Content Analysis Protocol

Background

OIRE is conducting a content analysis of the 328 units across campus to seek commonality among the outcomes. Following appropriate qualitative procedures, OIRE first identified what turned out to be 785 learning outcomes from 230 units. Loose categories were created to encompass all aspects of these learning outcomes. Then these outcomes were reviewed again and placed into 10 broad categories of learning domains, based on the Degree Qualifications Profile (DQP) and the Council for Advanced Standards (CAS). What is needed now if for more validation to support which outcomes fall into which categories. Three professional staff have already completed this review, and now it would be beneficial for perspectives from folks outside of OIRE.

Materials Provided

- Excel spreadsheet where you will log your data
- Instructions for accessing TracDat
- Summary of the outcome categories

Directions

- Review the description of the outcome categories.
    - Note the difference between problem-solving (usually employment) versus critical thinking (diverse perspectives)
    - Note the difference between application of knowledge whether it goes in discipline knowledge or employment (you may need to look at the measures to determine which category to use)
    - Note the difference between inquiry and quantitative literacy
    - Note the difference between diverse perspectives and global/civic engagement
    - Note the difference between use of technology (could be content knowledge or employment depending on how the outcome is worded or measured).
- Log in to TracDat (https://tracdat.oie.msstate.edu/tracdat/) with your netid and password
- From the drop-down menu across the top of the screen, select the unit you want to look at first.
- You will come to a Home screen with a grid; click on the first outcome listed (see Figure 1).
- You will then come to a screen with a list of outcomes and measures. Click on the blue, filter icon (red arrow in Figure 2), and then make sure that the Expected Outcomes filter is set to "Currently Assessing" only (purple arrow in Figure 2). If you see any other options on this filter, then delete them. Close out of the filter (green arrow in Figure 2).
- Read the expected outcomes and categorize them using the Excel spreadsheet. The content that is in bold is what you will type into the Excel spreadsheet. If you need to see more information, click the triangles to expand the content (see Figure 3).
- If more than one outcome fits within the same category, separate them by pressing *Alt+Enter* on your keyboard. If you're using a Mac, then try to separate them by pressing the *Tab* key or by pressing the spacebar five times.

Figure 1. Home screen with grid -- first outcome is indicated with red arrow

Figure 2. Selecting "Currently Assessing" using the TracDat filters

Figure 3. Click on the triangles to display more information

Outcomes categories

1. **Discipline Knowledge**
   Relates to concepts or knowledge areas in the students' disciplines including the following:

   a. familiarity with major theories/literature
   b. awareness of current trends/problems
   c. discipline-specific technology
   d. techniques
   e. application of knowledge if measures rely on tests or knowledge-based rubrics.

2. **Career Decisions**
   Describes the application or practice of content knowledge to a specific field, professional dispositions, problem-solving in the profession, professional development, and use of technology in a specific profession.

3. **Communication Fluency**
   Constructs and understands coherent arguments, narratives, explanations in written, oral, aural, and other communication formats. Uses correct style, tone, and medium for target audiences.

4. **Inquiry**
   Seeks new knowledge or creative expression through scholarship, art forms, and research practices. Includes synthesizing literature or determining appropriate theories for particular problems, as well as employing appropriate research methodologies. Note that the analyzing quantitative data is a separate intellectual skill.

5. **Diverse Perspectives and Solutions**
   Frames a problem in terms of two or more political, cultural, historical, and technological forces; explores and evaluates competing perspectives (critical thinking); and presents reasoned analysis of the issue while demonstrating consideration of diverse perspectives.

6. **Collaborative Work**
   Ability to work collaboratively with others toward common goals. Includes leadership development.

7. **Quantitative Literacy**
   Constructs mathematical expressions for issues and forms valid arguments based on mathematical reasoning.

8. **Global and Civic**
   Actively seeks to alleviate civic, social, environmental, and economic challenges. Includes immersive exposure to cultures outside of ones' own (e.g., Study Abroad).

9. **Ethical Reasoning**
   Analyzes competing claims from scientific and technical practices with respect to benefits and harms to affected populations.

10. **Intrapersonal**
    Realistic self-appraisal, self-understanding, and self-respect. Includes identity development and autonomy.