

CJA 790: Survey Research Methods & Statistics

Instructor:	Joe Allen, Ph.D.	Individualized Study
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Office:	Behavioral Sciences #109	
Office Hours:	By appt.	
Course Prerequisites:	CJA 606	

COURSE/CATALOG DESCRIPTION:

Advanced methods and statistics used in survey research. Emphasis is placed on sampling, the development and analysis of questions, scales, and indexes. Students are expected to design and conduct a survey research project, to include questionnaire construction, sampling, data gathering, statistical analysis, and writing of the research paper.

PROGRAM LINKING STATEMENT:

This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of integrating concepts of forensic science and prosecutorial law in criminal investigation instruction.

COURSE DESCRIPTION:

Student will communicate with the instructor to review course content and go over assignments, quizzes, projects, etc. Minimally, these meetings will occur weekly until the final project is well underway. If the student is unable to meet in-person, e-mail and/or phone communication the student will 'check in' at least two times per week to apprise the instructor of progress on that week's assignments and readings.

READING MATERIALS:

Gravetter & Wallnau. *Essentials of Statistics for the Behavioral Sciences*, 8th ed. Cengage, 2014

Additional reading materials will be used in supplement to the text.

STUDENT LEARNING OUTCOMES:

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

1. The research methods used in social science research;
2. The application of SPSS to data sets;
3. The nature and purposes of descriptive and inferential statistics;
4. Advanced multivariate statistics, such as multiple regression;
5. The interpretation of the results of multivariate statistical modeling; and
6. How to make policy recommendations from survey research outcomes.

ASSESSMENT:

- **Research Paper.** The student will prepare a contemporary research paper on a selected criminal justice issue. This 20 page paper focuses will require original research, including data collection, analyses, and the drawing of conclusions based on posited hypotheses. This paper will be assessed in the following areas: thesis formulation, organization, proper use of APA format, grammar/spelling/structure, analysis of data including the use of charts and figures, content discussion as related to central thesis, and statement of conclusions.
- **Chapter Homework & Projects.** These quizzes and projects will coincide with materials covered in the textbook, using SPSS and the supplementary datasets provided.

GRADING SYSTEM:

A standardized grading system will be used:

A = 90-100% (of highest point total received)

B = 80-89%

C = 70-79%

F = 69% and below

POINT DISTRIBUTION & SCORING SYSTEM:

Activity/Assignment	% of Final Grade
Research Paper	40%
Chapter Homework	50%
Participation/Attendance (timely submissions)	10%
	100%

ATTENDANCE & PARTICIPATION:

- The instructor and the student will meet in-person as needed; though expect to meet weekly until the project is well underway. While the student and instructor will not be meeting several times a week (unless necessary), the student is expected to keep open lines of communication with the instructor in the forms of e-mail, phone, etc.

STUDENTS WITH DISABILITIES:

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. June Yasuhara, 735-4845**, 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.

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.

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.

COURSE SCHEDULE**CJA 790IS**

Week/ Date	General Topic
1	Course Introduction
2	Discussion & Selection of Research Topic Research Design: Measurement, Hypotheses, Sampling, & Literature Reviews
3	Variable & Survey Question Construction Descriptive Statistics: Frequencies, Univariate Analyses
4	Scaling, Indexes, & Variable Re-coding
5	Bivariate Analyses, Crosstabs, & Measures of Association
6	Survey Methods: Data Collection & Field Research, Data Entry and Variable Operationalization
7	Hypothesis Construction and Testing, Comparing Means
8	Multivariate Analysis, Multiple & Logistic Regression
9	Multiple & Logistic Regression cont'd.
10	Presentation of Findings and Final Draft of paper due

The instructor and student will e-mail assignments, notes weekly, usually at the end of each week or beginning (i.e., Sundays or Mondays). Given the course is online, the student will contact the instructor if it is necessary to go over things step-by-step and or if further verbal instruction is seen as beneficial.