

GENERAL INFORMATION

- Course Title:** Introduction to Research, Assessment, and Evaluation (**CSA 15:245:603:01**)
- Course Credit:** 3 hours
- Catalog Description:** The course will provide overviews of quantitative and qualitative research methodologies and methods in higher education as well as an overview of basic designs and techniques related to assessment and evaluation in student affairs. This course is designed to build basic competencies in evaluating completed studies and designing small-scale research studies and assessment projects.
- Text/Resources:** Jones, S.R., Torres, V., & Arminio, J. (2013). *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues* (2nd ed.). New York, NY: Routledge. **(Required)**
- McMillan, J.H. 2012. *Educational research: Fundamentals for the consumer* (6th ed.). Boston, MA: Pearson. **(Required)**
- Schuh, J. H., & Associates. *Assessment methods for student affairs*. San Francisco, CA: Jossey-Bass. **(Required)**
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. **(Recommended)**
- Course Goal:** This course is intended to assist students to develop an understanding of research methodologies, particularly as it relates to student affairs. More specifically, students will understand how to design a proposed study and be cognizant of how findings can be incorporated into practice.

Supporting Goals:

The course goal will be achieved by addressing the following supporting goals:

1. Facilitate reflection to make meaning from experience.
2. Differentiate among assessment, program review, evaluation, planning, and research and the methodologies appropriate to each.
3. Effectively articulate, interpret, and use results of Assessment, Evaluation, and Research (AER) reports and studies, including professional literature.
4. Explain the necessity to follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment, evaluation, and other research activities.
5. Design culturally relevant and inclusive programs, services, policies, and practices.
6. Communicate with others using effective verbal and nonverbal strategies appropriate to the situation in both one-on-one and small group settings.
7. Recognize the importance of reflection in personal and professional development.
8. Assess teaching, learning, and training while incorporating the results into practice.

Course Format

Given the broad scope of topics to be covered, this course will rely heavily on extensive reading as well as instructor facilitated and student-led discussions. As such, course material must be read prior to class and students must be prepared to engage in critical discussions.

Unit Topics

- I. Quantitative Research
- II. Qualitative Research
- III. Assessment Methods for Student Affairs

Institutional Review Board

As a researcher, it is mandatory for you to complete an online training in regards to the protection of human subjects via the Collaborative Institutional Training (CITI) Education. You must go to <http://rbhs.rutgers.edu/hsp/education/> and choose the link "Initial Registration for New Learners". Follow instructions and complete the required training. You MUST submit a hard copy of certificate in class. **Note: There will be NO points awarded for this assignment.** Please see the tentative calendar for due date (**Appendix A**).

GRADING AND COURSE REQUIREMENTS

You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone or no one can receive an "A." There are seven different course requirements (with assigned point values) specified below.

Activity	Points
1. Class Participation	10
2. Personal Reflection	20
3. Quantitative Study Proposal (Group)	100
4. Qualitative Study Proposal (Group)	100
5. Methodological Reflection (Individual)	30
6. Poster Presentation	40
Total	300

1. CLASS PARTICIPATION

10 points

An important aspect of this course is the exchange of ideas, opinions, questions, and information. Consequently, you are expected to come to each class fully prepared to participate, both by contributing important information from assigned readings and by contributing to class discussion. **NOTE:** Participation includes class attendance. You automatically forfeit class participation points (2 points per class session for COMPLETE participation) when you are absent from class.

Points will be awarded for participation in class discussion as follows:

Unusually good contributions	09-10 points
Good contributions	07-08 points
Minimal, but acceptable contributions	05-06 points
Essentially no contribution	00-04 points

In arriving at this total, points will be awarded in several class discussions as follows:

Obviously well-prepared, significant contributions	09-10 points
Well prepared, good contributions	07-08 points
Some preparation, minimal contribution	05-06 points
Simply there, little or no contribution, no participation	00-04 points

Your point total is determined by averaging ratings of your contributions over several class sessions.

Note About Electronic Devices: Checking electronic accounts, texting, and engaging in any other electronic communications may be conducted ONLY during the mid-class break. Unauthorized use of electronic devices during class will result in the COMPLETE forfeit of class participation points.

2. PERSONAL REFLECTION **20 points**

An integral component of research is to understand who you are as a researcher, particularly how you make sense of the world around you. In addition to including an introduction and conclusion to this assignment, it is critical for you to reflect and effectively address the following: 1). Information pertinent to your background (e.g., ways in which you identify, family, status, etc); 2). What is the purpose of research?; 3). What is knowledge?; 4). Why do you accept certain forms of knowledge while discounting other forms of knowledge?; 5). Do you believe multiple truths exist or that there is only one Truth? **Note:** This assignment does NOT require references as this paper should be a reflection of your thoughts on the aforementioned queries.

Paper must be 3-4 double-spaced pages in length, succinctly writing, contain no more than a total of three grammatical errors, and follow APA standards for the cover sheet. You must email me your paper at rosie.banda@gse.rutgers.edu prior to the start of class on the designated due date. NO EXCEPTIONS. Papers emailed after the start of class time will automatically be penalized 10%. Please see the tentative calendar (**Appendix A**) and the evaluation form (**Appendix B**) for further details regarding this course activity. *Personal reflection is worth 20 points.*

3. QUANTITATIVE STUDY PROPOSAL **100 points**

The purpose of this group assignment is to design and plan all aspects of a quantitative study that specifically pertains to an issue in student affairs. As a group, you must identify a research question, determine a student population to study, review relevant and current literature on topic, design, pilot test, and refine an originally created questionnaire, and analyze pilot data using descriptive statistical techniques.

Team members will co-author a 20 page double-spaced paper (inclusive of tables, references, and appendices) reporting on the planning, design, and pilot-testing of their proposed study. Papers must contain no more than five grammatical errors and must strictly adhere to APA standards. Because this is a

scholarly paper, a minimal of 15 outside references must be included. NO EXCEPTIONS. **Note: References must be current within the last five years.** Paper must succinctly and coherently include the following:

Introduction/Overview: This section must provide brief background information pertinent to the problem under examination. A roadmap which “maps” out the manuscript must be included *as well as an explicit statement that details the purpose of the proposed study.*

Problem Statement: This section requires the problem to be explicitly stated. Additionally, this section should utilize outside scholarly resources as a means to provide evidence for the problem under investigation.

Research Question(s): Explicitly state the research question(s) that will guide the proposed study. **Note: You must briefly re-introduce the issue under examination and explicitly state the research question(s).**

Review of Literature: This component must provide a relevant and current (within the last five years) review of literature pertinent to your topic. Brief review of literature must be logically, coherently, and succinctly presented.

Methods: This section WILL AND MUST BE the most comprehensive section of this assignment. The following must be addressed: 1). Design and methods; 2). Instrumentation (e.g., original questionnaire, substantiate the instrument that will be utilized); 3). Procedures for collecting pilot data; 4). Data analyses, and 5). Address reliability of study. **Note: You must integrate references to substantiate this section.**

Discussion of Findings. This section should include an interpretation of data analyses (findings). The discussion of findings should analyze data in conjunction with literature. This section, in other words, should utilize scholarly research (refer to review of literature) to support and/or refute the findings based on the analyses.

Recommendations for Future Research. As researchers, it is critical to be cognizant that findings of studies must propel future studies. Hence, this section requires you to briefly articulate what future research is warranted in regards to the topic under investigation.

Note About Group Writing Projects: It is each team member’s ethical responsibility to fairly and equitably contribute to this assignment. The process will be arduous on several levels, particularly in regards to writing styles. It is imperative for this assignment to read in a coherent and effective manner. With that said, peer review at all stages of this writing project with group members is a must.

The paper must be emailed to me at rosie.banda@gse.rutgers.edu *prior to the start of class on the designated due date.* NO EXCEPTIONS. Papers emailed after the start of class time will automatically be penalized 10%. Please see the tentative calendar (**Appendix A**) and the evaluation form (**Appendix C**) for further details regarding this course activity. *Quantitative study proposal is worth 100 points.*

4. QUALITATIVE STUDY PROPOSAL

100 points

NOTE: FOR THE PURPOSE OF THIS ASSIGNMENT, YOU MUST EXAMINE THE TOPIC IDENTIFIED IN YOUR QUANTITATIVE STUDY PROPOSAL ASSIGNMENT.

The purpose of this group assignment is to design and plan all aspects of a qualitative study that specifically pertains to an issue in student affairs. As a group, you must identify a research question, determine a student population to study, review relevant and current literature on topic, design, pilot test, and create an interview protocol, demographic sheet, and observation strategy, as well as analyze pilot data from three conducted interviews.

Team members will co-author a 20 page double-spaced paper (inclusive of tables, references, and appendices) reporting on the planning, design, and pilot-testing of their proposed study. Papers must contain no more than five grammatical errors and must strictly adhere to APA standards. Because this is a scholarly paper, a minimal of 15 outside references must be included. **NO EXCEPTIONS. Note: References must be current within the last five years.** Paper must succinctly and coherently include the following:

Introduction/Overview: This section must provide brief background information pertinent to the problem under examination. A roadmap which “maps” out the manuscript must be included as well as an explicit statement that details the purpose of the proposed study.

Problem Statement: This section requires the problem to be explicitly stated. Additionally, this section should utilize outside scholarly resources as a means to provide evidence for the problem under investigation.

Research Question(s): Explicitly state the research question(s) that will guide the proposed study. **Note: You must briefly re-introduce the issue under examination and explicitly state the research question(s).**

Operationalization of Terms: Because terms are subjective, it is critical for researchers to operationalize key terms that will be utilized throughout the proposed study. For instance, in a study that seeks to examine minorities in Science, Technology, Engineering, and Mathematics (STEM) it is vital to operationalize the term “minorities” with a scholarly reference or credible organization.

Minorities: Also referred to as underrepresented minorities, minorities and which groups comprise “minorities” often differ from researcher to researcher and agency to agency. Moreover, in regards to science and engineering statistics, the National Science Foundation (2010) includes only American Indian/Alaska Native, Black, and non-Hispanics as underrepresented minorities. Asian/Pacific Islanders are not considered to be underrepresented minorities in science and engineering fields.

As such, you must explicitly operationalize key terms within the context of your proposed study.

Review of Literature: This component must provide a relevant and current (within the last five years) review of literature pertinent to your topic. Brief review of literature must be logically, coherently, and succinctly presented. **Note: While you may use some of the literature previously presented in the Quantitative**

Study Proposal, you may NOT present it in a verbatim fashion. When undertaking a qualitative study, the type of scholarly research you utilize slightly differs. It would serve the group best to utilize any feedback/suggestions offered in the previous assignment by the professor.

Methods: This section WILL AND MUST BE the most comprehensive section of this assignment. The following must be addressed: 1). Design and methods; 2). Instrumentation (e.g., interview protocol, demographic information sheet, observation strategy, informed consent form should be discussed here and attached as appendices); 3). Criterion for participants; 4). Procedures for collecting pilot data; 5). Address how trustworthiness and credibility will be maintained; 6). Researchers' positionality; and 6). Data analyses.

Note: You must integrate references to substantiate this section.

Discussion of Findings. This section should include an interpretation of data analyses (findings). The discussion of findings should analyze data in conjunction with literature. This section, in other words, should utilize scholarly research (refer to review of literature) to support and/or refute the findings based on the analyses.

Recommendations for Future Research. As researchers, it is critical to be cognizant that findings of studies must propel future studies. Hence, this section requires you to briefly articulate what future research is warranted in regards to the topic under investigation.

Note About Data Collection: In qualitative research, it is imperative to protect the identity of participants. As such, pseudonyms for people, places (e.g., if a specific university, offices) MUST be utilized in this assignment.

Note About Group Writing Projects: It is each team member's ethical responsibility to fairly and equitably contribute to this assignment. The process will be arduous on several levels, particularly in regards to writing styles. It is imperative for this assignment to read in a coherent and effective manner. With that said, peer review at all stages of this writing project with group members is a must.

The paper must be emailed to me at rosie.banda@gse.rutgers.edu prior to the start of class on the designated due date. NO EXCEPTIONS. Papers emailed after the start of class time will automatically be penalized 10%. Please see the tentative calendar (**Appendix A**) and the evaluation form (**Appendix D**) for further details regarding this course activity. *Qualitative study proposal is worth 100 points.*

5. METHODOLOGICAL REFLECTION

30 points

This course assignment requires you to analytically reflect on the purpose of research based on the semester course readings, course discussions, and course assignments. Specifically, the purpose of this assignment is to effectively and concisely articulate the differences between quantitative and qualitative research design. In addition to including an introduction and conclusion to this assignment, it is critical for you to reflect and effectively address the following: 1). What philosophical differences underlie quantitative and qualitative research methods?; 2). What must researchers consider before engaging in a particular method of research?; 3). What is the criterion used to judge rigor in both quantitative and qualitative methods of research?; 4). Based on the completion of the quantitative and qualitative proposal and what you've learned about research methods, discuss which research method best fits your paradigmatic view and why. **Note: Your response to questions #1-4 must utilize references.**

Paper must be 4-5 double-spaced pages in length, succinctly writing, contain no more than a total of three grammatical errors, and adhere to APA standards. You must email me your paper at rosie.banda@gse.rutgers.edu prior to the start of class on the designated due date. NO EXCEPTIONS. Papers emailed after the start of class time will automatically be penalized 10%. Please see the tentative calendar (**Appendix A**) and the evaluation form (**Appendix E**) for further details regarding this course activity. *Methodological reflection is worth 30 points.*

6. POSTER SESSION PRESENTATION

40 points

The culminating project in this course will require your group to create and present a poster that highlights BOTH the quantitative and qualitative research study proposals submitted this semester. The poster must include the following: 1). Introduction/Overview of problem; 2). Problem statement; 3). Research Question(s); 4). Research designs; 5). Analyses of findings; 6). Future recommendations for research. The purpose of this assignment is to visually illustrate how two different types of research design methods yields two different forms of knowledge on the same topic. Be creative in how the information is presented but know that the poster should be succinctly written and aesthetically pleasing. Please refer to https://www.youtube.com/watch?v=syo7_lfcFgU for information on how to create a poster, if needed.

Each group will simultaneously present and discuss their respective research proposals within a poster session format that is typical at national conferences. Please note that you will be expected to be professionally dressed as faculty, administration, and staff will be invited to attend. I must receive a word document AND PDF version of your poster via email at rosie.banda@gse.rutgers.edu prior to the start of class on the designated due date. Please see the tentative calendar (**Appendix A**) and the evaluation form (**Appendix F**) for further details regarding this course activity. *Poster session presentation is worth 40 points.*

Note: Group presentations must be effectively and seamlessly presented with each member equally contributing.

GRADES

Final grades will be assigned as follows:

For a grade of:

- “A” At least 270 total points
- “B” An accumulated point total between 240 and 269
- “C” An accumulated point total between 210 and 239
- “D” An accumulated point total between 180 and 209
- “F” Any point total below 179

OTHER

Class Attendance

If you must miss class, please let me know in advance by contacting me at (848)932-0811 (Dr. Banda) or Edrice Wyatt at (848)932-0850. You are responsible for all materials covered in class and for completing any work assigned.

Class Procedures

You are expected to turn in all *assignments prior to the start of class and by the dates* outlined in the tentative course calendar (**Appendix A**). Extenuating circumstances will be evaluated on an individual basis.

Tentative Course Calendar

Appendix A lists the *tentative* course calendar. Please note that this calendar *is subject to change* at the instructor's discretion. Any necessary amendments will be announced in class.

Academic Dishonesty

In graduate courses where students utilize and reference the work of others while also developing their own original ideas, conclusions, or contributions, attention to academic integrity is paramount. Violations of academic integrity at Rutgers University include: Plagiarism, Cheating, Fabrication, Facilitation of Dishonesty, Academic Sabotage, Violation of Research or Professional Ethics, and Violations Involving Potentially Criminal Activity. Matters relating to academic dishonesty will be handled in accordance with the guidelines specified in the Rutgers University Academic Integrity Policy (http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf).

Students with Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This office is located in the Rutgers Office of Disability Services (dsoffice@rci.rutgers.edu), Lucy Stone Hall, 54 Joyce Kilmer Avenue, Suite A145, Suite A145, Piscataway, New Jersey 08854. They may be contacted directly at (848) 445-6800.

Conference with the Instructor

I will be available to meet with students during regularly scheduled office hours or by appointment. I will also be available for conferences immediately before or after class. If you need to reach me by telephone or e-mail, my number and address are below.

Graduate School of Education (GSE)
Room 346
(848)932-0811 (office number)
rosie.banda@gse.rutgers.edu (e-mail address)

APPENDIX A
***TENTATIVE CALENDAR**

Date	Topics
Sept. 8	Introduction and Overview
Sept. 15	Ch. 1 Situating the research: First steps [Jones, Torres, & Arminio] Ch. 1 Introduction to research in education [McMillan] [Due: Personal Reflection]
Sept. 22	Ch. 2 Research problems, variables, questions, and hypotheses [McMillan] Ch. 3 Locating and reviewing related literature [McMillan] [Due: Rutgers Human Subjects Certification]
Sept. 29	Ch. 4 Participants and sampling [McMillan] Ch. 5 Foundations of educational measurement [McMillan]
Oct. 6	Ch. 6 Data collection techniques [McMillan] Ch. 7 Nonexperimental quantitative research designs [McMillan]
Oct. 13	Ch. 8 Experimental research designs [McMillan] Ch. 9 Understanding statistical inferences [McMillan]
Oct. 20	Discipline and practice of qualitative research [Denzin & Lincoln; Posted on Sakai] History of qualitative inquiry in social and educational research [Erickson; Posted on Sakai] Ch. 3 Incorporating theoretical perspectives [Jones, Torres, & Arminio] [DUE: QUANTITATIVE STUDY PROPOSAL]
Oct. 27	Ch. 4 Designing research [Jones, Torres, & Arminio] Designing a qualitative study [Maxell; Posted on Sakai]
Nov. 3	Ch. 5 Perspectives on sampling [Jones, Torres, & Arminio] Ch. 4 The logistics of interviewing [Olson; Posted on Sakai] Ch. 6 Challenges in collecting data [Jones, Torres, & Arminio]
Nov. 10	Ch. 7 Issues in analysis and interpretation [Jones, Torres, & Arminio] Ch. 8 Anticipating and navigating ethical issues [Jones, Torres, & Arminio]
Nov. 17	Ch. 1 Assessment as an essential dimension [Schuh & Associates] Ch. 2 Using existing databases [Schuh & Associates]
Nov. 24	Ch. 3 Planning for and implementing data collection [Schuh & Associates] Ch. 4 Selecting, sampling, and soliciting subjects [Schuh & Associates] Ch. 5 Instrumentation [Schuh & Associates] [DUE: QUALITATIVE STUDY PROPOSAL]

Dec. 1 Ch. 6 Data analysis [Schuh & Associates]
Ch. 7 Writing reports and conducting briefs [Schuh & Associates]
Ch. 8 Ethics [Schuh & Associates]

Dec. 8 Ch. 9 Using a mixed methodology approach [Schuh & Associates]
Ch. 10 Looking to the future of assessment [Schuh & Associates]

Dec. 15

POSTER SESSION PRESENTATIONS
[DUE: METHODOLOGICAL REFLECTION]



***Subject to change**

**APPENDIX B
PERSONAL REFLECTION EVALUATION FORM**

PRESENTER(S)

RATING DEFINITIONS

EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT

GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT

FAIR - MARGINALLY ACCEPTABLE

INADEQUATE - DID NOT MEET CRITERIA

	EXCELLENT 4 POINTS	GOOD 3.0 POINTS	FAIR 1.0 POINTS	INADEQUATE 0.0 POINTS	COMMENTS
REFLECTION (20 TOTAL POSSIBLE POINTS)					
1. PROVIDE PERSONAL BACKGROUND INFORMATION?					
2. PROVIDE THOUGHTS ON THE PURPOSE OF RESEARCH AND KNOWLEDGE?					
3. PROVIDE PERSPECTIVE(S) ON FORMS OF ACCEPTED AND DISCOUNTED KNOWLEDGE?					
4. PROVIDE PERSPECTIVE(S) ON WHAT CONSTITUTE T(t)RUTH?					
5. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY WITH LESS THAN THREE GRAMMATICAL ERRORS?					

TOTAL POINTS/GRADE:

COMMENTS/SUGGESTIONS:

**APPENDIX C
QUANTITATIVE STUDY PROPOSAL EVALUATION FORM**

PRESENTER(S)

EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
 GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
 FAIR - MARGINALLY ACCEPTABLE
 INADEQUATE - DID NOT MEET CRITERIA

	EXCELLENT 10.0 POINTS	GOOD 7.0 POINTS	FAIR 4.0 POINTS	INADEQUATE 0.0 POINTS	COMMENTS
QUANTITATIVE STUDY PROPOSAL (100 POSSIBLE POINTS)					
1. PROVIDE AN ADEQUATE INTRODUCTION/OVERVIEW AND WELL EXPLAINED PROBLEM STATEMENT?					
2. PROVIDE A WELL EXPLAINED PROBLEM STATEMENT?					
3. PROVIDE RESEARCH QUESTION(S) TO GUIDE THE STUDY?					
4. PROVIDE A THOUGHTFUL AND ADEQUATE REVIEW OF LITERATURE SUPPORTED WITH CREDIBLE AND CURRENT REFERENCES?					
5. ADDRESS DESIGN/METHODS, INSTRUMENTATION, PROCEDURES FOR COLLECTING PILOT DATA, DATA ANALYSES, AND RELIABILITY OF FINDINGS?					
6. PROVIDE AN ADEQUATE DISCUSSION OF FINDINGS?					
7. OFFER RECOMMENDATIONS FOR FUTURE RESEARCH?					
8. ATTACH APPROPRIATE APPENDICES (E.G., INSTRUMENTATION)?					
9. WRITTEN IN A CLEAR AND CONCISE MANNER WITH FEWER THAN FIVE GRAMMATICAL MISTAKES?					
10. PROPER USE OF APA?					

TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS:

**APPENDIX D
QUALITATIVE STUDY PROPOSAL EVALUATION FORM**

PRESENTER(S) _____

EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
 GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
 FAIR - MARGINALLY ACCEPTABLE
 INADEQUATE - DID NOT MEET CRITERIA

	EXCELLENT 10.0 POINTS	GOOD 7.0 POINTS	FAIR 4.0 POINTS	INADEQUATE 0.0 POINTS	COMMENTS
QUALITATIVE STUDY PROPOSAL (100 POSSIBLE POINTS)					
1. PROVIDE AN ADEQUATE INTRODUCTION/OVERVIEW AND WELL EXPLAINED PROBLEM STATEMENT?					
2. PROVIDE RESEARCH QUESTION(S) TO GUIDE THE STUDY?					
3. PROVIDE AN OPERATIONALIZATION OF TERMS?					
4. PROVIDE A THOUGHTFUL AND ADEQUATE REVIEW OF LITERATURE SUPPORTED WITH CREDIBLE AND CURRENT REFERENCES?					
5. ADDRESS DESIGN/METHODS, INSTRUMENTATION, CRITERION FOR COLLECTING DATA, PROCEDURES FOR COLLECTING PILOT DATA, ADDRESS TRUSTWORTHINESS, RESEARCHERS' POSITIONALITY AND DATA ANALYSES?					
6. PROVIDE AN ADEQUATE DISCUSSION OF FINDINGS?					
7. OFFER RECOMMENDATIONS FOR FUTURE RESEARCH?					
8. ATTACH APPROPRIATE APPENDICES (E.G., INSTRUMENTATION)?					
9. WRITTEN IN A CLEAR AND CONCISE MANNER WITH FEWER THAN FIVE GRAMMATICAL MISTAKES?					
10. PROPER USE OF APA?					

TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS:

**APPENDIX E
METHODOLOGICAL REFLECTION EVALUATION FORM**

PRESENTER(S)

EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
 GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
 FAIR - MARGINALLY ACCEPTABLE
 INADEQUATE - DID NOT MEET CRITERIA

	EXCELLENT 6.0 POINTS	GOOD 4.0 POINTS	FAIR 2.0 POINTS	INADEQUATE 0.0 POINTS	COMMENTS
REFLECTION (30 TOTAL POSSIBLE POINTS)					
1. ADDRESS PHILOSOPHICAL DIFFERENCES BETWEEN QUANTITATIVE AND QUALITATIVE METHODS?					
2. ADDRESS RESEARCHER CONSIDERATION BEFORE ENGAGING IN A PARTICULAR METHOD OF RESEARCH?					
3. DISCUSS CRITERION USED TO JUDGE RIGOR IN BOTH QUANTITATIVE AND QUALITATIVE METHODS?					
4. PROVIDE PERSONAL REFLECTION ON WHICH RESEARCH METHOD FITS PARADIGMATIC VIEW?					
5. WRITTEN CONCISELY AND EFFECTIVELY WITH LESS THAN THREE GRAMMATICAL ERRORS?					

TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS:

**APPENDIX F
POSTER PRESENTATION EVALUATION FORM**

PRESENTER(S)

EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
 GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
 FAIR - MARGINALLY ACCEPTABLE
 INADEQUATE - DID NOT MEET CRITERIA

	EXCELLENT 5.0 POINTS	GOOD 4.0 POINTS	FAIR 2.0 POINTS	INADEQUATE 0.0 POINTS	COMMENTS
POSTER PRESENTATION (40 TOTAL POSSIBLE POINTS)					
1. INCLUDE INTRODUCTION/OVERVIEW OF PROBLEM/PROBLEM STATEMENT?					
2. INCLUDE RESEARCH QUESTION(S)?					
3. INCLUDE RESEARCH DESIGNS?					
4. INCLUDE BRIEFANALYSES OF FINDINGS (QUANTITATIVELY AND QUALITATIVELY)?					
5. WRITTEN CONCISELY AND EFFECTIVELY WITH LESS THAN THREE GRAMMATICAL ERRORS?					
6. PROPER USE OF APA?					
7. POSTER WAS AESTHETICALLY PLEASING?					
8. PRESENTATION WAS COHERENT, SEAMLESS, AND EFFECTIVE WITH ALL MEMBERS CONTRIBUTING EQUITABLY?					

TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS: