

Graduate Research Colloquium Presentations
Erickson Hall
Saturday, February 15, 2014
9:30-11:30 AM

9:30-10:25

Room 222: Teaching and Learning (Moderator: Erich Pitcher)

- Teaching Methodology Preferences and Attitudes, **Sandra Boyers and Mary Kay Smith (HALE PhD)**
This study examines undergraduate students in the college of nursing (CON) at a large mid-western university regarding their preferences of teaching methodologies and how those preferences affect their perceptions of motivation and learning success. The researchers hypothesized that positive correlation between student preferences and faculty-teaching methodologies may enhance student engagement and motivation within the classroom, resulting in improved learning outcomes. The presentation will highlight the various aspects of this research study including literature related to adult learners and the learning environment, the conceptual framework, research methodology, results of the study, and implications for practice.
- Non-Tenure Track Faculty and Learning Communities: Bridging the Divide to Enhance Teaching Quality, **Jennifer Dean and Mary Jo Banasik (HALE PhD)**
Four-year higher education institutions increasingly hire non-tenure track faculty (NTTF) to meet the institutional teaching mission. Research suggests NTTF experience working conditions that negatively impact the quality of undergraduate education. The researchers consider the use of Faculty Learning Communities to engage and socialize NTTF, enhance working conditions, and improve undergraduate education.
- Self-Regulated Learning: A Contributor to Academic Success, **Reid Roemmich (SAA MA)**
The purpose of this research is to examine how self-regulated learning can contribute to academic achievement in higher education. Self-regulated learning is learning that results from students' self-generated thoughts and behaviors that are systematically oriented toward the attainment of learning goals and outcomes. The main components of self-regulated learning include metacognition, motivation, and behavior while the phases of self-regulated learning are forethought, performance, and self-reflection. These varying components and phases combine to form self-regulated learning and study strategies that contribute to academic success and cognitive development.

Room 224: International Students (Moderator: Jessica Mansbach)

- An Integrated Organizational View of the Development of International Experiences in Graduate Professional Education, **Julie Sinclair (HALE PhD)**
As part of efforts to internationalize, U.S. postsecondary institutions are increasingly providing study abroad opportunities for students. Current literature indicates a growing focus by graduate professional programs to offer various types of international experiences. Literature on the history of internationalization in U.S. higher education indicates that institutional or organizational factors play a critical role in shaping the development of international efforts, yet little research has focused on such factors. In this project, the researcher provides an analysis of the organizational factors involved in the development of international experiences in law, medicine, and dentistry at a U.S. research university.
- Commission-Based Agents in International Recruiting: A Bifurcated NACAC Policy, **James West (HALE PhD)**

As U.S. postsecondary institutions internationalize, third-party commission-based agents are increasingly used to recruit international students. Such practices have been compared to controversial recruitment tactics of for-profit institutions. This critical policy analysis examines the current National Association for College Admission Counseling Statement of Principles of Good Practice, and the special committee report that informed the Statement. The policy is analyzed through the lens of neoliberal corporatization (Jones & Calafell, 2012), and the hidden curriculum (Gair. & Mullins, 2001). The challenge of “knowing the other” from Kuokkanen’s (2007) work on indigenous issues will also be explored.

- **Development of Arab-Muslim Students Through the Lens of Western Higher Education, Joseph Bozzo, Daniel Fotoples, and Mandie Maxwell (SAA MA)**
This research focused on the development of Arab-Muslim students studying at institutions of higher education in North America. Through interviewing nine students, several common themes were found, including parental influence, campus and peer dialogues, international experience, and the personal and institutional effects of religion. In an effort to provide a clearer lens for understanding the needs of Arab-Muslim students on the individual level, a new ecological model is proposed that integrates the most prevalent developmental contexts from the interview data. By analyzing the proposed theory alongside other well-known theories, the researchers present implications and suggestions for future research.

Room 226: Administration and Policy (Moderator: Qiana Green)

- **Leadership in the Twenty-First Century; Corporate and Collegiate Models, Denisse Hinojosa (HALE MA)**
This presentation addresses the roles of leadership and followership, which have been explored extensively over the years. Nowadays, there is a debate of either following the collegiate or corporate model in the leadership of higher education institutions. Colleges and universities need to have a consensual management style, and keep their main purpose, which is to pursue knowledge. At the same time, presidents’ roles are affected by diverse environmental pressures as external demands grow; mainly found raising and political agendas. There is call for administrators not only to look into stakeholders’ needs, but also into the needs of the people within their institutions.
- **Examining a Change in Federal Financial Aid Policy for Graduate Students, David Nguyen (HALE PhD)**
This presentation addresses the elimination of the subsidized Federal Stafford loan for graduate students by providing an illustrative example of what this change means for students, the decision to enroll in graduate school and repayment. In building a case for this examination, the student loan debt outcomes on post-baccalaureate education literature is synthesized. Potential research strategies are offered on how best to assess this policy change.
- **Historical Research: The Elective System in Higher Education, Denise Hinojosa and Li Hui (HALE MA)**
In the history of American higher education, there has been a lot of debate over the benefits of a prescribed curriculum versus an elective system. A fixed classical curriculum had dominated American higher education from the Colonial Era all the way through the mid-19th century. With the development of American society, more disciplines emerged to meet the concurrent economic and political needs of the time. With this trend, some educators, including Charles Eliot president of Harvard, started to advocate an elective curricular system. This research explores the transformation of American colleges and universities before and after the implementation the elective system, and its consequences in American higher education.

Room 228: Assessment (Moderator: Karla Loebick)

- **Assessment of Critical Thinking Across Four Experiential Learning Settings, Bill Heinrich and Heather Johnson (HALE PhD)**
While some research suggests experiential learning by itself leads to an engaged citizenry, today's complex societal problems require both critical thinking and engagement. This project identifies an instructional design approach to experiential learning that increases critical thinking use (AACU Dimensions) in our learners. This project highlights several learning experiences where mindful instructional design leads us to achievement of the desired critical thinking outcomes. This work identified reflection time and the use of suitable questions as two effective features of instructional design. In order for experiential learning to foster critical thinking required for an engaged citizenry, educators should attend to content selection and instructional design.
- **Queering Accountability: Problematizing the Representation of Outcome-Based Assessment in Student Affairs Training, Scotty Secrist (HALE PhD)**
This presentation addresses four themes that emerged from the research on outcomes-based assessment. First, demand for proof of return on the consumers' investment in higher education has implications for the creation of educational efforts. Second, limited, privileged discourses underpin the tenets of outcomes-based assessment. Third, outcomes-based assessment is pervasive and affects the majority of institutional efforts. Fourth, outcomes-based assessment produces an environment that enforces conformity projects while delegitimizing minoritized ways of knowing. These major themes suggest outcomes-based assessment functions in higher education as a technology to reproduce legitimacy for dominant discourses and to demand conformity from students and professionals.
- **Expanding the Use of OSCEs in Higher Education, Mary Kay Smith and Sandra Boyers (HALE PhD)**
Objective Structured Clinical Examinations (OSCEs) have become the standard for assessing learners in healthcare professional programs. Originally designed for assessment of clinical competencies, they are also being used in healthcare programs for admission criteria, national examination preparation, and quality improvement of curriculum. There are significant benefits of the implementation of OSCEs that warrant consideration within the broader context of higher education. The purpose of this presentation is to explore the history and use of OSCEs in healthcare professional education, introduce exemplars, examine benefits and barriers and propose specific application to other programs in higher education.

Room 252: Student Involvement (Moderator: Pamela Roy)

- **Deciding to Study Abroad: The Influence of Environmental Variables on Students' Decision-Making Process, Graham McKeague and Dawn Branham (HALE PhD)**
The purpose of this study was to examine and understand the influence of environmental factors on the decision-making processes of undergraduate students who participate in study abroad programs. Using Astin's (2012) Input-Environment-Output (I-E-O) model, interviews were conducted with five undergraduate students across different majors focusing on within-institution environmental variables. Four main themes emerged: the wider campus environment; academic majors and programs; the role of faculty and advisors; and financial considerations. Implications for theory, practice and research are presented.
- **Group and Individual Leadership Development, Lauren Irwin (SAA MA)**
This presentation will explore the relationship between leadership development and higher education. After reviewing the Relational, Social Change, and Leadership

Identity models, this presentation will argue that institutions of higher education can utilize programs, like service learning, and a greater integration of diverse experiences to support student learning and leadership development. Additionally, this presentation will explore promising leadership development programs, including the presenter's efforts to integrate leadership theories into practice, with examples from a student group.

- A Critical Policy Analysis of the Institute of International Education's Document on "Valuing Study Abroad," **Sapna Naik (HALE PhD)**

This presentation includes a critical policy analysis of a briefing paper from the Institute of International Education, Center for Academic Mobility Research (IIE, 2012) called "Valuing Study Abroad: The Global Mandate for Higher Education." The document, which makes a case for study abroad in terms of its benefits to the global economy, reaffirms corporatization of the academy and otherization. Recommendations are provided to the authors of the document including changing their language, being critical of the benefits of study abroad, and reframing their recommendations to students and higher education institutions.

10:35-11:30

Room 222: Student Development (Moderator: Brandon Flores)

- The Intersection of Religious and Sexual Identity Development in College Students, **Kayla Coriarty, Nate Miglich, and Michelle Trimpe (SAA MA)**
This presentation explores the intersection of religious and sexual identities in college students. Using interviews with college students attending large, public institutions in the Midwest, the researchers developed a model that explores the relationship between students' sexual and religious identities, the stages through which college students develop these identities, and the importance of social support as students navigate these identities.
- The Residential College and its Influence on the Development of Psychosocial and Study Skills Factors, **Garrett Downing, Mary Risigo, and Kabria Allen (SAA MA)**
A study of John Jay Residential College, a degree-granting, academic, living-learning community is presented here. The differences in development of psychosocial and study skills factors (PSFs) between students living in the residential college and students living out of the residential college were analyzed based on results of The Residential College Survey. MANOVA tests were performed to investigate the differences in PSFs for residential status. Analysis of the test results showed no statistical significance in differences of overall PSF development between students living in and students living out of John Jay residential college.
- Multiracial College Student Identity Development, **Nadeeka Karunaratne, Michael Daniels, and Jessica Mestre (SAA MA)**
This research examines the experiences of multiracial college students to understand their racial identity development. Nine American undergraduate students of multiple racial backgrounds and genders from three institutions were interviewed. Through the interviews conducted in person or via Skype or phone, a model for multiracial college student identity development that included environmental factors and elements of a stage model was created. The model was compared to other racial identity development models in order to contextualize the findings within existing literature.

Room 224: Research, Outcomes, and Evaluation (Moderator: James West)

- Undergraduate Research: An Analysis of an Innovative Model to Expand Research Experiences, **Dan Merian (HALE PhD)**
Undergraduate research has been identified as a high-impact educational practice (AAC&U, 2007; Kuh, 2008). With an interest in increasing the number of high-impact experiences available to undergraduates through faculty-mentored research, new models are desired moving away from the traditional one-on-one mentoring experience. This quantitative study examines the outcomes for students in one type of innovative group-mentored research experience compared to the traditional one-to-one model. The findings suggested few outcome differences exist between the two models, implying the group-mentored research model can serve as a high-impact educational practice capable of large scalability for undergraduate research experiences.
- Learning Management Systems: Rhetoric, Design, and Changing Systems, **Kris Windorski (HALE PhD)**
Learning management systems have seen widespread implementation throughout higher education. With two-thirds of higher education institutes evaluating their LMS strategies (Green, 2012), it is important for colleges and universities to have a strong understanding of LMS design and functionality, the rhetoric used to promote LMS use, and the volatility of the LMS market. Through the support of the College of Education Summer Research Development Fellowship, a literature review was conducted of Learning Management System capabilities and challenges associated with changing from one system to another. Themes are identified from the literature review.
- The National Peer Educator Study: National Results from 2012-13, **Michael Cohen, Michael Crook, Elinor Landess, & Toubee Yang (SAA MA)**
In the fall of 2012, 322 peer educators from 38 institutions of higher education completed the National Peer Educator Survey. This survey, distributed by The BACCHUS Network, was designed to provide evidence-based research outcomes associated with being a peer educator on a college or university campus. The findings are grouped in six specific learning domains that are consistent with *Learning Reconsidered 2* and the *Council for the Advancement of Standards*. Research team members discuss the results and implications for practice.

Room 226: Faculty and Academia (Moderator: Franklin Chilaka)

- Conceptions of and Motivation for Teaching in Research-I University: A Multiple Case Study, **Jessica Mansbach (HALE PhD)**
While teaching is a clear priority in universities, faculty's research obligations are often given greater weight in promotion decisions. However, some faculty choose to invest in teacher professional development. Using a social-cognitive model, the purpose of this study was to investigate faculty's motivations for voluntarily participating in a six-week teaching professional development seminar designed to enhance their teaching. Data from a multiple case study of four faculty members was analyzed. The findings highlighted the importance of alignment among beliefs, goals, self-perceptions, and faculty members' experience in the seminar and the consequent motivation to utilize various instructional strategies.
- Leaving Behind *in loco parentis*: The Sexual Revolution on College Campuses, 1960-1975, **Elinor Landess (SAA MA)**
- Missing in Action: Women in Engineering in South Africa—Where Are They and Why?, **Yeukai Mlambo (HALE PhD)**
Black women are noticeably absent from the higher education academy and from engineering disciplines in particular. In South Africa the underrepresentation of Black women in academia is compounded by the fact that they are highly sought after both by government and industry, which also offer better salaries. However, research on women

in engineering in South Africa indicates that women return to academic jobs after having worked in industry. Using Krumboltz's social learning theory, this presentation builds a case for understanding the factors that contribute to career decisions of South African Black women engineers to explain their underrepresentation in academia.

Room 228: Student Experiences (Moderator: Heather Johnson)

- **Breaking the Pattern: University Experiences of High Achieving Black Males, Qiana Green, Jasmine Lee, and Charles Jackson (HALE PhD)**
Much of the contemporary research on Black males within higher education is presented in a deficit framework. This presentation utilizes Harper's anti-deficit model to illuminate the experiences of high achieving Black males. Critical race theory is used as an epistemological framework to explore the experiences of high achieving Black collegians. Using qualitative methodology, this research offers a counternarrative to oppose dominant discourse concerning the educational status of Black men in America.
- **Compounding of Identities: Rural, First Generation, Low Socioeconomic Students, Tyler Guenette (SAA MA)**
Utilizing the previous works and studies focusing on first generation, low socioeconomic status, and/or rural students, it can be ascertained that first generation students of low socioeconomic status from rural communities face seemingly insurmountable obstacles during their path to and through higher education. This presentation will work to describe how the challenges faced by each of these three identities separately compounds into the challenges faced by a student who identifies with all three.
- **Moments of Integration: Investigating Student Interactions with Faculty, Staff, and Peers in the Community College Environment, Dawn Branham (HALE PhD)**
This project investigates the nature and quality of students' interactions and relationships with faculty, staff, and peers in the community college setting in order to better understand if and how these interactions contribute to students' sense of integration and validation, and to their persistence and success. Seven students from two community colleges were interviewed. Themes included the importance of faculty interaction and peer support, the role of technology, the role of work-study for nontraditional students, and the roles of full-time vs. part-time faculty.

Room 252: LBGT Student Success (Moderator: Voula Erfourth)

- **The National Student of LBGTQ Student Success: Overview and Initial Findings, Blue Brazelton, Erich Pitcher, Brianna K. Becker, Trace Camacho, Scotty Secrist (HALE PhD)**
Some of the projects and findings from the NSLBGTQSS research project, led by Dr. Kristen Renn, will be shared in this session. The study is researching support and success of LBGTQ college students, from positive and anti-deficit perspectives. The scope of the research goes beyond just the students and includes faculty/staff perspectives, campus polices, academic environments, and campus resources. The research team is comprised of faculty, doctoral students, master's students, current practitioners and undergraduate students from multiple institutions. The research team is an excellent example of the collaborative research approach in higher education.
- **Examining the Academic Microsystems of Successful Lesbian, Gay, Bisexual, and Transgender Science, Technology, Engineering and Mathematics Majors, Jodi Linley (HALE PhD)**
Many scholars consider lesbian, gay, bisexual, and transgender (LGBT) people underrepresented in the science, technology, engineering, and mathematics (STEM) fields. However, existing empirical research of LGBT people's experiences in STEM is scant, with existing studies primarily about LGBT STEM faculty. This study examined the

academic microclimates of LGBT STEM majors in an effort to better understand academic microsystems in LGBT STEM students' ecological systems. Through analysis of fourteen interview transcripts from the National Study of LGBT and Queer Student Success, three themes were identified: 1) STEM culture, 2) acceptance in the soft disciplines, and 3) salience of queer identity.

- An Exploration of Queer Kinship as a Strategy for Trans* Student Success, **Erich Pitcher (HALE PhD)**

Although the notion of queer kinship has been well discussed within literature on queer individuals, it has yet to be intentionally used as a lens through which to make sense of how trans* college students are successful in navigating a rigidly gender dichotomous environment. Using interview data from the National Study of LGBTQ Student Success, this presentation explores the narratives of seventeen students and describes their experiences with success and the role of queer kinship in supporting success. Preliminary themes from the data are shared and implications for practice are developed.

Posters:

Democratizing Higher Education for Women: The Case Against Michigan State University, Angelina Belin (HALE MA)

The Teeter-Totter Model: Student Athlete Identity Development, Katie Buell and Phil Mannella (SAA MA)

President Clifton R. Wharton: From Beliefs To Reality, Franklin Chilaka (SAA MA)

Michigan State College in a World at War, Garrett Downing (SAA MA)

Ability Model, Brandon Flores (SAA MA)

Above Buoyancy: The "Up" Model of First-Generation Students Moving Toward Self-Actualization, Samantha Hebel, Tyler Guenette, & Charles Cotton (SAA MA)

Multiracial College Student Identity Development, Nadeeka Karunaratne, Mike Daniles, & Jessica Mestre (SAA MA)

The Expectations of Women at MSU Explored through the 1938-1970 AWS Handbooks, Mary Risigo (SAA MA)

Jewish Student Identity Development: A Spiritual and Cultural Examination, Jordan Weiner, Leanne DeLosh, & Lauren Koppel (SAA MA)

It's All Greek to Me: The History of Fraternities in America, Bernell Nevil (SAA MA)