<u>**SOC 590 RESEARCH PRACTICUM**</u>

Dr. Susan L. Caulfield   Fall Semester, 2004

<u>**LEARNING EXPERIENCES FOR TEAM MEMBERS**</u>

Dear Research Team Members:

What follows are details on the work that can be done on this research project. Please note that **some activities are required for students** who are working on the project through the SOC 590 Practicum. Other activities are optional.

<u>**Survey Data**</u>
Working with survey data involves numerous components, which include:
- administering the surveys
- getting student numbers onto each survey
- adding the professor code to all surveys returned in each professor's course
- writing codes on each survey
- creating an SPSS data file
- inputting the coded information into an SPSS file
- typing all open-ended question responses into files for categorizing and sorting
- editing/cleaning the SPSS file
- conducting preliminary analysis of the data

While each team member could certainly focus on any one or more of these tasks, each person will find the learning experience more meaningful when s/he engages the complete process, working with the data from beginning to end.

With that in mind, those enrolled in the Practicum will be on research teams that move the data from the first step to the last (as listed above). Depending on the number of people on the research team, research teams will have 2 or 3 members (each of you will have a say in this, so as to best accommodate each person's schedule).

In the Fall 2004 semester, there are two types of teams. First, there are the **Research Teams** that move the new data from administration to editing and preliminary analysis. Second, there is the **Data Analysis and Liaison Team** that will analyze past data and give guidance to the new Research Teams. There will be instruction provided to all teams at each stage of the process.

<u>**Qualitative Data**</u>
In addition to the survey work, there is also work to be done with the field notes that were collected during the 2002 Winter and Fall semesters, as well as the 2003 Spring semester. Anyone interested in working with qualitative data, please let me know.

<u>**Textbook Analysis**</u>
In the 2004 Summer I Session, we added an additional component to the overall research project, analyzing Sociology and Criminal Justice textbooks. These textbooks are being analyzed to see the extent to which they address the science of sociology and/or criminal justice. This work involves content analysis of textbooks, focusing on the counting up of references to specific research terms and concepts. This work is optional. Anyone interested in participating should let me know.

<u>Independent, But Related Research</u>
Since the Spring 2002 semester, students working with this project have been awarded eight separate grants from the College of Arts and Sciences ($500 each), two from the Lee Honor's College ($1,200 each), and three from the Kercher Endowment Fund in Sociology ($500 each). All but two of these grants have focused on topics related to the research of the practicum, Studies in Teaching and Learning. This is a great way to get a little support for research and merely requires that you submit a proposal to conduct some independent research.

I strongly encourage people to pursue these opportunities. Whether one is interested in research related or separate from the project, I would be happy to discuss applying for one or more of these funding opportunities.

<u>Conference Opportunities</u>
Since the Spring semester of 2002, members of the research team have attended several professional conferences, including the Annual Ethnography conference in Chicago (usually at the end of February), the annual meeting of Applied Sociology, and the annual meeting of the Midwest Sociological Society. Six members of the research team have presented at the Ethnography conference, two at the Applied meetings, and six at the Midwest meetings. This is a great achievement for students and a strong resume item. I highly recommend this to students who are considering continuing their education with graduate work.

<u>Grant Writing</u>
We may be writing grants for summer support and people are welcome to help out on these as much as possible.

<u>Writing for Publication</u>
Same as with grant writing. Let us know what you want to work on.

Please take advantage of as many opportunities as you can, so that this experience can be the best possible for you. I look forward to some collaborative and engaging work with each and every one of you.

Dr. C.

<u>**TEAM GUIDELINES**</u>

For the Fall, 2004 semester, there are 16 people working on this project. As with any group endeavor, it is important that there are clear guidelines to best facilitate the work of the group. What follows are some of the guidelines for this group. Should the need arise to create additional guidelines or discuss existing ones, please be sure to raise the issue with one of the team leaders.

<u>**Coding/Inputting/Editing of Spring Pre-test Surveys**</u>
This work will begin the week of September 6th.

<u>**Team Meetings**</u>
All members of the team must attend the weekly meetings, which are on Thursdays, from 7:30-8:45, in the Kercher Center Conference Room. Food will be provided at these meetings and there is filtered water available.

<u>**Accountability and Responsibility**</u>
Kristen DeVall is the project coordinator for the team. She has primary responsibility for coordinating the work of the data analysis team and focus groups.

Traci Gray is the assistant project coordinator for the team. Essentially, this means that she will coordinate the work of the data input teams.

Dr. Caulfield, as Director of this project, is available to any team member. Her approach is to create an environment where each team member, including herself, can learn more about social research, classroom environments, teaching techniques, and whatever else might arise throughout the course of the project. Dr. C. adheres to principles of excellence and integrity, which she would like to see in all team members. It is important to recognize that excellence is not the same as perfection. The work of the team will not be perfect, but it will be done well. As each team member seeks excellence, it is incumbent upon her/him to be fully engaged with the team.

It is integral to the team that everyone take a cooperative approach to all work, which includes being flexible, learning with each other, and sharing ideas, especially around problem solving and/or innovative approaches to tasks.

<u>**Office Space**</u>
The project does have office space in Sangren, room 2208A. This space has two computers, to be used first and foremost for project work, which includes inputting, editing and analysis of project data. There are printers available, as well. There is a large table, which provides ample space for doing the work of coding, inputting and editing survey material.

Each member of the research team will sign out a key to the research office. These keys must be returned at the end of the semester. It is incumbent upon each team member to ensure that the office door is locked when no one is in the office, which includes trips to Flossie's or the bathroom. Please check that the door is locked when leaving the office.

Given that each team member has access to the office, the office may be used for school-related work when not being used for project-related work. If printing large documents for non-project related work, please consider making a donation to the print cartridge fund.

As an added incentive to working on the project, there are a small refrigerator and microwave in the office, as well as various food supplies. It is expected that every member of the team who uses the project office does so in a manner that is respectful of all members, such as cleaning up and not leaving food or used food containers in the room (this includes keeping the inside of the microwave clean, please). There is a box of large garbage bags on the shelf, so that full bags of garbage can be taken to a receptacle in the hallway.

Team schedules and supplies will be kept in both the team office and Dr. C.'s office. Data will be accessed in the team office, and is never to be removed from that office.

Use of Computers
As noted above, the office has two computers and two printers. These are resources for the project and for team members. In order to keep these resources in good condition, there are some guidelines that apply to their usage.
First, with the exception of one SPSS data file per research team, no files are to be saved to the hard drive of either computer. Each team is provided with "floppy" disks for the saving of material. The computers will be checked periodically and non-essential files will be deleted from the hard drives.
Second, please feel free to use the printers for non-project tasks, as long as the print jobs are not excessive in length. When possible, please contribute to the print cartridge fund.
Third, it is very important the computers be used for professional tasks only. These include both project and non-project work, such as work for one's classes. One computer will have web access, and this access is limited to professional tasks. Neither computer should be used to download information from the web without express permission from Dr. Caulfield.

What needs to be turned in, and when
Each research team and its members are required to make weekly entries into a team folder. This folder will have a section for team entries, as well as a section for individual entries. Each member of the project will receive a floppy disk that contains forms to be completed after either each work session or on a weekly basis. Each form must be typed, printed, and inserted into the team folder. There are four forms to be kept in the team folder, as detailed below.
The first form in the team folder is the **Assignment Log Sheet**. This details when work is to be accomplished throughout the semester. This schedule will be reviewed at weekly meetings of the practicum and adjusted, if necessary.
The second form to be completed is the **Data Tracking Sheet**. As will be seen by the form itself, entries to this form will be done at each stage of the process and during each work session by the team or any member of the team.
The third form that must be completed is the **Methods Journal**. This is to be completed by each team. This will include activities performed, outcomes achieved, and areas for review or question. This should be completed at the end of each working session of the team or any member of the team.
On a weekly basis, each member should reflect on the components of an **SAI**. This includes an assessment of a **Strength** you observed in your work, an **Area** for improvement and, any

Insights you have about the work you are doing. These are to be typed from the form on the diskette and inserted into the individual section of the team folder by the Thursday of each week.

Each team's folder must be kept in the team's mailbox and brought to all meetings of the practicum.

<u>Data Analysis Log for the Data Analysis and Liaison Team</u>
In addition to the three or four teams working with the new data, there will also be a team working with the data previously collected. This team, the **Data Analysis and Liaison Team**, must make regular entries into the data analysis log in the team office.

There are two key aspects to the data analysis log. First, it is imperative that when any one person or team conducts analysis on a data set, that a record is made of what was done, who did it, and any surprises that might have been encountered. This entry should be dated and placed in the log immediately following the previous entry, regardless of who wrote the previous entry. Second, in this same log, it is important to leave a copy of any output that was generated, being sure to put the date of the analysis at the beginning of the output and staple all pages of the output together.

The log is crucial to the work of the group. With this log, anyone can continue data analysis from whatever point it ended. Also, with many people working on one project, it is important that we not duplicate each other's work and that we not create confusion for others if we have made changes to the data or the output.

Note that the name of this team includes the word Liaison. This is because the members of this team are veterans of the research project and will serve as helpful liaisons to the newer members of the team. Each new Research Team will have a designated liaison from the Data Analysis and Liaison Team.

<u>Principles of Good Teamwork</u>
The team will adhere to the ten principles that Dr. Caulfield uses in all of her courses. A list of these principles follows below. Should any conflicts arise, we all agree to take a responsible and respectful approach to resolving any difficulties.

First, **it is important that everyone show up and be fully present**. This means present beyond merely the physical sense of the term. It means being focused on the work of SOC 590, whether that work is centered, at the time, on coding, inputting, editing, etcetera. It means that each of us must leave our other concerns, issues, dilemmas, etc., outside the research office door. This does not mean that these other things are not important to people; instead, it means that everything has a time and a place and we must honor the time that is set aside for this class.
Second, **it is important that we conduct ourselves with honor and integrity**. This means that each of us will take personal responsibility for what we do and be held accountable for what we do. To move from a place of integrity includes being truthful without using blame or judgment, being cognizant of others and their feelings or beliefs, and speaking for ourselves, not putting words in other people=s mouths.
Third, **it is important that none of us collude with negativity**. This essentially means that we will not make negative statements about people, tasks, or events, because negativity keeps us in the past, rather than allowing us to move forward and make progress in the adventure of learning.

(For example, "I don't like group work because I got stuck in a bad group once," will not be an acceptable stance for a person to assume.)

Fourth, **it is unacceptable to engage in "third party-ing**." This means that there will be no discussions where the focus is to share one's perceptions of another person's actions and, invariably, seek allies for one's own position. Our practice will be that we will not say anything about a third party that we would not say to that person. It is disrespectful to create a discussion that involves someone who is not present to define/state their own position.

Fifth, **each of us agrees that we should be actively engaged in our education**. This means that we will come to each team meeting willing to participate. We will each share ownership in what occurs in any meeting, and be willing to share our perspectives, respectfully disagree with each other, and come to our own conclusions. This also means that each of us will avoid passivity and procrastination, both of which can lessen our learning experience and put either ourselves or other class members at risk on an assignment.

Sixth, **each of us is responsible for our own inclusion**. This means that none of us is a mind reader, nor can anyone else be expected to know what another person needs. Needs that can arise during a course include the need for clarity, the need for additional help on certain skills, the need for instructions to be repeated, the need to address conflict with team members, or the need to check in on expectations and goals. Importantly, the first step to meeting any need is going to the person and stating what is needed. By being responsible for our own inclusion, we can often get our needs met earlier and also keep small problems from turning into large problems.

Seventh, **each of us will promote a Αboth/and@rather than an Αeither/or@perspective**. Issues about the social world are never simple. It is a rare instance, indeed, when we can place any topic into an either/or perspective (e.g., right vs. wrong). Instead, we will endeavor, at all times, to allow for more than one perspective to be legitimate, to be possible, to be allowed to be heard.

Eighth, **each of us agrees not to impose Αour stories@on others**. All too often, since people see the social world from their own perspective, they try to impose that perspective on other peoples= lives. For example, assuming that someone is lazy because they need help reflects the perceiver=s idea of laziness more than it reflects anything about the person being observed.

Ninth, **each of us will accept that conflict is co-created**. This means that with the rare exception, if we are in conflict with someone, we hold some responsibility for that conflict. Our role in the conflict might range from unintentionally misleading, miscommunicating, or misunderstanding another to having made attributions about another person that are not true, yet bring consequences to subsequent interactions. For example, if something does not go well with the project, everyone must participate in the resolution and be open to exploring any role they may have played in the creation of the conflict. If someone is not sure how they may have played a role in any conflict, the first step is to "check-in" with the other(s) and ask for clarification on what they perceived as having happened.

Tenth, **each of us agrees to trust the process**. All of us are creatures of habit and most of us do not like it when we do not do well at a given task. However, much of life is more of a process than an outcome and rarely do we get anywhere without doing the work. This practicum may bring up moments of uncomfortability. It is important to trust that much planning has gone into the practicum and that people not only survive the practicum, many even excel in it.

Of course, it is possible that any one of us might slip on occasion regarding the course principles. If that does happen, and you are aware of it, attempt to rectify it as soon as possible. If it happens with another person, be respectful in approaching them about it.

GRADING GUIDELINES, Fall 2004

SOC 590, Practicum in Social Research, is a graded course. Therefore, grades will be assigned at the end of the semester. Given the nature of a practicum, students will not be taking examinations or writing research or term papers. Instead, students will be responsible for a number of different tasks throughout the course of the semester.

Essentially, the approach taken with the practicum is based on an honor system. Unless otherwise determined or informed, it will be assumed that students enrolled in SOC 590 are taking responsibility for their assigned tasks.

There are a number of different tasks required of students in the practicum. In completing these various tasks on a comprehensive basis, a student will earn a grade of A in the practicum. These tasks include:

- attending team meetings on a weekly basis
- being reliable with research team members
- adhering to assigned protocols and tasks
- meeting deadlines for research team tasks and recording progress on Assignment Log Sheet
- updating all team folder documents regularly
- completing and filing (in team folder) assessment and method journal entries as stipulated above

We all lead busy lives. Some of us get sick. If a student is unable to meet an obligation, s/he is responsible for getting a message to Dr. C., Kristen, Traci, or a research team member **prior to** the beginning point of the obligation. This is very important regarding research team work, as all members deserve the respect of being informed if someone will not be in attendance. (Messages can always be left on Dr. C.'s voice mail, at 387-5291. If it is necessary to email a message, please send it to Dr. C., at sue.caulfield@wmich.edu.)

Late work (research team output, journals and assessments) will be noted. Should someone be late with assignments more than once or miss more than one meeting, s/he puts his or her grade at risk. The more a person does not fulfill their responsibilities, the lower the possible grade for the practicum. If there is any confusion over the guidelines, please speak with Dr. C. as soon as possible. The intent here is not to portray punitive guidelines, only to be clear about accountability and responsibility. As a final note on responsibility, if all materials have not been turned in by finals week, the student will receive the grade of incomplete until all material is received.

GUIDELINES FOR WORKING WITH SURVEYS

Once the surveys have been administered, we must prepare the data for entry into SPSS. This process is systematic in nature, and helps to ensure that the data is properly transferred from the surveys into the computer file. Usually, a research team would begin with step 1, creating numerical codes for each variable and its attributes. However, for the Fall 2004 semester, we will begin with Step 3 and use the codebook created in the Spring 2003 semester. Steps 1 and 2 are listed for informational reasons only.

1. You will first need to **create numerical codes** for each of the attributes the respondents could have chosen as their "answer."

   You will also need to identify codes for:
   a) questions that were not applicable to a respondent (not applicable);
   b) missing data (no answer provided);
   c) questions that the respondent did not know the answer to (don't know).

   It is up to your research team what numerical values you assign to each of the three categories listed above (a through c), but you should be consistent throughout. However, it is common practice to assign negative values to these response categories (E.g., -1, -9, etc.).

   > [At this point, all research teams should submit their codes to Kristen. She will review them and note which codes are to be used by all teams, so that the final data sets are consistent.]

2. You will then need to **create a codebook** (see attachment) that lists the variable number, variable name, corresponding survey question, and the numerical code associated with each response category. Yes, you do need to do this for every question on the survey!

   > [At this point, all research teams should submit their codebooks to Kristen. She will review them and note which codebook is to be used by all teams, so that the final data sets are consistent.]

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3. **Once you have created your codebook, you must then code the surveys**. This involves writing the numerical codes on the surveys that correspond to the respondent's "answer."

   Coding means writing the answers circled by the survey respondents at the far right margin of the page. For example, if a respondent circled 4, 3, 2, 4 and 1, it would be coded on the page as follows:

   4
   3
   2
   4
   1

   Note the line drawn after the fifth entry. From past experience, we have found it helpful to code the survey questions in groups of 5. It is much easier to keep track of 5 numbers versus an entire column. It is also beneficial should you lose track of your place on the survey; you would then only need to double-check the last 5 entries versus starting over

from the beginning. [This will make more sense once the task is begun.]

When coding surveys, it is very important to use the codes defined in the codebook for the survey. Most of these are pretty straightforward. However, there are two that merit special attention and both of these are for the situation where there is no answer provided on the survey. If a respondent leaves an answer blank, then one uses the –2 code, which represents "missing data." If, however, the answer left blank was done so because it was not applicable, then one uses the –1 code, which represents "not applicable." For example, if a respondent says that they do not work, then a blank response to "how many hours do you work" would be coded as "not applicable" rather than as "missing."

Each team will be assigned a portion of the surveys. For example, if there are 500 surveys and 4 teams, each team will be assigned 125 surveys. Each team will code only their portion of the surveys. This is because, once coded, a survey cannot be coded again.

Note that in each team folder, there are sheets labeled "Data Tracking Sheet." First, put all the surveys in numerical order [the id number of the survey is the number that comes after the two digit professor code]. Then, **for each survey coded, fill out the three boxes on the Data Tracking Sheet**. Please note that there are two sets of the three boxes on each page. Please go all the way down in the set of three columns before using the second set of three boxes on the right half of the page.

[Fall, 2004: All surveys should be coded by September 27th and brought to the next team meeting.]

4. You will then need to **create a computer file in SPSS**. Within SPSS, click on variable view in the lower left corner of the screen to set up the file. There are several components involved in setting up a file. Of key importance here is that you use the codebook as a guide, as it contains all the information that needs to be entered into the categories of the SPSS spreadsheet. These categories include:

> the variable *name* in the 1st column (e.g., Id, V1, V2, etcetera)
> the *type* of variable (numeric for these variables)
> the *width* of the variable can be left as is
> the *decimals* should be set to 0 for this data, **except for variables such as GPA or numbers of hours worked where decimals should be set to 2**
> the *label* for the variable; here you insert the meaningful variable name
> *values* of the variable is where you enter the number and meaning of each attribute (yes, these are the same for almost all of the variables)
> *missing* values must be filled in with the values assigned as missing so that missing data is not included in any analysis. This means that for each and every variable, both –1 and –2 must be listed as values to be considered missing data

Once you have completed this step, your team will check in with the rest of the practicum group before moving on.

[Fall, 2004: should have SPSS data sets ready for input by October 11th.]

5. You will now need to **input the data into SPSS**.
    In doing this, be sure to save the data on a regular basis, so as not to lose work should
    a problem occur with the software or hardware. You should save all your work on the
    hard drive, with a back-up copy on diskette made at the end of each work session.
    Each team will input ALL surveys into SPSS, not just the surveys that they coded.

    Note that in each team folder, there are sheets labeled "Data Tracking Sheet." Again,
    put all the surveys in numerical order. Then, **for each survey inputted, fill out the
    three boxes on the Data Tracking Sheet**. Please note that there are two sets of the three
    boxes on each page. Please go all the way down in the set of three columns before using
    the second set of three boxes on the right half of the page.

    [Fall, 2004: this should be completed by November 1st.]

6. Note that at the end of the pre-test survey, there is **one open-ended question**, which asks
    "What are your expectations about this course?" For this question, each team will need
    to create a **WORD document table**, which has **two columns**, one which contains the
    survey number and one which contains the **verbatim reply** to the question.

    This task is considered part of the input stage of the process.

    [Fall, 2004: this should be completed by November 1st.]

7. Once all the data has been entered into SPSS, you will then need to **"clean" the data**. This
    step is conducted to ensure that the data you inputted are accurate.

    a) You will first need to **obtain the frequencies** for each of your variables. From the
        SPSS toolbar you will need to:
        1. Click on *analyze*
        2. Click on *descriptive statistics*
        3. Click on *frequencies*
        4. Highlight all your variables in the left box and click the arrow (in the middle
            of the screen) which should then move all your variables into the "variables"
            box.
        5. Click on the *statistics* button (bottom of screen) and select *minimum*,
            maximum, and *range*.
        6. Click OK
    b) If all went correctly, your output should contain information about the minimum,
        maximum and range values for each of your variables.
    c) Along with the information discussed in (b), you should check all of the frequency
        distributions to ensure that the answers reported by SPSS are legitimate answers,
        given the question on the survey. For example, one semester, we found a 3 year old in
        the output. Clearly, there were no 3 year olds in our classes, so this meant that there
        was an error in the data set. The same holds true for the other questions, where the
        possible answers range from 0 to 5. Check to see that all of the values in the data
        set fall within the acceptable range of values.
    d) To double check the accuracy of your work, take a sample of cases (e.g., every
        15th case, with a random start) and check the numbers in the SPSS data set against the

actual survey itself. If you find more than one or two errors in doing this, you will then have to sample more cases and check them for errors as well.

[Fall, 2004: this should be completed by November 22nd.]

8. Once the data are clean, you should conduct some **preliminary analysis of the data**.
   a) Begin by generating descriptive statistics for all the variables, including measures of central tendency and variability. Look to see if any of the variables seem to "stand out" as unique, based on these statistics.
   b) Pick 5 or 6 variables which you believe would be related to each other in different pairings. Write out hypothesized statements as to why and how you see these pairs of variables as related, being specific and substantive.
   c) Using the t-test for correlated means, test your hypothesized relationships.
   d) More on analysis will be addressed during team meetings.

[Fall, 2004: this should be completed by December 1st.]

AT ANY POINT IN THE PROCESS, IF YOU HAVE QUESTIONS, PLEASE TALK TO A TEAM LEADER. WE ARE HERE TO ASSIST YOU IN THIS LEARNING PROCESS.

Data Analysis and Liaison Team

As noted earlier, this team's primary task is to work with past data. There are completed survey data from four semesters, Fall 2002, Spring 2003, Fall 2003 and Spring 2004. There is also a data analysis notebook, which contains some analysis for some of these semesters.

This team's work with the past data will be instrumental in setting the foundation for writing articles about the project, as well as preparing material for presentation at conferences.

For each semester of data, there are data in the aggregate, as well as data for individual instructors. Within the data, there are individual items and scale items, which are measures that combine different variables, all of which capture the essence of some underlying concept. The scale measures have already been created, based on the Fall 2002 data. The same scale measures will be used for subsequent semesters, to allow for meaningful comparisons. There is one variable, major area of study, that was not included in the first year of the project. This is not, however, a significant issue, as the variable is not being analyzed across time. Instead, it is used to evaluate potential differences across majors.

The Fall, 2004 semester is the first time that one team will dedicate it's work to analysis of past data. Therefore, the tasks listed below should be viewed as a "work in progress," with the real possibility of changes being made as the semester progresses.

With that in mind, the following **Descriptive Statistics** tasks are to be completed for all individual variables in each data set:
- frequency distribution with histogram (get measure of skewness)
- measures of central tendency (mean, median and mode)
- measures of variability (range and standard deviation)

Printouts of these tasks must be dated, stapled, and placed in the data analysis binder for the respective semester.

This work must be followed by the **creation of a table** that summarizes the findings for each semester. That is, for each variable, list the mean and standard deviation, and note any distributions that are noticeably skewed (larger than ± 1).

Next, within each semester's SPSS file, **create the scale measures** according to the provided guidelines. Then, run descriptive statistics, obtaining the mean and standard deviation for each scale measure.

The next set of tasks involves **Inferential Statistics**. These tasks should be conducted for all observations in the data set. In other words, these tasks, at this point, should not be conducted for any specific course or instructor.
- **t-tests (correlated) for <u>each variable</u> at both the pre-test and post-test** (so, if the variable was number 24, the test would be between V24 and V24T2, with the T2 extension indicating that the measure comes from the post-test). Note how this must be done for each of the four semesters. Check with the data analysis already completed, so as not to reproduce any of this work.
- **t-tests (correlated) for <u>each scale measure</u> at both the pre-test and post-test**. Again,

this must be done for each of the four semesters.
- the **creation of tables** which have the names and numbers of the variables, along with the outcome of the t-test (t-value and p-value)

These tasks should now be repeated, this time for each instructor in the data set. To do this, one **uses the prof code variable to <u>select cases</u>**.
- **t-tests (correlated) for <u>each variable</u> at both the pre-test and post-test** (so, if the variable was number 24, the test would be between V24 and V24T2, with the T2 extension indicating that the measure comes from the post-test). Note how this must be done for each of the four semesters. Check with the data analysis already completed, so as not to reproduce any of this work.
- **t-tests (correlated) for <u>each scale measure</u> at both the pre-test and post-test**. Again, this must be done for each of the four semesters.
- the **creation of tables** which have the names and numbers of the variables, along with the outcome of the t-test (t-value and p-value)

Central to the work of the Data Analysis and Liaison Team is not only the actual statistical analysis itself, but the creation of tables that organize the outcomes of this analysis. Without well-organized tables that summarize the findings, it is difficult to accurately know what has been found within the data.

For each step of this process, guidance will be provided on how to complete the various tasks.

SPECIAL INSTRUCTIONS FOR CODING AND INPUTTING POST-TEST SURVEYS
[Not applicable for Fall 2004 teams]

       Before beginning any coding of the post-test surveys, please create a codebook for the post-test survey. (You can probably copy most of what us on disk for the first codebook, although see Dr. C. to be sure your copy is the most up-to-date). Please create a code section for question #72 as well.

       For questions 73 and 74, please create a WORD file that, for each question, contains the exact responses for each respondent.

       For coding, please code the post-test variables so that they continue immediately after the pre-test variables. Because of this, you will need to differentiate the variable names, such as V1 and T2V1, the latter referencing V1 at Time 2.

       If a respondent took the pre-test, but not the post-test, you will need to insert missing value numbers for each variable of the post-test survey. If a respondent took the post-test, but not the pre-test, you will need to insert a brand new line, with survey #, professor #, and missing values for all variables up until the post-test variables.

       If you have any questions about this, please see me and I will do my best to clear up any confusion.

WORKING WITH FOCUS GROUPS

Beginning in January 2005, we will be conducting focus groups with students who have been in some of the classes that participated in the surveys during the Fall 2004 semester.

More information on what that entails will be forthcoming.