

North Carolina State University
Research and Assessment in Higher Education (EAC 595)
Fall 2013
Tuesdays 1:10-3:55, Poe 517

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Office Hours: Tuesdays from 11 to 1, Wednesdays from 2:00 to 4:00 (please send me an email if you are coming by), and by appointment (please schedule with me via email or in person after class)

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Purpose and Objectives

Talk to most higher education and student affairs graduate students around the country and you will find that a course on assessment and research design is one of the least popular courses in their graduate curriculum. This is unfortunate because central to any work in student affairs is the learning that comes from quality research, and, increasingly, student affairs professionals are being called upon to assess student learning and evaluate programs. You, however, are fortunate because this course will be one that you will come to adore, and our weekly meetings will become the highlights of your semester. You will participate in engaging discussions with your classmates and me, and we will work together to overcome any anxieties you may have about research methods and assessment.

This course is designed to introduce the quantitative and qualitative social science research process to students, skills that will be critical to their success as higher education and student affairs scholar-practitioners. It is our hope that students in this course will achieve the following objectives:

1. To become familiar with various qualitative and quantitative research designs, particularly their uses, strengths, and limitations.
2. To design research and assessment studies related to student affairs and higher education. This skill set includes the ability to write, interpret, and critique problem statements, literature reviews, study methods, results and conclusions, and to apply research methods and findings in the broader higher education/student affairs context.
3. To apply their expanding knowledge about research design to:
 - a. Develop their own capstone proposals; and
 - b. Design and execute appropriate research studies in their future professional roles.
4. To develop and refine academic/professional writing skills.

This course does not teach the specific details of executing any one particular research method. Instead, it introduces students to a broad range of social science methods and provides the tools to help students evaluate the strengths and limitations of such methods.

This course is not intended as a substitute for the more specialized or advanced methodological training that successful master's theses typically demand. However, the course should provide you with the introductory skills to both evaluate and carry out research in education and other social sciences. You will acquire the skills required to recognize research problems, review literature that informs the problem, interpret results and draw conclusions about research problems, and apply research methods in the broader context of one's professional work. We will discuss design, analysis, and interpretation in detail.

We designed this course to be an interactive graduate seminar. We will apply a variety of pedagogical techniques during the semester to ensure that the objectives outlined above are met. We believe that students are responsible for their own learning as well as the learning of their peers. In order for this to happen, we must all be active participants in and take responsibility for what goes on in the classroom. We expect you to come to class having completed all readings and assignments. This will allow you to be an active participant in our classroom dialogue. You can expect we will come to class prepared to lead you through an intellectually challenging and stimulating learning experience. In fulfilling your role as a responsible learner and teacher, we expect that you will be as willing to talk about what you do not know as you are to talk about what you do know.

The audience for this course is master's students in higher education. That being said, one of the primary goals of this course is to develop you as "scholar-practitioners". We will explore what this phrase might mean for you as graduate students and developing professionals throughout the semester.

Valuing Diversity

It is our belief that the diversity you bring to this class is a valuable resource because varied backgrounds and opinions enhance discussion. Research, including some of Paul's, suggests that learning is improved by exposure to diversity in the classroom. It is our intent to present materials and activities that utilize and are respectful of diversity: gender, sexual orientation, disability, age, socio-economic status, ethnicity, race, culture, perspective, and other background characteristics. We welcome and appreciate your suggestions about how to improve the value of diversity in this course. Please let me know of ways to improve the effectiveness of the course for you or for other students or student groups.

We also understand that you may celebrate religious holidays that conflict with the class schedule or may have a disability that requires special accommodations. We will not penalize you because of observances of your religious beliefs. Whenever possible, we will give you reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is your responsibility to inform me as soon as possible of any intended absences for religious observances.

We will make reasonable accommodations for students with verifiable disabilities. A student with a documented disability or any other special need who wishes to discuss academic accommodations should contact me as soon as possible. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653, <http://dso.dasa.ncsu.edu/>.

Academic Honesty

We expect you to abide by the code of academic integrity throughout this course and all other courses at North Carolina State University. We encourage you to collaborate with others as you think about,

outline, and proofread your work. However, oral and written work must be your own, unless explicitly noted in the syllabus. You must acknowledge any scholars or classmates whose work you quote or refer to in any way. In addition, you must not turn in any written work for which they have already received credit in another course. We will not tolerate academic dishonesty, including cheating, fabrication, and plagiarism and will report any violations to the Dean of the Graduate School (or designee). For specific definitions or examples of academic dishonesty and nonacademic misconduct with possible sanctions, see the NC State Code of Student Conduct at <http://policies.ncsu.edu/policy/pol-11-35-01> . If you have questions about the code, or your obligations under the code, please contact the Director of Office of Student Conduct (919) 515-2963.

Readings

Required texts (available at the bookstore and from most electronic booksellers)

Arum, R., & Roksa, J. (2011). *Academically adrift: Limited learning on college campuses*. Chicago: University of Chicago Press.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.

Recommended text (available at the bookstore and from most electronic booksellers)

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Other Readings – Required and additional

In addition to the required texts listed above, you will read additional book chapters and articles. We have placed all of them on electronic reserve (noted with an * in course schedule) on Moodle (<https://wolfware.ncsu.edu/>). We have provided both required and additional readings. You are NOT required to read the additional readings (hence the name ☺) we provide. We made them available for students who want more information on a topic or for those who seek a different perspective than what our required readings present.

Additional resources (many at library; required sections on course website unless otherwise noted)

Allison, P. D. (1998). *Multiple regression: A primer*. Thousand Oaks, CA: Pine Forge Press.

Becker, H. S. (1986). *Writing for social scientists: How to start and finish your thesis, book, or article*. Chicago: The University of Chicago Press.

Biemer, P. P., & Lyberg, L. E. (2003). *Introduction to Survey Quality*. New York: Wiley.

Best, J. W. & Kahn, J. V. (2005). *Research in Education*. Boston, MA: Allyn and Bacon (10th edition).

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Boston, MA: Pearson.

Bradburn, N., Sudman, S., & Wansink, B. (2004). *Asking questions: The definitive guide to questionnaire design - for market research, political polls, and social and health questionnaires (revised edition)*. San Francisco: Jossey-Bass.

Carmine, E. G., & Zeller, R. A. (1979). *Reliability and validity assessment*. Thousand Oaks, CA: Sage Publications.

Converse, J. M., & Presser, S. (1986). *Survey questions: Handcrafting the standardized questionnaire*. Newbury Park, CA: Sage Publications.

Couper, M. P. (2008). *Designing Effective Web Surveys*. New York: Cambridge University Press

- Creswell, J. W. (2006). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Fowler, F.J. (1995). *Improving survey questions: Design and evaluation*. Thousand Oaks, CA: Sage.
- Fowler, F. J. (2002). *Survey research methods* (3rd edition). Thousand Oaks, CA: Sage.
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education* (6th ed.). Boston: McGraw Hill.
- Gall, M. D., Borg, W. R., & Gall, J. P. (2002). *Educational research: An introduction*. Boston, MA: Allyn and Bacon (7th edition).
- Glatthorn, A. A., & Joyner, R. L. (2005). *Writing the winning thesis or dissertation: A step-by-step guide*. Thousand Oaks, CA: Corwin Press.
- Groves, R. M. (1989). *Survey errors and survey costs*. New York: John Wiley and Sons.
- Groves, R. M., Dillman, D. A., Etinge, J., & Little, R. J. A. (Eds.). (2002). *Survey nonresponse*. New York: Wiley-Interscience.
- Groves, R. M., Fowler, F. J. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2009). *Survey methodology* (2nd ed.). Hoboken, NJ: Wiley-Interscience.
- Jaeger, R.M. (1990). *Statistics: A spectator sport* (2nd edition). Thousand Oaks, CA: Sage.
- Krathwohl, D. R. (1997 or 2004). *Methods of educational & social science research: An integrated approach* (2nd ed.). Long Grove, IL: Waveland Press.
- Light, R. W., Singer, J. D., & Willett, J. B. (1990). *By design: Planning research on higher education*. Cambridge, MA: Harvard University Press.
- McMillan, J. H. (2012). *Educational Research: Fundamentals for the Consumer* (6th ed.). Boston, MA: Pearson.
- McMillan, J. H. & Shumacher, S. (2005). *Research in education: Evidence based inquiry*. Boston, MA: Allyn and Bacon (6th edition).
- Merriam, S.B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Mertens, D. M. (2009). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Presser, S., Rothgeb, J. M., Couper, M. P., Lessler, J. T., Martin, E., Martin, J., Singer, E. (2004). *Methods for Testing and Evaluating Survey Questionnaires*. New York: Wiley-Interscience.
- Schuh, J. H., & Associates. (2009). *Assessment methods for student affairs*. San Francisco, CA: Jossey-Bass.
- Singleton, R. A. & Straits, B. C. (2005). *Approaches to Social Research* (4th ed.). New York: Oxford University Press.
- Tourangeau, R., Rips, L. J., & Rasinski, K. (2000). *The psychology of survey response*. New York: Cambridge University Press.
- Upcraft, M. L., & Schuh, J. H. (1996). *Assessment in Student Affairs: A Guide for Practitioners*. San Francisco: Jossey-Bass, Inc., Publishers.
- Williams, F., & Monge, P. (2001). *Reasoning with statistics: How to read quantitative research* (5th edition). Orlando, FL: Harcourt College Publishers.
- Wiersma, W. & Jurs, S. G. (2004). *Research methods in education: An introduction*. Boston, MA: Allyn and Bacon (8th edition).

Lecture presentations and other materials

We will post all lecture/discussion slides (if applicable) on the Moodle course website (<https://wolfware.ncsu.edu/>) by 11am the day of class. You may find it useful to bring a printed or electronic copy of them to class. We also will post other materials on the course website including assignments and handouts.

Methods of Instruction and Course Expectations

The course will employ a variety of approaches of instruction and will rely heavily on student participation and discussion, and we will evaluate you on a combination of individual assignments, group work, and class participation.

1. Class participation (10%)—A large body of research suggests that active involvement in class enhances student learning. You not only learn from others, but you also learn by articulating your thoughts and getting feedback from your peers. Therefore, we designate a portion of your grade to class participation. The participation grade is not merely a grade for attending class – participation credit is earned through active involvement in class discussions, small and large groups, and so forth. We expect you to attend and to be actively involved in the class. We expect you to participate in discussions in a manner that demonstrates thoughtful reflection and understanding of the subject matter, as well as respect for your colleagues in the class. To do so, you must complete the readings that are assigned for each session of the class prior to attending that class session. Active participation also means that you are willing to listen to other points of view and to change his or her mind. This means you must listen to others, respond thoughtfully, demonstrate an understanding of the issues, and show a willingness to learn and grow.

Please note that class attendance is required and is included in the class participation grade. If an absence is unavoidable, notify the instructor in advance by electronic mail. Two absences will result in a significantly lower course grade. Three absences will result in a grade of “F”. Arriving late or leaving early constitutes a partial absence; we consider two partial absences as one missed class. Absence from class to observe a religious holiday, to serve jury duty, to participate in required military service, or to take comprehensive exams in your graduate program are exceptions to the above policy.

2. In-class application papers (20%) —The higher education faculty consider the material from this course as core material for our master’s program. Therefore, it is important to develop a command of the concepts covered in this course. This exercise ensures comprehension of the readings while also allowing you to practice the recollection, succinct and clear presentation of ideas, and application of concepts that will be necessary to be successful during your graduate program. Three times (unannounced) during the semester, you will construct a brief application paper (approximately 20 minutes of writing) based on the week’s readings in response to prompts that we provide you. We expect you to refer directly to our readings for the week when writing your essay. We will drop the lowest grade earned on the essay. Please note that we do not allow make-ups for these essays and will award a zero for any missed essay.
3. Scholar-practitioner assignment (20%) – Each of you works in higher education and is faced with new tasks, problems, and challenges every day. Identify a problem, program, initiative, task, or intervention (e.g., develop a new program that addresses X) you have faced or are facing, and

identify three refereed journal articles that help inform your decisions. For this paper, you will need to briefly describe the issue (no more than 1 double-spaced page) then discuss how the articles might aid in your decision making/planning. You should not provide lengthy summaries of the articles, but you are to describe them enough so that we can get a sense of what they're about and how they relate to your issue. We expect the paper will be 5-7 double spaced pages in length. Upload your paper, along with the three articles, prior to class on September 24.

4. Article critique (20%)—we will provide you with one refereed research article that you will critique. You may use your notes and readings to assist with the assignment, but you may not consult with other people. We will provide additional information about the critique in class. The critique is due prior to class November 5.
5. Group capstone proposal and poster presentation (30%) —During the second class meeting, we will divide the class into groups of two or three according to interests described in your problem statements. You will work together to develop a research proposal that addresses a student affairs and higher education issue and seeks to answer a research question or research questions. Your proposal will include the following components: an explanation of the research problem, a series of research questions and/or hypotheses, a review of the literature, and a thorough description of the method. You will not collect data for this project. We expect the proposal will approximately 10-12 double-spaced pages (not including references). The paper is due prior to class on December 3 when you will present your poster. We will provide additional information on the group project in class.

Note that you will work in groups to complete several written assignments that will lead to your final proposal. You will earn a portion of your research proposal grade based on the successful completion of these assignments. But more important, we believe the feedback you receive from your peers and us will contribute greatly to your learning, as well as the grade on your final proposal. Therefore, we encourage you not to neglect these exercises. We will discuss the specifics of these assignments in class.

We know some are reluctant to work on group projects. To be honest, Paul dreaded group work while in graduate school. Yet, in our experience, educational assessment and research almost always involves teamwork. A scan of the higher education and student affairs research literature reveals that the majority of the articles have more than one author. As future professionals in higher education, you will be required to work in groups to conduct assessments, and the skills you learn in this class will contribute greatly to your success. In addition, research suggests that collaborative work enhances student learning. We will ask you to provide a written evaluation of your group members' contributions to the project and will use this in our calculation of your capstone proposal grade. Should you be strongly opposed to working in groups, please let us know, and we'll discuss the possibility of doing the project alone.

- ✓ Please submit all written work in PDF format to the Dropbox prior to the class meeting the day the assignment is due. Please do not email them to me or submit paper copies, as we tend to lose things in the electronic and paper shuffle.
- ✓ All assignments should be turned in on time unless other arrangements are made well in advance of deadlines. We WILL NOT accept any late assignments.

- ✓ Please practice any oral presentations, both group and individual, to ensure that you adhere to the time allotted. If you go over time, we will cut your presentation short and will deduct points for the assignment grade.
- ✓ All formal written work should adhere to APA style as described in the *Publication Manual of the American Psychological Association* (6th Ed.).
- ✓ A Strong Recommendation—Work with a partner or a small group of peers in the class to read and critique each other’s written assignments. It has been our personal experience that multiple drafts and revisions of our written work are always necessary. As part of this process, we have found that thoughtful critiques from our peers provide me with insight and information that is extremely helpful to me as we seek to improve as a writer. We will do whatever we can to facilitate this process. Just ask me.

Grading

Your final grade for this class will be based upon the following:

Participation	10%
In-class application papers	20%
Scholar-practitioner paper	20%
Article critique	20%
Group capstone	30%

Your final grade will be calculated using the following scale:

98—100%.....	A+
93—97.9%.....	A
90—92.9%.....	A-
87—89.9%.....	B+
83—86.9%.....	B
80—82.9%.....	B-
77—79.9%.....	C+
73—76.9%.....	C
70—72.9%.....	C-...

We *strongly discourage* incomplete grades. We have seen numerous cases where students become overwhelmed trying to wrap-up incomplete grades. Because a large portion of your grade is dependent on group work, assigning an incomplete grade comes with added complications. If it is absolutely necessary for you to take an incomplete, you must arrange it with me prior to November 5.

Computers and Cell Phones

I have found that the classroom environment has become inundated with external stimuli, primarily in the form of technology, that distract from the learning process. I will allow you to use computers in class on a trial basis. I ask that you use your computer only for classroom activities (e.g., taking notes, pulling up readings, following along with presentations) and not to surf the web, look at Facebook, etc. If I judge computer usage distracting or if I notice students doing things other than course-related activities on their computers, I will ban computers from class temporarily or for the rest of the semester.

Please silence your cell phone when arriving to class and do not use it (this includes texting) during class time. I know that some of you have jobs, family responsibilities, and/or personal situations that require

you to be “on call”. If you are in that situation, please put your phone on “vibrate” and quietly leave the class if you receive a call.

Instructors' Responsibilities

We have high expectations not only for you but also for ourselves. You should expect that we will:

- Be prepared for class, read and return your work in a timely manner, and be interested and engaged in your work;
- remember that each of you brings a different background, experience, and perspective to this course;
- learn from you;
- meet with you individually or in groups upon request and be available in person, by telephone, and by e-mail;
- and work hard, have fun, and empower you to develop greater understandings of the topics that are covered in this course.

Course Schedule

We organized the course schedule around the main concepts of educational research and the research process. We also use *Academically Adrift* as an example of student learning assessment and will critique (and praise) it throughout the semester.

We proceed generally, with an overview of research designs and writing up research. We then discuss various topics related specifically to quantitative research methods. In the second half of the course we cover qualitative research methods and mixed methods. The course concludes with a capstone experience, the final group research proposal and presentation.

It is our experience that every class moves at its own pace. That being said, there may be times throughout the semester where we need to make adjustments to the schedule, assigned readings, and/or assignments. We reserve the right to make these changes, in consultation with the class, and will post a revised syllabus on our course website if we make changes. Please also note that I have included a make-up day, December 10, should class need to be canceled during the semester. Reserve this date and time on your calendar and be prepared to meet if necessary.

Schedule key: * - available on the Moodle course website (<https://wolfware.ncsu.edu/>)

Creswell – Creswell text

A&R – Arum and Roksa text

Week 1, August 28 – Introductions, expectations, and setting the stage

Required readings:

A&R – Ch. 1 (p. 1-31).

*Schuh, J. H., & Associates. (2009). *Assessment methods for student affairs*. San Francisco, CA: Jossey-Bass. Chapter 1 (p. 1-22).

*Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco, CA: Jossey Bass. Chapter 1 (p. 3-17).

Week 2, September 3 – Beginning the process

Required readings:

A&R – Ch. 2 (p. 33-58)

Creswell – Ch. 1 & 5 (p. 3-24, 107-120)

Assignment due: Three copies of brief description of research problem (in addition to uploading to Dropbox)

Week 3, September 10 – Reviewing research literature and using theory

Guest Speaker: Kim Duckett, Librarian for Digital Technologies and Learning

Meet in Poe 420

Required readings:

A&R – Ch. 3 (p. 59-90)

Creswell – Ch. 2-4 (p.25-101)

Literature review tutorial: <http://www.lib.ncsu.edu/tutorials/lit-review/>

APA tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Week 4, September 17 – Purpose and research questions

Required readings:

A&R – Ch. 4 & 5 (p. 91-144)

Creswell – Ch. 6 & 7 (p. 123-155)

Assignment due: Three copies (in addition to uploading to Dropbox) of two-page prospectus (group)

Week 5, September 24 – Quantitative methods week 1: Design

Required readings:

Creswell – Ch. 8 (p.145-169)

*McMillan, J. H. & Shumacher, S. (2005). *Research in education: Evidence based inquiry*. Boston, MA: Allyn and Bacon (6th edition). Ch. 6 (p. 116-147).

*Murnane, R.J., & Willett, J. B. (2011). *Methods matter: Improving causal inference in educational and social science research*. New York: Oxford University Press. Ch. 3 (p. 26-39).

We will assign you to ONE of the following:

*Camargo, B., Stinebrickner, R., & Stinebrickner, T. (2010). Interracial friendships in college. *Journal of Labor Economics*, 28(4), 861-890.

*Leauven, E., Osterbeek, H., * van der Klaauw, B. (2010). The effect of financial rewards on students' achievement: Evidence from a randomized trial. *Journal of the European Economic Association*, 8(6): 1243-1265.

Assignment due: Scholar-practitioner assignment (upload to Dropbox)

Week 6, October 1 – Quantitative methods week 2: Sampling, measurement, and introduction to survey methods

Required readings:

*Groves, R. M., Fowler, F. J. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2009). *Survey methodology* (2nd ed.). Hoboken, NJ: Wiley-Interscience. Ch. 2 (p. 39-63).

*McMillan, J. H. (2004). *Educational Research: Fundamentals for the Consumer* (4th ed.). Boston, MA: Pearson. Ch. 5-7 (p. 105-174).

*Jaeger, R.M. (1990). *Statistics: A spectator sport* (2nd edition). Thousand Oaks, CA: Sage. Ch. 9 (p. 163-191).

Week 7, October 8 – Quantitative methods week 3: Survey methods

Required readings:

- *Dillman, D. A., Smyth, J. D., & Christian, L. M. (2008). *Internet, mail, and mixed-mode surveys: The tailored design method (3rd ed.)*. New York: Wiley. Ch. 7 – p. 236-299.
- *Porter, S. R. (2011). Do college student surveys have any validity? *Review of Higher Education*, 35(1), 45-76.
- *Salant, P., & Dillman, D. A. (1994). *How to conduct your own survey*. New York: Wiley. Ch. 6 – p. 77-100.

Week 8, October 15 – Quantitative methods week 4: Data Analysis

Required readings:

- *Mertens, D. M. (2010). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative and mixed methods*. Thousand Oaks, CA: Sage. Ch. 13 (p. 403-422).
- *Allison, P.D. (1999). *Multiple regression: A primer*. Thousand Oaks, CA: Pine Forge Press. Ch. 1 (p. 1-24).

We will assign you to ONE of the following:

- *Bryant, A. N. (2007). Gender differences in spiritual development during the college years. *Sex Roles*, 56, 835-846.
- *Gaston Gayles, J. & Hu. S. (2009). The influence of student engagement and sport participation on college outcomes among division I student athletes. *Journal of Higher Education*, 80(3), 315-333.
- *Jaeger, A. J. (2003). Job competencies and the curriculum: An inquiry into emotional intelligence in graduate professional education. *Research in Higher Education*, 44(6), 615-639.
- *Umbach, P. D. & Milem, J. F. (2004). Applying Holland's typology to the study of differences in student views about diversity. *Research in Higher Education*, 45(6)625-649.

Additional readings:

- *Williams, F., & Monge, P. (2001). *Reasoning with statistics: How to read quantitative research* (5th edition). Orlando, FL: Harcourt College Publishers. Chapters 7-13 (p. 79-161).

Assignment due: Three copies (in addition to uploading to Dropbox) of literature review outline (group)

Week 9, October 22 – Qualitative methods week 1: Approaches to inquiry

Required readings:

Creswell – Ch. 9 (p.173-201)

- *Creswell, J. W. (2006). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage. Ch. 2 & 4 (p.15-30; 53-81)

We will assign you to ONE of the following:

- *Mayhew, M. J. (2004). Exploring the essence of spirituality: A phenomenological study of eight students with eight different worldview. *NASPA Journal*, 41(3), 647-674.
- *Mueller, J. C., Dirks, D., & Picca, L. H. (2007). Unmasking racism: Halloween costuming and engagement of the racial other. *Qual Sociol*, 30, 315-335.

Week 10, October 29 – Qualitative methods week 2: Data collection procedures

Required readings:

- *Creswell, J. W. (2006). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage. Ch. 7 (p.117-144)

- *Maxwell, J.A. (1992). Understanding and validity in qualitative research. *Harvard Educational Review*, 62, (3)279-300.
- *Merriam, S. B. (2002). Assessing and evaluating qualitative research. In *Qualitative research in practice* (pp. 18-33). San Francisco: Jossey-Bass Publishers.
- *Morse, J. M., & Field, P. A. (1995). Research Methods for Health Professionals (2nd ed). Thousand Oaks, CA: Sage. Ch. 5 (p. 89-123)

Assignment due: Three copies (in addition to uploading to Dropbox) of one-page method description (group)

Week 11, November 5 – Qualitative methods week 3: Data analysis
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Required readings:

- *Creswell, J. W. (2006). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage. Ch. 8 (p. 147-173)
- *Howe, K. & Eisenhart, M. (1990). Standards for qualitative (and quantitative) research: A prolegomenon. *Educational Researcher*, 19, 2-9.
- *Miles, M. B., & Huberman, A.M. (1994). *Qualitative Data Analysis: Expanded Sourcebook* (2nd ed.). Thousand Oaks, CA: Sage. (p. 265-287)

We will assign you to ONE of the following:

- *Abes, E. S. & Kasch, D. (2007). Using queer theory to explore lesbian college students' multiple dimensions of identity. *Journal of College Student Development*, 48(6), 619-636.
- *Edwards, K. E. & Jones, S. R. (2009). "Putting my man face on": A grounded theory of college men's gender identity development. *Journal of College Student Development*, 50(2), 210-228
- *Griffin, K. A. (2006). Striving for success: A qualitative exploration of competing theories of high-achieving black college students' academic motivation. *Journal of College Student Development*, 47(4), 384-400.
- *Museus, S.D. (2008). The role of ethnic student organizations in fostering African American and Asian American students cultural adjustment at predominantly white institutions. *Journal of College Student Development*, 49(6), 568-586.

Assignment due: Article review (upload to Dropbox)

Week 12, November 12 –Ethical considerations

Required readings:

- *Carpenter, D. (2007). Institutional review boards, regulatory incentives, and some modest proposals for reform. *Northwestern University Law Review*, 101(2), 687-706.
- *Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and "ethically important moments" in research. *Qualitative Inquiry*, (10), 261-280.
- *Kennedy, J. M. (2005). Institutional review boards and institutional researchers. In P.D. Umbach (Ed.), *Survey methods: Emerging issues*, New Directions for Institutional Research (Vol. 127, p. 17-31). San Francisco, CA: Jossey-Bass.

NCSU IRB basics - http://research.ncsu.edu/sparcs-docs/irb/IRB_basics_for_investigators.pdf

Case studies of misconduct (quickly skim one) - http://ori.dhhs.gov/case_summary

Additional readings:

- *Singleton, R. A. & Straits, B. C. (2005). *Approaches to Social Research* (4th ed.). New York: Oxford University Press. Ch. 16 (515-539).

Assignment due: Draft of proposal (group; upload to Dropbox)

Week 13, November 19– Mixed methods

Required readings:

Creswell – Ch. 10 (p. 215-239)

*Gasiewski, O. A., Eagan, M. K., Garcia, G. A., Hurtado, S., & Chang, M. J. (2012). From gatekeeping to engagement: A multicontextual, mixed method study of student academic engagement in introductory stem courses. *Research in Higher Education*, 53(2), 229-261.

Week 14, November 26 – No class - Thanksgiving

Week 15, December 3 – Poster session and synthesis

Assignment due: Group proposal (upload to Dropbox)

Week 16, December 10 – Make-up class (should one be required)