SENIOR PROJECT/THESIS

POLICIES AND PROCEDURES MANUAL

Comparative Ethnic Studies
ES 390, 450 AND 461

California Polytechnic State University
San Luis Obispo

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SECTION I: ORIENTATION
Course Catalog Descriptions for ES 390, 450 & ES 461

\textit{ES 390 Research Methodology in Comparative Ethnic Studies (4)}
(to be taken at least one quarter prior to ES 461) is to assist students in identifying topics of interest, explore methodologies for identifying and studying problems/topics, and providing an opportunity to work on developing a thesis/project proposal.

\textit{ES 450 Fieldwork in Comparative Ethnic Studies (4)}
Supervised project based on fieldwork in comparative ethnic studies. 4 seminars. Prerequisite: ES 390 or consent of instructor.

\textit{ES 461 Senior Project (4)}
Completion of a project/thesis under the supervision of an Ethnic Studies faculty advisor. Results presented in a formal paper or project. Prerequisite: ES 390, ES 450 and departmental approval.

The senior project/thesis in Comparative Ethnic Studies represents the culmination of a student’s experiences as a major in the field of Ethnic Studies. It is designed to provide students with an opportunity to investigate, research and study a topic of interest either through a comparative project or through a project specifically focused on an area of interest to Indigenous, African, Asian, Latino/a groups, or other topic appropriate and approved by the faculty advisor. Thesis/projects will vary according to disciplines and interests.

For example, a senior thesis/project might include:

- Expanded research paper in literature, history, politics, law or other areas critical to Ethnic Studies scholarship;
- Creative and/or research projects including social science/ethnic studies research, portfolio, DVD or other electronic submission formats as designated by the library, and supplemented with a write-up of the project;
- Community-based projects may include research and/or activities designed to support and increase awareness of issues of equity, politics, race and/or ethnicity in our communities, and include a written document of use to the community and that can be stored in the library;
- A combination of the above as guided by your advisor.

Each student will work with a faculty advisor to determine a thesis topic and/or project. Faculty presentations on topic ideas will be made during each quarter, and students may want to build on these ideas and interests. Topics can also be found by reviewing previously completed senior projects or masters theses housed in the library, reading journal articles, listening to research presentations at professional conferences, or through completed course work.
Expected Progression

ES 390: Define broad problem area
- Become topic expert, literature review, background
- Describe and define purpose
- Investigate research methodologies & methods in Ethnic Studies Scholarship
- Prepare draft of literature review and purpose

ES 450: Research process & literature review
- Develop research design
- Describe research procedures & methods
- Re-Write research proposal & Literature Review
- Submit proposal to Cal Poly’s Human Subjects (if appropriate)
- Begin data collection and analysis

ES 461: Completion of the thesis/project
- Finalize proposal, sign contract
- Conduct the research
- Tabulate the data & present results
- Summarize, discuss, draw conclusions, make recommendations
- Turn in entire study (revised)
- Finalize the entire study with your faculty advisor

Senior Project Objectives for Students:
- To select a topic in which you have sufficient interest to pursue to completion
- To develop a creative project and/or paper that demonstrates extensive research, thought and attention to the topic
- To identify a project that is of importance to the field of Ethnic Studies and that represents an awareness of and sensitivity to the challenges and problems that confront minority groups in society
- To provide a final product that reflects a synthesis of knowledge important to Ethnic Studies scholarship that will serve as a record and provide examples of work for Comparative Ethnic Studies majors in the future.
Selection of the Topic

Faculty discussions and presentations during ES 390 and 450 may present research topic ideas and stimulate interest. Listen carefully to ideas and topics suggested by faculty members since this may be useful in the selection of a faculty advisor for the completion of your project. Topics can also be found through previous coursework, reading journal articles, listening to research presentations, or in the community or your place of employment.

Sample questions to consider when selecting a topic include:
Do I have sufficient personal interest to pursue this topic to completion?

Do I have sufficient background to do this study? For example, if you want to do a study that addresses the experiences of a specific marginalized group, have you taken classes in the specific area?

Is this topic broad enough in scope, yet not too broad to be impractical?

Does it offer enough challenge to be considered for a senior project?

Does this topic provide opportunities to produce new knowledge and the ability to conduct applied research?

Can this topic be completed in the time allotted?

Do I have sufficient funds to conduct a study of this nature?
• Paper and supplies
• Photocopies?
• Travel time away from work to visit libraries, universities, museums, or other

Are there sufficient reference materials and resources available?

Is the population that I want to study available? And, do I have access to the community?

Can I get the necessary approvals to do this study?

Would an institution/organization/agency be interested in this study?

Will the researching of this topic be of use to me after graduation? How?

Will the results of this study make a contribution to the Ethnic Studies Department, University, or other related fields?

Is there potential for publication? If so, am I willing to work with my senior project advisor to revise the project into a manuscript suitable for publication?
Expected Outcomes

- Ability to apply basic principles of research and data analysis
- Ability to utilize the tools of professional communication
- Ability to narrow a topic and prepare a sound research proposal
- Ability to utilize reference services through the university and community libraries

Learning Outcomes:

- Discuss and comparatively examine the histories, cultures and lives of Indigenous, African, Latino/a, and/or Asian peoples in the United States and their transnational connections
- Understand problems in terms of the historic importance of race and ethnicity to the social, political, sexual, cultural, economic, and institutional development of the U.S. and/or other nation states
- Appreciate and respect the richness and diversity of the global community within and beyond the borders of the U.S.
- Utilize analytical, communicative, and research skills and methodologies with which to problem solve, including skills in critical thinking, information technology and literacy, and effective oral and written communication
- Identify the knowledge and skills required to face challenges of living and working in an increasingly heterogeneous, diverse, and complex world
Senior Project Advisor

Duties of the Senior Project Advisor

The Senior Project Advisor will act as representative of the Ethnic Studies Department and is responsible for providing instruction and guidance. The Advisor is fully responsible for determining the adequacy of the performance of the student(s) and shall be responsible for assigning grades. Final acceptance of the Senior Project will be by the Senior Project Advisor.

The Senior Project Advisor shall:
- Help students develop a proposal of work.
- Discuss problems arising with the student or sponsors.
- Ensure that the student is making satisfactory progress.
- Advise on the preparation and presentation of the senior project.
- Assess the senior project and provide a grade.

Selection of the Senior Project Advisor

The basis of Senior Project Advisor selection shall be the type of project and the willingness and availability of the faculty member to serve. More than one faculty member may participate in a project, but only one shall assume the duties and responsibilities of advisor.

If you have not already identified a senior project advisor specific to your research focus and purpose by the second week of ES 450, one will be selected for you. Most of the time, the advisor chosen has the greatest expertise in your topic selected. You will meet periodically with your advisor during ES 450 and ES 461.

During ES 450, your work will build on work completed in ES 390 such as: literature review topics, sources of literature materials, purpose and research design. As a seminar course, you will meet with other Ethnic Studies majors and the ES 450 instructor, as well as with your advisor to discuss issues specifically related to your thesis/project. The course will assist you with instrument development, data collection and analysis, and revision of your proposal based on comments from your ES 450 instructor and advice from your senior project advisor.

Before you can receive the code number to register for ES 461, you must have:

- Your proposal approved by your advisor
- Your study and informed consent form approved by Cal Poly’s Human Subjects Committee (if appropriate) electronically submitted to Steven Davis or a hard copy submitted to Susan Opava
- Your contract signed by your advisor
Prior Approvals

There are a few stages in the project that must have prior approval.

- Your advisor must approve any changes to the contract or deadlines, letters, questionnaires, interview schedules, and/or mailing lists
- Cal Poly’s Human Subjects Committee must approve instruments and methods for studies using human subjects for data collection. This process is covered in ES 450. Do not submit to Human Subjects during finals week.
- When in doubt, ask before proceeding.

Enrolling & Completion of ES 461

Make an appointment with your advisor during the last two weeks of the quarter you are enrolled in ES 450. At this first meeting:

- Agree on a meeting schedule and discuss draft turn-around time
- Complete any necessary course enrollment forms with your advisor
- Turn in the most recent graded version of your proposal and any revision
- Review due dates for completion of your study

During ES 461, students will work directly with their advisor; there is no formal class. Although this is an independent study and students and advisors will establish a regular meeting schedule to review data tabulation, presentation format, interpretation of findings, and finalizing the project. At all subsequent meetings, bring your previous and current drafts of chapters in progress and your list of questions, as well as your senior project manual. If you are unable to attend a scheduled meeting, it is your responsibility to contact your advisor prior to the meeting time to reschedule.

Remember: As a student, setting and keeping appointments is your responsibility.
Ownership of Senior Project

Under the 1976 Copyright Law, statutory law against unauthorized copying, publication or use protects unpublished senior projects. Although the law does not make registration a condition of copyright protection, it may be advisable to register your senior project promptly with the Copyright Office. Discuss this with your faculty advisor.

Registration is a prerequisite to an infringement suit and certain rights and remedies for infringement depend on registration. Registration forms are supplied free of charge by the Copyright Office, Library of Congress, Washington, DC 20559. Generally, the requirements for registration are: (a) completed registration form, (b) one complete copy of the senior project, and (c) a nominal registration fee.

The Copyright Law does not specify copyright notice for unpublished works. However, it may be advantageous to place a copyright notice on a senior project if there are plans to register it and show that any interests in the senior project are reserved by the author. The sheet bearing the copyright notice in all the copies of your senior project should be inserted immediately following the title page. The copyright notice consists of the following three elements: (a) the word “Copyright,” and the symbol ©; (b) the year of publication; and (c) the name of the copyright owner (author’s name). The three elements must appear together.

For more information on copyright, see the Kennedy Library web page for Senior Projects. http://www.lib.calpoly.edu/collections/seniorprojects/
SECTION II: REQUIREMENTS OF THE MANUSCRIPT

This section provides most of the organization, form, and style guidelines needed to complete the senior project. The MLA/APA reference manuals should be consulted for additional format issues not covered in this Senior Project Manual. Speak with your faculty advisor regarding recommendations and handbook purchases. You are responsible for all format guidelines covered in this manual, as well as the Kennedy Library guidelines, and will be graded on your ability to follow these guidelines.
Organization of the Project

The completed project must have three main parts: the preliminary pages, the three-four chapter main body, and the reference material and documentation.

Details for the completion of these components of your senior project/thesis should be discussed with your Ethnic Studies advisor.

Preliminary Pages are arranged in the following sequence:
- Title page
- Copyright page (optional)
- Approval Page
- Abstract
- Preface/Acknowledgment page (optional)
- Table of Contents
- List of Tables (if appropriate)
- List of Figures (if appropriate)

The Main Body of the manuscript contains the full report in four chapters.
- Introduction and Review of Literature
- Methods and Procedures
- Presentation of the Results
- Discussion and Conclusions

The Reference Material should include the following:
- Reference title page
- References
- Appendix title page (if appropriate)
- Appendixes (if appropriate)
Form and Style
The final project must be absolutely free from typographical, misspellings, grammatical, and format errors. The project is not complete until all corrections have been made. Few projects are actually complete when the “final project” is submitted. The final project must show consistency in the use of headings, indentations, quotations, and spacing throughout the document. Consult the APA or MLA Manuals, and the Kennedy Library page on all points not covered explicitly in this policies and procedures manual.

The same 12-point Times New Roman font (or other as approved by your advisor) must be used throughout the text. Be sure font used for page numbers is the same as the font used for the text.

Paper
The original copy of the project must be printed on standard size 8 1/2 x 11 inch, good quality, white bond paper (not less than 16 pounds weight). This will assure good reproduction of additional copies. If you must submit a project report on larger than standard size paper, your advisor’s approval must be obtained beforehand.

Pagination
Every page in the project must be assigned a number, and a number should appear on every page except the title page. The preliminary pages will be numbered in lower case Roman numerals (ii, iii, iv, etc.) in the middle of the page, one-half inch (1/2”) from the bottom, starting with the copyright page (page ii). The text and subsequent pages (references and appendixes) will be paginated consecutively using Arabic numerals. Page numbers appear in the middle of the page, one-half inch (1/2”) from the bottom edge.

Use of Numbers
In general, use Arabic figures (10, 12, 34) to express numbers 10 and above and words (one, three, eight) to express numbers below ten. When beginning a sentence with a number, spell it out in all cases. See APA guidelines. See the APA and MLA Manuals on this topic for further information.

Continuing Paragraph to Next Page
When it is necessary to divide a paragraph, at least two lines of text should be placed on each page. Do not place a few remaining words at the top of the next page or place only one line of the paragraph at the bottom of the first page.

Word Breaks
Do not divide words (hyphenate) at the end of a line. Let a line run short rather than break a word at the end of a line.
Appendixes
Appendixes appear at the end of the project and, like tables and figures, must be referred to in the text of the project. Each appendix item is labeled with a capital letter and appears in the same order as introduced in the text of the project. Included in each appendix is supportive material for the study that is not appropriate to be placed in the body of the project. Examples of typical appendix items include a copy of the questionnaire, a cover letter, and extensive qualitative data.

Margins
Leave uniform margins of 1 1/2 inches at the left and right side of the page and 1 inch at the top and bottom of the project. The same margins must be observed for tables and other illustrative material. See Kennedy Library guidelines and consult with advisor regarding any changes.

Spacing and Indentations and Headings
The text of the project must be double-spaced throughout with the following exceptions: triple (three single spaces) spacing is required between chapter titles and before and after tables and figures; single spacing within references and double spacing between each reference in the list is required. In the case of long blocked quotations, the entire block must be indented one-half inch on the left side. (Check with your advisor.)
Use the Following Procedures as a Guide to a Better Senior Project:

- Work closely with your advisor
- Plan to spend at least 4-8 hours per week in writing and revision
- Proof read forward and backward to be sure grammar, sentence structure, punctuation, and spelling are correct.
- Then, run the project through a spell checker.
- Allow another person to read the project draft in advance, with plenty of time to edit according to appropriate suggestions.
- Use synonyms when referring to the project, such as: study, paper, survey, investigation, research, etc.
- Make certain that headings in the project appear exactly as written in the table of contents, list of tables, etc. and with correct page numbers.
- Review completed senior projects and journal articles for writing style, format, chapter contents, table and graph layout, and topic ideas.
- Remember, this manual and the APA/MLA manuals are your primary guides in producing a quality and correct senior project.
SECTION III: EVALUATION, INSTRUCTIONS & SUBMISSION
Evaluation

Evaluation of the Project
The ES 450 instructor will provide a letter grade for the course, and by the Senior Project Advisor will provide a letter grade for ES 461. Grading for ES 461 will be based on a point system. The point distribution is shown on the evaluation form in this section.

Evaluation and Grading Policy
The grading system for ES 450 and ES 461 is as follows:
- WU—Enrolled in the course but did little or no written work to be evaluated and/or did not officially drop the course.
- Letter Grade—A, B, C, D, F (Plus and minus grades are given at the discretion of the advisor). The student has completed all course requirements. A total of 100 points may be earned in ES 461.

Note: Upon acceptance of the finished senior project, the faculty advisor will determine if the project should be submitted to the library. The project must meet Kennedy Library standards and those worthy of representing the Comparative Ethnic Studies major. Determination will be at the discretion of the faculty advisor.

Grading Sheets
Your grade will be recorded on the ES 461 sheet for your information. Edit comments and corrections will be made directly on the chapters as feedback for your work. If you have questions regarding the edits/corrections or the grading, see your advisor.
ES 461: Senior Project Evaluation Sheet

**Topic/Proposal**

___/5 pts

**Preliminary Pages**

Title, Abstract, Table of Contents, & Tables and Figures

___/5 pts

**Main Body**

**Introduction & Background**

Introduction & Background (revised)

___/10 pts

**Review of Literature I**

- Quality of Literature Review
- Grammar, writing style, and format

**Review of Literature (revised)**

- Depth and appropriateness of sources/content
- Revised literature review (and Reference List)
- Grammar, writing style, and format

**Methods & Design**

- Grammar, writing style, and format

**Methods & Design (revised)**

- Revised methods & procedures
- Revised design
- Grammar, writing style, and format

**Participants & Procedures**

___/5 pts

**Instrument, Data Collection, & Analysis**

- Description of Data (revised)
- Description of Analysis (revised)
- Grammar, writing style, and format

**Methods & Design (revised)**

- Description of participants
- Description of procedures
- Description of Data (revised)
- Description of Analysis (revised)

**Discussion & Conclusions**

___/20 pts

**TOTAL**

_________
PROJECT PROPOSAL: INSTRUCTIONS AND CONTRACT

The Proposal/Contract

The proposal, which is developed in ES 390 and ES 450, is turned in at the end of ES 450 to the instructor and your advisor, and includes the following:

1. Two copies of the contract typed and signed by you.
2. Title page
3. Table of Contents to date
4. Introduction, literature review, and methods
5. Any revisions to the Main Body
6. Any revisions to References/Appendix (i.e., questionnaire, informed consent)
7. Previous drafts of sections
8. Any other materials requested by your advisor

*Remember:* After the contract has been signed, your advisor MUST approve any subsequent changes to your proposal.
### California Polytechnic State University, San Luis Obispo
### Comparative Ethnic Studies

**Senior Project Contract**

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>Local Address</td>
<td>Permanent Address</td>
</tr>
<tr>
<td>Local Phone</td>
<td>Permanent Phone</td>
</tr>
</tbody>
</table>

If any of the above information changes, inform your senior project advisor immediately.

**Quarter / Year:** ES 450 ________________________ ES 461 ________________________

**Purpose of the Study:**

**Research Question/s:**

**Ending Statement and Signatures (to be completed upon advisor acceptance)**

I fully understand the outlined plan and the proposed procedures regarding my Senior Project. I agree that any deviations from either the plan or the procedures will require the written approval of my Senior Project Advisor.

Student’s Signature __________________________________ Date ________________

I agree to accept the responsibilities of advisor for this project.

Senior Project Advisor’s Signature ___________________________ Date _______________
Submitting Chapters and the Final Project

In ES 450, follow the course calendar for submitting specific chapters/sections and the proposal. Chapters are due to your instructor in class. Policies and procedures identified in the course syllabus must be followed.

Submit chapters/sections to your advisor on or before the due dates given out in ES 450 to receive feedback. If you have legitimate problems meeting deadlines, you must make arrangements with your advisor to revise the due date schedule PRIOR to deadlines.

Each submittal is inserted in a 10x12 manila envelope or a folder and handed to your advisor or date stamped and put in your advisor’s box by the department coordinator. Your faculty advisor may have other means for receipt of your work but NEVER leave anything hanging on your advisor’s bulletin board.

Make a back up copy all your work before submitting it.

When resubmitting chapters, you must include the most recent drafts that show your advisor’s corrections and notes. Submittals will not be read unless accompanied by these previous drafts. Understand that when you submit a chapter, your advisor will note required edits and corrections. You must make those corrections before receiving final document approval. Be prepared to make a minimum of two typed revisions before the project is acceptable for final submittal. In general, your advisor will need a minimum of five working days to read and evaluate your work.

Reminder: Back up your work!!
Don’t make the mistake of not backing up files as an automatic practice as many do! Recreating extensive documents could postpone the completion of your degree and is time consuming and laborious.
Required Submittals
ES 450: submit the following (see syllabus for details and deadlines):

Introduction and Literature chapter/section:
- Completed proposal/purpose
- Revisions and recommendations from your advisor
- Any revised reference lists, title page or study parameters

Methods & Procedures chapter/section:
- Research instrument draft, cover letter, informed consent letter (if appropriate)
- Appendix items (research instrument, and reference list)
- Most recent drafts
- Two copies of the proposal contract signed and dated by you.

Submit to the Faculty Advisor

Work completed in ES 450 and in earlier meetings with your advisor
- All contents of the ES 450 proposal revised and resubmitted to advisor for revisions/approval, and previous proposal draft.
- Two copies of the contract signed by you.
- Chapter/section contents, all raw data (copies of questionnaires etc, not Excel spreadsheets).
- If you have collected data online, you must submit a copy of the results summary from the online survey.

Presentation of Results and Discussion
- Analysis of Data
- Description of your findings
- Discussion & Conclusions Chapter/section

Final Submission of Full Document Draft
- All preliminary pages, all chapters/sections revised
- All reference and appendix materials revised
- Most recent drafts of previous submittals with suggested corrections
Submitting the Final Project

When the project is finished, including final proof reading, revisions and corrections, complete the following steps:

- Place one copy in a plain brown 10x12 envelope labeled LIBRARY – SENIOR PROJECT, no holes punched and do not bind
- Include three copies typed Senior Project Requirement Form. Obtain this form from the Kennedy Library web page on Senior Projects and Master’s Thesis
- Pay the senior project fee at the cashier’s window on the first floor of the Administration Building (131E). Paper-clip the white copy of the receipt to the Senior Project Requirement Form.
- Type project title, the date, your name, and your advisor’s name on a label affix label to the stiff cover folder.
- Compile most previous graded draft.
- Give all items to your project advisor on or before the due date. Your advisor will read the project again for any final changes or corrections.

Project Copying and Binding Procedures

The copy of your project will be sent to the library (See library page for details). Supply additional copies of your project to your faculty advisor and the Ethnic Studies Department to be housed in a reference area within the department.

Written Projects with Supportive Non-Print Media

If your project contains non-print material, submit one copy of the written project and one copy of the non-print material to your advisor for approval. (See additional library guidelines.) The non-print media will be catalogued and stored in the department. You are responsible for noting in the written report the catalogued location of any non-print material that accompanies your project.
SECTION IV: PRELIMINARY PAGES
EXAMPLES & CONTENT

The following sections provide examples of format and content, and should be viewed for illustrative purposes. Students in the major should use the following for reference and as a general guideline to the components and format of the project.

The Comparative Ethnic Studies Senior Project/Thesis will be guided by the needs of the project, faculty advisor recommendations, and the demands of the discipline.
POLICY AND PRACTICES FOR THE SUCCESSFUL RECRUITMENT AND RETENTION OF AMERICAN INDIAN STUDENTS

by

Eugenia O’Donnell

Ethnic Studies Department
Comparative Ethnic Studies Major
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA
2008
Copyright © 2008
by
Eugenia O'Donnell

Note: Preliminary pages are numbered with lowercase roman numerals. This manual displays both page numbers for reference and ease of use only. Placement of the numerals should be at correct location for numbering.
TITLE: Policy And Practices For The Successful Recruitment And Retention Of American Indian Students

AUTHOR: Eugenia O’Donnell

DATE SUBMITTED: December 2008
POLICY AND PRACTICES FOR THE SUCCESSFUL RECRUITMENT AND RETENTION OF AMERICAN INDIAN STUDENTS

Eugenia O’Donnell

December 2008

ABSTRACT

The abstract should be a brief statement of the senior project’s essential material. It contains a brief background, the purpose of the study, the procedure, and the major findings, conclusions, and recommendations. It should not include acknowledgments, reference citations, or subheads. The abstract is limited to one paragraph not exceeding 150 words in length. Below the abstract, list keywords that are unique and specific to your project and can be used to reference the subject matter in a computer database.

Keywords: string, words, here, separated, by commas
* Definition of Terms

It may be necessary to define overarching terms that you will use in the project. This can be an important section to be added to the Preliminary pages.

For instance:

American Indian. (insert definition used)
Recruitment. (insert definition used)
SECTION V: THE BODY: EXAMPLES AND CONTENT
Chapter 1: Introduction & Review of Literature

Introduction and Background of the Study

This section sets the stage for the study. Begin with very general, very broad statements about the topic. Then go into material that relates more specifically to your topic, keeping in mind the scope of your study. Narrow down to the specific problem that relates to your topic (i.e., what is missing, what needs improving, what has thwarted problem solving in the past). Show how there’s a need for doing this study.

Once you have laid out the background, the purpose of the study clearly follows. This purpose statement will be presented in further detail. Think of the background as going from general to specific in approximately five-six paragraphs:

- Very general background (historical, national overview, broadly based clarification)
- Be more specific as it applies to the study.
- Bring discussion to local, more narrowed interests.
- Get very specific to the topic.
- Begin to raise concern over “problem” that exists.
- Show where there is a void in this type of literature or research; significance of study.
- Justify this particular study and how information could be used.

Literature Review

The first paragraph is an introduction to the review of literature. Tell the reader how and where the review was conducted. Then, explain how the review of literature has been presented. If the literature has been divided into topic sections, name the sections in the order in which they appear. A minimum of 15 reference citations are required for the Literature Review. Speak with your advisor regarding additional requirements.

Title of first section

Begin each topic section with an introductory paragraph. Give a brief introduction to the topic and explain how the literature has been organized in this section. Then, all material related to this topic is found under the heading. It should give the reader a “state-of-the-art” account of what other authors and researchers are saying about your topic or what has been found in other research related to your topic. Be sure to include enough background information from each reference to give the reader a clear picture of the subject.

Title of second section

This material does not require a transition from the first section and appears in the same format as the previous section. The literature covered in these sections can be organized in chronological order according to earliest report to most recent
report, by similarity of opinion, by related ideas, or other logical order. Again, any new section must have an introductory paragraph as explained above.

Summary.
At the end of this section, summarize the main points of the literature presented and show a void that helps justify your study. If you have two topic areas, be sure each topic is summarized. If you presented different points of view, clarify them. If you listed a series of points or steps, what were they? Don’t introduce new information.

Purpose of the Study

Simply, in a clearly written sentence, present the problem to be studied. The statement must never indicate a bias. It must clearly establish the direction of the investigation, but, as in the title, should not sacrifice clarity for the sake of brevity. If the study has a dual purpose, such as in the case of a research and development study where the developed product/program must be tested/evaluated, a second sentence indicating the secondary purpose would be included here.

Research Hypothesis

If you conduct a study with a theoretical basis, the hypothesis would be appropriate. It is an educated guess made by the researcher about the outcome of the study.

or

Research Questions

If you conduct descriptive type research, you would pose research questions. The questions are written in general terms and relate directly to the purpose of the study. These questions will form the basis for conclusions drawn in the final chapter. In other words, your conclusions will be the answers to these questions.
Limitations

Limitations are conditions that could not or were not controlled by the researcher but are factors that could affect interpretation of the results and may threaten the validity of the study. Essentially, limitations are possible weaknesses in the research design and every attempt should be made to keep them to a minimum. Some common limitations are: a small sample size; a change in data collection procedures necessary to conduct the study; an instrument that was not tested for validity or reliability; a convenience sample preventing general status to a larger population.

Assumptions

Include in this list any assumptions of the study. These are fundamental premises without which the study could not proceed. Furthermore, you must assume that the subjects/participants responded truthfully and to the best of their ability. If the assumptions are false, the validity of the results will be highly questionable and you might as well not waste your time conducting the study.
SUMMARY REVIEW OF LITERATURE AND WRITING

Abstracting – the art of summarizing the content of printed material in order to reduce the time required to read it and yet retain all of its essential information.

- Identify items of major importance – refrain from including minor or incidental details.
- Condense and paraphrase the words of the author. You must have thorough knowledge of the article to do this. So read the entire article/piece first.
- Quotes should be used to suggest points.
- Original reference to an acronym should include its full wording followed by its shortened form (i.e., California Festivals Association (Cal-Fest)).

Collating – organization and interpretation of acquired information.

- Create a sequential outline of the topics to be included. Topics represent the important areas identified in the scope of the study supplemented by related information uncovered in the literature search.
- Compatible materials must then be condensed into a sequence that gives a “state-of-the-art” account of the topic.

Qualities of a Literature Good Review

- Completeness
- Develops argument
- Thoroughness
- Appropriate references
- Reference consistency
- Criticism
- Support with other work

Suggested Format

- Chronological order
- Consensus and controversy
- Most representative studies

Writing Process

- Planning – brainstorm, list, free write
- Formal Information Gathering – read, make notes, record citations
- Revise purpose/questions/final plans
- Submit draft and Revise
- Edit – grammar, spelling, mechanics & style
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Chapter 2: Methods & Procedures

In the opening paragraph restate the purpose of the study and then identify the organization of the chapter. This chapter is written with such detail that, when given to another researcher, the entire research project could be replicated.

Description of the context

Describe the setting and what it is like including any historical information that is significant for the context and/or group. Include a description of the ways you were given access.

Description of Subjects/Participants

This section details the “who” of your study, including a description of yourself and background. Also describe who is supplying the data, being observed, responding to the questionnaire, being tested, interviewed, evaluated or reviewed. The “who” could be individuals, groups, agencies. Describe the characteristics of this population, (e.g., demographics, size of group, budget of agency); explain why this particular group was selected (criteria used, what qualifies them to be a part of your study) and finally how they were selected, (e.g., random, voluntary, available sampling).

Description of Data Collection Method(s)

In this section, describe the data collection methods and any instrument used to measure or observe your variables, such as a questionnaire, interview schedule, test, checklist, or rating scale. Very generally, discuss the contents and what the contents are designed to measure.

Provide examples of items developed in the questionnaire and how they were formatted. Indicate who developed the instrument and/or where it was found. If appropriate, give the validity and reliability coefficient and/or the methods for pilot testing the instrument prior to administration. If appropriate, indicate how the procedures and instrument were reviewed and approved by Cal Poly’s Human Subjects Committee. Since the instrument will appear in the appendix, make reference to that appendix at the end of this paragraph.

If a cover letter (sometimes referred to as an Informed Consent letter or script) accompanies the instrument, describe its contents also. Again, if appropriate, indicate how this document was reviewed and approved by Cal Poly’s Human Subjects Committee. The cover letter (or script) also appears in the appendix section of the project, so refer to the appendix location following its discussion.
Description of Procedures

Very specifically and in detailed and logical order, describe how the study was conducted and data were collected. Explain about contacts made, methods of administering a survey, how interviews were arranged, how questionnaires were collected, who was involved in the research plan, the location where the interview or questionnaire took place. All of these details outline the research design and can influence the outcome of the study. This section should be written in such detail that the reader could replicate your study.

Method of Data Analysis

After collecting the data, describe how the data were tabulated and analyzed. If a computer program was used, identify it by name. Restate the research questions and indicate how those research questions were answered by identifying the questions and statistics that were designed to answer each (the level of significance accepted, the overall mean score that determines satisfaction, the correlation coefficient, the method of tabulation for open ended responses.). If hand tabulated, say so and indicate the procedure and statistics used. Also include any plans to cross-tabulate data for further analysis.
METHODS AND PROCEDURES: REVIEW SHEET

Do your sections cover?

Description of Subjects or Reviewers
1. Who your subjects/reviewers were?
2. What their descriptive characteristics were?
3. How they were selected?
4. What your sampling method was?
5. What made them qualified to be in the pool?

Description of Instrument
1. Number of items?
2. Grouped according to dependent and independent variable?
3. How items were designed?
4. Paraphrased variables?
5. Was it reviewed by Human Subjects?
6. How it was field-tested and what the results were?
7. A reference to the Appendix?
8. Any cover letter/Informed Consent Form (or script if interviewing or phoning)?

Description of Procedures
1. How the product was developed (if R/D/E study)?
2. How the product was distributed for review?
3. How arrangements were made to conduct study?
4. How the instrument was administered?
5. How data were recorded?
6. How the surveys/instruments were collected?
7. Any follow-up?

Method of Data Analysis
1. Research questions restated or paraphrased?
2. The questions used to answer the research questions identified?
3. The statistics used to tabulate the questions identified?
4. Any cross tabulations for further analysis explained?
Chapter 3: Presentation of the Results

Writing the Results
An introductory paragraph appears here presenting the purpose of the study and explaining briefly what happened during the preliminary phases of data collection or development. If a survey was used include how many people participated in the study and the percentage they represented.

This section presents results in a very straightforward and factual way, but offers no analysis yet. At this point, the questionnaire, test, interview, or observation has been administered and/or the product has been developed, and the data have been tabulated. Now present the facts.

Meet with your advisor to outline what could go in this section that would give the reader a clear idea of the outcome of this development. Then, the data analysis and results will follow.

Do not include raw data or individual scores in the presentation unless conducting a case study. Discussing the implications of the results or trying to make sense of the findings is not appropriate here.

Results are presented in two different forms: written and tabular or graphic. When tables or figures are used, only highlights of the data need to be presented in the text. Some survey results can be presented in text only. The way this chapter is organized depends on the study. Results could be presented according to research questions asked. They could be presented according to format of the questionnaire. The faculty advisor will assist in determining the organization and presentation.
Chapter 4: Discussion and Conclusion

Summary
Briefly state the purpose, parameters and background of the study. Then, summarize the significant results of your study.

Discussion
Now, time should be taken to really think about what has happened in the study. You are to evaluate and interpret the implications of the results, especially with respect to your research questions or hypothesis. “You are free to examine, interpret, and qualify the results, as well as draw inferences from them” (APA, 2001, p. 26). In your discussion, relate your results back to the introduction, previous literature, and your research questions or hypothesis.

Are your findings consistent or inconsistent with the literature review? Review the limitations to the study and, although you shouldn’t dwell on study flaws, take them into consideration when making inferences. Draw on researcher expertise as well as basic assumptions in your discussion.

In general, be guided by such questions as:
- What have I contributed here?
- How has this study helped resolve the original problem?

Conclusions
Conclusions are value judgments related directly to major findings from the data and are in response to the research hypotheses or to the research questions. After examining the research as a whole (the design, the limitations, the assumptions, the findings.), the researcher either accepts or rejects the research hypotheses or thoughtfully answers the research questions.

Recommendations
Recommendations are value judgments by the researcher, which are based on the conclusions of the research project. They are usually related to suggested implications, theory, or future research.

Questions include:
- How does the researcher think the study and its results should be used in the future? Who can make use of the conclusions and how?

Reference and appendix pages follow the body of the text. See APA/MLA Manuals for further information and discussion of the format, including the correct citation format.
SECTION VI: SUMMARY & PRESENTATIONS
DEVELOPING A PURPOSE

Topic Area
General statement of your area of study

Purpose of the Study
The purpose of this study was to . . .

Research Questions
This study attempted to answer the following research questions: (list here)

Delimitations (write in full sentences)
This study was delimited to the following parameters:
1. Who will you draw conclusions about? Who are the subjects of this study?
2. What variable(s) will be measured?
3. What geographical area (where) will conclusions be drawn from?
4. When will data be collected or observations made?
5. What research methodology will be appropriate for this study?

Review of Literature
1-3 topic headings related to your study that will be reviewed in the literature. All of the information above MUST be reviewed with your advisor and signed off prior to being turned in for points.
FORMATTING THE SENIOR PROJECT

Introduction

The Senior Project requires that you follow APA/MLA guidelines to develop the manuscript. The purpose of this assignment is to familiarize you with this format, the contents of the project, and to develop the sections on computer for future use.

Directions

1. Create a “Senior Project” folder on your disk.

2. Create three folders within the Senior Project folder. Title the folders:
   Preliminary Pages
   Body
   References
   Be sure to save everything carefully in the appropriate file.

3. Turn to Preliminary Pages Examples in your manual.

4. Check the due date with your faculty advisor and with the Kennedy Library.
   What’s expected?

5. Use a USB stick with your name on the label. The USB stick may not have any other work on it except the prepared folders. All work must be in M.S. Word.

6. You must do your own work. Do not borrow, plagiarize, copy or reproduce someone else’s work. See Cal Poly’s website for further information: http://www.academicprograms.calpoly.edu/academicpolicies/Cheating.htm
CREATING A POWERPOINT PRESENTATION

Senior Project Presentation Guidelines

Presentation
You will have approximately ____ minutes to present your senior project proposal. The minutes should be divided as follows:

Introduction
   Brief background and justification for the study
   Most pertinent literature reviewed
   Purpose of the study
   Research questions or hypothesis statements

Methodology
   Selection of subjects (who are they, how many, sampling procedures)
   Instrument (briefly describe planned questionnaire/rating scale/etc.)
   Study procedures (how, when, where)
   Analysis

Brief time for questions and answers.
Senior Project/Thesis Presentation Evaluation Form

Mechanics of the Presentation
Presenter's Appearance
Eye Contact, Demeanor, Presence
Clarity & Voice Projection
Time Utilization
Flow of the Presentation

Execution of PowerPoint Presentation
Layout, font, color
Use of transitions
Added features
Use of text/visuals

Contents of the Presentation
Background Information
Justification and Study
Literature Reviewed
Statement of the Problem & Research Question/s
Subject Description & Sampling Procedures
Instrumentation
Study Procedures
Statistical Analysis

Total

Name