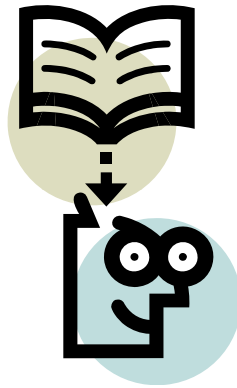


# CODING QUALITATIVE DATA



Roundtable Joust

July 23, 2008

# Starting--The Interview

The old-fashioned way

Cassette recorder (with a back-up)

Memorized questions (no barrier—no paper in hand)

Start with easy questions—establishes a comfort level

# Transcription of Interviews

- Verbatim transcription
  - Used a dictaphone

# Coding the Verbatim Transcripts

Find the themes

Decide on a color-code for the themes

Example:

- Adversity
- How I managed to be successful
- Faculty help

# Next step--

Highlight statements in the transcripts the correspond to the themes

Examples from Brenda's interview:

I was sick for most of the time and I had surgery three times. That really slowed me down, and I wasn't able to study as much as I needed to. But I prayed and prayed, and I got help from my classmates. They were really good to help me out when I needed them. I also communicated with the faculty. They were understanding, and they worked with me so I could catch up.

Put the information into tables according to the interviews

Interview	Comments
<b>Susie</b>	The faculty really cared. They were concerned about me and my family. That meant a lot.
<b>Brenda</b>	I also communicated with the faculty. They were understanding, and they worked with me so I could catch up. They even told me they prayed for me in their faculty meeting.
<b>Larry</b>	The faculty helped, too. They gave me some names of tutors and they let me look at my tests, and they helped me understand how I missed the questions.

After all of each color for each person interviewed is placed in each chart, choose more colors for each category.

This topic is on Faculty

Color codes:      **Caring**      **Communication**      **Academic Help**

Interview	Comments
<b>Susie</b>	<b>The faculty really cared. They were concerned about me and my family. They helped me catch up, and they called me to see how I was doing.</b>
<b>Brenda</b>	<b>I also communicated with the faculty. They were understanding, and they worked with me so I could catch up. They even told me they prayed for me in their faculty meeting.</b>
<b>Larry</b>	<b>The faculty were concerned, too. They gave me some names of tutors and they let me look at my tests, and they helped me understand how I missed answers. I appreciated their open door policy so I could talk to them.</b>

Then it is time to categorize by new color and write results:

All of the graduates interviewed related ways that faculty helped them succeed. The help fell into the three major categories of **caring**, **communication**, and **academic support**. Using these as broad categories, it was then possible to sub-divide into more specific areas.

Many of the graduates expressed the need for faculty to **care**, and They stated that caring was often evident in faculty behaviors.

**Susie said, “The faculty really cared. They were concerned about me and my family. That meant a lot.” Brenda said, “They were understanding. . . They even told me they prayed for me in their faculty meeting.” Larry, who was experiencing academic difficulties, expressed appreciation for faculty concerns related to his problems.**

**Then pull out all the information in the table coded green for communication:**

Graduates also expressed the importance of communication with faculty. Brenda said that she initiated the communication, stating, “I also communicated with the faculty.”

Larry was most appreciative, saying, “They called, and they had an open door policy, and I could go to their office any time, and they would listen.”

Then pull out all the information in the table coded blue for academic help:

**Some of the graduates reported on-going academic difficulties, especially for those problems that were related to the critical thinking skills so important in nursing. Larry reported the most help, saying, “They gave me some names of tutors and they let me look at my tests, and they helped me understand how I missed the questions.” Brenda and Susie also stated that faculty helped, but their situations were related to missed classes because of personal or family illness.**

**Please feel free to contact me if you have questions or if you think  
I might be of some help.**

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