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

Research Published Using HERI/CIRP Data (2008-2012)[1]

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

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

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

Babcock, P. & Marks, M. (2011). The falling time cost of college: Evidence from half a century of time use data. *Review of Economics and Statistics, 93*(2), 468-478.

Binder, A. & Wood, K. (2011). Conservative critics and conservative college students: Variations in discourses of exclusion. In L. Stulber & S. Weinberg (Eds.), *Diversity in American higher education: Toward a more comprehensive approach. New York, NY:* Routledge.

Bowman, N.A., Brandenberger, J.W., Hill, P.L., & Lapsley, D.K. (2011). The long-term effects of college diversity experiences: Well-being and social concerns 13 years after graduation. *Journal of College Student Development, 52*(6), 729-739

Bryant, A.N. (2011). Ecumenical worldview development by gender, race and worldview: A multiple-group analysis of model invariance. *Research in Higher Education, 52*(5), 460-479.

Bryant, A.N. (2011). The impact of campus context, college encounters, and religious/spiritual struggle on ecumenical worldview development. *Research in Higher Education, 52*(5), 441-459.

Bryant, A.N., Gayles, J.G., & Davis, H.A. (2011). The relationship between civic behavior and civic values: A conceptual model. *Research in Higher Education, 53*(1), 76-93.

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.

[1] Publications as of May 2012.

Chang, M.J., Eagan, M.K., Lin, M.H., & Hurtado, S. (2011). Considering the impact of racial stigmas and science identity: Persistence among biomedical and behavioral science aspirants. *Journal of Higher Education, 82*(5), 564-596.

Chang, M.J., Eagan, M.K., Lin, M., & Hurtado, S. (In press). First-year persistence of racial minorities in the biomedical and behavioral sciences: Implications for stereotype threat. *Journal of Higher Education*.

Clotfelter, C.T. (2011). *Big-time sports in American universities.* New York, NY: Cambridge University Press.

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.

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

DeAngelo, L. (In press). Programs and practices that retain students from the first to the second year: Results from a national study. In R.D. Padgett (Ed.), *The first-year experience. New directions for institutional research*. San Francisco, CA: Jossey-Bass.

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.

Eagan, M.K. Jr., Sharkness, J., Hurtado, S., Mosqueda, C.M., & Chang, M.J. (2010). Engaging undergraduates in science research: Not just about faculty willingness. *Research in Higher Education, 52*(2), 151-177.

Espinosa, L.L. (2011). Pipelines and pathways: Women of color in undergraduate STEM majors and the college experiences that contribute to persistence. *Harvard Educational Review, 81*(2), 209-240.

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

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.*

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: Examining trends in the socioeconomic status, achievement, and self-concept of black, male freshmen. *Equity and Excellence, 43*(2), 232-248.

Griffin, K.A., Perez, D., Holmes, A.P.E., & Mayo, C.P.E. (2010). 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 (Vol. 148).* San Francisco, CA: Jossey-Bass.

Hurtado, S. (2009). Benefits and barriers: Racial dynamics of the undergraduate experience. In M. Hall, M. Krislov, & D. Featherman (Eds.), *The next twenty five years: Affirmative action and higher education in the United States and South Africa* (pp. 196-207). Ann Arbor, MI: University of Michigan Press.

Hurtado, S., Alvarez, C.L., Guillermo-Wann, C., Cuellar, M., & Arellano, L. (2012). A model for diverse learning environments: The scholarship on creating and assessing conditions for student success. In J.C.Smart & M.B. Paulsen (Eds.), *Higher education: Handbook of theory and research* (vol. 27). New York: Springer.

Hurtado, S., 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., Cuellar, M., & Guillermo-Wann, C. (2011). Quantitative measures of students' sense of validation: Advancing the study of diverse learning environments. *Enrollment Management Journal, Summer 2011*, 53-54.

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

Hurtado, S. & DeAngelo, L. (2012). Linking diversity and civic minded practices with student outcomes: New evidence from national surveys. *Liberal Education, (98)*2, 14-23.

Hurtado, S., Eagan, M.K., Tran, M.C., Newman, C.B., Chang, M.J., & Velasco, P. (2011), "We do science here": Underrepresented students' interactions with faculty in different college contexts. *Journal of Social Issues, 67*, 553–579.

Hurtado, S., Newman, C.B., Tran, M.C., & Chang, M.J. (2010). Improving the rate of success for underrepresented racial minorities in STEM fields: Insights from a national project. *New Directions for Institutional Research, 148,* 5-15.

Hurtado, S. & Pryor, J.H. (2011). Toward devising measures of quality and effectiveness across all institutions. *College & University, 86*(4), 20-27.

Hurtado, S., Saenz, 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).* New York, NY: AMS Press, Inc.

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

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

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.

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.

Lindholm, J.A. (2009). Spirituality, meaning making, and the sophomore year experience. In M.S. Hunter, B.F. Tobolowsky, J.N. Gardner, S.E. Evenbeck, J.A. Pattengale, M. Schaller, & L.A. Schreiner (Eds.), *Helping sophomores succeed: Understanding and improving the second year experience.* San Francisco, CA: Jossey-Bass.

Lindholm, J.A. & Astin, H.S. (2008). Spirituality and pedagogy: Faculty's spirituality and use of student-centered approaches to undergraduate teaching. *The Review of Higher Education, 31*(2), 185-207.

Lindholm, J.A. & Szelenyi, K. (2008). Examining sources of stress among college faculty: Differences based on age, discipline, and gender. *Journal of Human Behavior in the Social Environment, 17*(1-2), 19-40.

Lott, J. (In press). A multi-level understanding of civic values in college students. *Journal of College Student Development.*

Lott, J. L., II & Eagan, M.K., Jr. (2011). Assessing the psychometric properties of civic values. *Journal of Student Affairs Research and Practice, 48*(3), 333–347.

Mariani, M. D. & Hewitt, G. J. (2008). Indoctrination U.? Faculty ideology and changes in student political orientation. *Political Science & Politics, 41*, 773-783.

Martin, N. D. (2009). Quantifying social class: A latent clustering approach. In H. Robinson & C. Sanders (Eds.), *Quantifying theory: Pierre Bourdieu,* (161-173). New York, NY: Springer Science.

Martin, N.D. (2011). The privilege of ease: Social class and campus life at highly selective, private universities. *Research in Higher Education*, (online first), DOI: 10.1007/s11162-011-9234-3.

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

Park, J.J. (2009). Are we satisfied? A look at student satisfaction with diversity at traditionally white institutions. *The Review of Higher Education, 32*(3), 291-320.

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

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

Park, J.J. & Eagan, M.K. (2011). Who goes early?: A multi-level analysis of enrolling via early action and early decision admissions. *Teachers College Record, 113*(11), 2345-2373.

Rhee, B. (2008). Institutional climate and student departure: A multinomial multilevel modeling approach. *The Review of Higher Education, 31*(2), 161-183.

Rios-Aguilar, C. & Mars, M. (2011). Integration or fragmentation? College student citizenship in the global society. *Education, Knowledge & Economy*, 1-16, (online first), DOI: 10.1080/17496896.2010.546564.

Royal, K.D. (2010). Evaluating faculty perceptions of student learning outcomes: A Rasch measurement analysis. *Journal of Multidisciplinary Evaluation, 6*(14), 18-31.

Ruiz, A. & Pryor, J.H. (2011). Assessing the climate for transfer at two and four-year institutions: How understanding diverse learning environments can help repair the pipeline. *College & University, 87*(1), 2-16.

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

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

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.*

Sax, L.J. (2008). *The gender gap in college: Maximizing the developmental potential of women and men.* San Francisco, CA: Jossey-Bass.

Sax, L.J. & Arms, E. (2008). Gender difference over the span of college: Challenges to achieving equity. *Journal About Women in Higher Education, 1*, 23-48.

Sax, L.J., Riggers, T. & Eagan, M.K. (In press). The role of single-sex education in the academic engagement of college-bound women: A multilevel analysis. *Teachers College Record.*

Sax, L.J., Shapiro, C.A. & Eagan, M K. (2011). Promoting mathematical and computer self-concept among female college students: Is there a role of single-sex secondary education? *Journal of Women and Minorities in Science and Engineering, 17*(4), 325-355.

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, (52)*5, 480-507.

Vogelgesang, L.J., Denson, N., & Jayakumar, U.M. (2010) What determines faculty engaged scholarship? *The Review of Higher Education, 33*(4), 437-472.

Walpole, M. (2008). Emerging from the pipeline: African American students, socioeconomic status, and college experiences and outcomes. *Research in Higher Education, 49*(3), 237-255.