

## CJA 790: Survey Research Methods & Statistics

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<b>Instructor:</b>	<b>Joe Allen, Ph.D.</b>	<b>Online</b>
<b>E-Mail:</b>	<b>joseph.allen@chaminade.edu</b>	
<b>Phone</b>	<b>735-4879</b>	
<b>Office:</b>	<b>Behavioral Sciences #109</b>	
<b>Office Hours:</b>	<b>By appointment</b>	

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### **Catalog Description:**

Advanced methods and statistics for use in survey research. Emphasis is placed upon sampling, the development and analysis of questions, scales and indexes.

### **Student Learning Outcomes:**

Upon successful completion of this course, the student will have a demonstrable understanding of:

1. Survey construction for use and interpretation in the social sciences.
2. Measurement issues of reliability and validity and operationalization of variables in surveys.
3. The use of hypotheses in research questions and design.
4. Sampling techniques and applications for question and survey design.
5. The use of SPSS for managing data and deriving descriptive and inferential statistics.
6. Advanced multivariate statistics, notably multiple regression.
7. The interpretation and relaying of results from survey research.

### **Reading & Other materials:**

- Fowler, Floyd J. (2008). Survey Research Methods, 4th ed. Thousand Oakes, CA: Sage Publications, Inc.
- Pallant, Julie. (2010). SPSS Survival Manual, 4<sup>th</sup> ed. New York, NY: McGraw-Hill Publications Co.
- Additional reading materials will be assigned throughout the term.
- SPSS statistical software (at least version 16.0 or higher).

### **Assessment:**

**Final Paper:** This paper will be a data analysis of survey research data collected during the course, and will be structured in a research report format. The paper will minimally include: (1) an introduction to the research question, (2) brief overview of the topic as addressed in the scholarly research, (3) overview of variables and variable selection, (4) descriptive and inferential analyses, as outlined by the instructor, (4) conclusion, (5) bibliography, and (6) appendix with survey instrument and other research items (e.g., hypothetical statements). The paper should be approximately 18-20 pages in length of substantive content (double-spaced type) and should incorporate a minimum of 5 outside resources (scholarly works). You will need to use original sources, as in any research paper. The topic for the paper will be chosen by the class as a whole, and all students will be contributing to the final dataset and using the same data.

**Assignments:** Students will complete written assignments that will coincide with given topics and/or reading material. These assignments will often be based on survey construction or work with SPSS. Some assignments may also be preparation of materials to be used in the student's final paper. Assignments will be graded based on completion, addressing all aspects of the assignment, organization of thoughts/ideas, critical assessment of the material, readability, grammar, etc.

**Survey & Data Collection Contributions:** Each student will be responsible for: (1) the decision-making process for the survey research for the class, (2) contributing questions and hypotheses for the survey, and (3) collection of data to contribute to a viable dataset.

## TERMS OF COURSE REQUIREMENTS:

1. *Late assignments/projects will be assessed a 30% reduction in score if late, and an additional 10% per day after that. All late assignments must be turned in within 1 week, otherwise loss of **all** credit will occur.*
2. *I have an open-door approach when it comes to helping students understand the material and do well in the course. If you would like to meet with me, visit me during my office hours or call/e-mail me to set up an appointment for an alternative time if those hours don't work for you. **DON'T HESITATE** to talk to, call, or e-mail me!*
3. Any instances of academic dishonesty will result in an "FD" (failure for dishonesty) grade for the course and will be subject to the policies and procedures for the college. If you are at all unclear about what constitutes academic dishonesty, refer to catalogued materials.
4. Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. Don Kopf, 735-4845** or **Dr. June Yasuhara, 739-4603**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.
5. The instructor reserves the right to change the schedule of the syllabus when deemed necessary.

## University Statement on Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

**GRADING SYSTEM:**

The class will be graded on a curve. For this curve, a standardized grading system will be used:

**A = 90-100%**

**B = 80-89%**

**C = 70-79%**

**F = 69% and below**

<b><u>Point Distribution &amp; Scoring System:</u></b>	<b><u>% of Final Grade</u></b>
Final Paper	40%
Assignments	40%
Participation/Survey & Data Collection Contributions	20%

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**ABOUT THE INSTRUCTOR:**

*Dr. Allen is a full-time faculty member, Associate Professor, in the C&CJ Department. He is an advisor to CJ majors and oversees the CJ Club; additionally, he is the program's internship/volunteership coordinator and programmatic assessment lead. His usual repertoire of courses includes criminology, juvenile delinquency, behavioral sciences statistics, seminar in criminal justice agencies, and sex crimes. He has been a full-time faculty member in the Department since 2004 and began teaching at Chaminade in a part-time capacity in 1994. He has also taught courses in Sociology at the University of Hawaii and Hawaii Pacific University. Before joining the Department in a full-time capacity, he worked with the Corrections Population Management Commission (thru the Department of Public Safety), Department of the Attorney General, and the Social Science Research Institute (University of Hawaii). Throughout the years, he has been involved in various research and evaluation projects, including the topics of: probation and parole recidivism, sentencing simulation modeling and policy analysis, juvenile delinquency and youth gangs, community crime prevention, restorative justice, domestic violence and anger management, substance abuse treatment, ecstasy, prostitution, runaway and missing children, uniform crime reporting, victimization surveys, and crime trends and law enforcement/correctional policy analysis. Dr. Allen received his Ph.D. from the Sociology Department at the University of Hawaii with an emphasis in Criminology. Before transferring to the University of Hawaii he attended the University of Minnesota. He is originally from Minnesota but has called Hawaii 'home' since 1990.*

## Course Schedule

## CJA 790

WK	General Topic	Have Read for Week
1	<ul style="list-style-type: none"><li>• Course Introduction</li></ul>	
2	<ul style="list-style-type: none"><li>• Attitudinal surveys</li><li>• Review of variable measurement &amp; operationalization</li></ul>	Ch. 1
3	<ul style="list-style-type: none"><li>• Pooling &amp; Theming of Survey Questions</li><li>• Question/Answer Construction, Survey Construction (technical)</li></ul>	Ch. 5-6
4	<ul style="list-style-type: none"><li>• Administration of class survey</li><li>• Hypotheses</li><li>• Intro./Review of Descriptive Statistics</li></ul>	Ch. 7
5	<ul style="list-style-type: none"><li>• Data Collection</li><li>• SPSS &amp; File building</li></ul>	Ch. 8-9
6	<ul style="list-style-type: none"><li>• Overview of Univariate &amp; Bivariate data analysis</li><li>• Independent &amp; dependent variables</li></ul>	Ch. 2-4
7	<ul style="list-style-type: none"><li>• Multivariate analysis</li><li>• Data cleaning issues</li></ul>	Ch. 10
8	<ul style="list-style-type: none"><li>• Multivariate analysis cont'd.</li><li>• Descriptive data analysis on class dataset</li></ul>	Ch. 11
9	<ul style="list-style-type: none"><li>• Multivariate analysis cont'd.</li><li>• Bivariate data analysis on class dataset</li></ul>	Ch. 12,13
10	<ul style="list-style-type: none"><li>• Multivariate analysis cont'd.</li><li>• Logistic regression</li></ul>	

**\*\*\*\*FINAL PAPERS DUE BY SUNDAY (12/16) by 11:59pm (HST)\*\*\*\***

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**MARIANIST EDUCATIONAL VALUES**

The five characteristics of a Marianist Education are:

**1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

**2. Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

**3. Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

**4. Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

**5. Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

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