

Graduate Research Colloquium Presentations
Erickson Hall
Saturday, Feb. 18, 2012

Presentation Codes

I - Independent Project C - Course Project D - Dissertation RA - Research Asst. \$ - Received Funding
QL – Qualitative QN – Quantitative M – Mixed Methods

10:30-11:30

Room 222: Access to Higher Education

Gabe Dunbar, Laura Hamilton, Crystal Stoll Alvarez, Bria Marcelo (SAA MA)

Recruiting Student of Color at the Residential College of Arts and Humanities (C, QL)

This presentation explores our Office Consultation Project (EAD 875) with the Residential College of Arts and Humanities (RCAH). The main issue we addressed is how to recruit students of color more effectively. The initial research included four main categories: retention/recruitment of students of color, living learning communities, interdisciplinary studies, and liberal arts education. Utilizing student focus groups, staff interviews, and best practices, our group developed nine specific recommendations for the RCAH to implement.

Leigh Wilson, Nicole Micolichuk, Katrina Fults (SAA MA), First Generation Student Identity Model (C, QL)

The First Generation Student Identity Model focuses on the psychosocial identity development of first generation students. We concentrated on the experiences that students had or are currently having during their undergraduate tenure. For our purposes, we defined a first generation student as a student whose parents did not attend or graduate from an institution of higher education. This model is based on Bronfenbrenner's (2005) ecology model, Chickering and Reisser's (1993) vectors model, and Marcia's (1980) ego identity statuses model.

Renata Opoczynski (HALE PhD), Foster Youth Education Attainment (C)

As the research on higher education access and completion grows, an often overlooked population, foster youth, is largely missing from the literature. This presentation will identify the unique needs foster youth face in their enrollment and completion of higher education. Additionally, it will explore recent legislation intended to ease foster youth access and the programs several institutions have implemented to increase foster youth completion.

Room 224: International Education

Gloria Gabriela Tanner (HALE PhD), The Graduate Experience of Mexican International Students in American Institutions (D, QN, \$)

This study intends to explain the cultural adjustment of Mexican graduate students in American institutions. The main research question for the study is: How do international graduate students from Mexico experience cultural adjustment in American institutions? A quantitative methodology will be conducted to collect data utilizing a web-based survey which will be developed based on existing questionnaires to measure individual's cultural adjustment and also based on the analysis of the literature. This investigation will inform policy makers and the administrators, staff and faculty of both American and Mexican institutions about the unique challenges Mexican graduate students face in the American institutions.

Jiayang Mei (HALE MA), MSU Chinese Language Study Abroad Programs in Tianjin and Harbin (C, M)

The main purpose in this paper is to introduce the MSU Chinese Language Study Abroad Program in Tianjin (MSU-Nankai) and Harbin (MSU-HIT). It will discuss the development and curriculum of their two summer study abroad programs in terms of original documents at MSU and other resources from my personal collection when I worked as the instructor for the MSU Chinese Language Study Abroad Program in Tianjin in 2008 and 2010, and analysis of the survey and interviews from students who attended these programs to evaluate this program and give some suggestions.

John Bonnell (HALE PhD), Exploring Changing Landscapes: The Public Role of Church-related Universities in Kenya (I, QL, \$)

Higher education is one of the most significant factors in the development of African countries (Teferra & Altbach, 2004). Privately-funded institutions are the fastest growing around the world, particularly in Africa (Levy, 2006). In Kenya, the majority of these newer privates are church-related and offers a large percentage of state-accredited programs (Commission for Higher Education of Kenya, 2008). However, few studies have sought to understand the relevance of church-related universities to society. This presentation describes a qualitative study (scheduled for summer 2012) that seeks to understand institutional leaders' perceptions of the missions, challenges, and critiques of church-related universities in Kenya.

Room 226: Organizational Leadership

Paul Artale (HALE PhD), Take Some Time for Yourself.....Eventually. Work-life Balance, Burnout, and the Student Affairs Administrator (C)

Student affairs administrators find themselves having to do more with less and taking on more responsibility. This hectic and stressful work situation can be challenging for even the best of professionals. This presentation combines project research from two courses to discuss the role of work, workload, burnout, and work-life balance in student affairs. This

interactive session will provide an overview of the literature on this topic, identify areas for further research, and identify key strategies practitioners can use.

Leanne Perry (HALE PhD), Understanding Evidence-Based Decision Making by Department Chairs (C, QL)

Department chairs at postsecondary institutions perform critical functions. Research suggests as much as 80% of decision making in higher education takes place at the departmental level (Wolverton, Gmelch, Wolverton, & Sarros, 1999). Higher education administration is a well studied area in the literature and much of this information could serve to inform department chairs as they navigate their complex roles. Evidence-based decision-making involves synthesizing knowledge, prior experience, and research findings to arrive at conclusions (Porzolt, et al., 2003). It is unclear whether or not department chairs make evidence-based decisions and what facilitates or prevents their doing so. This case study was designed to explore the work of department chairs, understand if decisions being made would be considered evidence-based, and consider what, if any implications might exist as a result. Interviews with two department chairs revealed neither person tends to use external evidence but use internal evidence extensively. These findings have implications for higher education researchers who may need to reconsider the methods they use to disseminate their work. More importantly, higher education institutions would be well-served to understand more about how decisions are made by chairs and work to understand the implications for teaching and learning, financial, administrative, and policy matters.

Inese Berzina-Pitcher (HALE PhD), Teacher Education Innovation in Time of Crisis: A Case Study from India (I, QL, \$)

A new institution has an opportunity to design and create programmatic changes to the common structure of teacher education. This study focuses on a new university in India. Can it create culture that is different and offer a teacher preparation curriculum that prepares teachers for the 21st century? A descriptive case study approach was selected for this research. The first phase took place during 2011 - six administrators and eighteen faculty members were interviewed. This presentation will focus on major themes discovered during the initial analysis and will discuss plans for the second phase of the study.

Room 228: Teaching and Learning in an Online Environment

Blue Brazelton (HALE PhD), Instructional Design: Effect on Engagement in an Online Leadership Course (I, QL, \$)

This study utilized qualitative content analysis to explore the course design of several sections of an online course on leadership. The project found themes about the relationship between design strategies and the participation and engagement of the students including: discussion forums, alternative media, and highly structured versus loosely structured assignments. Five sections taking place over three summers were analyzed as part of a summer research development grant.

Chris Glass (HALE PhD), Professing 'On The Screen': Authoring an Examined Digital Life (D, QL)

With the rise in online learning, the practices of academic teaching are changing dramatically, affecting how faculty organize their time, interact with students, design courses, and approach teaching. Online learning is not purely a technological phenomenon. It involves fundamental shifts in the ways technology mediates human relationships. Research on online learning has primarily focused on course environments, learners' outcomes, learners' characteristics, forms of institutional and administrative support, or descriptions of single campus faculty development programs. Few studies have specifically examined how faculty learn to teach online from the point of view of professors themselves. The purpose of this research study is to better understand the situated dimensions of how university professors learn to teach online graduate-level courses, with particular focus on what this learning means to them subjectively. The presentation will address the question: From these professors' points of view, what does it mean to learn to teach online within the context and goals of teaching in their field of study?

Robert Hayden (HALE PhD), Teaching Presence in 3D? Examining a Gallery of Online Teaching (D, QL, \$)

A decade of research examining Garrison, Anderson, and Archer's (2000, 2010) Community of Inquiry framework for online learning has revealed a primary finding related to the implementation of effective models of online education, namely, the priority of teaching presence. The current study examines the work of teaching carried out by exemplary university faculty in online and blended formats. This research reveals how current definitions framing teaching presence within three dimensions are in fact insufficient descriptors of the work of teaching online today, raising new questions concerning the development and implementation of effective online courses and programs.

Room 252 Student Services and Engagement

Marta Bauer, Bri Johnson, David Chupak, Vaughn Love (SAA MA), Veterans & Military Programs & Services-An Overview (C)

Veterans and Military Support Programs (VMSP) offices have acquired recent relevance in higher education after the 2009 G.I. Bill. This presentation provides an overview of the history of VMSP, current issues surrounding VMSP, and organizational models for VMSP offices, as well as suggestions for practically applying The Student Learning Imperative, Learning Reconsidered, and Learning Reconsidered 2 to work with student veterans. The goal of the presentation is to inform the audience about the issues surrounding VMPS and provide feasible solutions that practitioners can implement in their daily work.

Erin Carter (HALE PhD), Does Where You Live Make a Difference in Student Involvement in College? (C, QN)

Research has shown that living on campus is a strong predictor of student involvement and persistence in college, while it has long been assumed that students living off-campus have less access to the resources, less connection to the university, and a greater sense of marginality than their on-campus counterparts. In American higher education today, commuter students make up more than 80% of the college student population. Despite this expanding population, research and practice have not kept pace with the changing diversity. As a result, research and practice treats commuters as a homogenous population and seems to ignore within-group differences. This presentation will provide an overview of a mini research study that examined the involvement behaviors of both the commuter and residential

student populations at MSU in order to better understand the similarities and differences between the two groups.

Sheila Coressel (HALE PhD), Student Organization Involvement: Is There a Limit to Its Benefit? (I, QL)

Are we helping or hindering our college students when we encourage and/or allow them to be involved in two or more student organizations? This is the guiding question, which is based on Alexander Astin's Involvement theory, for this independent research project which is built on work done in two different courses. The session will provide a brief literature review of the topic and initial findings from 17 interviews with current undergraduate students.

11:30-12:30

Room 222: Equity and Inclusion

Angela Undercuffler (SAA MA), Admitted and Affronted: Inequalities Facing College Women in the 21st Century (C)

On today's college campuses, you will find more women than men. But does the female majority equal equality? In this presentation, we will examine current literature and theory that discusses inequalities that continue to plague 21st century college women. We will also discuss support services that can be utilized to care for the specific needs of this population.

Blue Brazelton, Claire Gonyo, Brianna Becker (HALE PhD), Finding Bisexuality: Study of Experiences and Identities of Bisexual Women (C, QL)

This study explores female bisexual experiences, including discovery, identity formation, and coming-out, as distinct from gay and lesbian experiences. Bisexual individuals are often interpreted to be confused or merely in transition and often stigmatized. The women interviewed reported difficulty being understood by both heterosexual and homosexual peers, partners, and family members. Additionally, they personally had difficulty defining bisexuality, illustrating the phenomenon of knowing who they are but not quite knowing what that means.

Jessica Mansbach (HALE PhD), Sexual Minority Students at Religious Colleges (C)

At many universities, both covert and overt forms of discrimination and lack of support from the university were common themes that have been associated with lesbian, gay and bisexual LGB students' reports of negative campus climates (Sanlo, 2004). This literature review summarized the small quantity of research that has examined the experience of LGB students at religiously affiliated institutions (RAIs). The studies used for the literature review demonstrated the rampant heterosexism at RAIs and the struggle LGB students at RAIs confronted as they tried to reconcile their identities and gain acceptance on their campuses.

Room 224: Higher Education Policy and Governance

Mike Zeig (HALE PhD), The Role of a Public University Board of Trustees: Trustee and President Perceptions (C, I, QL)

Boards of trustees are being called upon to tackle increasingly complex issues at many colleges and universities. Despite the important legal and fiduciary role trustees maintain, there is little research about the perceptions of trustees and presidents about the proper role of a board. This case study examined the role of one public university board through analysis of institutional documents, interviews with board members, and an interview with the president. Based on the results of this study, several themes emerged: (1) the board's role as an oversight and policy-making entity, (2) budget and financial issues as the major area of concern and interest amongst board members, (3) the board's lack of deep involvement in academic matters, (4) a growing role of the board in fundraising and development, (5) the lack of timely information as a potential detriment to board action, and (6) the president as agenda-setter and influencer. These findings demonstrate a potential disconnect between the prescribed role of trustees according to institutional documents and professional organization statements, the president, and the trustees themselves. Understanding these differences adds to the growing discussion about the proper role of boards in a turbulent time for many higher education institutions.

Robert Coffey (HALE PhD), The Use of Education Agents in International Student Recruitment by Manitoba Education Institutions (I, \$)

During a summer policy internship with the International Education Branch of the Government of Manitoba, I was asked to consider the use of education agents in international student recruitment as a policy problem and develop a policy proposal for use by a federal-provincial committee tasked with considering the issue. In my presentation, I will identify and explain the policy problem and its context, describe what methods I used to analyze the problem, and share key points from the resulting policy proposal. I will also briefly share highlights from the internship experience.

Ying Huang (HALE PhD), The Intended and Unintended Consequences of Applying the Market Model Strategy in Public Higher Education (I, QN, \$)

The proposed study analyzed the longitudinal institutional-level data collected by the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). Three research questions will be addressed: 1) What were recent trends in tuition, student loans, federal grant aid, state or local grant aid, and institutional grant aid in four-year public institutions? 2) How were the changes in tuition and financial aid associated with student completion measured by 4-year and 5-year graduation rates? 3) Did the trends vary as students' socioeconomic (SES) backgrounds vary?

Room 226: Student Outcomes

Rob Shorette (HALE PhD), The Role of HBCUs in the Noncognitive Development of Black Men (I, QL)

This study asked recent black male graduates of HBCUs who are currently pursuing advanced degrees at a predominantly white institution to reflect upon and identify aspects of their undergraduate HBCU experiences that led

to their noncognitive development. The findings highlight what noncognitive variables were more developed in these men and how the HBCU contributed to those developments.

Nate Smith-Tyge, Brent Johnston (HALE PhD), Non-Cognitive Variables in Differentially Selected Scholarship Recipients (C, QN)

This class-related study reviewed the responses to the NCVs Questionnaire from current MSU students in two differentially selected scholarship programs - STARR and Spartan Advantage. Students, from each program, forming a useable sample, completed the NCV Questionnaire online. Analysis of the completed questionnaires was conducted following the evaluation procedures as outlined by Sedlacek (2004). The results indicate potential improvements for practice at MSU and support further development of the NCV theory. A discussion of these results and the research process undertaken to discover them will be the focus of the presentation.

Olivia Seifert, Tom Wesley, Andrea Sell (SAA MA), The Influence of Study Abroad Duration on Students' Global-Mindedness (C, QN)

In recent years, the number of students participating in short-term study abroad programs has dramatically increased. The outcomes of long-term study abroad participation are well-documented, but the effects of short-term studying abroad are less well understood. The current study extends existing literature by specifically examining the influence of study abroad program duration on one common outcome, the development of global-mindedness. A comparison of short-term, mid-length, and long-term study abroad participants from a large public doctoral university in the Midwest indicates that short-term study abroad participants have similar levels of global-mindedness to mid-length and long-term study abroad participants. Other factors that contribute to higher levels of global-mindedness include taking coursework in which other cultures are studied and having friends from other cultures. Given these findings, administrators should not discount the value of short-term study abroad programs, which are often accessible to a broader range of students than long-term programs.

Room 228: Student Stories

Elizabeth Starnier, Dave Chupak, Sean Addley (SAA MA), International Student Story Helix (C, QL)

This presentation will provide a brief insight into the experiences of international students here at MSU. Interviews were conducted with ten students, hailing from African and Asian countries, who have lived in the United States for various lengths of time. The works of Astin (Involvement Theory), Kegan (Orders of Consciousness), and Baxter Magolda (Self-Authorship) were then applied to develop a model of international student identity. Our model, best pictured as a double helix, illustrates the tension international students may experience as they try to find balance between the cultural influences of their country of origin and the United States.

Amanda Martinez, Julianna Hernandez, Mark Chung Kwan Fan (SAA MA), Bi/Multiracial Students: A Puzzle of Identity Development (C, QN)

Our group interviewed 9 Graduate/Undergraduate students who identified as biracial in order to form a development model. From those 9 interviews and other supporting theories, we developed a model describing different factors that illustrate how bi/multiracial students develop a feeling of being complete in regards to his or her racial identity.

Andrew Murray, Vaughn Love, Marcus Sanderlin (SAA MA), The Spark Theory of Leadership Development (C)

Student leadership is sparked through an amplification of environmental factors and their interaction with the student. In particular, it is the interaction of these amplified factors with the student who has been influenced and impacted by his/her own environment over time. At some point in time during a student's personal development (varies, based upon the student), a particular environmental factor 'sparks' their interest and motivation to become a student leader/activist/advocate in that particular area. According to our study, two common environmental factors included the presence of mentoring relationships and an experience with or education about social injustice.

Room 252: Organizational Strategies

Paul Artale (HALE PhD), What's the Deal with For-Profits? (C)

This presentation will provide a brief history of the rise of for-profit colleges and universities, some of the innovations they have helped pioneer, their principal demographics, and will largely focus on current policy and political issues related to these school types. Issues include the 90/10 rule, financial aid, and the Gainful Employment Act.

Michelle Malkin (HALE PhD), Research Universities and Open Educational Resources: Activities Across the Disciplines (C, QN)

The Open Education Resources (OER) movement is growing fast, similar to the more traditional online education movement. Two common platforms used by AAU institutions are YouTube and iTunes. The presentation will give some background on OER and provide details of research looking at YouTube and iTunes U in order to understand how AAU Universities are using them to offer OER to the public. Quantitative findings, along with observations about the use of these platforms, will be shared. After sharing the study and its findings, some next steps and areas for continued research and discussion will be considered.

Ross Logan, Nicole Micolichuk, Melisa Carassquillo (SAA MA), Integrating Technology at Telenet College (I)

Originally presented as part of the 2011 MCPA Graduate Case Study competition, this presentation gives a brief overview of how new technology could be utilized among faculty, staff, and students at colleges and universities. The technology discussed covers online cloud services, Facebook, internet piracy, cyber-bullying, and educating faculty on classroom utilization.