



LMU|LA William H. Hannon Library

Research Day 2019

Tuesday, March 12
Von der Ahe Suite (Level 3)
William H. Hannon Library

Loyola Marymount University
Los Angeles, California

Research Day Program & Schedule

All activities will be held in the Von der Ahe Suite.

<u>Time</u>	<u>Session</u>
8:15 am – 8:45 am	Registration and Continental Breakfast
8:45 am – 9:00 am	Welcome & Introductions <i>Kristine Brancolini, Dean of the Library, Loyola Marymount University</i> <i>Rick Burke, Executive Director, SCELC</i>
9:00 am – 10:00 pm	Surveys and Mixed Methods <i>Christine Chavez, Loyola Marymount University</i>
10:00 am – 11:00 am	Qualitative Methods and Mixed Methods <i>Emily Namey, FHI 360</i>
11:00 am – 12:15 pm	Presentations: <i>Using Mixed Methods in LIS Research</i> Featuring IRDL Scholars who used mixed methods in a research project: <i>Melissa Burel, Alabama A&M University (IRDL 2015)</i> Exploring the International Student Experience: Providing Insight through a Mixed-Methods Approach <i>Hilary Bussell, The Ohio State University (IRDL 2014)</i> Mixin- It Up: Using a Mixed Methods Approach to Understand Graduate Student Needs <i>Dana Statton Thompson, Murray State University (IRDL 2018)</i> Understanding How Higher Education Students Read Images Across Disciplines
12:15 pm – 1:15 pm	Buffet Lunch
1:30 pm – 4:00 pm	Workshop on Planning and Conducting Mixed Methods Research <i>Rebecca Hong, Loyola Marymount University</i>

Descriptions of Researcher Presentations

Melissa Burel, Alabama A&M University

Exploring the International Student Experience: Providing Insight through a Mixed-Methods Approach

Southern Illinois University Edwardsville (SIUE) is a Master's level institution in the Midwest with a roughly 14,000 FTE that has been experiencing a dramatic increase in the enrollment of international students, up 30% respectively from 2014 to 2015. With the growing numbers of international students on campus, librarians sought to understand these students better and to create targeted services to meet their information needs. The researchers utilized a mixed-methods approach to explore the international student experience on campus and in the library. The methods included in-depth interviews, photo diaries, and a survey. The presenter will provide an overview of the methods and analysis, share common themes uncovered in the data, and the ways in which the data has been used to create change.

Hilary Bussell, The Ohio State University

Mixin- It Up: Using a Mixed Methods Approach to Understand Graduate Student Needs

In this presentation, I will reflect on my experience conducting a mixed methods research study of graduate students at Ohio University. Dissatisfied with previous efforts to support graduate students on our campus, two colleagues and I used focus groups, in-depth interviews, and a survey questionnaire to explore graduate students' self-identified research needs as well as how they prefer to learn research skills. The data from this study was used to inform subsequent library instruction and outreach for this population. In this presentation, I will discuss why we decided to take a mixed methods approach to study graduate students, and how we went about using the qualitative data from the first stage of the study to develop a quantitative survey instrument for the second stage. I will also discuss why we found a mixed methods approach to be particularly valuable for understanding the needs of a local user population, and what changes we might implement if we undertake a similar project in the future.

Dana Statton Thompson, Murray State University

Understanding How Higher Education Students Read Images Across Disciplines

This presentation will describe an exploratory study in which I sought to understand if, and if so, how, college students evaluate digital images. The study used a mixed methods approach which included quantitative analysis of a survey consisting of 10 multiple choice questions and qualitative analysis for the associated open-ended question for each multiple choice question. To recruit students for the survey, a nonprobability, convenience sampling technique was used and 73 responses were collected. Qualitative data was analyzed using a chi-square test of independence to examine the relationship between how frequently students performed certain behaviors and qualitative data was analyzed using an inductive, open coding process.

Suggested Readings

Research Methods

Applications of Social Research Methods to Questions in Information and Library Science, 2nd Ed. (2017).
B. M. Wildemuth (Ed.). Santa Barbara, CA: Libraries Unlimited.

Creswell, J. W., & Clark, V. L. P. (2018). *Designing and Conducting Mixed Methods Research*. 3rd ed.
Thousand Oaks: SAGE.

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed
Methods Approaches* 5th ed. Thousand Oaks: SAGE.

Fink, A. (2016). *How to Conduct Surveys: A Step-by-Step Guide*. 6th ed. Thousand Oaks, CA: SAGE.

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment
with data saturation and variability. *Field Methods*, 18(1), 59-82.

Guest, G., Namey, E. E., & Mitchell, M. L. (2013). *Collecting Qualitative Data: A Field Manual for
Applied Research*. Thousand Oaks: SAGE Publications.

Magnusson, E., & Marecek, J. (2015). *Doing Interview-based Qualitative Research: A Learner's Guide*.
Cambridge: Cambridge University Press.

Morris, A. (2015). *A Practical Introduction to In-depth Interviewing*. London, UK: SAGE Publications.

Strauss, A. L., & Corbin, J. M. (2015). *Basics of Qualitative Research: Techniques and Procedures for
Developing Grounded Theory*. Los Angeles: SAGE Publications.

Walden, G. R. (2015). Informing library research with focus groups. *Library Management*, 35(8/9),
558-564. doi:10.1108/LM-02-2014-0023

Research Writing

Hollister, C. V. (2014). *Handbook of Academic Writing for Librarians*. Revised ed. Chicago: American
Library Association.

Machi, L. A., & McEvoy. (2016). *The Literature Review: Six Steps to Success*. Thousand Oaks, CA:
Corwin.

Silva, Paul. (2007). *How to Write a Lot: A Practical Guide to Productive Academic Writing*.
Washington, D.C.: American Psychological Association.

Sword, H. (2012). *Stylish Academic Writing*. Cambridge, MA: Harvard University Press.

Speaker Biographies

Melissa Burel

Melissa Burel is the Metadata and Cataloging Librarian at Alabama A&M University. She earned her MLIS degree from Wayne State University and holds a Master's degree in Music from Western Michigan University. Her current research interests include linked data, user-needs assessment, and data analysis and visualization. When she is not working, Melissa enjoys running, baking, and gardening.

Hilary Bussell

Hilary Bussell is an Assistant Professor and Social Sciences Librarian at The Ohio State University in Columbus, OH. Prior to working at Ohio State, she was the eLearning Librarian at Ohio University in Athens, OH. She has an MLIS from the University of Illinois at Urbana-Champaign and an MA in Philosophy from Loyola University Chicago. In 2014, she was part of the first cohort of scholars at the Institute for Research Design in Librarianship.

Christine Chavez

Christine Chavez is the Senior Director of Institutional Research and Decision Support at Loyola Marymount University. In this role, she provides campus-wide leadership and guidance in the use of data for decision making and planning purposes, oversees internal and external reporting of official university statistics, and leads research studies in support of decision making and planning.

Christine completed her undergraduate studies in Sociology at the University of Michigan and a MA in Sociology at Indiana University. She has over sixteen years of experience leading and collaborating on survey projects of varying levels of complexity, ranging from surveys involving international field interviews to large-scale national phone surveys on a wide variety of topics, including the gendered division of household labor, sexuality, religious and political attitudes, and family violence.

Since joining LMU in 2008, she has also served as a Research Associate in Assessment, the Associate Director of Survey Research, a part-time faculty member in LMU's Sociology Department, and served for over seven years as a member of LMU's Institutional Review Board.

Rebecca Hong

Rebecca Hong joined Loyola Marymount University as the Senior Director of Educational Effectiveness and Assessment in January of 2019. In her role, she oversees the Office of Assessment and serves as the university's Accreditation Liaison Officer (ALO) for WASC Senior College and University Commission (WSCUC), the regional higher education accrediting body.

Prior to joining LMU, Rebecca served in the roles of Assistant Provost for Educational Effectiveness, Dean of Curriculum and Assessment, and Associate Professor of Education at Biola University. During her time there, she curated a curriculum and led a Faculty Assessment Fellows program that embraced best practices for faculty learning communities, grounded in skills as an assessment scholar-practitioner. Rebecca also incubated and launched a Student Assessment

Scholars (SAS) program that trained and elevated undergraduate and graduate students to be change-makers in their university. The SAS program has since been replicated and launched on other university campuses.

Rebecca earned her Ed.D. in Educational Leadership, with a focus in Higher Education Administration, from the University of Southern California and a B.A. in Economics from UC San Diego.

Emily Namey

Emily Namey serves as Associate Director/Associate Scientist in FHI 360's Behavioral, Epidemiological, and Clinical Sciences division in the Global Health, Population, and Nutrition unit. She brings to these roles over 15 years' experience designing, implementing, conducting, monitoring, and disseminating qualitative and mixed methods socio-behavioral research. Emily started her career in "corporate anthropology" with brief projects at Nike and Intel and retains an interest in applying human-centered design approaches to the development and delivery of products and services. Her work focuses on health and development, both internationally and domestically, with research on issues including infectious disease (HIV, malaria), maternal and reproductive health, bioethics, economic strengthening, and child protection. Across these areas, she works on improving the evidence base for qualitative research methodology. She has lent her expertise to the design and implementation of training courses in more than a dozen countries and co-authorship of several methodological textbooks.

Dana Statton Thompson

Dana Statton Thompson is a research and instruction librarian at Murray State University in Murray, Kentucky, where she also serves as a liaison to the College of Business. She holds a M.L.I.S., M.A. in Art History, and M.F.A. in Studio Art from Louisiana State University and a B.A. in Journalism from Washington and Lee University. Her research and teaching interests focus on the intersection of visual literacy and news literacy, the integration of visual literacy instruction into higher education, and the scholarship of teaching and learning.

Notes

Thank You!

Marie Kennedy

Our amazing speakers

All of our SCEL C Research Day participants

Thanks to staff of the **William H. Hannon Library**, especially

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Jill Cornelio

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