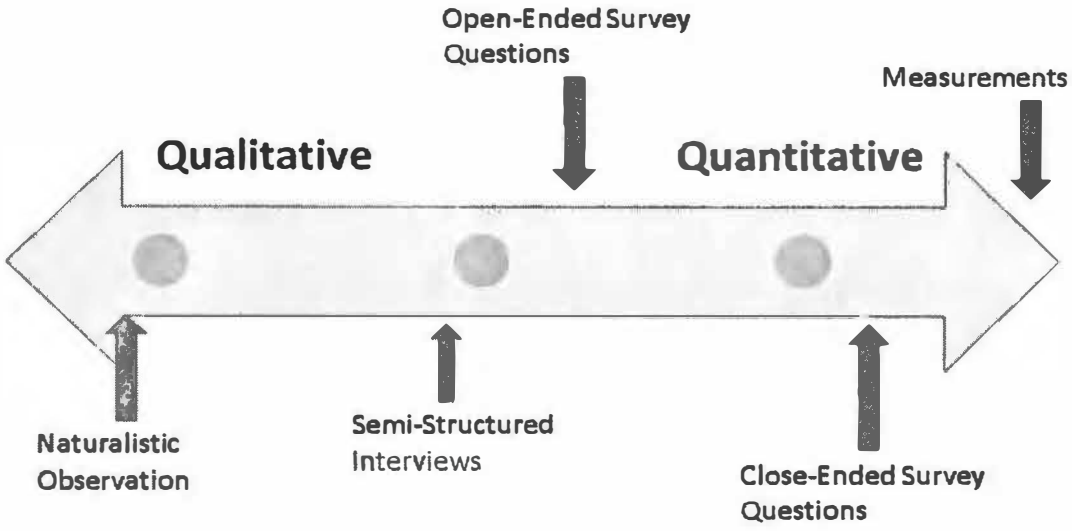
Qualitative vs. Quantitative Methods

	Qualitative Methods	Quantitative Methods
Objectives/ Purpose	Understand process, underlying reasons and motivations	Describe incidence and prevalence, generalize for a population, predict future results
Sources of Data	"flexible" methods Interviews, focus groups, observations, documents	"fixed" methods Surveys, counts, student records
Focus	Depth On meanings and details of experiences	Breadth On generalizable experiences that represent a population
What you Report	Themes, quotes	Numbers, charts, graphs, trends (longitudinal data)
Characteristics	Open-ended questions	Close-ended questions, Measurement of specific variables
Drawbacks	Fewer participants (resource intensive per participant)	Large number of respondents (with fewer resources, sometimes)



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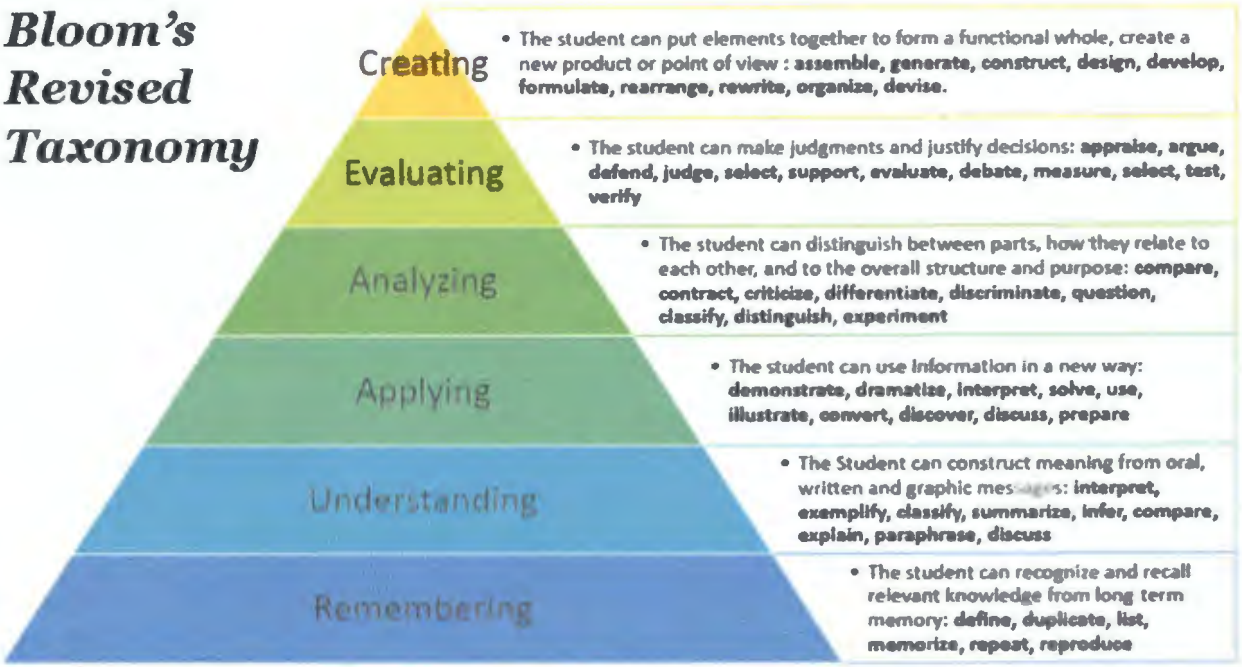
Bloom's Revised Taxonomy



IDENTIFYING AND WRITING EFFECTIVE OUTCOMES

Begin with the End in Mind

What are the goals of your project?

Consider departmental mission/goals, stakeholders, participants

What do you want individuals to learn?

Write your outcome in three parts:

When do we expect results?

Who do we expect to be affected?

What do we expect to happen?

Anatomy of a learning outcome:

As a result of <accessing a service or resource>, <constituent group> **will be able to** <Bloom's Taxonomy verb> <content/material/topics>.

For learning outcomes, remember the three dimensions:

What will students ***KNOW*** after participating?

What will students be able to ***DO*** after participating?

How will students ***FEEL*** after participating?

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Example B (Partially Completed):

PROGRAM: Financial Strategies for Undergraduates (Workshop)

DESCRIPTION AND GOALS:

International students attend a one-hour workshop to learn new financial aid strategies, including money saving tips, UCLA resources, scholarships, employment opportunities, and how other students have managed financial concerns. The goal of this workshop is to empower international students to practice sound financial aid strategies while at UCLA.

This program maps to our broader departmental outcome 5 (Attend to constituent needs through DCISS services, programs, referrals, and partnerships with other campus units).

As a result of participating in a Financial Strategies for Undergraduates (Workshop), participants **will be able to...**

Bloom's Taxonomy Verb (or level of comprehension):	Content/material/Topics:	Assess?	FINAL PROGRAM LEARNING/ DEFVELOPMENT OUTCOMES:
[Creating]: **Develop**	A comprehensive strategy for managing financial aid issues while at UCLA.		
[Evaluating]:			
[Analyzing]:			
[Applying]:			
[Understanding]:			
[Remembering]: **List**	money saving tips, UCLA resources, scholarships, employment opportunities, and how other students have managed financial concerns.		

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YOUR Program, Service, or Learning OUTCOME of Interest:	
Associated CONCEPTs (if applicable):	
Concrete INDICATORS	DRAFT SURVEY QUESTIONS

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YOUR Program, Service, or Learning OUTCOME of Interest:	
Associated CONCEPTs (if applicable):	
Concrete INDICATORS	**DRAFT SURVEY QUESTIONS**

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