Using Community Engaged Research to Center Student Voice and Guide Program Development

UNC Greensboro
Integrative Community Studies
Beyond Academics – Comprehensive Transition Program (CTP)
Elements of Quality Practice in Program Development

- Stakeholder Feedback (students, families, staff, faculty, administrators)
- Program Evaluation
- External Standards/Requirements
- Research Activities (CER, Qualitative, Quantitative, Mixed Methods)
Theory
critical theory, critical disability
theory

Practice
Curriculum/credential
development, access to
higher education, critical
pedagogy

Participatory
Research
community engaged, participatory
evaluation

Equity
Social Justice
Access

© Beyond Academics 2018
Using Community Engaged Research to Center Student Voice and Guide Program Development

Non-traditional approaches to research that emphasize multiple points of entry/voices, mixed methods, and a process of inquiry that is responsive and everchanging to ensure that students with ID are seen as

Experts
Researchers
Scholars

Step 1: Brainstorming
(Creating response statements)

Step 2: Sorting and Ranking

Step 3: Data analysis
(MDS, Cluster)

Step 4: Interpreting the data

Determining priorities for program development

Group Concept Mapping

Community Engaged Research

Arts-Based Research

RESEARCH
Collectively Designed

How do students define personal growth in college, and are they getting what they need to achieve growth?

THEMES
Critical Consciousness
Career/Financial Stability
Interdependence

Social Justice
Path to valued roles
What all students want

STEPS for Poetic Analysis

1. Participant interviews transcribed
2. Student participants presented with transcripts to highlight portions that they thought were significant in relation to research questions
3. The highlighted information transferred to a new document to construct a "found data poem", taking in to account poetic conventions
4. Students reviewed final product, made changes as desired

"Partnership of student, faculty and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change (Strand, 2003, p.3)"
Non-traditional approaches to research that emphasize multiple points of entry/voices, mixed methods, and a process of inquiry that is responsive and everchanging to ensure that students with ID are seen as

Experts
Researchers
Scholars

"Broadening qualitative methods that seek to 'describe and understand meaning' rather than explain, predict, or control behavior (Alexander, 2003, p. 3)
"Partnership of student, faculty and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change (Strand, 2003, p.3)

How do students define personal growth in college, and are they getting what they need to achieve growth?

Critical Consciousness 
Career/Financial Stability 
Interdependence 
Social Justice 
Path to valued roles 
What all students want

Interviews 
Thematic and Poetic Analysis

Creative, collaborative way of "generating, analyzing, and/or presenting data" that gives shape to the nuanced, uniqueness of student voices

Arts-Based Research
Poetic Inquiry

STEPS for creating Found Data Poems

1. Participant interviews transcribed
2. Student participants presented with transcripts to highlight portions that they thought were significant in relation to research questions
3. The highlighted information transferred to a new document to construct a "found data poem", taking into account poetic conventions
4. Students reviewed final product, made changes as desired

Using poetry to describe life as it is, presenting the essence of an idea, reflecting the uniqueness of voices and minds, stretching the bounds of scholarship, providing access to those who have been unseen, unheard, not valued for the richness of thought, they are capable of bringing to the surface for all to share

High school told me I would never have a future
That I would never go to college
And now, I've been given the power
To know what my rights are
To know sociology
To be a scientist
A certificate in social justice
I came here
It's like they thought I didn't have the qualifications to go to college
They were making all of these assumptions about me
I was just trying to fit in with the other kids at school
When you go to high school and you are not mainstreamed
You are an outsider
And you know
College is different
I came here
I chose to come
-Torres
(Harrington, 2017, p. 302)
**Step 1: Brainstorming**
(Creating response statements)

**Step 2: Sorting and Ranking**

GCM is a "participatory text analysis" that includes respondents in the creation of response statements (units of analysis) about a topic/issue/ or question that are then pile sorted (or coded). Multidimensional scaling and hierarchical cluster analysis are then used to create a visual "mapping" of individual sorting, that can then be interpreted by the group (Jackson & Trochim, 2002).

**Step 3: Data analysis**
(MDS, Hierarchical Cluster analysis)

**Step 4: Interpreting the data**

Determining priorities for program development
Elements of Quality Practice in Program Development

• Stakeholder Feedback (students, families, staff, faculty, administrators)
• Program Evaluation
• External Standards/Requirements
• Research Activities (CER, Qualitative, Quantitative, Mixed Methods)
Lisa Pluff, Director of Operations
Beyond Academics @ UNC Greensboro
ljpluff@uncg.edu