HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
home of the COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

HERI Published Research (2009-2011)[1]

AFRICAN AMERICAN STUDENTS

Cole, D. (2011). Debunking Anti-Intellectualism: An examination of African American college students' intellectual self-concepts. *The Review of Higher Education*, 34(2), 259-282.

Griffin, K.A., Jayakumar, U.M., Jones, M.M., & Allen, W.R. (2009). Overcoming barriers: Characteristics of Black male freshmen between 1971 and 2004. In H.T. Frierson, W. Pearson Jr., and J.H. Wyche (Eds.), *Black American Males in Higher Education: Diminishing Proportions* (pp. 159-175). Bingley, UK: Emerald Group Publishing Limited.

Griffin, K.A., Jayakumar, U.M., Jones, M.M. & Allen, W.R. (2010). Ebony in the Ivory Tower: Trends in the Socioeconomic Status, Achievement, and Self-concept of Black Male Freshmen. *Equity and Excellence*, 43(2), 232-248.

ASIAN AMERICAN STUDENTS

Kim Y.K., Chang M.J., & Park, J.J. (2009). Engaging with faculty: Examining rates, predictors, and educational effects for Asian American undergraduates. *Journal of Diversity in Higher Education*, 2(4), 206-218.

CIVIC ENGAGEMENT

Bryant, A.N., Gayles, J.G., & Davis, H. (in press). The relationship between civic behavior and civic values: A conceptual model. *Research in Higher Education.*

Gayles, J.G., Bryant, A.N., & Davis, H. (in press). Civic responsibility and the student athlete: Validating a conceptual model. *Journal of Higher Education*.

Rios, C., & Mars, M. (under review). An examination of student citizenship patterns across disciplinary fields of study. Submitted to *Education, Citizenship, and Social Justice*.

Rios, C., & Mars, M. (under review). Integration or fragmentation? College student citizenship in the global society. Submitted to *Journal of Higher Education*.

[1] Publications as of May 2011. Citations in lighter color are authored by non-HERI Staff/Affiliates who were granted access to CIRP data through our data access proposal process.

COLLEGE EXPERIENCE

Babcock, P., Marks, M. (2010). The falling time cost of college: Evidence from half a century of time use data. *Review of Economics and Statistics*. Posted online August 5, 2010. doi:10.1162/REST_a_00093.

Clotfelter, Charles T. (2011). *Big-Time Sports in American Universities*. New York, NY: Cambridge University Press.

Kim, Y. K. (2010). Racially different patterns of student-faculty interaction in college: A focus on levels, effects and causal directions. *Journal of the Professoriate*, 3(2), 161-189.

DIVERSITY

Denson, N., & Chang, M.J. (2009). Racial diversity matters: The impact of diversity-related student engagement and institutional context. *American Educational Research Journal*, 46(2), 322-353.

Hurtado, S. (2009). Benefits and Barriers: Racial Dynamics of the Undergraduate Experience. In Hall, M., Krislov, M., & Featherman, D. (Eds.). *The Next Twenty Five Years? Affirmative Action and Higher Education in the United States and South Africa*. Ann Arbor, MI: University of Michigan Press.

Jayakumar, U.M. (2009). The invisible rainbow in diversity: Factors influencing sexual prejudice among college students. *Journal of Homosexuality*. 56(6). 675-700.

Park, J.J. (2009). Are We Satisfied? A Look at Student Satisfaction with the Diversity at Traditionally White Institutions. *The Review of Higher Education*. Spring 2009. Volume 32: 3.

Park, J.J. (2009). Taking race into account: Charting student attitudes towards affirmative action. *Research in Higher Education, 50*(7), 670-690.

FACULTY

Eagan, M.K. Jr., Sharkness, J., Hurtado, S., Mosqueda, C.M. & Chang, M.J. (2010). Engaging the undergraduates in science research: Not just about faculty willingness. *Research in Higher Education*, 52(2) (Online First).

Griffin, K.A., Perez II, D., Holmes, A.P.E., Mayo, C.P.E. (in press). Investing in the future: Exploring faculty narratives on the importance of mentoring in the development of students of color in STEM. In S. R. Harper & C. B. Newman (Eds.), *Students of color in STEM: Engineering a new research agenda*. *New Directions for Institutional Research* (No. 147). San Francisco: Jossey-Bass.

Griffin, K.A. (in press). Learning to mentor: A mixed methods study of the nature and influence of Black professors' socialization into their roles as mentors. *Journal of the Professoriate*.

Hurtado, S., & DeAngelo, L. (2009). Keeping senior women at your college. *Academe*, 95 (5), 18-20.

Jayakumar, U.M., Howard, T.C., Allen, W.R., and Han, J.C. (2009). Racial privilege in the professoriate: An exploration of campus climate, retention, and satisfaction. *The Journal of Higher Education*. 80(5). pp. 538-563.

Lindholm, J.A. (under review). Disciplinary differences in the scholarship of teaching. Submitted to *Journal of Higher Education*.

Park, J.J. & Denson, N. (2009). Attitudes and advocacy: Understanding faculty attitudes on racial/ethnic diversity. *The Journal of Higher Education*, 80(4), 415-438.

Royal, K. D. (2010). Evaluating Faculty Perceptions of Student Learning Outcomes: A Rasch Measurement Analysis. *Journal of Multidisciplinary Evaluation*, 6(14).

Vogelgesang, L.J., Denson, N., & Jayakumar, U. (2010) What Determines Faculty Engaged Scholarship? *The Review of Higher Education*, 33(4), 437-472.

GENDER

Sax, L. J., with Arms, E., Woodruff, M., Riggers, T., & Eagan, M.K. (2009). *Women graduates of single-sex and coeducational high schools: Differences in their characteristics and the transition to college*. Los Angeles: The Sudikoff Family Institute for Education & New Media, UCLA.

LATINA/O STUDENTS

Cerna, O.S., Perez, P.A., & Saenz, V. (2009). Examining the precollege attributes and values of Latina/o bachelor's degree attainers. *Journal of Hispanic Higher Education*, 8(2), 130-157.

Saenz, V.B. & Ponjuan, L. (2009). The vanishing Latino male in higher education. *Journal of Hispanic Higher Education*, 8 (1): 54-89.

Saenz, V.B., Perez, P., & Cerna, O. (2009). Examining the pre-college attributes and values of Latina/o college graduates. *Journal of Hispanic Higher Education*, 8, 2: 130-157.

Santos, J.L., Hurtado, S., Saenz, V.B., & Cabrera, N.L. (in press). In the eye of the perfect storm: Latina/o trends in access and financial concerns among freshmen entering four-year institutions, 1975-2008. *Educational Policy*.

MUSLIM STUDENTS

Cole, D. & Ahmadi, S. (2010). Reconsidering campus diversity: An examination of Muslim students' experiences. *The Journal of Higher Education*, 81(2), 121-139.

PSYCHOMETRICS

Bowman, Nicholas A. (under review). Are self-reported gains ever valid indicators of college student growth? An examination of construct validity under ideal conditions. Submitted to *Journal of Higher Education*.

Hurtado, S., Cuellar, M., & Guillermo-Wann, C. (in press). Quantitative Measures of Students' Sense of Validation: Advancing the Study of Diverse Learning Environments. *Enrollment Management Journal*.

Sharkness, J., DeAngelo, L., & Pryor, J. H. (2010). *CIRP Constructs Technical Report*. Los Angeles: Higher Education Research Institute, UCLA.

Sharkness, J. & DeAngelo, L. (2010). Measuring student involvement: A comparison of classical test theory and item response theory in the construction of scales from student surveys. *Research in Higher Education.* doi: 10.1007/s11162-010-9202-3

RETENTION

DeAngelo, L. (in press). Programs and practices that retain students from the first to second year: Results from a national study. *New Directions for Institutional Research*.

Oseguera, L. & Rhee, B. (2009). The influence of institutional retention climates on student persistence to degree completion: A multi-level approach. *Research in Higher Educ*ation, 50(6): 546-569.

SOCIAL CLASS

Hurtado, S., Sáenz, V. B. & Dar, L. (2009). Low-income students of color in higher education and the Gates Millennium Scholars: National Comparisons. *Readings in Equal Education*, Vol. 23: 229-253.

Martin, N. D. (2009). *Quantifying social class: A latent clustering approach*. In Robinson, H., & Sanders, C. (Eds.). Quantifying Theory: Pierre Bourdieu. New York: Springer Science.

SPIRITUALITY

Astin, A. W., Astin, H. A., Lindholm, J. A. (2011). *Cultivating the spirit: How college can enhance students' inner lives*. San Francisco: Jossey-Bass.

Astin, A. W., Astin, H.A., Lindholm, J. A. (2011). Assessing students' spiritual and religious qualities. *Journal of College Student Development.* 52(1): 39-61.

Astin, H.S., Lindholm, J.A. (in press). Transforming higher education: Toward a more inclusive and humanistic culture. *Women in Science and Technology*.

Bryant, A. N. (in press). Ecumenical worldview development by gender, race, and worldview: A multigroup analysis of model invariance. *Journal of Higher Education*.

Lindholm, J.A. (in press). *Spirituality, meaning making, and the sophomore year experience*. In J.N. Gardner, M.S. Hunter & B.F. Toblowsky (Eds). Understanding and enhancing the sophomore year experience. San Francisco, CA: Jossey-Bass.

STEM

Chang, M., Eagan, K., Lin, M., & Hurtado, S. (in press). Considering the impact of racial stigmas and science identity: Persistence Among Biomedical and Behavioral Science Students. *Journal of Higher Education*.

Hurtado, S.H., Cabrera, N.L., Lin, M.H., Arellano, L. & Espinosa L.L. (2009). Diversifying science: Underrepresented student experiences in structured research programs. *Research in Higher Education*, 50(2), 189-214.

Hurtado, S., Newman, C., Tran, M., & Chang, M.J. (in press). Improving the rate of success for underrepresented racial minorities in STEM fields: Insights from a national project. *New Directions in Institutional Research.*

Hurtado, S., Tran, M., Eagan, K., Newman, C., & Velasco, P. (June 2009). We do science here: Underrepresented students in different college contexts. *Journal of Social Issues*.