

# SIREN

## Significant Information for the Research and Evaluation Network

Fall 2010

### Super Sunday: R&E Research Retreat at NAGC!

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As part of NAGC 2010, we are hosting a Research Retreat on Sunday morning from 7:30-9:45am. This is a time for our members to come together and reflect on the state of gifted education and help to chart a course for future research endeavors. With that goal in mind, we have planned two special Sunday panel sessions that we believe will be of special inter-

est to our membership. We hope that these panel discussions will provide both novice and seasoned researchers with research ideas and will help to set the research agenda in gifted education for the next decade. There will be time at the end of each of the sessions for questions and comments from the audience. To make the

event more festive, we are providing a continental breakfast to our members as part of the research retreat. The special invited panel session descriptions are below. We hope that those of you who are attending NAGC in Atlanta will be able to join us for this year's research retreat.

#### *Unanswered questions in gifted education:*

##### *A panel discussion with senior scholars*

**DATE:** Sunday, November 14, 2010

**TIME:** 7:30 a.m. - 8:30 a.m.

**ROOM:** C110

**PRESENTERS:** Paula Olszewski-Kubilius, Professor, Director, Northwestern University  
Frank Worrell, Professor, University of California, Laurence Coleman, Herb Professor of Gifted Studies, University of Toledo, Jonathan Plucker, Professor, Indiana University

**Moderator:** Cheryll Adams, Director, Center for Gifted Studies & Talent Development, Ball State University

What are the most pressing research issues in the field? How do we best advance the research agenda in the field of gifted education over the next 10 years? What can researchers in our field learn from the way scholarship is conducted in other fields of study? How do we more effectively disseminate the results of our research both within and outside the field of gifted education? This "research retreat" session will give research and evaluation members and other interested attendees an opportunity to discuss these issues.

#### *Setting a Research Agenda in Gifted Education for the Next Decade (and Beyond)*

**DATE:** Sunday, November 14, 2010

**TIME:** 8:45 a.m. - 9:45 a.m.

**ROOM:** C110

**PRESENTERS:** Carolyn Callahan, Commonwealth Professor of Education, University of Virginia, Sally Reis, Board of Trustees Distinguished Professor, University of Connecticut, Storrs, CT, Rena Subotnik, Director, APA Center for Psychology in Schools and Education, American Psychological Association, Joyce VanTassel-Baska, Smith Professor Emerita, College of William and Mary, College of William and Mary

**Moderator:** D. Betsy McCoach, Associate Professor, University of Connecticut

What DON'T we know about gifted education? What are the most pressing research needs in the field of gifted education? Are these unknowns answerable through empirical research? What are the most challenging issues facing researchers who want to try to answer the fields most important questions? Are there unknowns that cant be answered through empirical research? How can we move the research within our field forward? Our panel of distinguished scholars will answer these and other provocative questions during this interactive and thought-provoking session.

## 2010 Graduate Student Research Gala

The National Association for Gifted Children, Research and Evaluation Network is proud to announce the success of the 2010 Annual Graduate Research Gala. This year we had 30 papers submitted in three categories: Doctoral Level Completed Research, Doctoral Level In-Progress Research, and Non-Doctoral Level Research. The level of research presented is amazing, and points to a bright future for

research in the field of gifted education.

A huge thank you to the 20 reviewers who have lent their expertise in reviewing the research gala papers! It was a big job, but the quality feedback will help to mentor those who are beginning their work in the field.

Please join us on Friday, November 12<sup>th</sup> at 7:00 for the Research Gala event, followed by the Research Cracker Barrel. Each participant

will display their research as a poster, and we will announce the winners in each category! It will be an exciting night for networking, conversations about research, and recognizing the accomplishments of the graduate students in our field!

**Date:** Friday, November 12, 2010

**Time:** 7:15 PM to 9:15 PM EST

**Room:** Omni Hotel, International Ballroom A

## Dissertation Cracker Barrel

The Dissertation Cracker Barrel is back! This popular event will be held on November 6<sup>th</sup>, directly following the Research Gala. The Dissertation Cracker Barrel is an excellent opportunity for graduate students (and others interested in research) to meet and discuss various aspects of the research process with their fellow researchers and experts from the R & E Net-

work. Roundtable discussions will be held on a variety of research-related issues, including choosing a topic, action research, both qualitative and quantitative research design and analysis, and "Surviving Your Dissertation".

Come and share your questions, joys, and concerns about research while socializing with your peers and enjoying the reception.

This year's tables hosts are:

*Choosing a Topic* - Bonnie Cramond

*Quantitative Design/Analysis* - Michael Matthews & Carol Carman

*Qualitative Design/Analysis* - Tom Hebert

*Mixed Methods Design* - Marcia Gentry

*Writing for Publication* - Tracy Cross

*Surviving Your Dissertation* - Joyce VanTassel-Baska

## 2010 R&E Program Statistics

The R&E Network received 47 proposal submissions and an additional submission referred to us from another network.

We recommended 29 proposals for our 18 paper sessions, including a presentation from our runner-up Dissertation Award win-

ner. We also recommended 10 sessions for acceptance as poster sessions. Our overall acceptance rate was 83%

## Letter from the Chair: *Betsy McCoach*

Dear R&E Member,

It is an honor and a privilege to start my term as the Chair of the Research and Evaluation Network. I joined the research and evaluation network when I first joined NAGC during the 1994-1995 school year. At that time, I was a teacher of the gifted in Bethlehem, PA. My research and evaluation membership was a valuable asset to me as I transitioned from teacher of the gifted to gifted specialist, from gifted specialist to doctoral student, and from doctoral student to professor. I hope that you will find your membership to be as useful and enjoyable as I have.

I want to thank Cheryll Adams for her leadership and all of her hard work over the past two years. It's always to follow someone who is as organized and dedicated as Cheryll--- it makes my job a lot easier. I also want to thank all of the officers, committee chairs, and committee members who have served over the past two years. I think that the Research Network has accomplished a lot, and we are poised to continue that momentum over the coming year.

In the spring, we conducted a survey of the Research and Evaluation membership, and we are using those results to get a better understanding of how the membership would like to see us expand our member services over the next two years. The full results of the survey are contained in this newsletter. The good news is that most of our members who responded to the survey are pleased with their membership in the Research and Evaluation network. Many people expressed desire to form interest groups on special topics of common interest to a subset of members. This is one new initiative that I plan to explore over the coming year.

I have just finished forming our Network Committees for my term as officer. The full list of committees and committee chairs is on page 8 of this newsletter. If you are interested in getting involved in one of the committees, please contact the committee chair or myself. We can always use more help with our Network tasks.

I want to encourage all of you to attend the NAGC 2010 R&E Research Retreat on Sunday, November 14<sup>th</sup> at 7:30am. We have two incredible sets of panelists speaking on Unanswered Questions in Gifted Education and Future Research Directions in Gifted Education. As an extra incentive to entice people to attend, we are providing breakfast! You will find more detailed information about the Research Retreat in this newsletter. I hope to see you all there. Finally, I hope that you will come to our annual business meeting on Saturday, November 13<sup>th</sup> at 3:45pm in Georgia World Conference Center Room C104. This is an excellent way to hear about all the new and continuing initiatives within the Research and Evaluation Network.

Sincerely,

*Betsy*

## Election Results

This summer, NAGC held elections for chair elect. Jill Adelson was elected, and she began her term as chair elect on September 1<sup>st</sup>. We recently held online elections for our elected offices: Secretary, Communications Chair,

Awards Chair, and Program Chair. 89 R&E members participated in the election. Our new officers are Scott Peters (secretary), Megan Nipcon Foley (Program Chair Elect/Asst. Program Chair), Alicia Cotabish

(awards chair), and Karen Rambo (Communications chair.) These officers began their terms on October 1<sup>st</sup>. Congratulations to all of our new officers

## 2011 Dissertation Award Information

We will be running the second annual Dissertation Award competition this year. The winner of the award will receive a plaque, a special session to present his or her research at NAGC 2011, and conference registration for NAGC 2011 (valued at \$360). To be eligible for the dissertation award, the applicant must: 1) be a member of the Research and Evaluation Network of NAGC, 2) have defended his or

her dissertation during the 2010 calendar year. Applicants should submit an article length manuscript (no longer than 25 pages) based on the dissertation. Any manuscripts longer than 25 pages, exclusive of tables, figures, and references, will be immediately disqualified. In addition, each applicant should submit a cover letter which includes his/her name, address, email address, phone

number, current occupation and institution, and the date that he/she defended his/her dissertation. Application packages must be received by January 7th, 2011. Please submit application packages electronically to: D. Betsy McCoach, at [betsy.mccoach@uconn.edu](mailto:betsy.mccoach@uconn.edu). Papers should be submitted as either pdf or word files.

## Membership Update

The membership committee would like to extend another welcome to the new members and also would like to thank those who have renewed for their continued membership in the R&E Network. The membership committee has had a busy year implementing several new member benefits. The committee developed **R&E Did You Know? documents** highlighting recent research in gifted education from GCQ as well as AERA, APA, and other journals. The committee

gathered articles from 2009 and organized them into 7 documents: Assessment, Identification, Pedagogy & Curriculum, Qualitative Research, Quantitative Methodology, Social & Emotional, and Special Populations. The committee also obtained permission from AERA to disseminate 2 **AERA articles** related to research and evaluation of gifted education bi-annually to our membership. The first two articles were disseminated this past spring. Additionally, the committee conducted an online survey of

the membership on what topic they would like to have a **Webinar**. The majority choice was using national large-scale secondary data sets to research giftedness. We are in contact with NCES trying to arrange this. I would like to thank the membership committee – Carolyn Barber, Megan Foley Nicpon, Connie Phelps, and Bess Wilson – for their service to the Network. These new benefits would not have been possible without such a dedicated committee.

## *Methodologies for Conducting Research on Giftedness*

Bruce Thompson and Rena F. Subotnik, Editors

Book Review by Karen Rambo

Gifted education has many critical questions left to answer: Is giftedness inherently quantitative or qualitative in nature? What is the best way to identify giftedness? What types of programming are the most effective? The study of giftedness has typically been problematic because of factors such as low ceilings on achievement measures, non-normally distributed outcomes, and small sample sizes. *Methodologies for Conducting Research on Giftedness* offers a comprehensive review of several research methodologies and new directions for research in gifted education that should be able to help us answer some of the critical questions.

The book is broken into three sections: Advanced techniques, Complex Analyses, and Reflections from leaders. So, I will address each one separately.

*Advanced Techniques.* Each author of the technical pieces takes complicated techniques and makes them accessible. As I was reading the book, I often felt like I was sitting in the classroom of the author and was hearing an explanation in practical and concise terms of how to conduct and interpret the analyses. For example, one chapter is dedicated to Q-

technique Factor Analysis. I had yet to run across this type of analysis and am impressed with its potential for usefulness in studying the gifted. After reading the chapter, I felt that I had enough information to conceptualize a study for understanding the gifted. Overall, these chapters were a concise collection of practical methodologies with specific recommendations written with an emphasis on using those methodologies in gifted studies.

*Complex Analyses.* The discussion of each topic (Structural Equation Modeling, Hierarchical Linear Modeling, and Methods for Handling Missing Data) is a friendly, conceptual introduction to advanced techniques that provides several examples. The discussions of each topic include the relevant key information needed to have a conceptual understanding while not getting bogged down in highly technical information.

*Reflections from Leaders in the Field.* The last section of the book is authored by leaders in the field of education and addresses some current work that employs techniques discussed in the book and gives some direction for those researching giftedness. Paula Olszewski-

Kubilis approaches her chapter as a former journal editor and current researcher. She emphasizes the importance of using these techniques to improve gifted studies. Tracy Cross and Jennifer Cross discuss in their chapter the need for gifted studies to move to a post-positivistic research perspective. Betsy McCoach discusses the need for finding appropriate comparison groups, addressing methodological concerns, and using promising new techniques that could advance gifted studies.

Overall, the book accomplished its purpose. The only concern that I had was that not all of the authors were directly engaged with gifted studies. While they did connect their topic to gifted, I would have also liked to see how researchers of giftedness would have addressed the same topics.

In the Chapter by Cross and Cross, they rightly say that this book is intended to be a “catalyst and a primer for future research in gifted studies.” (p. 230). Throughout the book, the authors call for researchers of gifted to apply advanced designs and standards to their trade. By doing so, the research base in gifted studies will be meaningfully improved and moved forward.

## NAGC 2010- R&E Sessions—Thursday & Friday (Georgia World Congress Center—GWCC, Westin Peachtree Plaza-WPP)

Time	Title	Location	Room
<b>Thursday</b>			
5-7 PM	NAGC Social Hour	GWCC	Level One, C-1 , Exhibit Hall
<b>Friday</b>			
7:30 AM	NCSSSMST - An Instrument for Assessing the Status of S3 Program Graduates	GWCC	C213
7:30 AM	Relating Perfectionism, Overexcitabilities and Depressive Symptoms in Gifted Adolescents in Paraguay	GWCC	C209
7:30 AM	Summer Academic Programs and Longitudinal Educational-Vocational Outcomes Among the Exceptionally Gifted	GWCC	C110
7:30 AM	Use of Service Learning: A bridge to student retention	GWCC	C207
10:40 AM	26.1 Academic Acceleration in Florida Elementary Schools	GWCC	Northside Foyer
10:40 AM	An Investigation of the Efficacy of Advanced Math Curriculum Focused on Geometry and Measurement	GWCC	C110
10:40 AM	Applying Advanced Statistical Techniques to Research Giftedness: Implications for Administrators and Researchers	GWCC	C208
10:40 AM	Direct and Indirect Effects of Creativity and Personality on Suicidal Ideation among Honors College Students	GWCC	C108
11:55 AM	The Influence of State Policy on Gifted Program Evaluation	GWCC	C110
1:15 PM	43.1 Bullying and Victimization among Gifted and High-Achieving High School Students	GWCC	Northside Foyer
1:15 PM	Elementary Teachers' Preparedness to Differentiate Math Instruction for Gifted Learners	GWCC	C205
1:15 PM	Hearing their voices: What gifted adults say about growing up gifted	GWCC	C110
1:15 PM	Project Clarion: Assessing Science Reasoning and Conceptual Understanding in the Primary Grades Using Performance Measures	GWCC	C306
1:15 PM	The Joy of Program Evaluation!? Confessions of a Happy Coordinator	GWCC	C108
2:30 PM	44.1 Gifted kids' time spent outside the classroom	GWCC	Northside Foyer
2:30 PM	A Retrospective Study of an Early College Entrance Science Program in China	GWCC	C209
2:30 PM	Baseline Classroom Observation Results from Project CLUE-Plus: The State of Differentiated Instruction	GWCC	C202
2:30 PM	Implementation of a STEM Project: Teachers' Initial Perceptions, Instructional Behaviors, and Knowledge of Science Content	GWCC	C110
2:30 PM	Measuring attitudes related to underachievement	GWCC	C108
4:30 PM	5.3 Identification of Highly Gifted Five and Six Year-Old Children: Methods to Predict Academic Achievement	GWCC	Northside Foyer
4:30 PM	Motivation Factors and College Choice among Gifted Students: Findings from Education Longitudinal Study of 2002	GWCC	C106
4:30 PM	Students Perceptions of Classroom Activities in China and the United States	GWCC	C110
7:15 PM	Research Gala and Crackerbarrel	Omni Hotel	International Ballroom A

**NAGC 2010- R&E Sessions—Saturday & Sunday**  
(Georgia World Congress Center—GWCC, Westin Peachtree Plaza-WPP)

Time	Title	Location	Room
<b>Saturday</b>			
7:30 AM	42.2 Increasing Culturally Diverse Representation in Gifted Programs: Are We Overidentifying White Students in the Process?	GWCC	Northside Foyer
7:30 AM	Discovering Children who are Passionate about Learning: Parents and Child's View	WPP	Augusta I
7:30 AM	Examining the Effects of Total School Cluster Grouping on Student Achievement, Identification, and Teaching Practices	WPP	Atlanta Ballroom H
7:30 AM	Self-concept and Academic Performance in Gifted High School Students in Kenya: A Cluster Analysis	WPP	Atlanta Ballroom G
10:40 AM	43.3 Assessing Spatial Ability of Undergraduate Students Placed in Gifted Versus in General Programs	GWCC	Northside Foyer
10:40 AM	A Comparison of Adolescent and Parent Reports of Overexcitability	WPP	Atlanta Ballroom H
10:40 AM	Fostering Student Enthusiasm for Math and Science: Results from a Problem Based Learning Unit	WPP	Augusta III
1:15 PM	44.3 Perceived Barriers and Academic Achievement in Academically Talented Adolescents	GWCC	Northside Foyer
1:15 PM	A Mixed-Methods Comparison Of Vocational And Identified Gifted Adolescents On The Overexcitability Questionnaire.	WPP	Augusta III
1:15 PM	Best Practices in Gifted and Talented Identification: A Fireside Chat Among Researchers and Network Experts	GWCC	C304
1:15 PM	School Connectedness: What Gifted High School Students Are Saying About Their Classes, Teachers, and Schools	GWCC	C204
1:15 PM	Success as They See It: African American Students in Advanced Mathematics	WPP	Atlanta Ballroom D
2:30 PM	A 15-year Qualitative Case Study of Trauma and Giftedness: The Subject's Research Experience	WPP	Atlanta Ballroom H
2:30 PM	Gifted Students' Perceptions of Their Interpersonal Competence and Peer Relationships	WPP	Augusta III
3:45 PM	42.4 Inservice/Preservice Teacher attitudes, knowledge, & comfort levels toward inclusion of gifted & twice exceptional students	GWCC	Northside Foyer
3:45 PM	A Model of Academic Self-Concept: Perceived Difficulty and Social Comparison Among Academically Accelerated Secondary School Students	GWCC	C106
3:45 PM	Gifted and Talented Student Identification Using Behavior Checklists, Nominations, and Rating Forms: Psychometrics, Research, Practice	WPP	Augusta III
3:45 PM	Prevalence and Correlates of Perfectionism in International Baccalaureate Students	GWCC	C108
3:45 PM	Work Session/Business Meeting	GWCC	C104
<b>Sunday</b>			
7:30 AM	Unanswered questions in gifted education: A panel discussion with senior scholars	GWCC	C110
8:45 AM	Setting a Research Agenda in Gifted Education for the Next Decade (and Beyond)	GWCC	C110

## Research and Evaluation Committees

### Publications Committee

The publications committee will be deciding whether we should pursue a network publication, and if so, what the publication should be. If we decide to pursue a network publication, the publications committee will, in consultation with the chair, oversee the choice of authors/editors as well as the negotiations with NAGC and the publisher. This is an ad hoc committee. Chair-- Catherine Little [Catherine.little@uconn.edu](mailto:Catherine.little@uconn.edu)

### Communications Committee

The communications committee will assist the communications chair with the newsletter, the web, and any other communications related initiatives (such as listservs, groupsite space, blogs, mass emails, etc.). One goal for the coming year is to establish a listserv for the research and evaluation network. Chair: Karen Rambo [karen.rambo@gmail.com](mailto:karen.rambo@gmail.com)

### Membership Committee

The membership committee helps to recruit and retain members. They send out emails to new and lapsed members, they develop membership materials, and help with public relations events. The membership committee also works to find ways to increase benefits to R&E members. Chair- Scott Peters [peterss@uww.edu](mailto:peterss@uww.edu)

### Finance Committee

The finance committee is in charge of thinking of new ways for the network to raise money and stay financially solvent. Chair—Jill Adelson [jill.adelson@louisville.edu](mailto:jill.adelson@louisville.edu)

### Policy Committee

The policy committee is in charge of writing policies and procedures for the network. The goal of this committee is to have a draft of a policy and procedures manual to share with R&E members by NAGC 2011. Chair- Cheryll Adams [CADAMS@bsu.edu](mailto:CADAMS@bsu.edu)

### Awards Committee

This committee will help judge the Research Gala and the Dissertation Award. (Additional judges will be recruited for each event to help with judging!) This committee will also determine whether we should offer additional awards, and if so, what the criteria should be. Chair- Alicia Cotabish [axcotabish@ualr.edu](mailto:axcotabish@ualr.edu), Co-Chair: Bess Wilson [wilsonhe2@sfasu.edu](mailto:wilsonhe2@sfasu.edu)

### Program Committee

This committee assists with NAGC Convention Program, Research Crackerbarrel, Research Gala, and all things NAGC program related. Program Chair--- Kyung Hee Kim [kkim@wm.edu](mailto:kkim@wm.edu)

### Grad Student Committee

The grad student committee will help with graduate student initiatives and will help to develop further grad student offerings. The grad student committee will work closely with the program committee, the membership committee, and the awards committee to help with the Research Gala, the Research Crackerbarrel, the Dissertation Award, the recruitment and retention of graduate student members, and the development of additional member services for graduate student members. Grad student committee chair--- Jen Foreman [jen4man1@gmail.com](mailto:jen4man1@gmail.com)

# R&E Survey Results

## NAGC R&E Network Evaluation

### What was your primary reason for joining the Research and Evaluation Network?

Answer Options	Response Percent	Response Count
As a networking opportunity	42.2%	38
Attended conference events sponsored by R&E	5.6%	5
Opportunity to belong to a professional organization	10.0%	9
Wanted to learn more about Research	24.4%	22
Wanted to learn more about Evaluation	2.2%	2
For the newsletter	2.2%	2
To participate in Grad student events and competitions	3.3%	3
Other (please specify)	10.0%	9

### Do you feel that your R&E Membership has been beneficial to you?

Answer Options	Response Percent	Response Count
Yes, very!	33.3%	30
Yes, somewhat.	51.1%	46
No, not really.	13.3%	12
No! Not at all!	2.2%	2

### What do you find most rewarding about being a member of the Research and Evaluation Network?

Answer Options	Response Percent	Response Count
Networking with other members	34.2%	26
Training opportunities	9.2%	7
Conference events	26.3%	20
Newsletter	14.5%	11
Grad student competitions (Grad student gala, Dissertation Award)	11.8%	9
Other (please specify)	3.9%	3
<b>answered question</b>		<b>76</b>
<b>skipped question</b>		<b>14</b>

### How long have you been a member?

Answer Options	Response Percent	Response Count
Less than 1 year	13.3%	11
1-2 years	15.7%	13
3-4 years	21.7%	18
5-7 years	15.7%	13
8-10 years	2.4%	2
11+ years	31.3%	26
<b>answered question</b>		<b>83</b>
<b>skipped question</b>		<b>7</b>

### Did you attend the 2009 NAGC Conference in St. Louis?

	%	Count
no	31%	26
yes	69.0%	58
<b>answered question</b>		<b>84</b>
<b>skipped question</b>		<b>6</b>

**How important are the following member benefits/services to you?**

<b>Answer Options</b>	<b>Not at all important</b>	<b>Not very important</b>	<b>Some-what important</b>	<b>Important</b>	<b>Very Important</b>	<b>Response Count</b>
Newsletter	3	6	17	32	25	83
Research Gala	7	9	21	29	15	81
Dissertation Crackerbarrel	11	11	21	23	16	82
Dissertation Award	12	4	18	29	20	83
R & E Conference Presentations	2	2	6	31	42	83
R & E Committees	5	11	29	24	13	82
R & E Webinars	8	13	22	23	14	80
Email communications from R&E Network	2	7	19	33	22	83
Other (please specify)						3
<i>answered question</i>						<b>84</b>
<i>skipped question</i>						<b>6</b>

**What additional membership benefits or services would you like to see the Research and Evaluation Division offer in the future? Please rate your interest in the following ideas.**

<b>Answer Options</b>	<b>Not at all interested</b>	<b>Not very interested</b>	<b>Some-what interested</b>	<b>Interested</b>	<b>Very Interested</b>	<b>Response Count</b>
Online Social Networking Opportunities (facebook, etc.)	10	26	17	16	13	82
LISTSERV	5	12	23	29	11	80
Webinars or online workshops	5	11	24	26	17	83
Live workshops	2	12	30	29	10	83
Mentoring program	7	15	20	26	12	80
Interest groups on special topics of common interest to a subset of members	3	3	19	32	26	83
Other (please specify)						0
<i>answered question</i>						<b>84</b>
<i>skipped question</i>						<b>6</b>

Please rate your interest in the following general categories of webinar and/or workshop topics

Answer Options	Not at all interested	Not very interested	Somewhat Interested	Interested	Very Interested	Response Count
Advanced Qualitative Methods	9	7	16	25	25	82
Advanced Quantitative Methods	3	7	11	28	32	81
Program Evaluation	4	6	21	21	28	80
Assessment	2	8	18	26	27	81
Identification	4	13	22	19	22	80
Mixed Methods Research	6	3	15	29	29	82
Meta-Analysis and/or Research Syntheses/Reviews	1	2	17	30	30	80
Publishing Research	4	8	17	21	30	80
Grant Writing	5	9	14	23	30	81
Single Subject Research	10	11	17	22	21	81
Other (please specify)						2
<i>answered question</i>						<b>83</b>
<i>skipped question</i>						<b>7</b>

Rate your interest in attending the following types sessions /events at the NAGC Annual Conference.

Answer Options	Not at all interested	Not very interested	Somewhat interested	Interested	Very Interested	Response Count
Advanced Quantitative Methods	3	11	8	28	30	80
Advanced Qualitative Methods	10	12	10	23	27	82
Program Evaluation Methods	6	8	20	18	29	81
Assessment Techniques	1	9	25	23	22	80
Identification Methods	3	11	27	19	21	81
Mixed Methods Research Methodology	8	12	15	20	27	82
Publishing Research	2	14	14	20	31	81
Grant Writing	6	10	18	23	24	81
Conducting Meta-analyses or Research Syntheses	4	10	18	23	25	80
Single Subject Research	10	15	17	20	20	82
Hearing the results of other people's research studies	0	0	11	32	39	82
Learning how to complete a dissertation/thesis	27	20	13	9	12	81
Other (please specify)						2
<i>answered question</i>						<b>83</b>
<i>skipped question</i>						<b>7</b>