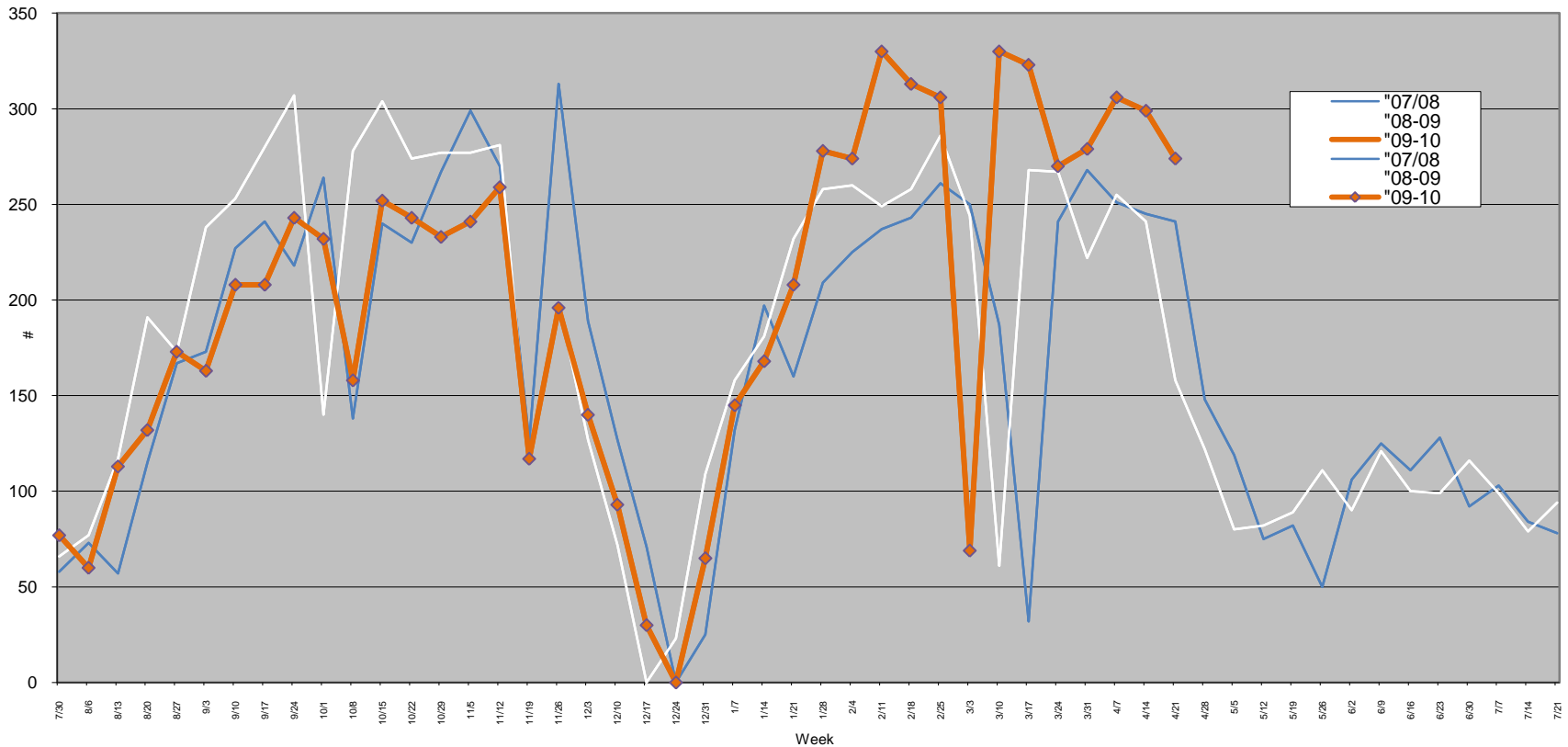
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# Center Utilization Data

Delivered: Triage + Sessions + Group + SWC



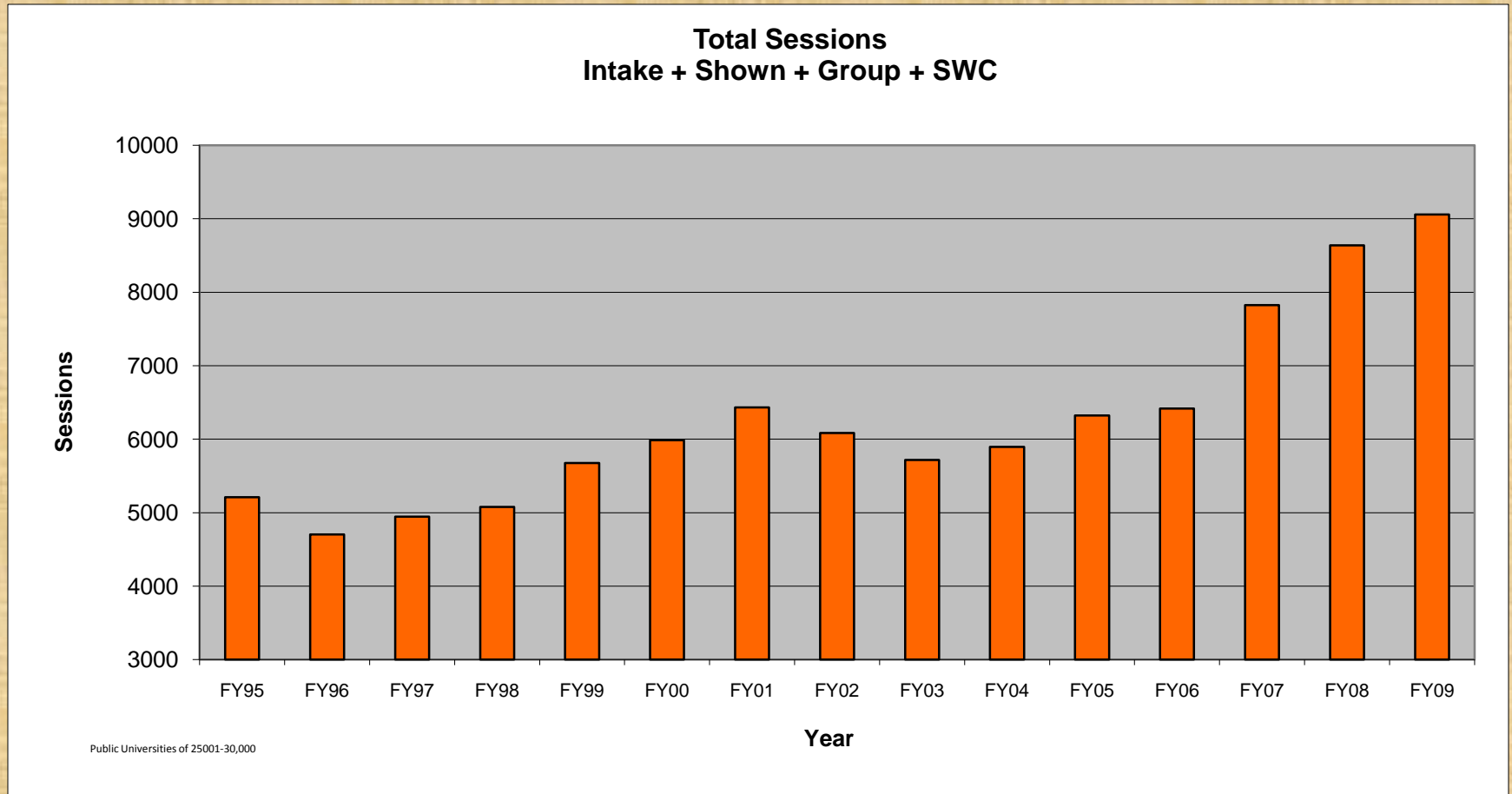
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# Center Utilization Data



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# Questions



















