Nishishiba, Jones and Kraner Instructor Resource

Chapter 2: Research Alignment

Test Bank

| Multip | le C | hoice |
|--------|------|-------|
|--------|------|-------|

| A thorough and executed their studies. | _ is useful to understand how other researchers designed |
|----------------------------------------------|-----------------------------------------------------------|
| a. research question | |
| b. data collection | |
| c. research design | |
| *d. literature review | |
| | |
| 2. At what point is it important to consider | ler how data will be analyzed? |
| *a. At the beginning of your research | |
| b. After you have collected the data | |
| c. After you have selected your study par | rticipants |
| d. After you have identified your research | h design |
| | |
| 3. In Emily's case, the people who will i | receive the trainings are considered to be members of the |
| a. control group | |
| *b. experimental group | |
| c. expected group | |
| d. non-treatment group | |

| 4. If your research ques | stion asks about people's experience of the first class of the year, then _ is the individual. |
|--------------------------|------------------------------------------------------------------------------------------------|
| *a. unit of analysis | |
| b. control group | |
| c. population | |
| d. experimental group | |
| 5 | _ data is data that is represented numerically. |
| a. Scientific | |
| b. Qualified | |
| c. Qualitative | |
| *d. Quantitative | |
| 6. Aor treatment. | is a group of study participants who do not receive the intervention |
| a. population | |
| b. experimental group | |
| *c. control group | |
| d. non-experimental gro | oup |
| 7. One aspect of | is discussing the implications of your research results. |
| *a. reporting | |
| b. data analysis | |
| c. data collection | |
| d. a literature review | |

| 8. An experimental design has | an | and a | · |
|----------------------------------------|-------------------------|---------------------------|------------------|
| a. expected group; control grou | p | | |
| b. experimental group; non-exp | erimental group | | |
| c. expected group; non-expecte | d group | | |
| *d. experimental group; control | group | | |
| | | | |
| 9. The first step in the research | process is | · | |
| a. performing a literature review | v | | |
| *b. identifying the research obj | ective | | |
| c. establishing a research questi | on | | |
| d. identifying how you will coll | ect data | | |
| | | | |
| 10. The seven steps of the rese | arch process are consid | lered an | process. |
| a. linear | | | |
| b. sequential | | | |
| c. random | | | |
| *d. iterative | | | |
| | | | |
| 11 is in an attempt to answer your res | | h process in which you ev | aluate your data |
| *a. Data analysis | | | |
| b. Data collection | | | |
| c. Literature review | | | |
| d. Determining the research des | sign | | |

| 12. Determining from whom or what you are collecting data from is known as the |
|------------------------------------------------------------------------------------------------------------------------------|
| a. data collection |
| *b. sample selection |
| c. unit of selection |
| d. data selection |
| 13. In all research, the research objective is designed to address a(n) |
| *a. problem |
| b. research question |
| c. particular data set |
| d. experimental design |
| 14. Emily considers conducting a assessment so that she can compare tha data to data collected after the diversity training. |
| a. mid-training |
| *b. baseline |
| c. single factor |
| d. confounding factor |
| 15. A is the group of individuals or entities you select for the study. |
| a. population |
| b. unit of analysis |

| "c. sample |
|------------------------------------------------------------------------------------------------------------------|
| d. experimental group |
| |
| 16. In order to make the groups roughly equivalent, Emily will assign the participants to the groups |
| a. by department |
| b. based on gender |
| c. by age |
| *d. randomly |
| |
| 17. After establishing a research objective, the researcher should then rephrase the objective into a |
| a. research design |
| b. research problem |
| *c. research question |
| d. research focus |
| |
| 18. For Emily's research question, "does the training decrease workplace tension?" what is her unit of analysis? |
| *a. the workplace |
| b. the individual |
| c. the work units |
| d. the departments |

| 19. Prior to gathering data, the researcher should identify the | and |
|-------------------------------------------------------------------------------------------------------------|---------------|
| *a. research objective; research question | |
| b. research results; study participants | |
| c. research objective; study conclusions | |
| d. research question; research results | |
| 20. Surveys, interviews, and observations are all examples of | |
| a. research designs | |
| *b. data collection methods | |
| c. background data analysis | |
| d. data analysis | |
| 21. When data is collected from all participants prior to an intervention as vintervention, it is a design. | vell as post- |
| a. case study | |
| b. cross sectional | |
| *c. before-and-after | |
| d. observational | |
| 22. A survey is an example of a instrument. | |
| a. sample selection | |
| b. research design | |
| *c. data collection | |
| d. before-and-after design | |

| 23. The final step in the research process is to |
|------------------------------------------------------------------------------------------------------|
| *a. report the results |
| b. analyze the data |
| c. interpret your results |
| d. collect the data |
| 24. Data collected in the form of narrative or statements is typically considered what type of data? |
| a. Quantitative |
| *b. Qualitative |
| c. Verbal |
| d. Non-experimental |
| 25 can occur when events external to your research impact your results. |
| *a. Confounding factors |
| b. Controlling factors |
| c. Mitigating factors |
| d. Peripheral factors |
| True/False |
| 26. With any research objective, there is only one corresponding research question. |
| a. True |
| *b. False |

| 27. A literature review will likely be performed throughout the research process, not just at the beginning. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| *a. True |
| b. False |
| |
| 28. In all research designs, the ethical implications should be considered throughout the process. |
| *a. True |
| b. False |
| |
| 29. Emily is planning to deliver the training in phases, where some employees go through the training while other employees have not, which means she will not have a control group. |
| a. True |
| *b. False |
| |
| 30. Clarifying both the research objective and question makes identifying what information needs to be collected easier. |
| *a. True |
| b. False |
| |
| 31. If the research objective is to document a change in cultural competency and you only measure the employee demographics, your research is considered aligned. |
| a. True |
| *b. False |

| 32. Research results may be confusing or unconvincing if the components of the research are misaligned. |
|----------------------------------------------------------------------------------------------------------------------------------------------|
| *a. True |
| b. False |
| |
| 33. When performing research, it is not acceptable to utilize existing sources of data. |
| a. True |
| *b. False |
| |
| 34. In research, you should either have a research objective or a research question, but not both. |
| a. True |
| *b. False |
| |
| 35. An ethical consideration in the research process is making sure study subjects are fully informed of the study purpose and expectations. |
| *a. True |
| b. False |
| |
| Essay |
| |
| 36. Identify and briefly describe each of the seven components of research. |
| *a. varies |
| |
| 37. Why is it important for a researcher to conduct a thorough literature review throughout the research process? |

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*a. varies

38. Using Emily's case as an example, discuss the importance of alignment in research and the possible complications of misaligned research.

*a. Varies