

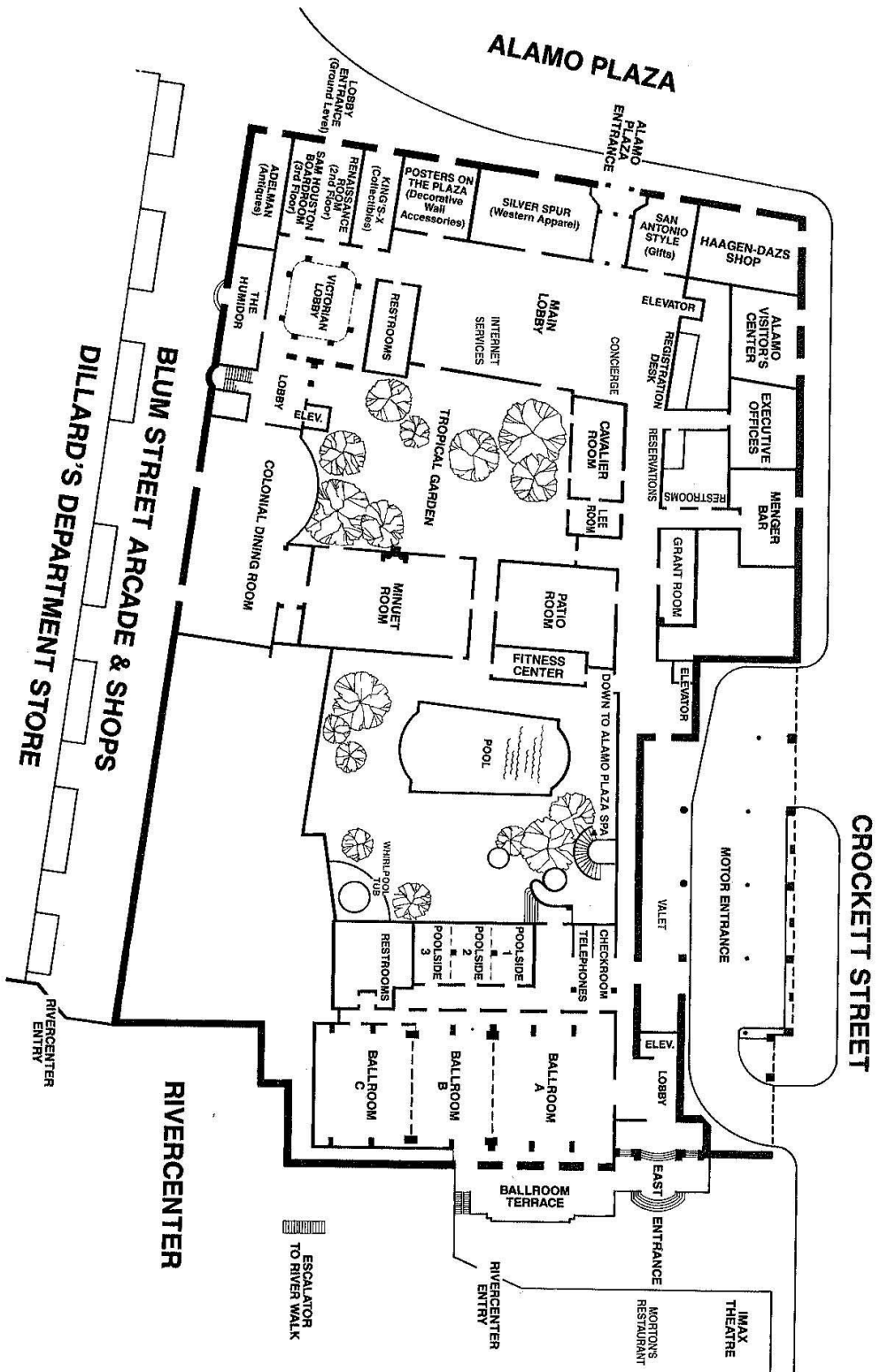
**Southwest
Educational
Research
Association**

**36th Annual Meeting
February 6-9, 2013
Menger Hotel, San Antonio, TX**

San Antonio's Menger Hotel

The Menger Hotel/204 Alamo Plaza/San Antonio, Texas 78205/Telephone (210) 223-4361/Toll Free (800) 345-9285/FAX (210) 223-1328
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**Southwest Educational
Research Association**

www.sera-edresearch.org



**2013 Annual Meeting
Program and Abstracts**

Menger Hotel, San Antonio, Texas
February 6–9, 2013

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**Join Us at the
Historic Hotel Monteleone
New Orleans, Louisiana
for
SERA 2014, February 10-13, 2014**

SERA Foundation

As part of the celebration of SERA's 20th anniversary, the Executive Council invited all members to contribute to the Memorial Fund's 20/20 Vision (now called the SERA Foundation) by contributing \$20.00 to the fund during the association's 20th year. This fund has been designated as a resource for providing services to the membership with priority given to the needs of graduate student members.

To maximize the long-term potential for the fund, the Executive Council took the position that a substantial fund be established so that "interest only" disbursements may be made from the fund without depleting the fund's principal. In 2006, the foundation made its inaugural award.

Your modest gift of \$20.00 (or any amount you wish — \$30 for 30 years?) will greatly help in achieving the foundation's vision. Contact Kim Nimon (Kim.Nimon@unt.edu) for further information or to make contributions.

Front Cover

Photos courtesy of the San Antonio Convention and Visitors Bureau

Foreword

As President of the Southwest Educational Research Association (SERA), I would like to warmly welcome you to the 36th Annual Conference. We have over 350 members and there will be 226 research presentations, workshops, symposia and innovative sessions at the 2013 conference. We hope you attend as many sessions as possible to help you learn new methodological and research skills.

SERA provides an opportunity for you to both share research findings with SERA colleagues, to network with colleagues, and to form collaborations with researchers in your field. The association takes pride in its intimate and nurturing environment that supports both researchers and practitioners, and also provides great initial experiences for graduate students. SERA is a professional regional education association that is dedicated to advancing the field of educational research.

If this is your first SERA conference, we recommend that you attend the *Navigating Through and Getting the Most from SERA* Session provided by Kathy Mittag and John Hedl on Thursday morning during the annual meeting. Professor Karren R. Harris, Mary Emily Warner Professor at Arizona State University, is the Presidential Invited Speaker on Thursday. If you are interested in improving your knowledge, there will be two tickets-only workshops during the conference. These sessions are described later in the Frontmatter of the Program. We hope you enjoy these training sessions. Because of the willingness of these trainers to share their extraordinary expertise, our members will become even more sophisticated in their research and grant-writing skills.

Each year, the conference would not be possible if it were not for the local arrangements chair. A very special thank you to *Kathy Mittag* who is our local arrangements chair. Much appreciation is also extended to our President-Elect/Program Chair *Stacey Edmonson* for putting together the program, *Vince Paredes* who was in charge of registration computers, *Rebecca Frels* who is our *SERA Newsletter* editor, Executive Director *Bruce Thompson* who keeps us updated throughout the year, *John Hedl* who provides us with an historical perspective, Deputy Executive Director *Linda R. Zientek*, the SERA “Trinket Maven” *Mary Margaret Capraro*, and to all board members. Graduate student participation in SERA continues to increase and many thanks are extended to the graduate student representative, *Patricia Curry*. Thank you also to our Division Chairs and the numerous proposal reviewers who assisted in the proposal review process.

We hope you enjoy the conference!

Kim Nimon
SERA President

The Program

There were an incredible number of diverse proposals submitted and accepted this year. The sessions are organized by themes. For most of the themes, proposals are within a specific division; however in some cases proposals from various divisions overlap and are grouped together in selected program sessions. The session schedule format is provided on page 3 and program highlights are provided on pages 4-5. The first session on Wednesday begins at 3:00 p.m.. The first two sessions on Thursday morning are one-hour in length and begin at 8:30. The remaining sessions are one hour and fifteen minutes in length.. There is a 5 minute break between sessions. Regular sessions on Friday begin at 8:45 a.m. A continental breakfast is offered Thursday and Friday from 8-9 a.m.

Session IDs begin with a letter that signifies the day of the week the session is offered. For example, “T1.2” is the second session in the first time slot on Thursday. If a presenter identified him- or herself as a graduate student, special efforts were made to schedule that session so that it does not correspond with the fireside chat and the graduate student meeting. Our **Presidential Invited Speaker** is **Professor Karen Harris**, and her presentation will be immediately following the luncheon at 1:30 PM in the **Minuet Room**. The **Fireside Chat** on Thursday morning in the **Minuet Room** is for **graduate students only** and is an excellent opportunity to visit with Professor Karen Harris in an informal setting; students are welcome to bring up any profession- or education-related questions or topics of interest to them.

The **graduate student meeting** on Thursday begins at 5:25 PM in the Minuet Room and provides graduate students with the opportunity to meet with people from various institutions of higher education and to form collaborations and support systems with people in their research area. During the graduate meeting, **graduate representatives are elected** and door prizes are awarded. The **Sam Houston** room has been set aside for a graduate student work area for the duration of the conference.

I hope you enjoy this SERA opportunity to share research findings and form collaborations with researchers in your field. SERA is dedicated to improving research. In an endeavor to fulfill this goal, excellent ticketed research training sessions will be offered on Wednesday afternoon, Friday afternoon, and Saturday morning. Descriptions of these sessions are provided on page 11. Free workshops and symposia are also scheduled throughout the program.

Thank you for attending and supporting SERA!

Stacey Edmonson

SERA President-Elect and Program Chair

<p>The Program Chair acknowledges Linda Zientek, Deputy Executive Director, and Susan Skidmore, Secretary and Program Chair-Elect/President-Elect, for their invaluable help with the program.</p>
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Program Schedule

Wednesday

- 11:45 – 5:00 Registration
- 12:00 – 4:00 Training Session (Ticket Required)
- 3:00 – 4:15 Sessions (W1)
- 4:20 – 5:35 Sessions (W2)

Thursday

- 8:00 – 5:00 Registration (**Closed During Business Luncheon**)
- 8:00 – 9:00 Continental Breakfast
- 8:30 – 9:30 Navigating and Getting the Most from SERA (T1.1)
- 8:30 – 9:30 Sessions (T1)
- 9:35 – 10:35 Sessions (T2)
- 9:35 – 10:35 SERA Junior Faculty Mentoring Initiative (T2.1)
- 10:40 – 11:55 Sessions (T3)
- 10:40 – 11:55 **Fireside Chat with Karen Harris – Graduate Students Only** (T3.1)
- Luncheon 12:00–1:45 (T4)**
- 1:45 – 2:45 **Presidential Speaker – Karen Harris, Arizona State University (T5)**
- 2:45 – 4:00 Sessions (T6)
- 4:05 – 5:20 Sessions (T7)
- 5:25 – 6:30 Graduate Student Meeting & Election of Representatives
Social at Pat O'Brien's immediately following Graduate Student Meeting

Friday

- 8:00 – 2:00 Registration
- 8:00 – 9:00 Continental Breakfast
- 8:45 – 10:00 Sessions (F1)
- 10:05 – 11:20 Sessions (F2)
- 11:25 – 12:40 Sessions (F3)
- 12:45 – 1:55 Sessions (F4)
- 2:00 – 6:00 Training Session (Ticket Required)

Saturday

- 8:00 – 12:00 Training Session (Ticket Required)

Program Highlights

An important goal of the SERA is the mentoring of graduate student members. A number of sessions and events have been planned that should be of *special interest* to the SERA *graduate student* members.

The Annual Luncheon and Business Meeting (T4.1 Thursday 12:00–1:30 –Ballroom A/B). The luncheon includes announcement of the winners of the graduate student travel awards and the Outstanding Student Paper competition.

REMEMBER: “Student Travel Awards” (one hotel room night paid by SERA) are awarded by lottery drawing during the Thursday business luncheon **only** to students who are **both** (a) officially registered in the hotel and (b) in paid attendance at the luncheon.

Presidential Invited Address (T5.1 Thursday 1:30–2:45 –Minuet) Immediately following the luncheon.

Graduate Student Meetings and Sessions

Fireside Chat with Dr. Karen Harris (T3.1 Thursday 10:40-11:55 – Minuet Room)
Graduate Students Only.

Graduate Student Meeting (T8.1 Thursday, 5:25–6:30 – Minuet Room)
An opportunity to discuss student concerns and elect the 2013–2014 graduate student representative to the SERA Executive Council and university-level representatives who together comprise the Graduate Leadership Council.

Graduate Student Evening at Pat O’Brien’s (Immediately following the Graduate Student Meeting). Meet in the lobby to go to Pat O’Brien’s for an evening of fun and relaxation.

Graduate Student Leadership Meeting (F0.3 Friday, 8am–8:45 – Sam Houston)

Graduate Student Division VI Paper Sessions

There are 13 graduate student Division VI paper sessions included in this year’s program. Each Division VI paper features presentations of **works in progress** by graduate students followed by feedback from an experienced faculty member discussant.

Other Sessions of Interest – Open to All Conference Attendees

A Primer in Bayesian Statistics	W1.5
Did You Know that...Helpful Hints for Writing Dissertation Chapters	W2.1
Navigating Through and Getting the Most from SERA	T1.1
Easy Way to Look at APA	T1.5
Navigating the Dissertation Process	T2.5
Begin with the End in Mind: Navigating the Doctoral Pathway	T6.1
Conducting and Publishing Research: An Overview of the Research Process	T6.5
A Day in the Life of a University Professor	T7.1
Getting the Most out of your Dissertation: Strategies for Obtaining Multiple Publications and Presentations	T7.5

SERA Junior Faculty Mentoring Initiative

Thursday, 9:35-10:35 (Session T2.1)

Minuet Room

Julia Ballanger
Prathiba Natesan
Sonya Carr

The new SERA Junior Faculty Mentoring Initiative will be discussed during this session. Presenters will share the rationale for the initiative, describe the program purpose and goals, and explain the application process. Interested persons will have an opportunity to ask questions and meet potential mentors/mentees.

Session Chairs

PLEASE NOTE: Session chairs are indicated by an asterisk in the program. If you are designated as Session Chair, please keep track of the time for presenters and introduce each presenter in your session. It is **imperative** that each speaker be allotted the designated time (**12 – 13 minutes per speaker**); so the time-keeping duty is essential. You may want to delay questions for all presentations to the end of the session.

In addition, please have the presenters remain in the order in which they appear in the program. This will allow conference attendees to hear the papers of particular interest in various sessions.

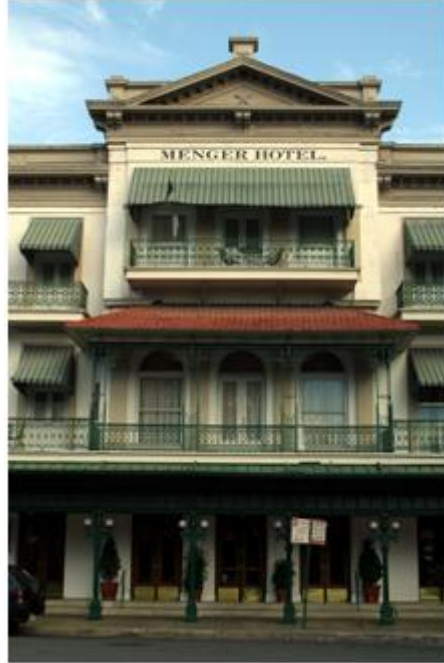
For symposia, innovative sessions, and training sessions, the organizer or the organizer's designee will serve as chair. For graduate student paper and proposal development seminars that include discussants, the discussant may serve as chair.

Division VI Discussants

Jim Telese	University of Texas – Brownsville	W1.7
Rebecca Robles Pina	Sam Houston State University	W2.4
Elsa Gonzalez	Texas A&M University	W2.6
Julia Ballenger	Texas A&M University-Commerce	T7.2
Prathiba Natesan	University of North Texas	T7.3
Winona Vesey	University of Houston – Clear Lake	F1.4
Pauline Sampson	Stephen F. Austin State University	F1.6
Robert W. Elliott	Eastern New Mexico University	F2.3
Susan T. Skidmore	Sam Houston State University	F2.6
Ken Young	Lamar University	F3.4
Bill Jasper	Sam Houston State University	F3.6
Bettye Grigsby	University of Houston-Clear Lake	F4.3
Aileen Curtin	Texas Wesleyan University	F4.6

Thank You

A special thank you to all of the division chairs and proposal reviewers for dedicating their time and expertise in the reviewer process, the SERA board for reviewing the program and helping run the conference, to Vince Paredes for his coordination of the registration desk, to Linda Zientek for running the proposal submission system and her guidance throughout the program development stages, to Bruce Thompson for coordinating the Conference Registration system, to Kathy Mittag for serving as Local Arrangements Chair, and to Mary Margaret Capraro for yet once again serving as SERA “Trinket Maven” (i.e., arranger of SERA mementos distributed at the conference registration desk).



The Menger Hotel

In 1859, San Antonio was a time of trail rides, fast tempers, and quick triggers – and it was the year that The Menger Hotel ushered in a new era of sophistication to the Texas Frontier. More than 150 years of refinements have created a masterpiece of traditional elegance and atmosphere. Now a modern 350-room hotel, the Menger remains faithful to the integrity behind its authentically restored 19th Century section.

W. A. Menger opened the hotel with this advertisement: “He flatters himself that his establishment will be found by the traveling public generally as fully equal to the want of all. He spares no pains to have his Table and all the accommodation of his hours, at least equal to any hotel in the West.” The Menger remains true to its origins.

Even the newest lodging at The Menger recalls an era when accommodations were tangible evidence of tasteful opulence in space and appointments. Selected views include the Alamo, Alamo Plaza, and the tropical patio or pool. Although much has changed at The Menger, much remains the same as it was in the 1800s.

There are areas of The Menger that are like wonderful time capsules of Victorian era splendor. Marvel at the priceless antiques and paintings gracing the public areas, many of which were the personal selections of Mr. Menger, who purchased them during New York and European trips in the 1870s.

A hotel like The Menger is truly unique, and it is yours to experience nowhere else but in San Antonio.

A Brief History of SERA

By John J. Hedl, Jr.

Editor's Note. John J. Hedl, Jr. was one of the Founders of SERA in 1977, was the third President of SERA, has attended every previous annual meeting, and serves as SERA Historian. John earned his Ph.D. in the psychology department at the University of Florida. He subsequently accepted appointment to the allied health faculty of the UT Southwestern Medical Center at Dallas. He later rose to the rank of professor of health education and research, and served for many years as a department chairman prior to his retirement. He was a licensed psychologist (TX #20959) for many years. His research involved issues such as test anxiety. At the 1998 annual SERA meeting the SERA Board created the association's first service award--the John J. Hedl, Jr. Lifetime Service Award--and announced John as the first recipient of the award.



The first meeting related to SERA was held in Spring, 1977, at the Faculty Club on the campus of Southern Methodist University in Dallas. The basic question was "Did we want or need a state or regional research association?" and "Should it be along the lines of AERA?" After considerable discussion the answer to the first question was "Yes," but a resounding "No" to the second. We wanted a kinder, gentler AERA. The first SERA meeting followed in 1978 in Austin.

Our original goals were to:

1. Conduct a meeting for researchers to present and discuss current research;
2. Provide an opportunity to actually learn new things;
3. Provide an opportunity for professional networking;
4. Provide a forum for mentoring future educational researchers and SERA leaders (graduate students);
5. And, provide a place to have some fun.

Have we met these goals?

I would say "yes" to all 5. Next year we celebrate well past our third decade of meeting, and we are still going strong. SERA is a terrific place to meet and talk with researchers of all ilks. The social events are a great way to network and have fun. Of our 30+ presidents, I believe at least 11 started as graduate students. In fact, 6 of the last 7 started that way with SERA.

And I believe strongly that we have created a sense of family. As such we rejoice in the professional and personal successes of our members. And we grieve when we lose our long-standing friends. In recent years there have been several that have left us for a better place.

We continue to strive to improve things for our membership. Recent changes include:

- Website updates;
- Improved ways to submit papers and receive notification;
- We have added a graduate student representative to the executive council;
- We have restructured the executive council and added an executive director;
- The treasurer is now appointed as well.

What does it take to become involved? (Remember no one is paid.) Just volunteer your time. It now takes a small army to conduct our annual meeting. Attend the social functions, meet and greet. Talk with our council members and let them know your interests. That's how easy it is to become involved.

On a personal note, I have never missed a SERA meeting in its history. I receive too much from my association on both a professional and personal level. SERA is full of terrific colleagues and friends. I hope to see everyone next year at our annual meeting. Mark your calendars now.

**Southwest Educational Research Association
2012-2013
Executive Council**

President
Kim Nimon

President-Elect and Program Chair
Stacey Edmonson

Immediate Past President
William Jasper

Executive Director/Deputy Historian
Bruce Thompson

Secretary
Susan T. Skidmore

Treasurer
Kim Nimon

Membership Chair
Vince Paredes

Graduate Student Advisor
Susan T. Skidmore

Historian
John J. Hedl, Jr.

Deputy Executive Director
Linda Zientek

Newsletter Editor
Rebecca Frels

Julia Ballenger
Bettye Grigsby
Rebecca Frels

Council Members-At-Large
Ellen "Aileen" Curtin
Shirley Matteson
Prathiba Natesan

Jim Telese
Winona Vesey
Pauline Sampson

Program Division Chairs – 2013

The Division Chairs are instrumental in making the program a success and deserve special recognition. They have proposals peer-reviewed, write acceptance letters, forward reviewer commentary, and serve as primary points of contact. This year's division chairs are:

Division I: Educational Administration, Policy, Leadership, & Program Evaluation

Ken Young, Lamar University

Aileen Curtin, Texas Wesleyan University

Division II: Instruction, Learning, & Cognition

Diane Goldsby, Texas A&M University

Sandra Acosta, Texas A&M University

Division III: Methodology, Measurement, & Evaluation

Tommy DeVaney, Southeastern Louisiana

Jason King, Baylor College of Medicine

Division IV: Teachers & Teacher Education

Sandra Richardson, Lamar University

Mark Reid, Texas A&M-Commerce

Division V: Special Populations & Counseling

*Cynthia Martinez-Garcia,
Sam Houston State University*

*Angela Gibson,
American Public University*

Division VI: Graduate Student Work-in-Progress

*La Vonne Williams,
Texas A&M University-Kingsville*

*Martha L. Tapia,
Berry College*

SERA Past Presidents

William A. Jasper 2011-2012

Linda R. Zientek	2010-11	Mary K. Tallent-Runnels	1994-95
Mary M. Capraro	2009-10	Stephanie L. Knight	1993-94
Robert M. Capraro	2008-09	Elaine Jackson	1992-93
Gilbert Naizer	2007-08	Victor L. Willson	1991-92
J. Kyle Roberts	2006-07	Glynn D. Ligon	1990-91
M. Janine Scott	2005-06	Hersholt C. Waxman	1989-90
Kathleen Cage Mittag	2004-05	Patricia A. Alexander	1988-89
Ron McBride	2003-04	Michael J. Ash	1987-88
Randall E. Schumacker	2002-03	Deberie L. Gomez-Grobe	1986-87
Dianne Taylor	2001-02	Claire Ellen Weinstein	1985-86
Vince Paredes	2000-01	Bruce Thompson	1984-85
Nancy Martin	1999-00	Jon J. Denton	1983-84
Arturo Olivarez	1998-99	Douglas M. Brooks	1982-83
Max Martin	1997-98	John J. Hedl Jr.	1981-82
Mark Lewis	1996-97	Wayne R. Applebaum	1980-81
Larry G. Daniel	1995-96	Robert M. Caldwell	1979-80

Training Sessions (Ticket Required)

Wednesday Training Conducting & Writing the Literature Review: A Comprehensive, Step-by-Step Approach

Training Session on Wednesday afternoon (12:00 – 4:00pm) (Ticket Required)



Anthony Onwuegbuzie is professor in the Department of Educational Leadership and Counseling at Sam Houston State University. He teaches doctoral-level courses in qualitative, quantitative, and mixed research. His research areas primarily involve social and behavioral science topics, including disadvantaged and under-served populations such as minorities, children living in war zones, students with special needs, and juvenile delinquents. Also, he has conducted numerous research studies on factors that predict educational achievement at the primary, secondary, and tertiary levels. Additionally, he writes extensively on qualitative, quantitative, and mixed methodological topics applicable to numerous social and behavioral science disciplines.

Dr. Onwuegbuzie has secured the publication of more than 330 works, including more than 260 journal articles, 50 book chapters, and 2 books. He served as an Editor of *Educational Researcher* and is a Co-editor of *Research in the Schools*.

Rebecca Frels is an Assistant Professor at Lamar University and a recent graduate of Sam Houston State University. She is a Licensed Professional Counselor Supervisor, Professional School Counselor, and Production Editor for *Research in the Schools* (a nationally/internationally refereed journal). In her first two years in academe, she has publications numbering more than 20 and she has co-authored a book chapter on the topic of the Literature Review for McGraw-Hill Publications. Another notable recognition includes an outstanding paper award at SERA (2010). Further, she co-authored an editorial on APA errors that was posted by the American Psychological Association on APA's blog post, APA's Twitter, and APA's Facebook to more than 135,000 users from 177 countries.

Friday/Saturday Training Becoming an Academic Writer

Training Session on Friday (2:00 – 6:00pm) and Saturday (8:00 – 12:00pm)



Patricia Goodson is Professor of Health Education in the Department of Health and Kinesiology at Texas A&M University, and Director of the College of Education and Human Development's Writing Initiative (P.O.W.E.R. Services), a college-wide writing support service for graduate students. Her P.O.W.E.R. Writing Initiative at A&M, like her SERA training session, is based on the P.O.W.E.R. model described in her 2012 book, *Becoming an Academic Writer: 50 Exercises for Paced, Productive and Powerful Writing* (<http://www.sagepub.com/books/Book237363>). She has also authored the book, *Theory in Health Promotion Research and Practice: Thinking Outside the Box*, as well as numerous journal articles, and has served as a book review editor for *The Journal of Sex Research*.

Dominique Chlup is the Associate Director of Texas A&M University's P.O.W.E.R. (Promoting Outstanding Writing for Excellence in Research) Writing Initiative. She is an Associate Professor of Adult Education and also an affiliate faculty member in the Women's and Gender Studies Program at Texas A&M University. Her scholarship has focused on the socio-historical dynamics of women's learning in early 20th century prison reformatories, the politics and practice of contemporary corrections education, and the development of reading, writing, and creative/artistic abilities in adult learners. Her most recent interests include the development of writing productivity amongst graduate students and faculty members. She aims to create supportive writing communities and assist students and faculty in gaining power over their writing process. She has authored over 85 publications and delivered over 80 presentations to national and international audiences. She is a consulting editor for three journals—*Adult Learning*, *Adult Education Quarterly*, and *TC Record*. Dr. Chlup has been the Principal Investigator or Co-PI of 12 grants since 2004 totaling over \$5.3 million in funding, and she procured \$250,000 in graduate fellowship funds.

SERA 2013 Presidential Invited Address – Karen Harris

Mary Emily Warner Professor in the Mary Lou Fulton Teachers College at
Arizona State University



Karen R. Harris has worked in the field of education for over 35 years, initially as a general education teacher and then as a special education teacher. Her research focuses on informing and improving theory, research, and practice related to writing development among students with high incidence disabilities, students who struggle academically, and normally achieving students. She is interested in validating instructional approaches for heterogeneous classrooms derived from integrating multiple, evidence-based theories. She developed the Self-Regulated Strategy Development (SRSD) model of strategies instruction; SRSD has been most extensively researched in the area of writing, although researchers have also addressed applications in reading, math, and homework. A former editor of the *Journal of Educational Psychology*, Dr. Harris is senior editor of the American Psychological Association *Educational Psychology Handbook* (2012). She is a senior editor (along with Steve Graham) of the *What Works for Special Needs Learners* series published by Guilford Press. She is co-author or co-editor of several books and numerous articles, and has served on editorial boards for journals in special education, educational psychology, and general education. She is a Fellow of both the American Psychological Association and the American Educational Research Association. She has served as President of the Division for Research of the Council for Exceptional Children and as an officer or committee member for the American Educational Research Association and the American Psychological Association. She has also served on committees or panels for organizations, including the National Institute of Child Health and Human Development, the International Reading Association, and the International Society for the Advancement of Writing Research. She has received several awards including the Career Research Award from the International Council for Exceptional Children, the Samuel A. Kirk Award from the Division of Learning Disabilities, and the Distinguished Researcher Award from the Special Education Interest Group of the American Educational Research Association. Her current research focuses on practice-based professional development in SRSD for general and special educators, and on using technology to improve literacy instruction.

SERA Bruce Thompson Outstanding Paper Award

In 2012, the SERA Board renamed the SERA Outstanding Paper Award the "SERA Bruce Thompson Outstanding Paper Award," in recognition of Bruce's career-long contributions to the Southwest Educational Research Association.



Bruce Thompson was among the first members of SERA, and has contiguously attended 35+ SERA conferences. Bruce has served as an At-Large Member of the SERA Board. Prior to the time that SERA combined the Program Chair role with the office of President-Elect, Bruce first served as a Program Chair, and later as SERA President. In the early 1990s, Bruce served as Editor of the SERA book series, which was an edited volume containing selected SERA conference papers chosen through peer review, and was published by a commercial publisher. Bruce began service as the inaugural SERA Executive Director when the By-Laws were amended in 2000 and this position was first created. Bruce also serves as SERA Deputy Historian. In 2006 Bruce was awarded the SERA John J. Hedl, Jr. Lifetime Service Award. Bruce was three times a co-recipient of the SERA Outstanding Paper Award, an award for which officers of the association are not eligible during service in these elected or appointed roles.

Bruce Thompson is Distinguished Professor and College Distinguished Research Fellow of Educational Psychology, and Distinguished Professor of Library Sciences, Texas A&M University, and Adjunct Professor of Allied Health Sciences, Baylor College of Medicine (Houston). He was co-editor of the teaching, learning, and human development section of the *American Educational Research Journal (AERJ:TLHD)*, and past editor for nine years of *Educational and Psychological Measurement*, the series, *Advances in Social Science Methodology*, and two other journals. He is the author of 216 articles, author/editor of 11 books, including the recently published *Foundations of Behavioral Statistics* and *Exploratory and Confirmatory Factor Analysis*, and the author of 20 book chapters. His contributions have been especially influential in moving the field as regards greater emphasis on effect size reporting and interpretation, and promoting improved understanding of score reliability.

Awards

SERA BRUCE THOMPSON OUTSTANDING PAPER WINNERS

- 1983 William C. Kyle, Jr., & James A. Shymanasky
- 1984 Ralph A. Hanson
- 1985 Walter C. Parker
- 1986 Mary K. Tallent
- 1987 P.A. Alexander, M.K. Tallent, V.L. Willson, & C.S. White
- 1988 Stephanie L. Knight
- 1989 H.C. Waxman, Y.N. Patron, S.L. Knight, E. W. Owens, & K. Ebner
- 1992 Dianne L. Taylor & Ira E. Bogotch
- 1993 Patricia Synder, Bruce Thompson, & James David Sexton
- 1994 Bruce Thompson, John Wasserman, James Gyurke, Kathleen Matula, & Blaine Carr
- 1995 Debra A. King
- 1996 Shari L. Davis
- 1998 Katherine Friedrich
- 2000 Bruce Thompson & Colleen Cook
- 2001 Stephen Caldas & Carl Bankston, III
- 2002 Lilia M. Ruban
- 2003 Anthony J. Onwuegbuzie & Nancy Leech
- 2004 Anthony J. Onwuegbuzie
- 2005 Helenrose Fives & Michelle M. Buehl
- 2006 Carmen Fies
- 2007 Meixia Ding & Xiaobao Li
- 2008 Susan T. Skidmore
- 2009 Prathiba Natesan, Patricia F. Roberts–Walter, Gwendolyn Webb–Johnson, & Norvella P. Carter
- 2010 Terence Fung
- 2011 Celia M. Wilson
- 2011 Anthony J. Onwuegbuzie, Rebecca K. Frels, Nancy L. Leech, & Kathleen M. T. Collins
- 2012 Forrest C. Lane & Robin K. Henson

JOHN J. HEDL, JR. LIFETIME SERVICE AWARD

- 1998 John J. Hedl, Jr.
- 2001 Tommie–Ann Hill Van Natter
- 2005 Vince Paredes
- 2006 Bruce Thompson
- 2010 Kathleen Mittag
- 2012 Victor L. Willson

SERA EXTENDED SERVICE AWARD

- 2007 Kathleen Cage Mittag
- 2010 Sonya Carr
- 2012 Gilbert Naizer

W0.1 **Noon – 5:00p** **Ballroom C Foyer**
Registration

W0.2 Training Session **1:00p – 4:00p** **Ballroom A/B**
Training Session:
(Special Ticketed Event)

Conducting & Writing the Literature Review: A Comprehensive, Step-by-Step Approach
Anthony Onwuegbuzie & Rebecca Frels

W1.1 Workshop **3:00 – 4:15** **Minuet**

Scratch for Education: Use of the User-friendly Computer Programming Language for Learning and Teaching
MingTsan P. Lu – The University of Texas at Brownsville

The tutorial will introduce Scratch, a user-friendly computer programming language, to educators and researchers who are not familiar with the it. As an experienced “Scratcher” and educator, the tutorial presenter will demonstrate how attendees may learn how to program using Scratch and create a video game/ multimedia/ instruction/ learning/ or storytelling project of their own in 50 minutes! Educators, researchers, and graduate students who have not learned, or even heard of, Scratch, should attend this tutorial/ training session. Attendees should bring a laptop with internet connection capability during the tutorial/ training session.

W1.2 Paper Session **3:00 – 4:15** **Poolside 1**
Higher Education

The Relationship Between Bearkat Camp and Retention
*Stephen P. Thompson & *Susan Troncoso Skidmore-Sam Houston State University*

Participation in an outdoor orientation program was examined through the lens of Tinto’s work (1975; 2006) on student retention. Findings include program participants are more than four times more likely to be retained as not retained. The program appears to be equally effective in retaining both male and female participants.

Assessing Student Understanding of Academic Integrity
Justin R. Louder & Marcelo Schmidt – Texas Tech University

Educational institutions must remain vigilant of the academic integrity of their students. It is thus, paramount that student perceptions, knowledge and behaviors pertinent to academic integrity be assessed periodically. The present study assessed student understanding of university stated academic integrity policies. Results suggest that students have a good understanding of academic integrity policies yet struggle to understand those policies relative to collusion, obtaining answers before an examination, and false excuse making. These findings are particularly true of male students. We proffer that better understanding of academic integrity policies may lead to fewer instances of academic misconduct.

Transfer Rates of Texas Hispanic Community College Students to Four-year Institutions: Selected Institutional Factors
Beverly L. Bower – University of North Texas
Mike Haynes – Tarleton State University
Emily Klement – North Central Texas College

Texas is facing challenges relating to the educational and workforce training needs of the rapidly-growing Hispanic population. Texas is second only to California in enrollment of Hispanic students in higher education institutions, yet the transfer rate of Hispanics enrolled in community colleges is lagging behind other groups. This study examined the extent to which Texas Success Initiative scores, institutional locale, and presence of Hispanic faculty influence transfer rates of Texas community college Hispanic students to four-year institutions. Of these variables, presence of Hispanic faculty was the strongest factor on the rate of student transfer.

Academic Success Rate Changes in NCAA Division I Reclassifying Institutions

Jason Chandler & Susan T. Skidmore – Sam Houston State University

Reclassification in intercollegiate athletics is a sign of the times, where exposure and maximizing revenues are essential goals of the 21st century institute of higher learning. These potential payoffs of NCAA reclassification are great but are they worth the cost? (Fisk, 2010; Tomasini, 2005). Moving up a division, particularly in football, can give athletic departments better access to television and media exposure, better competition to draw more fans, and the potential for increased sponsorship and donor dollars (Tomasini, 2005). However, is the race for higher revenue at the expense of the student-athlete? This study examines the relationship between National Collegiate Athletic Association (NCAA) classification and academic success rates at Division I football-playing institutions.

W1.3 Paper Session

3:00 – 4:15

Poolside 2

Culture

A Comparison of University Curricular Designs in Costa Rica and the United States

**Karen P. Saenz – Sam Houston State University*

In this paper, curricular designs of four selected universities in Costa Rica are compared to approaches used in U.S. universities. Curricular theories from the United States were used to frame this comparison. In examining the curricula of the two countries, curricular designs in Latin America appear to have been driven by social change, socioeconomic transformation, and social justice, which frequently are associated with environmental sustainability. Partnerships with other universities in Latin America and with Europe are also a common characteristic in Costa Rican universities. Recommendations include ways to apply Costa Rican principles of world citizenship in the U.S. university context.

Investigating Students' Cultural Knowledge and Attitudes: Action Research Study on the South Plains

Dianne Crowley, Mary F. Agnello, & Reese H. Todd – Texas Tech University

To be effective citizens in a diverse and ever-changing society, students must learn to interact with people of other cultures as they live and work together in communities around the world. The study investigates the extent to which instructional strategies used in international and global education improve students' knowledge and attitudes about people of other cultures in a positive way. The findings show the influence of interactive lessons and cultural programs in K-12 settings in improving children's attitudes toward others and affirm the significance of such programs. Global education develops perspective consciousness, intercultural competence, and substantive culture learning among students.

Examination of Bullying

Katrina K. Schultz – Texas Wesleyan University

In recent years media coverage lead to heightened public awareness of the serious damage to society linked to the phenomenon of bullying. The escalation of the traditional "right to passage" acts of bullying poses a threat not only to the healthy development of present-day youth but also to the future well being of society at large. Legislation to prevent bullying in schools exists in almost every state of the union; however, current literature across fields suggests efforts to thwart bullying in the U.S. are often ineffective. This study explores factors contributing to bullying to gain understanding of this phenomenon.

Predicting Effects on the Work Stress of Police Officers: A Multiple Regression Analysis of Work and Family Services for L.E. Personnel

Nesi L. Lillard – Sam Houston State University

The position of police officer ranks as one of the most hazardous and stressful occupations. Injury is an inherent risk in law enforcement, but the emotional wounds acquired are often kept secret and can take far longer to heal than physical trauma. The pressures of police work have not been thoroughly researched especially around early onset of symptoms. Research presented in this study was intended to add to the pool of scholarly information about the effects of specific stressors. Continued study is warranted to understand police culture, to infiltrate a closed system, and to provide appropriate and effective counseling interventions.

W1.4 Paper Session

3:00 – 4:15

Poolside 3

At-Risk Students

Defining the Extent of Pre-teen Initiation of Smoking, Alcohol, and Marijuana Use As Predictors of High School Academic Performance

**Steve Lackey – Sam Houston State University*

There has been much research on academic teen risk factors but not specifically defining predictability of early onset to high school grade achievement. It is hypothesized that pre-teen initiation of alcohol, marijuana, and tobacco smoking are predictors of poor academic performance in high school. This study assesses the relationship between high school students' academic performance in grades nine through twelve and the three risk factors. CDC data collected in the National Youth Risk Behavior Survey (YRBS) was analyzed using multiple regression. The results indicate the risk factors do predict poor academic performance in grades nine through twelve.

A Year in the Life: An Ethnographic Case Study of a High Functioning Student with Autism in the University Setting

Kary Johnson – Texas Wesleyan University

Amelia Saul – Texas Woman's University

Jodi Malone – UNC Chapel Hill

This ethnographic case study sought to understand success and barriers to success in the high functioning college student with Autism. Participant-researchers functioned in unprecedented closeness with the subject, collecting 122 daily observations. Salient recurrent themes for success were the subject's use of humor and ability to generalize (previously undocumented in literature) and provision of mentors, use of applied behavioral techniques, and office of disability support. Barrier themes focused solely upon the subject's maladaptive characteristics including inattentiveness, anxiety, and prompt dependency. Directions for future research warrant further investigation of novel protective factors and exploration of treatment of negative affect states.

Predictors of Mexican Immigrant High School Dropout Status Using The Children of Immigrants Longitudinal Study

Florencia Hassey – Sam Houston State University

The importance of understanding different ways to address the imminent problem of Hispanic High School drop-outs has made me aware of a gap in literature. There is nearly no research on the different Hispanic groups. Within Hispanics there exist diverse sub-culture groups. These groups are identifiable by similar characteristics such as; culture, socioeconomic status, education attainment, food culture, language proficiency, and immigration status. I will investigate how predictors like a parents education level, socioeconomic status, English language proficiency, and the student's expectation of highest level of education will affect the drop-out rate.

Four Mental Health Issue as Predictors on School Attendance Using the National Survey of Children with Special Health Care Needs 2009-2010

Denise Peterson – Sam Houston State University

Mental health concerns including attention deficit hyperactivity disorder (ADHD), depression, anxiety, and behavior problems appear to reciprocal in nature to school attendance concerns. These concerns have been linked to school success, while school attendance has been linked to school and future success. The purpose of this study is to investigate the predictors' mental illness on school attendance using the National Survey of Children with Special Health Care Needs 2009-2010 dataset. Knowledge of the effects of the specific mental health concerns with regards to school attendance can enhance education and mental health treatment for children with mental health concerns.

W1.5 Symposium **3:00 – 4:15** **Cavalier**

A Primer in Bayesian Statistics

Prathiba Natesan, Christopher Johnson, Xing Qin, Heather Turner, Warangkana Ruckthongsook, Xin Xin, & Maside Kabakci – University of North Texas

The purpose of the symposium is to provide a primer on Bayesian statistics. The objectives of the presentations are to provide an accessible review on probability distributions and Bayes' Rule, followed by a hands-on demonstration of t-test using Bayesian estimation using R and JAGS. Attendees of the symposium will gain some insights into the basics of Bayesian statistics, its advantages, and the wide variety of models that can be fitted using this approach.

W1.6 Paper Session **3:00 – 4:15** **Patio**

Statistical Tests

Using Widely Available/Free Software to Do "What if" Analyses to Augment Statistical Significance Tests

**Steven Carruthers – Texas A&M University*

The purpose of the present paper is to summarize two logics for conducting "what if" analyses with statistical significance tests using Excel. The spreadsheets can be used to teach students what statistical significance tests really do. The spreadsheets can also be used in applied research either prospectively to estimate what sample size might be needed in a study, or retrospectively in interpreting research results.

An Introduction to Fixed-, Random-, and Mixed-Effects ANOVA Models

Elena Doskey – Texas A&M University

Just as people are routinely sampled to generalize to a larger population, the possible levels of an ANOVA way can also be randomly sampled to achieve greater generalizability. How SPSS can be used to conduct these random-effects models is explained in a concrete and accessible manner.

Published Criticisms of NHSST: A Review

Whitney Garney – Texas A&M University

The present paper summarizes the literature regarding statistical significance testing with an emphasis on (a) recent literature in various disciplines and (b) literature exploring why editors at 24 journals now "require" effect size reporting.

ANOVA with One or More Predictors that Were Originally Intervally Scaled: Danger, Danger!

Andrea McDonald – Texas A&M University

The present paper reviews the practice of converting intervally-scaled data on an independent variable down to nominal scale in order to run ANOVA. It is explained why this practice, which is all too common, is deleterious to the research process.

W1.7 Paper Session

3:00 – 4:15

Ballroom C

Graduate Student Session

**Discussant: Jim Telese-University of Texas-Brownsville*

Mentorships for African American Male College Students

Edrel Z. Stoneham – Sam Houston State University

African American males retention rates and graduation rates should be a subject of importance for colleges and universities across the nation. Identifying key factors that may contribute to the improvement of retention rates and graduation rates of African American male college students. The significance of mentorships and African American male college students will be explored for further insight into this group of students.

The Effectiveness of Inclusion on Student Achievement

Richard Cardin, Dayan Durrant, Mecheal Abbs, & Miles Ward – Stephen F. Austin State University

This quantitative study will examine AEIS data from the Texas Education Agency for one middle school prior to implementing inclusion of students with special needs and follow-up data over three years. The purpose is to examine the impact of inclusion on students' reading and math scores at one middle school.

An Evaluation of Instructional Coaching at Selected Middle Schools in South Texas and its Effects on Student Achievement

SantaPaula Gama Garcia & Don Jones – Texas A&M University-Kingsville

The purpose of this study is to compare two middle schools in one school district in south Texas to determine if the presence or absence of instructional coaches has an effect on student achievement. The research design will be a quantitative pre experimental study: a nonequivalent (posttest only) control group design in which the experimental group and the control group are selected without random assignment. Only the experimental group received the treatment both groups were given a posttest (Creswell, 2003). Comparisons will be made between the two groups' performances in the area of student achievement. Student achievement data will be determined based upon the percent of students that meet standard, in the content areas of math and reading for 6th, 7th, and 8th grade students, writing for 7th grade students, and science and social studies for 8th grade students in the administration of the spring 2011 Texas Assessment of Knowledge and Skills Test (TAKS). The scores for the groups in the content areas of math, reading, writing, science and social studies will be analyzed using a two-way analysis of variance (ANOVA) statistical analysis.

Language Use In The Community: An Investigation Using he Linguistic Landscape

Sandra V. Montgomery & Norma A. Guzman – Texas A&M University-Kingsville

In the Southern section of Texas, Hispanics compose a large percentage of the population and are fast becoming a majority nationwide. According to the 2010 U.S. Census, the southern section of the United States experienced a 57 percent increase in its Hispanic population. The neighborhoods of the largely Hispanic populations are flooded with advertisement, media, and signs used in languages that are supposed to represent the community. The influence of the Spanish culture is strong and visible in the community with the exception of the linguistic landscape. Linguistic landscape study is still fairly new and usually defined by Landry and Bourhis (1997) description of signs, billboards, shop signs, and public signs. The linguistic landscape study is usually strongly connected with multilingualism and language policy. Of

significance to this research, current linguistic landscape research informs of actual language practice in a community. Through the use of predefined questions posed to and open-ended interviews with small business owners, the researchers explored the reasoning behind their choice of language used in print literacy. This study sought to understand the connection between the community's use of advertizing, bilingualism, literacy, and education in the mainly Hispanic community. It also provided a basis for further examination of language awareness and response of children to what is represented in the print and visual environment of their communities as they construct their own representation of the linguistic landscape.

W2.1 Workshop

4:20 – 5:35

Minuet

Did You Know that...Helpful Hints for Writing Dissertation Chapters

Janet Tareilo – Stephen F. Austin State University

A candidate in a doctoral program usually has the help of cohort members when completing course assignments. However when the time comes to write the dissertation, many students are left alone in this process. This workshop session will provide a brief overview and requirements of each chapter. A power point and handout will be provided.

W2.2 Paper Session

4:20 – 5:35

Poolside 1

Instructional Issues

Students' Perceptions of Reader's Theater in an Undergraduate Biology Laboratory Setting

**Chrissy J. Cross – Texas Tech University*

The methods used in most biology laboratory settings tend to be traditional. This research is an examination of the student's perceptions about using a non-traditional teaching method such as reader's theater in a biology laboratory setting. The student's survey responses before and after the reader's theater laboratory exercise were coded and examined according to qualitative methods. The student's overwhelming response to the reader's theater in the biology laboratory was overwhelmingly positive and 81 % of the students who had originally negative perceptions of the reader's theater changed their opinion.

Ideas, Feelings and Actions: A Qualitative Analysis of the Chemistry Supplemental Instruction Program at Texas State University

Tereza C. Valverde, Lindley W. Alyea, & Robert F. Reardon -Texas State University-San Marcos

Supplemental Instruction (SI) has proven to increase student achievement. In an effort to understand whether this is due to self-efficacy and self-selection and to better serve students who are most in need, undergrad chemistry students were selected to participate in mandatory or voluntary SI sessions. Test scores were monitored and interviews were conducted to capture the expectations and self-perceptions that students express about their learning experiences. This qualitative study gives insight to understand the relation of self-perception and student performance.

An Investigation of Embedded Assessments in Serious Games

Mehmet Oren & Baki Cavlazoglu-Texas A&M University

The purpose of this study is to review and discuss embedded assessments in serious games, and report the strategies of embedding assessment developed in research studies. In addition, the techniques of embedding assessment will be compared and discussed using the existing studies on embedded assessments. This study consists of two phases. In the first phase of this study, a systematic literature review will be conducted. Second, the studies will be compared and discussed, which studies investigated which components of embedded assessment. It is intended that this study can guide future studies to determine what specific components of embedded assessment should be investigated.

Learning Environments and Instructional Strategies that Contribute to African American

Males' Success in Mathematics

Bettye Grigsby, Winona Vesev, & Gary Schumacher – University of Houston at Clear Lake

African American males are underrepresented among high achievers and overrepresented among underachievers (Martin, 2000). Most African American males dislike school and “drop out” intellectually by fifth grade (Lattimore, 2005). The more they like school, the more effective educational outcomes will be (Toldson, 2008). Teacher attitudes contribute to success or failure of African American males (Lattimore, 2005). There is conflict related to how these students learn and are being taught. This study examined the learning environments and instructional strategies that contributed to African American male success in secondary mathematics classrooms and gave voice to their ideas and opinions through questionnaire responses and focus groups.

W2.3 Paper Session

4:20 – 5:35

Poolside 2

Technology

Teacher Attitudes Toward Use of Technology in Teaching (TATUT2): Survey on Propensity to Use Technology for Instruction

*Janice W. Butler & *James Telese – The University of Texas at Brownsville*

Although technology permeates every part of society, little change is evident in the amount of technology used for instruction, despite increased investment in technology and infrastructure. Research suggests this is in large part because teacher attitudes toward technology have not changed. This paper presents a new survey that attempts to identify the Positive Propensity and Negative Propensity to use technology and the Professional Concerns regarding the use of technology administered to 949 teachers. Information about the instrument, results of the analysis of the data and future developments will be discussed.

A Survey on Virtual Discussion Board Use in Costa Rican Education

Kari J. Hodge, Terrill F. Saxon, & Anthony J Luevanos – Baylor University

This study, assessing collaboration and communication in virtual environments, surveyed 125 Costa Rican participants consisting of 80 pre-service teachers, 40 in-service teachers, and 6 professors of education. The survey included demographic, knowledge, attitudinal, and behavioral questions regarding the use of virtual discussion boards. Sixty-two percent of the participants used discussion boards in an educational setting. Prompts were more constructivist in nature and responses were more frequently assessed for reflection, application or collaboration. Findings are important for educators in Costa Rica due to the extensive rural landscape that perpetuates a need for alternative forms of communication and distance learning.

Using Individualized Feedback Strategies to Improve Algebra Problem-Solving Skills

Fethi A. Inan, Fatih Ari – Texas Tech University

Raymond Flores – Wichita State University

Ismahan Arslan-Ari & Amani Zaier – Texas Tech University

In this study, we examined the effectiveness of an adaptive feedback on college students' learning outcome. A web-based adaptive tutorial (AdaptiveSTATs) on basic introductory statistics was developed by utilizing adaptive hypermedia methods with strategies proposed by instructional theory and motivation models. Two versions of AdaptiveSTATs were created: multimedia-based feedback and text-based feedback. About 80 undergraduate students were randomly assigned to each version. The data was obtained through knowledge tests, surveys, and system logs.

Online Teamwork Satisfaction in a Master's Course

Diane D. Mason & Cynthia D. Cummings – Lamar University

One strategy employed in online environments is group collaboration for problem solving using social interaction and collaboration technologies (Kolbitsch & Maurer, 2006). The research question for this

study was, “What are the perceptions of graduate students’ teamwork experiences while working in collaborative groups to solve a problem in an online master’s course?” Data was collected through the Online Teamwork Satisfaction survey created and validated by Tseng, Ku, Wang, & Sun (2009). Data reveal candidates feel high levels of satisfaction about teamwork experiences. Study results inform instructors and online course developers about graduate students’ perceptions of collaborative online teamwork.

W2.4 Paper Session

4:20 – 5:35

Poolside 3

Graduate Student Session

**Discussant: Rebecca Robles Pina, Sam Houston State University*

Effectiveness of Math Coaches in Middle Schools

Shanthi Ayyadhury & Sonya Sherrod – Texas Tech University

Standardized testing under No Child Left Behind has highlighted the tremendous need for additional support in literacy and mathematics. This study seeks to investigate the impact of math coaching on the delivered curriculum and on the math scores of middle school students. Thirty-one middle school math teachers will be coached by one of five math coaches. Responses to interview questions, completed Likert type rubrics, and student scores on standardized tests will provide data to determine the impact math coaches have on the mathematical understanding of the math teachers and their students.

Why Factor Rotation is Essential in Exploratory Factor Analysis? And How to Choose an Appropriate Rotation Strategy?

Elif Ozturk – Texas A&M University

The purpose of this paper is to present the main reason why factor rotation is essential in exploratory factor analysis (EFA). In addition, graphical and empirical examples will be used to define the basic idea of rotation process. Factor rotation strategies and which strategy should be used in which case will be defined. This paper will be a good guidance for researchers and graduate students by means of understanding the rotation process and finding useful resources.

Institutional Definitions of Quality Teaching: A Qualitative Document-based Analysis

Connor K. Warner – University of Kansas

Both mainstream media and policymakers are currently expending significant energy critiquing current teacher quality and arguing for the improvement of teacher education. This study is intended to answer the following research questions: 1) How do top-ranked Schools of Education define quality teaching? 2) What underlying assumptions about quality teaching exist within those definitions? 3) How do those definitions of and assumptions about quality teaching manifest in the teacher preparation program curricula at these three institutions? Qualitative methods of document analysis, open-coding, and constant comparison are used to answer the research questions.

First-Time College Student Success: Are Adjuncts Really the Way to Go?

Rachel N. Smith, Valerie Tharp Byers, Leah McAlister-Shields, Shirley Dickerson, Eunjin Hwang, & Kelly Weller – Sam Houston State University

Although there has been much debate regarding the effect of increased numbers of adjunct faculty at colleges and universities, there is a lack of quantitative research examining how student success is impacted by this trend. The current research will ascertain the relationship between student success rates and faculty type (i.e., adjunct vs. full-time) at community colleges in Texas. Archival data from the Texas Higher Education Coordinating Board (THECB) spanning the last 10 years will be considered in order to examine the existence of a trend.

Graduate Student Session

**Discussant: Elsa Gonzalez-Texas A&M University*

Freshman College Success Courses: A Measure of Success

Kay E. Angrove – Sam Houston State University

The purpose of this quantitative study will be concentrated on the difference between measures of performance in GPA and retention of first-time freshmen as these measures relate to the impact of student participation in a college success course. The researcher will use a comparative correlational research design to compare the experience between participating first-time, first-semester freshmen students in a college success course and non-participating first-time, first-semester freshmen students. The dependent variables measured will be student first-year GPA and retention to sophomore year. The independent variable is course participation versus non-participation. The controlling variable is students SAT or ACT scores.

Combining Cognitive and Noncognitive Measures to Predict First-year College GPA

Renee M. Fauria – Sam Houston State University

The Scholastic Aptitude Test (SAT), a cognitive measure score, has dominated college admission policies for decades. Changing economic times have instigated an influx of nontraditional and traditional students to college campuses. The need to embrace this changing student body may necessitate changes to college entrance policies. The Noncognitive Questionnaire (NCQ), a noncognitive measure, has been proposed as an equitable alternative standard. Furthermore, the combination of both cognitive and noncognitive measures has been purported by some researchers to be ideal, and by others to be superfluous. This study proposes to measure both cognitive and noncognitive variables of traditional and nontraditional college students. Differences in the combined measures and first-year grade point average (GPA) will be compared between both the traditional and nontraditional student to predict college success.

The Effectiveness of Online Learning at the Ph.D. Level: A Cohort Case Study at Texas Tech University

Joy A. Russell – Texas Tech University

Online education is something that is gaining in popularity over recent years. Online learning is defined as any learning experience or environment that relies upon the Internet as the primary delivery mode of communication and presentation, and that frequently takes place away from the physical campus. This study focuses on the effectiveness of online learning at the Ph.D. level. The primary objective is to measure the effectiveness of an online learning program with the end result being the attainment of a doctoral degree in Curriculum and Instruction.

Students' Perception of Their College Readiness: Accounting for Nonacademic Factors and Place of Birth

Joanna F.S. Tucker – Sam Houston State University

The population of Latino students in the U.S. educational system has increased over the last several years, yet a significant achievement gap in their attainment of a college degree exists. The purpose of this proposed study is to identify students' sensitivity to nonacademic factors, such as their resiliency, their social capital, and their cultural capital. In addition, this researcher focuses attention on whether being native-born or foreign-born influences the Latino students' perception of nonacademic factors. The insight gained from the Latino students' will distinguish whether nonacademic factors are barriers or supporting factors for the students feeling ready to attend college.

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T0.1	8:00a – 5:00p	Ballroom C Foyer
<i>Registration</i> <i>Closed During Business Luncheon</i>		

T0.2	8:00a – 9:00a	Ballroom C Foyer
<i>Continental Breakfast</i>		

T1.1	Workshop	8:30 – 9:30	Minuet
<i>Free Workshop</i> Navigating Through and Getting the Most from SERA <i>Kathleen Mittag</i> <i>John Hedl</i>			

T1.2	Paper Session	8:30 – 9:30	Poolside 1
<i>College Students</i>			

A Review of the Statistical Practices of Developmental Education Researchers in Published Studies

Susan Troncoso Skidmore, Linda Reichwein Zientek, Julie P. Combs, Matthew B. Fuller – Sam Houston State University

Michiyo Hirai – University of Texas Pan American

Debra Price & George W. Moore – Sam Houston State University

The statistical practices of developmental education researchers who published in the Community College Journal of Research and Practice (CCJRP) and the Journal of Developmental Education (JDE) from 2002 to 2012 were reviewed. Of the 1,041 articles available, a total of 216 articles met the inclusion criteria and were subjected to full review. Findings are presented and discussed based on existing recommended best practices. Recommendations for improved practices in developmental education research are presented.

Learning With Self-Compassion: Amplifying Adaptive Coping

Jaimie Krause- City College of New York

Kristin Harvey, Lauren Blondeau, & Nancy Stano – The University of Texas (UT) at Austin

While college students who engage in strategic cognitive and behavioral processes achieve at higher rates than those who exhibit maladaptive coping behaviors (Karabenick & Newman, 2006; Robins & Pals, 2002), sometimes all students earn undesirable grades. Self-compassion, or extending kindness in the face of unfavorable outcomes, is an important coping strategy for college students facing academic disappointment (Neff, 2003b; 2011). Examining how self-compassion and implicit theories concerning the malleability of intelligence impact students' help-seeking behaviors is important to conceptually understand why some students are more likely to engage in strategic help-seeking. Results showed self-compassion partially mediated the relation between a growth mindset and instrumental help-seeking, underscoring the importance of providing students with ways to effectively navigate disappointing academic outcomes.

Goal Orientation Predicts Students' Participation in a Community College Honors Program and Academic Achievement

Scott R. Furtwengle – University of Houston

The purpose of this study is to examine the achievement goal orientations and academic achievement of high-ability community college students who participate in an honors program and of high-ability community college students who do not participate in an honors program. The researcher hypothesizes that goal orientation predicts whether high-ability students will seek or avoid admission into the honors program. Furthermore, it is predicted that high-ability students who endorse a performance-avoid goal orientation will, in general, not only decline admission to

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the honors program, but will experience lower cumulative grade point averages compared to students who participate in the honors program.

T1.3 Paper Session

8:30 – 9:30

Poolside 2

Multicultural Education

Using Critical Race Theory to Examine the Academic Performance of African American and Hispanic Girls' in Reading, Math and Science in Elementary Schools

**Patricia J. Larke, Gwendolyn Webb-Hasan, & Yeping Li – Texas A&M University
Teresa Jimarez – Texas A&M University-Kingsville*

To cultivate African American and Hispanic (AAH) female students' learning in reading, mathematics and science means to have accurate and critical information about the academic achievement of African American and Hispanic girls in these subject areas. The research question was: What is the academic achievement in reading, mathematics and science of AAH girls in grades 3-5 on the TAKS during the years, 2003; 2007 and 2011 and at the 4th grade on the NAEP? This paper shares the results of TAKS and NAEP achievement data for the selected years and analyzed the findings using tenants of critical race theory.

Culturally Responsive Teaching: The Impact of Study Abroad Opportunities on Pre-Service Teachers

Robin L. Capt – West Texas A&M University

Mobility is bringing the world to the local classroom; yet, schools are having difficulty dealing with the increasing student cultural diversity. The purpose of this mixed methods case study was to examine how study abroad experiences enhance cultural understandings of pre-service teachers' culturally responsive teaching efficacy with English Language Learners. Data sources included: (a) daily reflective journals, (b) participant-observer field notes, (c) pre /post CRT survey, and (d) study abroad exit survey. Participants' responses strongly support the positive impact of integrating field based multicultural experiences within the teacher education curriculum.

Awareness of Diversity: Teacher Education Students Reactions to Diversity Following a Mentoring Experience

Suzanne F. Lindt – Midwestern State University

A need exists for teacher educators to be prepared to teach students from diverse backgrounds. Education majors in a required course participated in a mentoring program at a culturally diverse middle school. A total of 89 students participated in the research study with about half participating in the mentoring program. Paired sample t-tests were conducted to compare differences in students' diversity beliefs from the beginning to the end of the semester. Results suggest that students participating in mentoring experienced an increased awareness of diversity when compared to those who did not mentor. Implications for educator preparation programs will be discussed.

T1.4 Paper Session

8:30 – 9:30

Poolside 3

Mathematics Education

Problem Posing as Sense-making: Analyses of the Co-evolution of Problem Posing and Problem Solving in On-going Solution Activity

**Victor V. Cifarelli – University of North Carolina at Charlotte
Volkan Sevim – Virginia Commonwealth University*

This paper reports results from a study that examined how problem posing aids solvers' ongoing solution activity, by focusing on the questions and conjectures solvers self generate as they solve problems. The study examined the problem posing of students in two grade levels: 1) Two fourth grade students solving a multiplication task; and 2) A graduate Mathematics Education student solving a number array task. The

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analysis traces how the students transformed their initial posing actions into sophisticated algorithms that extend to more abstract problems. Our analysis demonstrates how problem posing and problem solving co-evolve in the course of ongoing solution activity.

Effects of Robotics and Mega-Structures on Spatial Ability and Attitudes Towards STEM

Ayşe Tugba Oner & Mary Margaret Capraro – Texas A&M University

The aim of the study was to study the effect of a two-week summer camp program related with robotics and mega structures on students' spatial ability and attitude towards science, technology, engineering and mathematics (STEM). Results indicated that a two-week educational program was statistically significantly effective on students' spatial ability. Students' attitude scores were not statistically significantly different; however they developed positive attitudes towards STEM during the two-week program.

Increasing General and Special Education Middle School Math Teacher's Mathematical Content Knowledge Through Professional Development

Margarita Borelli Cummings – University of Utah

Jessi Cummings-Mengis – University of Houston

Maryam Hussain – University of Houston

A State Office of Education provided funding to train 21 special and 15 regular education teachers in the Core Curriculum Mathematics Content and Practice Standards. The training focused on increasing mathematical content knowledge in teachers in order to better help struggling students. All teachers were pre- and post- tested using the LMT assessment (2008 forms A and B). Results showed that all teacher's math content knowledge did increase and that there was not statistically significant difference in the increase of math content knowledge by teacher type.

T1.5 Workshop

8:30 – 9:30

Cavalier

Easy Way to Look at APA

Janet Tareilo – Stephen F. Austin State University

Using APA can be somewhat difficult for any graduate student until he/she learns the simple process of where each period and comma actually go. This workshop session will provide ways for graduate students to learn how easy using APA can really be. A power point presentation and handout will be provided.

T1.6 Paper Session

8:30 – 9:30

Patio

Achievement and At-Risk Students

Advancement Via Individual Determination (AVID) at a Postsecondary Institution: Support for First-Generation College-Goers

**Karen M. Watt – The University of Texas Pan American*

Jennifer Butcher – Lamar University

Ernesto F Ramirez – The University of Texas Pan American

This study examines how a selected Hispanic-Serving Institution (HSI) is implementing AVID as a strategy for improving retention and time to graduation for first generation Hispanic college students. A quasi-experimental design approach was used in which retention rates and first semester GPAs of a freshman cohort enrolled in a paired set of courses were compared to a control group and to a similar intervention group. Focus group data were also used. Though few statistically significant differences were found between intervention groups with regard to GPA and retention, students benefitted from the support received in the paired classes.

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Examining the Level of Academic Rigor in a School District

James A. Telese & Zhidong Zhang – The University of Texas at Brownsville

In this descriptive research study, the level of academic rigor was examined in one school district's elementary classrooms. A district-wide walk-through instrument was used to identify key features of academic rigor. The analyses of the walk-through data revealed that the mode of instruction was modeling and practice, rather than activities that foster higher level thinking skills. The TAKS Objective scores for Reading and Mathematics in grades 3 and 5 also showed that in on the critical thinking and problem solving in reading and mathematics respectively, had the lowest percent of students being successful.

Shared Reading Interventions With Hispanic Families of Prekindergarten Students: Oral Language and Home Literacy Behaviors

Tracey Covington Hasbun – Stephen F. Austin State University

The purpose of this study was to examine the effects of parent or caregiver shared reading interventions on Hispanic prekindergarten students' language and literacy scores. In addition, this study investigated the effects of shared reading interventions on Spanish-speaking parents' home literacy behaviors with their children. Differing from previous research, the current study utilized an experimental pretest-posttest control group design and students' language and literacy scores were examined in both English and Spanish.

Statistically significant results were found in students' oral language scores in English and Spanish. The treatment group scored higher in both languages. Statistically significant results were also found in several aspects of home literacy behaviors. Parents or caregivers in the treatment group reported reading more to their children in both English and Spanish, reading with greater frequency, and reading for greater periods of time with their children. Additionally, children in the treatment group asked to be read to more often and possessed a greater enjoyment for being read to during sessions. Finally, parents or caregivers in the treatment group indicated that they held a greater enjoyment for reading, at the end of the intervention.

T1.7 Paper Session

8:30 – 9:30

Ballroom C

Attitude and Efficacy

Effects of a Summer Camp on Students' Motivational Factors and Learning Strategies

Alpaslan Sahin– Texas A&M University,

Ozcan Erkan Akgun – Sakarya University

*Niyazi Erdogan, *Robert M. Capraro, Mary Margaret Capraro, & Tugba Oner – Texas A&M University*

This study is designed to investigate the effects of a 15-day Science Technology Engineering and Mathematics (STEM) summer camp on students' motivational factors and use of learning strategies depending on their self-perceptions. 58 students from different part of Texas participated in the summer camp. 37 (63,8%) of them were males and 21 (36,2%) were females. We found that, except for self-efficacy scores; there was no statistically significant change in students' pretest and posttest scores of motivational factors (intrinsic value, and test anxiety), and students' use of learning strategies (cognitive strategy use, and self-regulation).

Preservice Teachers' Knowledge and Self-Efficacy Beliefs toward Working with ELLs in the Classroom

Susan Szabo, Susan Williams, Mary Anne Chiareli, & LaVerne Raine – Texas A&M University-Commerce

This pre/post study designed examined the self-efficacy beliefs of preservice teachers while they were taking a required reading course and participating in their first semester of student teaching where they were assigned to work with various grade level K-6 students. During the session, the pre/post data will be discussed as well as implications.

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Survival Strategies: Doctoral Students' Perceptions of Challenges and Coping Methods

Valerie Tharp Byers, Rachel N. Smith, Eunjin Hwang, Kay E. Angrove, Jason Chandler, Kelsey M. Christian, Shirley Dickerson, Leah McAlister-Shields, Stephen P. Thompson, Magdalena A. Denham, & Anthony Onwuegbuzie – Sam Houston State University

The purpose of this collective case study was to determine doctoral students' perceptions about the challenges they encountered while in a doctorate program, and the coping strategies they found effective in mitigating these challenges. Participants were 10 doctoral students enrolled at a Tier-II university in the United States who were interviewed. The qualitative analyses (e.g., constant comparative analysis) revealed six themes, indicating that although challenges are plentiful, particularly in terms of balancing one's academic life with other obligations, participants found support and encouragement from family, friends, and other doctoral students to be the most beneficial coping strategy. Implications are discussed.

T2.1 Workshop **9:35 – 10:35** **Minuet**

Junior Faculty Mentoring Initiative

*Julia Ballenger – Texas A&M University-Commerce
Prathiba Natesan – University of North Texas
Sonya Carr*

T2.2 Paper Session **9:35 – 10:35** **Poolside 1**

College Students

The Dilemma of Being Accepted or Not into a Doctoral Degree Program

*Baki Cavlazoglu & *Mehmet Oren – Texas A&M University*

Research into doctoral degree program application and admission process has focused on analysis of the admissions requirements, various admission criteria, generating mathematical model for admission in the decision making process. Most researchers have used quantitative methods to understand the important factors of application and admission process. However, a small number of researchers have used qualitative methods to understand applicants' experiences of the PhD program application and admission process. In this study, we aim to give a voice to doctoral degree applicants about their oppressive experiences of doctoral program application and admission process, and inform admission committees about possible applicants' feelings.

From the Military to Academia: A Bioecological Perspective of the Phenomenon of Transitioning Student Veterans

LaNette W. Thompson, Tracey N. Sulak, Aaron R. Baggett, & Janet H. Bagby – Baylor University

The phenomenon of military and transition experiences of veterans who served during the Afghanistan and Iraq conflicts and were subsequently enrolled at a university in the Southwest was explored using Bronfenbrenner's bioecological systems perspective. Interview comments of 11 student veterans yielded 5 subgroups of military experiences and 6 subgroups of university experiences. Findings include how communication technology allows one to live in 2 microsystems at once, battlefield and family, while in the military. Participants related the challenges of creating new microsystems with younger students in academia. This research is pertinent to campuses seeking to become more "veteran friendly."

Examining the College Preparation and Readiness of Advancement Via Individual Determination (AVID) High School Graduates

Jeffery Huerta & Karen Watt – The University of Texas Pan American

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This study examined the college preparation, readiness, and postsecondary progress of a national sample of high school graduates who enrolled in the Advancement Via Individual Determination (AVID) elective while in high school. Similarities and differences between AVID graduates at community colleges and those at universities are examined. Though AVID graduates exhibit varying degrees of academic preparation and college readiness, these students are persisting and succeeding in college. Those that do not enroll in college after high school do so as a result of financial and employment strains and not from a lack of preparation.

T2.3 Paper Session

9:35 – 10:35

Poolside 2

Science Education

A Longitudinal Study: The impact of STEM PBL on Students' Science Achievement

**Rayya G. Younes, Meredith M. Jones, Niyazi Erdogan, Bilgin Navruz, & Robert M. Capraro–Texas A&M University*

The purpose of the present study was to examine the impact of sustained professional development in STEM project-based learning on student achievement in science. The sample included three diverse urban high schools with a high percentage of economically-disadvantaged students. Professional development was delivered over a five-year period. The results showed that the fidelity of PBL implementation had a meaningful impact on student achievement outcomes. High fidelity of implementation was associated with the greatest gains in test scores.

Children's Understanding of Lunar Phases

*Ibrahim H. Yeter – Texas Tech University
Kim Livengood – Angelo State University*

In order to understand American early adolescent students' conceptions and misconceptions about lunar phases, 1979 students completed a survey of their lunar knowledge of (1) causes of lunar phases and eclipses, (2) apparent and real movement of the Moon relative to Earth, (3) relative sizes and distances between the Earth, Moon and Sun, and (4) observations of the Moon and definitions about the Moon. This study found that students have misconception about lunar phases. The study conducted chi-square analysis to find out whether there is any-significant difference in proportion of students who selected each of four responses.

Evaluating the Reliability of a Science Language Writing Rubric on Science Notebook Entries from a Population of ELL and Low-SES Students

Margarita Huerta, Tiberio Garza, & Kara Sutton-Jones – Texas A&M University

Researchers in the field of science education note the benefits of using writing to help students' language and concept development as measured by science writing rubrics, yet they report inter-rater reliability by percent agreement rather than using more robust reliability estimates needed in the field of science assessment. This study uses G theory to estimate reliability coefficients for an adapted science notebook rubric used to rate writing samples from a population of English Language Learners (ELLs) and low socio-economic status (low-SES) students. A full factorial design was used in the G-study, followed by a D-study to inform future rating efficiency.

T2.4 Paper Session

9:35 – 10:35

Poolside 3

Reading Education

Adolescents' Readings of 'Foreign' Novels: Students' Motivation Towards Reading

**Lubna Javeed – Texas Tech University*

For years, textbooks have been the main focus of classroom readings and teachings. Students are given voluminous textbooks and expected to comprehend the complex and ambiguous language leading them to become disengaged readers and avoid reading. However, the use of novels in classrooms can enhance

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student engagement in the content and inspire them to become life-long readers. This case study interviews two female participants to explore their views on reading novels for leisure and academic purposes. Findings resulted in discovery that the participants performed well academically and engaged in their learning, however were disengaged readers and did not see a purpose of reading outside of classroom purposes.

Readability Levels of State Adopted Social Studies Textbooks: Are Textbooks Too Hard for Students to Read?

Susan Szabo, Laurie Curtis, Tamara Robison, & Tracey Roden – Texas A&M University-Commerce

School districts spend millions of dollars on textbooks yearly. However, many teachers put these textbooks on the shelf and never use them, as they say the textbooks are too hard for their students to read. Finding the right match between text and reader is very important for comprehension (Ulusoy, 2006). This study explores how and why the Texas Education Agency (TEA) and the Oklahoma State Department of Education (OK SDE) recommend certain textbooks by putting them on a state adopted list. In addition, this study examines the readability of grade 3-6 social studies textbooks.

Applicability of the Student Teacher Relationship Scale in Turkish Educational Settings

Fatih Koca – Texas Tech University

For most Turkish children, entry into first grade is their first formal schooling experience. Understanding how children negotiate this new experience and documenting the relationships that they build with teachers is crucial, considering that early teacher-child relationships have important long term implications for children's school success. Accordingly, the goal of the study was to examine factorial solution of the Student Teacher Relationship Scale (STRS) (Pianta, 2001), a teacher-rating scale that has been widely used with Western samples, in Turkish first-grade educational settings.

T2.5 Symposium

9:35 – 10:35

Cavalier

Navigating the Dissertation Process

Danielle Dierdre Fearon, Terrill F. Saxon, Tracey N. Sulak, & Daelynn M. Copeland – Baylor University

Writing the dissertation is arguably the single most important task that a doctoral student will undertake. Therefore, it is imperative that students be provided with effective tools and strategies that will make the dissertation process more fulfilling than distressing. The objective of this symposium is to provide practical tips to graduate students who are at their dissertation phase. A dissertation chair as well as individuals who have gone or who are going through this process will present these tips and strategies from different perspectives. This symposium will be interactive to allow for the exchange of information.

T2.6 Paper Session

9:35 – 10:35

Patio

Attitudes

Anxiety and Gender Differences in Attitudes Toward Mathematics

**Martha Tapia – Berry College*

This study examined the effect of sex and mathematics anxiety on self-confidence, value, enjoyment and motivation as factors of attitudes toward mathematics. Participants were students enrolled in randomly selected mathematics courses at a private liberal arts college. Data were analyzed using a multivariate factorial model with four factors of mathematics attitudes as dependent variables (self-confidence, value, enjoyment of mathematics and motivation) and sex and mathematics anxiety as independent variables. Multivariate analysis revealed a significant effect of gender in value and of mathematics anxiety in all four

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factors.

Science Learning and Religiosity: Parallel Predictors of Attitudes Toward Evolution

Karen Moran Jackson – The University of Texas (UT) at Austin

This study examined the dual role of science learning factors and religiosity as predictors of attitudes toward evolutionary theory. Based on the conceptual change model, attitudes toward evolution were hypothesized to be a product of motivational and emotive processes. Using a multi-denominational, multi-ethnic participant group, multiple regressions revealed that, controlling for all other variables, intrinsic religiosity has the largest direct effect on attitude. However, understanding the nature of science and enjoying science lessons were also significant predictors of attitudes. This study supports the conceptual change model that people access several different motivations and value systems when forming attitudes.

Problem Solving and The Writing Process: A Case of Cognitive Complexity

Ali Bicer, Cristal Gallegos, & Robert M. Capraro – Texas A&M University

Middle grade students have a lack of problem solving skills due to several factors. One study indicated that the writing process has been linked to the development of students' problem solving skills (Flower & Hayes, 1977). The present study deals with the impact of the writing process on mathematical problem solving skills for middle grades students. Students participated in a six week, after school STEM program, and they were randomly assigned into two groups, one that focused on the writing process with mathematical problem solving and the other one focused on homework/high stakes test preparation with mathematical problem solving. The results of the study provided evidence that the students from the writing process group were more likely to generate and apply better problem solving skills compared to the second group of students. This study further contributes to the support and importance of integrating different subjects across the generalized learning realm.

T2.7 Paper Session

9:35 – 10:35

Ballroom C

Technology Education

Implementing Self-Regulation Strategies To Support Student Learning In An Online Learning Environment: A Practical Teaching Approach

**Murat Kurucay & Fethi Ahmet Inan – Texas Tech University*

This study presents a teaching approach to increase learners' achievements in an online learning environment by employing self-regulation strategies; such as goal setting, time management, and help seeking. The teaching approach was applied in an online course taught in a southeastern university which has 69 students. Each week, the instructor sent weekly emails to the students and put an announcement in the course website. These weekly emails and announcements had the guiding information, such as setting learning objectives/weekly goals, planning readings/ assignments, and contacting with the instructor. Students' final grades and reflections were collected at the end of the semester.

Utilizing Correlations and Regressions to Analyze the Relationships Among Position Fit Job Satisfaction and Teacher Retention

Tonya Jeffery – University of Houston

The purpose of this study was to examine the relationships among teacher preparation pathway, perceptions of position fit, job satisfaction and retention rates in first-year and second-year secondary teachers ($N=267$) across 13 school districts in Texas. This was a quantitative, non-experimental study in which archival data from the Selection Study Teacher Questionnaire (SSTQ) was analyzed. Bivariate and point-biserial correlations were performed to examine possible relationships among teacher preparation pathway, perceptions of position fit, job satisfaction and retention. Multiple regression analyses were conducted to determine which independent variable is the best predictor for the dependent variable (teacher retention).

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Use of Adaptive Problem Solving Tutorial in Math Classrooms

Fethi A. Inan & Fatih Ari – Texas Tech University

Raymond Flores – Wichita State University

The purpose of this study was to present the results from the evaluation of adaptive problem solving tutorial use in 8th and 9th grade math classrooms. The tutorial (aps4math.com) individualizes math instruction and provides adaptive practice and feedback based on learner characteristics (student progress and prior knowledge). The data were obtained through knowledge tests, surveys, interviews, and system logs throughout spring 2012 semester. Preliminary results from evaluation indicated that overall teachers and students were pleased with their experiences and suggested that the adaptive tutorial can be used to improve students' algebra problem solving skills.

T3.1 Fireside Chat **10:40 – 11:55** **Minuet**

Fireside Chat

*This is an informal, casual opportunity for students to interact with Presidential Invited Speaker Professor Karen Harris about whatever issues they would like to discuss.
(Graduate Students Only)*

T3.2 Paper Session **10:40 – 11:55** **Poolside 2**

Preservice Education

Field Experience: Using Video and Protocol to Influence Perceptions of Shared Personal Practice

**Phillip J. Blacklock – Midwestern State University*

The purpose of this on-going qualitative project is to investigate whether or not video and a developed protocol for reflecting on teaching practices influences pre-service teachers' perceptions to shared personal practice. Shared personal practice is a dimension of professional learning community organizational theory which focuses on teachers collectively working together to improve teaching practices and learning. During a methods course at a regional state university teacher preparation program pre-service teachers use their video lessons and a shared personal practice protocol to reflect on their instructional practice. Findings suggest that this approach can positively influence pre-service teachers' attitudes to sharing practice.

Investigating the Mental Representations of Floor Plans Held by Pre-service Middle Level Educators

Shirley M. Matteson & Patricia Patrick – Texas Tech University

This study examined the mathematics and science classroom floor plans drawn by 33 middle level pre-service teachers. Their mental representations of classroom designs were drawn in the first and last week of the two content specific methods classes. The floor plans were first classified by the placement of student desks (group, paired, and individual) and workspaces. Using the analysis technique of axial coding, the symbols, words or phrases, and other elements appearing on the floor plan were categorized. Changes in configuration and design elements of the floor plans will be shared. Implications for teacher preparation programs will be discussed.

Pre-service Teachers' Perceptions of Self Efficacy and Technology Integration

Dianne Goldsby, Robin Rackley, & Janet Hammer – Texas A&M University

This study investigated changes in pre-service teachers' self-efficacy and perceived ability to integrate technology into field-based classrooms. The pre-service teachers were instructed in technology integration and integrated technology resources into learning activities for course assignments. The survey, Technology and Teaching Efficacy Scale (Kajs, Underwood, & Tanguma, 2002; Mayo, Kajs, & Tanguma 2005), examined technology and teaching self-efficacy of the pre-service teachers before and after course completion. The instrument assessed confidence in their ability to integrate technology and to encourage

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student success. Pre-service teacher self-reporting and an observational checklist were used to measure technology resource integration into learning activities.

Teaching Reading in a Research World: The Effectiveness of Research ABC Presentation and Hands-on Experience on Reading Journal Articles in a Saturday Workshop

MingTsan P. Lu & Terry Overton – The University of Texas at Brownsville

The purpose of the study is to evaluate the effectiveness of instructional methods on reading research articles used in the voluntarily Saturday workshop on reading research articles and to investigate what current graduate students may want to learn more in research-related areas. The instructional methods, including a Research ABC PowerPoint presentation, structured handouts, rewards designs, and a couple of hands-on experience activities, are evaluated through a questionnaire. Student learning is evaluated through pre- and post-tests. The findings indicate that student learning is improved and the instructional methods are effective as the presentation is carefully programmed and the activities well-designed.

T3.3 Paper Session

10:40 – 11:55

Poolside 3

Exceptional Education

Investigating the Efficacy of Language Stimulation Training for Head Start teachers in an Urban Setting

**Jannah W. Nerren – Stephen F. Austin State University*

This study investigated the efficacy of language stimulation training for Head Start teachers on the receptive and expressive oral language of preschoolers in an urban program. Results of two previous studies in rural settings indicated gains for students whose teachers received the training compared to students in control classrooms. Data from this current study seeks to support previous research. Trained teachers integrated the language techniques into regular classroom instruction for an academic year. Both the expressive and receptive language of students was assessed using the PPVT-4 and EVT-2 to determine the effect of the strategies on students' English language abilities.

Reforming Teacher Education: Early results on TechTeach from the Candidates' Perspective

Margaret Johnson & Nhung Pham – Texas Tech University

Weinstein (1989) claimed over twenty years ago that when pre-service teachers become teachers, they are hit with "reality shock." The College of Education in a university in Texas is in the process of transforming its teacher education program to include intensive clinical experiences to address that reality early in the program. The College piloted its new program with a group of middle level teacher candidates during the 2011-2012 school year. The researchers followed the candidates and present findings from the pilot, describing the results from the candidates' point of view.

Using Student Feedback to Guide Vocabulary Instruction: A Secondary English Teacher's Quest to Provide Relevance for Twelfth Grade Students

Christina J. McIntyre – Midwestern State University

Results of questionnaires revealed twelfth-grade-level English students in a small district admitted to difficulty in finding relevance in their coursework. In addition, concerns centered on earning requisite ACT scores for college admission. Using ongoing student feedback, a non-traditional approach to vocabulary instruction was used to motivate students. Students responded to numerous surveys and questionnaires, helping to guide instructional decisions. Students took pre/post-tests to determine level of vocabulary growth and pre/ post-instruction Likert-type surveys to assess attitudes toward vocabulary instruction. Results showed significant growth in vocabulary learning and a positive change in attitude toward vocabulary instruction.

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Educator Perceptions of Culturally and Linguistically Diverse Students in Special Education

Norma Guzman – Texas A&M University-Kingsville

The paper discusses findings from a study that included data collection of 439 surveys from 4 districts and 13 elementary campuses in South Texas. The survey looked at differences in educator perceptions of over-representation based on years of experience, job position and race/ethnicity. Overall, 3-way ANOVA results indicated that educators in the study did not perceive culturally and linguistically diverse (CLD) students to be over-represented in special education in the ‘subjective’ disability categories (LD, ED, MR or SI). Differences were noted based on race/ethnicity and job position, but not years of experience. Findings support the need for collaboration among all educators (bilingual, special and general education) in meeting the needs of CLD students in order to address the long standing problem of disproportionate representation.

T3.4 Paper Session **10:40 – 11:55** **Patio**

Statistical Measures

Structural Evidence of the Strengths Self-Efficacy Scale Among University Students

**Forrest C. Lane & Joshua W. Schutts – The University of Southern Mississippi*

A popular practitioner program for strengths-based leadership is the StrengthsQuest program. This program provides students with the knowledge and awareness of their individual talents and has been used by more than 600 campuses and 850,000 students across North America. The problem is that despite the widespread use of this program and the connection of strengths self-efficacy to the social change model of leadership, only one study has examined the structure of this scale. This study re-examines the structure of Strengths Self-Efficacy scale and explores its relationship with other theoretically related measures of academic self-efficacy, hope, well-being, and meaning in life.

A Case Study on the Effects of a Long-term Substitute Teacher in a Second Grade Class

John Sargent – East Texas Baptist University

This action research case study examined how students were affected by the use of a long term substitute teacher in an elementary school in northeast Texas. The research question guiding this study was: How will a long term substitute teacher affect the behavior and learning processes of students in a second grade classroom in northeast Texas? Two major themes were identified. First, students continually challenged the substitute’s authority on a daily basis with various consequences. Second, students did not follow directions, and often did not complete their work. Implications from the study were related to students, teachers, and parents.

Controversy on Statistical Significance Testing and Information on Some Alternative Reporting Strategies

Ebrar Yetkiner Ozel – Fatih University

Serkan Ozel – Bogazici University

Statistical significance testing (SST) has been the object of numerous criticisms for almost as long as they have been around (e.g., Cohen, 1962; Schmidt, 1996; Thompson, 1996). The present paper will provide thorough review of the controversy on SST and will provide information on some alternative reporting strategies available to researchers.

Finite Mixture Modeling with Nonnormal Indicators: A Monte Carlo Examination of Fit Indices for Model Selection

Grant B. Morgan & Aaron R. Baggett – Baylor University

This simulation study examines the performance of fit indices commonly used by applied researchers for

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selecting finite mixture models (FMM). When used for the purposes of classification, the goal of FMM is to classify subjects from a large heterogeneous set of cases into homogeneous subgroups of unknown form and frequency. Despite advantages of FMM over traditional clustering, model selection remains a significant challenge to researchers. Conditions for simulation were selected to mirror conditions found in applied research. The accuracy with which common fit indices identify the correct component model is examined while varying indicator distributions, sample sizes, and class prevalence.

T3.5 Workshop

10:40 – 11:55

Cavalier

Relationships: A Critical Piece to the Learning Process

Stacy Hendricks – Stephen F. Austin State University

Relationships continue to be a critical attribute in the learning process. It is imperative that students and others work together to make the educational journey a success. Since relationships are such a critical piece, it is important that those involved reflect on their attitudes and perspectives of working with others. Therefore, this tutorial session will offer graduate students and others a self-analysis reflection piece on their role in making their educational experience a success.

T3.6 Paper Session

10:40 – 11:55

Ballroom C

Qualitative Research, Statistics

Towards a Social Justice Philosophy for Mixed Research: Critical Dialectical Pluralism

Anthony J. Onwuegbuzie- Sam Houston State University

Rebecca K. Frels – Lamar University

We introduce a new mixed research paradigm: critical dialectical pluralism. We describe critical dialectical pluralism with respect to three axiomatic components (i.e., ontological, epistemological, and methodological foundations) and seven issues (i.e., nature of knowledge, knowledge accumulation, goodness or quality criteria, values, ethics, inquirer posture, and training). Critical dialectical pluralists are committed to research that promotes and sustains an egalitarian society; aims to promote both universalistic theoretical knowledge and local practical knowledge; and promotes culturally progressive research. Several exemplars of critical dialectical pluralist research will be presented demonstrating that critical dialectical pluralism promotes social justice more than does any other paradigm.

Incorporating Nonverbal Communication Data in Interviews: A Mixed Research Framework

Rebecca K. Frels – Lamar University

Anthony J. Onwuegbuzie – Sam Houston State University

We provide a mixed research framework for collecting and analyzing nonverbal communication data during interviews. First, we provide a typology of nonverbal cues, including proxemic, chronemic, kinesic, paralinguistic, optics, and linguistics. Second, we outline several mixed research techniques for collecting nonverbal communication data. Third, we outline mixed analysis techniques for analyzing nonverbal communication data, including the use of correspondence analysis. We contend that a rigorous examination of nonverbal cues in interviews increase understanding of emotional nuances that are difficult to capture through transcribing interviews, thereby facilitating thick and rich descriptions, and, ultimately, verstehen.

Bayesian Analysis of Variance

Prathiba Natesan – University of North Texas

Vincent Kieftenbeld – Southern Illinois University Edwardsville

Analysis of variance (ANOVA) is a classical statistical technique. Several assumptions underlie ANOVA, including normality of variables and homogeneity of variance. Much research has been targeted at investigating the robustness of ANOVA to violations of these assumptions. In this presentation, we will describe how to conduct ANOVA in a Bayesian framework. In this framework, many of the assumptions

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can be naturally relaxed (Kruschke, 2011). This presentation will show-case the advantages of Bayesian ANOVA through easy to follow examples, making it an ideal presentation for graduate students and researchers with a limited background in ANOVA.

Bias and Precision in Several R^2 Correction Equations Across Various Research Designs and Situations

Kim F. Nimon – University of North Texas

Susan Troncoso Skidmore & Linda Reichwein Zientek – Sam Houston State University

Bruce Thompson – Texas A&M University

Our Monte Carlo simulation examined the (a) bias and (b) precision of several R^2 correction equations (e.g., the Ezekiel correction available in SPSS) in studies using two or three predictor variables. The simulated populations represented the fully crossed combinations of (a) 3 population regression effect sizes, and (b) 4 levels of predictor multicollinearity. For the three-predictor case we also considered (c) 2 levels of variabilities among the predictor variable correlations with Y (i.e., homogeneous or heterogeneous).

T3.7 Paper Session

10:40– 11:55

Poolside 1

Higher Education Studies

Alumni's Perceptions of the Advancement Via Individual Determination

Thomas E. Holubik – Texas Tech University

The Advancement Via Individual Determination (AVID) College Readiness System provides college knowledge and college readiness tools and skills primarily for ethnic minority students who had been making middling grades but want to become first generation college students. This research developed a case study from the perspective of AVID high school alumni who are now succeeding in major four-year universities largely due to the skills and experiences they gained from the program. The study reports numerous participant quotes of the students' voices on four emergent themes: AVID focused on me, student-centered activities, AVID family environment, and AVID pride.

Who is for Assessment in Higher Education? Findings from the Survey of Assessment Culture

**Matthew B. Fuller – Sam Houston State University*

This paper presentation focuses on findings from a nation-wide survey of higher education institutional research and assessment practitioners, the Survey of Assessment Culture. Findings from one section—institutional researchers' rankings of campus leaders regarding their support, resistance, or indifference to assessment—will be shared. Findings suggest the need to refine previously upheld narratives regarding faculty support for assessment and the potential for partnerships between supportive, resistant, and indifferent campus leaders. The discussion will conclude with a call for further and future research.

Mathematical Self-Efficacy: Antecedents and Effects on College Major Choice

Lauren A. Blondeau – The University of Texas (UT) at Austin

Jaimie Krause – City University of New York

Kristin Harvey & Nancy Stano – The University of Texas (UT) at Austin

The present study was designed to illuminate possible causes for and results of sex differences in math self-efficacy (MSE). Males often display elevated levels of MSE, a variable that strongly relates to choice of math-related major and career. Analyses revealed prior achievement, anxiety, and student-professor interactions all to predict MSE. Anxiety was the strongest predictor ($\beta = -.547, p < .001$), and males reported higher levels of prior achievement and MSE than females. Additionally, MSE predicted choice of math-related major. Implications and suggestions for increasing the numbers of females in these majors are

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discussed.

A Content Analysis of Gender Roles in Turkish Science Textbooks

Emin M. Misir, Ayse Busra Donmez, & Serkan Ozel – Bogazici University

Ebrar Z. Yetkiner Ozel – Fatih University

Educational materials play an important role in not only teaching students the subject matter knowledge but also conveying social values and society's perceptions. Prior research has informed us about the influence of stereotyping in textbooks on students' perceptions of gender roles. In the current study, we examined Turkish elementary school science textbooks in terms of gender representation.

T4.1	12:00 – 1:30	Ballroom A/B
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Lunch & Business Meeting

Special Ticketed Event

T5.1	1:30 – 2:45	Minuet
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Presidential Invited Address

Dr. Karen Harris, Arizona State University

T6.1 Innovative Session	2:45 – 4:00	Poolside 1
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Begin With The End In Mind: Navigating the Doctoral Pathway

Daelynn Copeland, Tonya Trepinski, & Terrill Saxon – Baylor University

Julia Ballenger – Texas A & M University – Commerce

Leah McAlister-Shields - Sam Houston State University

William Parker- Lamar University

Pat Curry & Pauline Sampson – Stephen F. Austin State University

This interactive session will address the needs and concerns of doctoral students as they map out plans to maximize their potential while working towards the terminal degree. Co-presented by university professors and doctoral students, multiple perspectives will be discussed on research, publication, mentoring, networking, and career trajectory. Participants will benefit from the experiences of senior researchers and fellow doctoral students while gaining practical information on how to successfully navigate the doctoral pathway.

T6.2 Paper Session	2:45 – 4:00	Poolside 2
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Principals and Leaders

Spiritual Characteristics of Early Life Educational Leaders

**Mike Boone, Kenyatta Dawson, Kathy Fite, & Robert F. Reardon – Texas State University-San Marcos*

Participants in the study are asked to identify someone who has had a profound influence on their life and to list the characteristics of this person. These characteristics are then mined for items that match current definitions of leadership or spirituality. These real life examples of educational leadership are being compared to models described in the academic literature.

Developing Leadership Candidates' Skills in Understanding and Using Data

Janet R. Shefelbine – The University of Texas at Brownsville

The development of leadership processes that link student data with effective classroom practice is a priority for school leadership programs. In this study leadership candidates stated that as teachers they had

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limited experience with data beyond their own classrooms. They also lacked experience utilizing cohort or “growth” models. As part of this study candidates experienced data analysis and campus planning exercises in the university setting. In focus groups and surveys the candidates identified the following methods as supportive of their data-based supervisory skills: a) repeated opportunities for studying a variety of data sets and b) guided practice in identifying interventions, professional development and supervisory processes.

Incentive Pay for Principals and Principal Supervisory Behavior

Babette Eikenberg – Lamar University

Although incentive programs in various career fields seem to be comprehensively studied, the bulk of existing literature related to incentive programs in education have been primarily focused on the teacher with relatively little investigative research paid to the principal. This research studied the perceptions of the impact incentive pay had on principals’ supervisory behavior. The study revealed, from the frequency analysis, principals did respond positively to receiving bonuses. Frequency analysis suggests the performance-based bonuses were a useful tool to improve instructional supervision, had a positive impact to the campus staff, and the incentives were somewhat effective in improving instructional practice.

An Analysis of the Variance in Funding Gifted Education Programs in Texas: Implications for Policy and Support

Todd Kettler, Joseph Russell, & Jeb Puryear – University of North Texas

Equitable access to gifted education remains a concern to policy makers and educators. Frequently equitable access is analyzed from the perspective of identification and placement into gifted education programs. This paper examines inequities in educational opportunity for gifted students in the state of Texas at the program services level. School districts in the study ($n = 1228$) vary significantly in the number of students identified for gifted education, expenditures for gifted education, and allocation of faculty for gifted education. Data analysis indicates patterns in the variances suggesting inequitable opportunities for students in smaller schools, rural schools, and economically disadvantaged schools.

T6.3 Paper Session

2:45 – 4:00

Poolside 3

Measurement and Statistics

Conducting Parallel Analysis and MAP Test to Determine the Number of Factors to Retain

**Putthachat Angnakoon – University of North Texas*

Retaining the correct number of factors in Exploratory Factor Analysis is crucial. This paper aims to describe how to conduct 1) parallel analysis and 2) Velicer’s minimum average partial test. These two most recommendable rules are illustrated using the data set from Holzinger and Swineford (1939). Using multiple criteria in determining the number of factors to retain will definitely improve the quality of decision making and guarantee the optimal results.

A Review of Higher Order Factor Analysis Interpretation Strategies

Bilgin Navruz – Texas A&M University

Whenever primary factors are correlated, extracting higher-order factors from interfactor correlation matrix is vitally important to understand data from different perspectives. The present paper summarizes exploratory higher order factor analysis and explains interpretation strategies for higher-order factors (Gorsuch (1983), Thompson (1990), and Schimid and Leiman (1957)) by providing syntax for SPSS and SAS.

To Truncate or Not: The Case of Corrected Correlation Coefficients > 1

Kim Nimon & Xing Qin – University of North Texas

When correlation coefficients exceed the square root of the product of their variables’ reliabilities,

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Spearman's (1904) formula will yield magnitudes greater than 1.0. In such cases, it is not clear if researchers should report correlation coefficients truncated to unity or observed correlations. The purpose of this study was to examine correlation coefficients, correlation coefficients corrected by Spearman's formula, and truncated correlation coefficients to determine in which cases the coefficients were better estimates of population parameters. Results indicate that in many instances observed correlations were better estimates of population parameters than correlation coefficients corrected by Spearman's formula or truncated to unity.

A Primer on Johnson-Neyman Technique, an Alternative Procedure to ANCOVA

Xuejun Ji – Texas A&M University

The routine part of ANCOVA is the step of testing the assumption of homogeneity of regression coefficients. However, this assumption is not always met, but usual to reveal the heterogeneity of slopes (Huitema, 1980, p. 270). Hence, an alternative approach to ANCOVA is required. In the present paper, Johnson- Neyman technique is briefly introduced including a sequence of statistical tests and relevant SPSS syntax.

T6.4 Paper Session

2:45 – 4:00

Patio

Statistical Measures

All Possible Subsets for Predictive Discriminant Analysis and Logistic Regression: Automating the Process

**Linda R Zientek – Sam Houston State University*

Kim Nimon & Amanda Kraha – University of North Texas

Predictive discriminant analysis and logistic regression might be used to predict group membership from a set of predictors. In situations with a large number of predictor variables, an all-possible-subset analysis can help identify the most parsimonious model. To facilitate these analyses, the purpose of the current paper is to investigate and demonstrate a statistical package to assist in developing a better classification model for a predictive descriptive analysis and determining the importance of predictors in a logistic regression by use of all-possible-subsets analyses.

Robust Regression Analysis Methods to Overcome Influences of Outliers

Mehmet Oren & Bilgin Navruz – Texas A&M University

In all regression analysis we attempt to fit our data to our model of reality. However, because of the unusual cases in the data, regression analyses do not always yield a good model fit. Robust regression analyses allow us to overcome the disadvantages of ordinary least square method. This proposed study first described the purpose of the regression analysis and defined linear methods of regression analysis. After that, we discussed the importance of using robust analysis, and provided methods for detection of possible unusual cases. Also, the advantageous of using robust analytic methods were described. Finally, two types of methods for robust regression analysis were discussed.

Comparing the Effects of Missing Data Treatments

Lindsey Perry – Southern Methodist University

Missing data is a common occurrence in education and social science research. The purpose of this paper is to describe three common types of missing data (i.e., Missing Completely at Random, Missing at Random, and Missing Not at Random) and discuss and compare five missing data treatments: listwise deletion, pairwise deletion, mean imputation, hot deck imputation, and multiple imputation. Datasets with missingness were generated from a larger dataset to analyze the effects on the parameter estimates and standard errors of utilizing these missing data treatment methods.

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Beyond the Basics: Using Commonality Analysis to Paint a Fuller Picture of Regression Results

Shana L. Southard-Dobbs- University of North Texas

Multiple regression (MR) is a widely-used technique for exploring relationships among variables, especially in the social sciences (Nimon & Reio, 2011; Warne, 2011). Despite its popularity as a data analytic strategy, MR results are frequently interpreted in a manner that is insufficient for fully exploring complex relationships among predictor and outcome variables. Commonality analysis is a statistical approach to partitioning variance in MR that allows researchers to fully explore the contributions made by predictors in explaining outcome variable variance. An overview of this approach to interpreting MR results is presented along with an example to demonstrate interpretation of commonality analysis.

T6.5 Workshop

2:45 – 4:00

Minuet

Conducting and Publishing Research: An Overview of the Research Process

Linda Zientek – Sam Houston State University

Kim Nimon & Prathiba Natesan– University of North Texas

This presentation provides an overview of the research process. We will discuss important steps that should be conducted prior to collecting the data and how these steps will determine the validity of your findings. Quantitative research methods and writing the methodology and conclusions will be introduced. The session is geared towards quantitative research methods; however the session should be beneficial for researchers conducting qualitative and mixed methods. The importance of adhering to research standards will be addressed in addition to describing how these standards enable researchers to conduct quality research. Resources for participants will be provided.

T6.6 Paper Session

2:45 – 4:00

Ballroom C

Efficacy

The Psychometric Exploration of the Research Self-Efficacy Inventory

**Fatih Koca & Liu Xun–Texas Tech University*

The aim of the study was to create an inventory consisting of four scales that could potentially provide a more comprehensive examination of individuals' research self-efficacy beliefs. In addition to describing a need for a new measure of research self-efficacy, the researchers explored the psychometric properties of the scales that comprise the Research Self-Efficacy Inventory. Evidence of validity was obtained with two existing measures – Self-Efficacy in Research Measure and Dissertation Self-Efficacy Scale. The results of the study provide an initial report of the psychometric properties of the four research self-efficacy scales. Implications of the study for future research are discussed.

A Framework for Algebra Teacher Efficacy

William A. Jasper– Sam Houston State University

Trena L Wilkerson– Baylor University

Even though algebra is continually identified as a predictor of success in college and future employment earnings, an instrument to measure teachers' self-efficacy, specific to algebra, does not exist. To address this need, a team of mathematics educators from nine universities developed a framework which will lead to an instrument to measure teachers' self-efficacy in teaching algebra. This paper describes the process of developing that framework, which would be useful to other researchers who decide to develop a survey instrument.

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Culturally Responsive Teaching and Classroom Management Self-Efficacy Scales

Huda Sarraj, Fatih Koca, Feiya Xiao, & Xun Liu-Texas Tech University

This study was designed to examine the nature of preservice teachers' culturally responsive teaching and classroom management self-efficacy beliefs. Prospective elementary school teachers were more confident in their abilities to carry out some of the easier tasks related to culturally responsive teaching (e.g., helping students develop positive relationships with their classmates) and less confident in their abilities to execute teaching practices that require knowledge of students' cultural background. Preservice teachers had higher self-efficacy for engaging in general classroom management tasks such as establishing classroom routines and teaching students how to work together and lower self-efficacy for engaging in some of the more difficult aspects of culturally responsive classroom management. The implications of these findings for teacher education and practice are discussed.

T7.1 Workshop

4:05 – 5:20

Minuet

A Day in the Life of a University Professor

*Julie P. Combs & Susan Troncoso Skidmore – Sam Houston State University
John Hedl*

Ever wondered what professors do beyond their teaching responsibilities? In this workshop session, participants will explore the roles and responsibilities of professors in the areas of scholarship, service, and teaching. Two second-career faculty members will review the advantages and challenges of faculty positions and provide suggestions for preparing to enter the higher education workforce.

T7.2 Paper Session

4:05 – 5:20

Poolside 1

Graduate Student Session

**Discussant: Julia Ballenger-Texas A&M University-Commerce*

A Cross Cultural Case Study: How Instructional Methods for Teaching Mathematics are Differentiated (USA, Turkey and Singapore)

Sevket Ceyhun Cetin & Shanthi Ayyadhurry – Texas Tech University

The purpose of this study is to explore what sort of instructional methods are used in mathematics classrooms in three different cultures. Qualitative case study method was utilized with the participation of three mathematics teachers from the United States, Turkey and Singapore. The researcher will gather data from the participants by semi-structured interview protocol.

Towards an Understanding of Effective Instruction in Quadratics

Steven K. McKissick – Texas A&M University

Limited extant literature regarding quadratics instruction indicates poor long-term procedural and conceptual retention of needed skills. Challenges regarding level of abstractness complicate instruction. Inclusion of quadratics on state assessments indicate a need for curriculum with demonstrated long-term effectiveness. The present study applies methods identified as effective through meta-analysis and compares outcomes to students receiving widely adopted state curriculum (CSCOPE). Subjects' retention was measured at 2-week, 3-month, and 6-month periods. Results and implications are discussed.

Seeking One's Identity: A Struggle of Medium for Female Muslim Adolescents

Lubna Javeed – Texas Tech University

This research in progress examines how novels appeal to and motivate Muslim female adolescents to become active readers. There is a lack of multicultural literature applied in classrooms to appeal to diverse learners; as a result teachers should be cognizant of their students and meeting their differences. The study

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is conducted through a case study with three participants. Participants independently read a selected novel from a researcher created list of selections. Once participants have completed their reading the researcher will conduct a formal interview to discover recurring themes in participants' reactions and engagement to the novel they read.

The Role of e-Readers in Reading Comprehension and Vocabulary Development

Carolyn J. Stufft – Sam Houston State University

While the conceptualization of literacy has evolved over time to include digital text and multimodal representations of ideas, the struggles students face while reading have not vanished. Students who continue to struggle with reading comprehension and vocabulary knowledge may enter middle school as “endangered readers” (e.g., Alvermann, 2002). Therefore, it is necessary to investigate ways in which current technologies, such as e-Readers, impact middle school students' literacy development, particularly in the areas of reading comprehension and vocabulary development. A mixed methods approach involving causal-comparative research and virtual ethnography will be used to collect and analyze data.

T7.3 Paper Session

4:05 – 5:20

Poolside 2

Graduate Student Session

**Discussant: Prathiba Natesan-University of North Texas*

First-Year Experience and Retention

Diana J. Pressley – Sam Houston State University

As institutions of higher learning are increasingly faced with accountability measures, the need for institutional decision makers to not only comprehend the multifaceted nature of retention but also to be proactive in retention efforts, remain prevalent. The purpose of this research study is to evaluate the effectiveness of first-year experience programs and the impact on student retention and grade point average (GPA). I will seek to measure the impact student engagement through first-year experience program has on academic performance and persistence. I will evaluate a specific first-year experience program and its affect on academic performance and retention.

Psychological Well-being of Asian International Students: A Systematic Literature Review

Feiya Xiao, Jiaqi Li, & Xun Liu – Texas Tech University

The present article reports the outcome of a systematic literature review of the studies related to psychological well-being among Asian international students. A total of 18 quantitative studies published in peer-reviewed journals from 2000 to 2011 were reviewed. The review revealed two major results: First, many researchers chose Chinese international students as a typical representative group of Asian international students in their studies. Second, Asian international students' psychological well-being is mainly affected by personal and environmental factors such as demographics, multicultural competence, help-seeking attitudes, sociocultural and psychological factors in the acculturation process. Recommendations to further research in psychological well-being are provided.

Identifying Technology Transfer Office Best Practices

Richard A. Prets – Sam Houston State University

The purpose of this study will be to identify Technology Transfer Offices' (TTOs) policies and best practices that lead to success in generating income from universities' intellectual property (IP). Another purpose would be to develop programs or tools to aid TTOs in maximizing revenue from licensing efforts.

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How Social Sciences Graduate Students Achieved in Statistics Courses: A Grounded Theory Investigation

Konabe Bene – Texas Tech University
Yi Tong – Texas Tech University

The objective of this qualitative research is to use a grounded theory approach to investigate how several social science graduate students have achieved significantly in social science statistics courses. A semi-structured interview will be used to collect the data. The planned data analysis will borrow from Giorgi's method of data analysis that calls for six levels. The researcher expects that the findings will display achievement procedures and believes that will help other students and people interested in social science statistics to achieve as well.

T7.4 Paper Session **4:05 – 5:20** **Poolside 3**

College Students

College Readiness and Ethnicity: A Key to the Transformation of Higher Education

**Karen P. Saenz – Sam Houston State University*

The purpose of this study is to determine the relationship between ethnic groups and students taking remedial courses at a mid-sized university in Texas and to suggest strategies for transforming the curriculum of the university to enhance the possibilities of success for students in underrepresented ethnic groups. The premise of this study is that ethnicity is related to social connectedness, and that the students who lack social connectedness are less likely to be college ready. The participants in this quantitative study using archival data were selected from 13,542 first-time freshmen who entered the university in Texas between 2000 and 2006.

Why Don't Japanese Students Study Abroad as Much as They Did in the Past?

Richard Porter – Sam Houston State University

The number of Japanese students studying abroad in the United States has steadily declined in recent years. The Japanese government sees this steady decline as a threat to their competitiveness internationally. One component of the government plan is to fund more short term programs in the hope that these programs will promote long term programs. This proposal presents a dissertation research project that is in process. The research will survey and interview Japanese students currently participating in short programs at Texas universities to discern the motivation and efficacy of these programs in encouraging Japanese students to pursue degrees abroad.

Closing the Gender Gap: The Importance of Professor Trust in College Mathematics Achievement

Kristin E. Harvey & Lauren Blondeau– The University of Texas (UT) at Austin
Jaimie Krause – City College of New York
Nancy K. Stano – The University of Texas (UT) at Austin

Women continue to be underrepresented in STEM careers nationally. Professor-student interactions are crucial to student success, especially for difficult courses in which in class lectures may not be sufficient to help students succeed. Women are more strongly affected by the messages they perceive from others; this fact, combined with possible fears of confirming gender stereotypes in math, may prevent women from initiating student-professor interactions without building more trust than their male counterparts first. Results indicate that for a sample of 160 undergraduate students, women required higher trust in their professor than males to have equivalent positive student professor interactions.

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Student Veterans' Experiences and Perceptions of College: A Nationwide Exploratory Mixed-Methods Analysis

Aaron R Baggett, Janet H. Bagby, & Tracey N. Sulak – Baylor University

The current study addresses an area of critical importance to higher education student affairs professionals working with student veterans. For student veterans, shifting from military culture to campus culture is a transformative and challenging experience—especially when re-entering after time away for deployment (e.g., Ackerman et al, 2009). Selective results indicate that student veterans attending colleges and universities with student veteran coordinators were more likely to be retained. Likewise, students at medium and large sized universities were more likely to frequently participate in campus programs and activities outside of their campus student veteran association.

T7.5 Workshop

4:05 – 5:20

Cavalier

Getting the Most out of your Dissertation: Strategies for Obtaining Multiple Publications and Presentations

Rebecca K. Frels – Lamar University

Anthony J. Onwuegbuzie – Sam Houston State University

In this training session, we will provide a meta-framework for optimizing the dissemination of dissertation findings after completion of a dissertation, namely, at the research utilization phase. In particular, we demonstrate how a researcher who has just completed her/his dissertation can ethically extract at least four articles from it that do not represent piecemeal publication. In addition, we provide strategies for maximizing the visibility of a graduate's dissertation via other dissemination outlets. In so doing, we provide two exemplars of dissertations that yielded multiple publications and presentations. Finally, we discuss implications for conceptualizing, designing, and implementing dissertation research studies.

T7.6 Paper Session

4:05 – 5:20

Patio

Statistics

A Correct Explanation of ANOVA Interaction Effects and Their Interpretation

**Kayce Moore – Texas A&M University*

The paper reviews the basics of understanding the elusive but important concept of the interaction effect. Small heuristic data sets will be employed to make the discussion more concrete. Particular attention will be paid to strategies for achieving post hoc understandings of the origins of detected interaction effects.

"Corrected" versus "Uncorrected" Effect Sizes: An Introduction

Megan Patterson – Texas A&M University

Today, 24 journals, including two organizational "flagship" journals with circulations both greater than 50,000, now "require" effect size reporting. The present paper will review some of the numerous effect size choices available to researchers.

Propensity Score Matching With Quasi-experimental Data: A Worked Example From Jamaica

Marvin G. Powell & Darrell M. Hull – University of North Texas

Well designed studies in education no longer must rely on experimental designs to provide compelling estimates of intervention effects when situations arise that prevent experimental studies from being carried out (Murnane & Willett, 2011). The remedy to experimental design that “elucidate[s] cause-and-effect relationships” (Cochran, 1965 as cited in Rosenbaum, 2002, p. 1) is observational studies (quasi-experimental design). Propensity score estimation makes possible a comparison group that is closely similar to the treatment group based on covariates that are stable. The presentation gives an overview of the

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process using Amelia II, R and MatchIt to create a comparison group, using an example from Jamaica.

Evaluating the Homogeneity of Regression Assumption in ANCOVA

Jordan M. Edmonson – University of North Texas

Analysis of covariance is a commonly used statistical process to isolate and control for a covariate's influence on a dependent variable. As ANCOVA combines the regression lines from a correlation between the dependent variable and covariate for each level of the independent variable, those lines must have similar slopes for ANCOVA's calculations to be of value and limit error. This assumption, known as homogeneity of regression, can increase error within the model if failed. Methods of evaluating homogeneity of regression include descriptive and statistical techniques. Alternative methods for analyzing data with heterogeneous regression lines are discussed as well.

T7.7 Paper Session

4:05 – 5:20

Ballroom C

Testing and Classroom Management

SAT Total Score Differences by Ethnicity and Gender at Sam Houston State University

**Dana E. Bible, Robert D. Young, & Rebecca A. Robles-Pina – Sam Houston State University*

Examined in this study was the effect of ethnicity and gender on SAT Total scores for students from Sam Houston State University between 2001 and 2010. The data in this study revealed a statistically significant difference between ethnic groups on SAT Total with a small effect size indicating that ethnic group explained 10% of the variance of SAT Total score. The Post Hoc tests indicated that the differences occurred with White students having a higher mean on the SAT Total than Black students, Hispanic students and Other students.

Personality Kaleidoscope

Sherry R. Rosenblad – Sam Houston State University

The purpose of this presentation is to introduce a test, the Personality Kaleidoscope (PK), which can be used to assess personality traits. Understanding of personality traits that affect thoughts, emotions, and behavior, can be useful to counselors in helping their clients understand themselves in order to improve their relationships at work, marriage, and in social settings. The development of the items, theoretical frameworks used, and factor structure of the PK, using factor analysis, will be discussed.

The Role of Teacher Self-Efficacy Beliefs in Predicting Prospective Teachers' Perceived Career Longevity

Feiya Xiao, Fatih Koca, Xun Liu, & Huda Sarraj – Texas Tech University

In this study, the researchers examined whether several preservice teacher attributes would predict the perceived career longevity of prospective teachers if placed in an urban and suburban school. The findings suggest that preservice teachers' envisioned that their careers would last longer when placed in a suburban school compared to an urban school. Culturally responsive teaching and classroom management self-efficacy beliefs significantly predicted students' perceived career longevity if placed in an urban and a suburban school. The implications for teacher education and research are discussed.

Prospective Elementary School Teachers' Culturally Responsive Teaching and Classroom Management Self-Efficacy as a Predictor of their Perceived Career Longevity

Xun Liu, Feiya Xiao, Fatih Koca, & Huda Sarraj - Texas Tech University

In this study, the researchers examined the role of prospective teachers' Culturally Responsive Teaching Self-Efficacy and Culturally Responsive Classroom Management Self-Efficacy beliefs in predicting their perceived career longevity if placed in an urban or suburban school. The findings suggest that prospective teachers' culturally responsive teaching and classroom management self-efficacy beliefs predict their perceived career longevity. The findings also suggest that as these prospective teachers' perceived career

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longevity increased, their culturally responsive classroom management self-efficacy beliefs increased, but surprisingly culturally responsive teaching self-efficacy beliefs decreased. The implications for teacher education and research are discussed.

T8.1 **5:25p – 6:30p** **Minuet**

Graduate Student Meeting

Elect the new graduate student representative to the board, raffle and give-aways, and elect this year's graduate leadership council.

T8.1 + **6:45p – ????** **Lobby**

Graduate Student Social

**Pat O'Brien's
121 Alamo Plaza**

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F0.1	8:00a – 2:00p	Ballroom C Foyer
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Registration

F0.2	7:45a – 8:45a	Sam Houston
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Graduate Leadership Council Meeting

Plan for the coming year and set priorities for incoming graduate leadership council members.

F1.1 Innovative Session	8:45 – 10:00	Minuet
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Communication in Mathematical Processes

Amy Anderson, Mary M. Grandstaff, & Hillary Croissant – Texas A&M University-Commerce

Writing across the curriculum is encouraged in all levels of education. However, writing in mathematics takes on a different form than other content areas. While many teachers believe that writing should consist of paragraphs or essays, for these teachers to know if a student fully understands a concept, mere sentences are not enough. Students must convey their thinking through graphic representations that demonstrate organization and clarity of thought for teachers to get a true assessment. Thus, communicating the mathematical process leads to a deeper understanding of the content instead of focusing on the end result.

F1.2 Paper Session	8:45 – 10:00	Poolside 1
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At-Risk Students

Study Skills Class for Struggling Ninth Graders

**Andrea Stehle – Walden University*

The transition from middle school to high school is a challenging time for students. Students who failed multiple classes the first semester in high school were given the opportunity to take the Learning and Study Skills Inventory (LASSI) and participate in a study skills class. The paper concludes with the results of this intervention and a correlation of LASSI scores and grades.

The Predictors of GPA in Latino Immigrant Students in the Children of Immigrants Longitudinal Study

Irma Guardiola-Castillo – Sam Houston State University

According to Rosenblum and Brick (2011), in 2009, there were about 11.1 million immigrants residing in the U.S illegally. Effectively instructing Latino immigrant students requires educators to have cultural competence and a thorough understanding of the experiences encountered by this group of learners. The purpose of this quantitative multiple regression analysis study is to utilize the Children of Immigrants Longitudinal Study (CILS) SPSS dataset to analyze teachers' cultural competence impact on immigrant students' academic achievement and explore the predictive capabilities of students' perceptions of teacher discrimination, teacher interest in students, and "good teaching" for GPA.

An Equity Audit of Special Education Student Discipline Rates

William K. Parker & Stephen W. McCanless – Lamar University

In modern day school settings, students regularly face a complex combination of educational, social, and behavioral situations (Monroe, 2005). Students with emotional and behavioral disorders are often placed into self-contained settings to provide more academic support (Maggin, Wehby, Partin, Robertson, & Oliver, 2011). The purpose of this study was to examine the DAEP placement rate of special education students of a select independent school district in southeast Texas for the 2010-2011 school year. Incidents of referral were disaggregated between special education students and the general education population. Data obtained from the TEA were used for this analysis.

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An Equity Audit of Economically Disadvantaged Students Attaining Proficient Performance on TAKS

Kathryn Jones Baur & James Kevin Morrison – Lamar University

This study utilized an equity audit process to investigate economically disadvantaged students' performance rate on Texas Assessment of Knowledge and Skills (TAKS). The researchers compiled and analyzed all TAKS scores of Economically Disadvantaged as compared to the total campus, to determine if there were any outliers, both positive and negative. This resulted in a focus primarily on 7th and 8th grade scores. Data were collected from Texas Education Agency website. Results indicate economically disadvantaged students are at risk of performing poorly on standardized testing due to external factors. Therefore, it is important to provide relevant tools for administration, faculty, parents and students so education can be a reachable priority.

F1.3 Paper Session

8:45 – 10:00

Poolside 2

Higher Education; Principals

What the Cohort Experience could Mean for Graduate Students and University Policy

**Tereza C. Valverde & Ken Breslow – Texas State University-San Marcos*

This paper session qualitatively explores the impact of a cohort instructional model on a group of adult learners enrolled in a university's doctoral program in central Texas. The students/presenters share their cohort experiences as middle aged adult learners, as well as from different cultural perspectives. The theoretical framework chosen for the analysis of the cohort learning experience is Paulo Freire's notion of Critical Pedagogy, whereby knowledge is socially constructed through communitarian praxis. Additional consideration is given to the role of graduate schools in promoting a cohort learning environment.

Ethnicity, Gender, and College Students' Academic Performance: Using a Large Data Set

Ya-Wen Melissa Liang & Rebecca A. Robles-Pina – Sam Houston State University

College students' academic performance reflects their learning process, academic competence, and dedication to college life. Ethnicity, gender, and parent education levels often contribute to college students' academic performance. We aimed to examine effects of these attributes on college students' academic performance through a quantitative research study of their grade point average (GPA). Through literature, not only we emphasized the importance of respecting diverse ethnic populations (including African American, Asian, Caucasian, Hispanic, Native American, and international students), but also we introduced counseling interventions for conquering negative predictors in order to promote college students' academic performance.

No Child Left Behind: Revisions Needed to Accommodate Assessment Concerns

Julie Shermin Ledford – Texas Wesleyan University

Julia Ballenger – Texas A&M University-Commerce

The No Child Left Behind Act of 2001 (NCLB) is the most recent iteration of the Elementary and Secondary Act of 1965 (ESEA). This act is the major federal law authorizing federal spending on programs to support K-12 schooling. ESEA is the largest source of federal spending on education. No Child Left Behind requires state schools receiving federal funding to administer a standardized tests each year to every student. Schools receiving Title I funding must make Adequate Yearly Progress (AYP). In order to make this mandate materialize into an attainable goal, stakeholders must collaborate and revise the policy.

High School Principal Retention-Defying the Odds: A Qualitative Study of Five Principals in a High Needs School District

Karen Hickman – University of Houston at Clear Lake

This ethnographic study focused on five principals who have already, or are poised to, exceed three years of service at schools with challenging student populations. This investigation is a qualitative case study of

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a high-needs school district in which principal attrition at the high school level has defied the odds. Through interviews and observations, data was collected to determine the types of experiences, personal attitudes, dispositions, and technical abilities that are prevalent in these principals at this juncture of their careers. The Critical Life Story Methodology and the Critical Ethnographic Framework guided the approach to this qualitative dissertation.

F1.4 Paper Session

8:45 – 10:00

Poolside 3

Graduate Student Session

**Discussant: Winona Vesey, University of Houston-Clear Lake*

Student Success in Virtual Schools versus Traditional Schools

Susan Gerlach, Barrett Lankford, & David Segers – Stephen F. Austin State University

This study is an ex post facto study designed to examine the course completion rates of students taking high school Social Studies with virtual school setting when compared to students from traditional school settings. The researcher will use a Chi-square analysis to determine the success rate.

BMI and Academic Performance in Higher Education

Brad L. Mitchell – Sam Houston State University

Overweight or obese youth performed academically worse than healthy weight students in GPA, teacher-assigned grades, academic assessments, physical fitness, and attendance. Weight status has a relationship with youth academic performance but adult investigations are insufficient. The purpose of this research is to identify the relationship between college student GPA and BMI, workout hours, and test scores for categorical variables gender, ethnicity, and grade level. Correlation analysis for intervally scaled variables and point-biserial for the nominally scaled variables will be conducted. Regression analysis is planned with GPA as the dependent variable and BMI, gender, ethnicity, and grade level as predictor variables.

Does the Organizational Structure of Looping Show Evidence of Academic Benefits for Students in the Primary Grades?

Sherry Packer, Shannon T. Carmody, & Carla Bennett – Texas A&M University-Commerce

This report will discuss research findings from a mixed methods pilot study involving two looping primary classrooms. Formative and summative math and reading assessment data from universal screenings including: TPRI, DRA, and fluency rate will be analyzed with other non-looping classes in existing grade levels. Individual looping teachers will participate in qualitative methods including interviews and classroom observation conducted by the researchers. The purpose of this study will be to identify the benefits of looping in primary grade levels. The teachers' instructional practices, attitudes, and students' math and reading achievement are discussed and recommendations will be offered for future research.

Mixed Methods Research: Diverse Unity and the Achievement Gap

Katrina Schultz – Texas Wesleyan University

The spotlight that NCLB law places on closing the achievement gap as a national priority acts as a catalyst for improvement as well as controversy. As the high stakes accountability rises in tandem with the controversy surrounding it, schools struggle to meet the accountability standards, equating successful schools as those where all subgroups meet performance targets and avoid the peril of schools labeled as a failure. This study explores the role of Socratic discussion in an environment of relaxed alertness to create a state of diverse unity as an effective strategy to close the achievement gap.

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F1.5 Workshop

8:45 – 10:00

Cavalier

Building and Sustaining an Afterschool STEM Program

Sam N. Saenz – Houston Community College

Bringing both male and female students into the STEM arena is a critical part of education. Few students have the opportunity to exercise their science creativity during the standard curriculum pursuit by teachers. This workshop will demonstrate successful strategies for starting or reviving an after school STEM focused club. With a handful of interested students, a solid plan will be presented to show how to sustain a program and develop the activities into a banner program for the school that will rival any other afterschool program. Support resources and programs will be covered and distributed to help novice and experienced educators.

F1.6 Paper Session

8:45 – 10:00

Patio

Graduate Student Session

**Discussant: Pauline Sampson, Stephen F. Austin State University*

Preschool: Using Fun to Enhance Future Academic Achievement

Amber J. Godwin – Texas A&M University

Many researchers and educators are concerned about enrollment in STEM classrooms and the effectiveness of the STEM pipeline. Historically STEM research has focused on middle and high school math and science students. The proposed study suggests that the STEM pipeline can start as early as preschool. By adding recreational math books to shared reading time, preschool students could be immersed in mathematical vocabulary and math dialogue helping prepare them for the STEM pipeline.

The Use of Questioning to Enhance Math Inquiry and Acquisition in Early Childhood Settings

Kisha L. Lee – Texas A&M University

Preschool environments are charged with the responsibility of providing safe care and education for millions of children across the U.S. The care and education that many preschools offer vary greatly. Research shows that many preschoolers are not spending adequate time engaged in activities that promote inquiry and math acquisition even though the benefits of doing so will present itself in math readiness once they enter kindergarten. Preschool educators have the ability to present math concepts to young children through discourse and inquiry by exposing them to questioning and dialogue that allows them to learn early math concepts.

Relationship Between Early Childhood Educator (ECE) Requirements and Effective Teachers of Children in Poverty Study

Joy A. Russell – Texas Tech University

What is the relationship between Early Childhood Educator (ECE) requirements and effective teachers of children living in poverty? Studies show that the best early childhood programs are staffed by teachers with college degrees and early childhood education certification. This study focuses on the education requirements for an Early Childhood classroom teacher and will attempt to connect the insufficient requirements for Early Childhood Educators to the absence of highly functioning teachers with that of student achievement of those students living in poverty.

Perspectives of the Effectiveness of RTI: Perspectives of School Staff

Jason Crow, Midge Robertson, Katie Summers, & Karon Radford – Stephen F. Austin State University

Response to Intervention (RTI) is one method recently used to improve the education for students with

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special needs. This study will examine the perspectives of administrators and teachers at one district to determine the ways they overcame challenges to the implementation of RTI. This study is a qualitative design using an open ended question format survey.

F1.7 Paper Session

8:45 – 10:00

Ballroom C

Methodology

A Brief Introduction to Factor Rotation Strategies

**Bilgin Navruz – Texas A&M University*

Factor rotation is an essential part of exploratory factor analyses. When the underlying constructs are not obvious to researchers based on the unrotated factors, factor rotation almost always is the best solution. This present paper examines the factor rotation strategies conceptually, and provides SPSS and SAS syntax codes for several analytic rotation procedures.

An Introduction to Cronbach's α : It's the GLM (Again)!

Katherine Wright – Texas A&M University

Because tests are not reliable, it is important to explore score reliability in virtually all studies. The present paper explains the most frequently used reliability estimate, coefficient alpha, so that the coefficient's conceptual underpinnings will be understood.

Encouraging the Use of Regression Discontinuity Design

Patricia Baumer – Southern Methodist University

Regression discontinuity design continues to grow in popularity in the field of research since its introduction in 1960. This paper serves as a review of the various aspects of good RD, including uses in recent studies, components of the design, and how to describe analytic results. A discussion of its strengths, limitations, and consideration of statistical power follows. The paper concludes with recommendations for continued use, especially in educational research.

Bootstrapping: Effect of Over-Sampling, At-Sampling and Under-Sampling on 95th Percentile Confidence Intervals

Anna Pat L. Alpert – Texas A&M University

This study employs the method of bootstrapping to empirically compute 95th percentile confidence intervals using over-sampling, at-sampling and under-sampling of the original data set of pre-test scores and post-test scores from a week-long intervention in a high school algebra class with $50 < N < 100$. Resamples were produced using Excel. Percentile confidence intervals for the mean were empirically computed from the bootstrap resamples at the 95% level. Results obtained will be compared and discussed in an attempt to address the research question: When bootstrapping 95th percentile confidence intervals from an original data set of $50 < N < 100$, will over-sampling, at-sampling and under-sampling produce similar results?

F2.1 Workshop

10:05 – 11:20

Minuet

Celebrate Diversity! Developing Teachers as Agents of Change in Meeting the Needs of Diverse Student Populations

Constance B. Harris-Russell – University of Houston at Clear Lake

In our increasingly diverse society, the face of America and its workplace is evolving. Societies and communities contain a multifaceted mix of races, cultures, religion affiliations, languages and socioeconomic status. Many educators have continued the "great debate" on ways of structuring current

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reform in education and providing alternative solutions, policies and practices for our schools to meet the needs of diverse student populations. This workshop will provide teachers innovative, hands-on strategies in multicultural education to meet the needs of diversity in the classroom.

F2.2 Paper Session

10:05 – 11:20

Poolside 1

Methodology

A Review on Effect Sizes in Hierarchical Linear Model: Why we Need It and Where are We

**Xin Xin – University of North Texas*

The present paper aims to provide a summary on the common approaches toward effect sizes in hierarchical linear model, demonstrate corresponding examples from literature, compare the differences among these approaches with respect of strength and issues, and explain the reasons of researchers' preference in the field.

Model for Presenting Threats to Legitimation at the Planning and Interpretation Phases

Cindy Benge, Anthony J. Onwuegbuzie, & Mary Robbins – Sam Houston State University

Despite its importance, a significant proportion of authors, particularly authors of dissertations, do not discuss to any degree the legitimation issues that emerged in their studies. Thus, in this paper we provide a model for presenting threats to legitimation both at the planning and interpretation phases in all components of a dissertation and an exemplar of the legitimation process, which provides evidence of an effective strategy for identifying and addressing threats to legitimation for researchers in general and dissertation researchers in particular.

A Review of Pearson's r and Spearman's ρ , and What Factors Effect Pearson's r

Ali Bicer – Texas A&M University

The present paper firstly investigates the reason why various correlation coefficients exist, and describes the similarities and differences among various types of bivariate correlation. Secondly, because this paper focuses mostly on Pearson's r and Spearman's ρ , two heuristics datasets present to make better understanding of what Pearson's r and Spearman's ρ do and do not have in common. Thirdly, in order to understand both the reason why Pearson's r needed over covariance and some features of Pearson's r , the present paper both analyzed mathematical formula of Pearson's r , and examined some factors to see whether these factors effects on Pearson's r or not.

Flexible Teaching of Statistical Significance Testing & Confidence Intervals

Ebrar Z. Yetkiner Ozel – Faith University

Linda R. Zientek-Sam Houston State University

Serkan Ozel – Bogazici University

In the current paper, we present a teaching strategy for the estimation of population parameters where statistical significance testing and CIs are taught simultaneously. The proposed way of teaching would not only emphasize the similarities between statistical significance testing and CIs but also will help students to develop flexibility. Indeed, prior research in mathematics education has shown the effectiveness of providing students with multiple methods simultaneously and comparing and contrasting them rather than teaching the methods sequentially.

Graduate Student Session

**Discussant: Robert W. Elliott, Eastern New Mexico University*

Factors that Promote and Hinder Positive Student-Teacher Relationships at the Secondary Level: Voices of Students

Stephanie Applewhite, Chetanath Gautam, Chance Mays, & Michael Wicker – Stephen F. Austin State University

This study will examine the factors perceived by students that promote positive student-teacher relationships at the secondary level of school. It will be a qualitative study to study relational pedagogy by including the voices of students. The research will be based on in-depth interviews of two female high school students and two male high school students. A closer examination of the students' voices will allow the researchers to explore, describe, and explain the student-teacher relationship from the view of secondary level students.

Attitudes and Beliefs Amid Political and Social Sea Change: How do these Experiences Affect Pre-Service Teachers?

Mario A. Martinez – Texas Tech University
Mary Francis Agnello – Texas Tech University

Education to prevent new infections is a concern for HIV prevention advocates. The “where” and “when” of it, coupled with factors that determine attitudes towards its contents have been a part of the larger political discourse in countries like South Africa and the United States. The new Office of Adolescent Health in 2010, along with ongoing public health interventions begs the question: Do experiences of pre-service high school health teachers affect their attitudes and beliefs towards sex education?

Do Autonomy Supportive Principals Affect Teacher Job Satisfaction through Trust Development and Basic Need Satisfaction?

Kristin E. Harvey – The University of Texas (UT) at Austin

Job satisfaction among teachers has decreased significantly in the last few years. Autonomy supportive managers were found to satisfy their employees' basic needs for competence, autonomy, and relatedness, which impacted employee well-being. Trust is also an essential component of effective relationships. Teachers' trust of their principal has been found to predict student achievement and feelings of control in school decisions. I propose that autonomy supportive principals satisfy their teachers' basic needs, which predicts teachers' trust in their principals. In addition, the combined effects of trust and need satisfaction, which are facilitated by autonomy support, will predict job satisfaction.

Examining Expectations of General Education Teachers' of Students with ASD & its Relationship to Academic Instruction

Tonya Marie Trepinski, Daelynn Copeland, & Julie Ivey-Hatz – Baylor University

A review of literature reveals that there have been many studies conducted in the area of autism research; however, little emphasis has been given concerning the teachers' expectations in the classroom of students with ASD. The purpose of this case study will be to understand the relationship between the attitudes of general education teachers' concerning expectations of students with ASD and how it relates to the academic instruction of the student through the lens of the self-concept theory.

*Reflection and Achievement***Topics of Engagement: Relationships Between Whole-Class Dialogue Prompts and Vocal Tendencies of Latina 7th Graders**

**Jeffrey T. Herr – Texas Wesleyan University*

Within an observation/interview setting designed to understand the low frequency vocal, reflective tendencies of 7th grade, non-ESL Latinas in whole-class discourse, timely and student-pertinent teacher-constructed discussion prompts were presented to two different middle school classes with mixed ethnicities and genders. In a rural school district comprised of more than 50% Hispanic, Title I identified students, both observed classes contained Latina enrollments of over 40 percent. The grounded findings indicated that most studied Latinas proved insecure in initiating dialogue and would furthermore only join a class conversation if security was bestowed from the more secure and demonstrative females in the class.

Relationships among Teacher Quality Characteristics and Reading and Mathematics Achievement in Title Schools in the Alabama Black Belt

Sharon D. Streeter – The University of Alabama

The purpose of this study was to examine relationships existing among teacher quality characteristics and reading and math achievement on the Alabama Reading and Math Test in Title I schools in the Western and Midwestern regions of Alabama. This study used descriptive statistics, bivariate (Spearman) correlation, and multiple regressions to analyze data to answer research questions, which addressed the impact of teacher quality characteristics (independent variables) on the Alabama Reading and Math Test (dependent variable). This study confirmed teachers' grade level configuration and years of experience are significant predictors of reading and math achievement on the Alabama Reading and Math Test

An Equity Audit of the Dropout Rate of Hispanic Limited English Proficient Students

Tatiana Morales, Katrina Brent, Janel Lockwood, & Nesreen Alzahrani – Lamar University

The purpose of this study was to investigate the dropout rate of high school seniors to determine the level of representation of Hispanic Limited English Proficient (LEP) students in one school district located in Texas during the 2008-2009, 2009-2010 academic years. The sample in this study was based on the total population of high school seniors at 37 high schools in one Texas Independent School District. The data analyzed included a total of 22,298, 12th grade students. This equity audit has shown that the dropout rates for Hispanic LEP students are higher than any other group of students compared.

Classroom Management in a Rural Texas School District: The Impact of Certification Route

Brian Uriegas, Lori P. Kupczynski, Marie-Anne L. Mundy, & Glenda D. Holland – Texas A&M University-Kingsville

Teachers are entering the classroom through a variety of certification routes and programs responsible for training prospective teachers in the areas of curriculum, assessment, theory, pedagogy, and classroom management. With the different certification routes comes the argument over whether traditional programs are more effective than alternative programs. The focus of this study was to determine if alternative certification teachers have greater struggles with classroom management than traditionally certified teachers. Data were collected from 513 secondary teachers in a rural south central Texas school district. Results suggest there is no significant difference in certification type as it impacts classroom management.

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F2.5 Workshop

10:05 – 11:20

Cavalier

Writing Instruction in Fourth Grade Classrooms: A Case Study

Elsa M. Anderson & Lisa Dryden – Texas Wesleyan University

Many researchers and experts in education agree that teaching writing is a true art. This session will share results from a qualitative study conducted in fourth grade classrooms in a Title I elementary school. The researchers observed classroom writing instruction and interviewed teachers about their perception of self-efficacy as teachers of writing. In addition, student work was examined. Join us as we share interesting and relevant methods these teachers utilized to engage their students in meaningful writing. Presenters will share strategies that teachers incorporated to encourage writing. Implementation will be related to their personal teaching styles, philosophies and self-efficacy.

F2.6 Paper Session

10:05 – 11:20

Patio

Graduate Student Session

**Discussant: Susan Skidmore, Sam Houston State University*

HPV and Sexual Behavior Among Males and Females

Kimberly J. Arrant – Sam Houston State University

All too often, adolescents engage in behavior that involves risk. Sometimes the possible consequences are muted by their social influences. In this quantitative study, the differences between sexual activities amongst males and females will be examined. A MANOVA will be used in this study to compare the difference between males and females regarding their onset of sexual intercourse and amount of sexual partners. The research in this study uses the social development model as a backbone mainly because it explains how social units impact behavior.

Effect of Comprehensive, Multiple High-Risk Behavior Prevention Program on High School

Crystal Collier – Sam Houston State University

Today, high school students face the decision to engage in a wide variety of risk behaviors and many engage in multiple high-risk behaviors at a time. The purpose of this mixed methods study is to determine the effect of a multiple high-risk behavior prevention program applied to an entire high school system. Participants were all students in a medium-sized private high school in a large metropolitan city in the Southwest United States. Currently, the study is in the fourth year of a 4-year design. To determine what behaviors students engage in, they are given a survey regarding 15 different high-risk behaviors each year. This data is compared to national data and to each subsequent year. To determine how and why students engage in these behaviors, they are asked to participate in a qualitative interview. Thus far, the results suggest that a multiple high-risk prevention program can yield positive outcomes. Implications of these findings are discussed.

Teacher Satisfaction and Retention in a Texas Juvenile Justice Facility

John R. Middleton – Texas Tech University

This preliminary study focuses on one residential juvenile justice campus located in a small west Texas town which employs 6 teachers, 2 instructional aides, and one administrator. While there have been numerous studies concerning teacher job satisfaction and retention in a general education setting, the unique environment of juvenile justice education has experienced few studies in comparison. The purpose of this study to evaluate levels of teacher satisfaction and attrition in one juvenile education charter school in Texas which is a member of a network of 6 individual campuses. Specifically, this study highlights teacher stress levels, teacher roles, self efficacy, and the interplay of these factors and the intent of present faculty to return in the following school year.

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The Prevalence of Sexual Assault and Drug Rates at 2 and 4 Year Colleges as Reported By The Department of Education

Stephanie Bluth & Angela L. Jones – Sam Houston State University

Awareness of the rising rates and high incidences of violent crimes on campuses across the nation has increased dramatically. The purposes of this study were to investigate the (a) rates of reported sexual assault and drug offenses on two and four-year campuses in Texas; and (b) compare campus rates in Texas to California. Data were collected using the U.S. Department of Education Annual Campus Crime Report. The results of this study and their implications for higher education are discussed.

F2.7 Paper Session

10:05 – 11:20

Ballroom C

Methodology

An Investigation of Creativity and Time Management Using Partial Least Squares Path Modeling

**Justin Neil L. Young – University of Houston*

The relationship between creativity and time management was investigated by surveying 100 university students. Partial least squares-path modeling was used to determine the mechanism relating creativity to time management. Much of the research on time management has been conducted in the business field and a model borrowed from this research field was used. Perceived control of time was predicted to mediate the relationship between creativity and time management since previous research provided evidence for perceived control of time to mediate the relationship time management and outcomes.

An Examination of Assumption Violations on Estimates of Practical Significance in Two-Way ANOVA

Yuanyuan Zhou – Texas A&M University

Susan T. Skidmore – Sam Houston State University

Majority of Previous Monte Carlo ANOVA simulation research focus on one-way designs. Among the few papers exploring two-way designs, none focus on the impact of assumption violations on estimates of practical significance. The present study evaluates the robustness to assumption violations of estimates of practical significance in the 2×3 between-subjects univariate ANOVA. Design features explore violations of normality and homogeneity of variance. Recommendations regarding practices are provided.

How Systematic are Systematic Reviews in Critically Evaluating Evidence?

Tiberio Garza, Sandra Acosta, & Dianne Goldsby – Texas A&M University

In our study, we examined the methodological quality in systematic reviews by evaluating the critical appraisal process in published systematic reviews. By searching in one of the highest impact factor journals known for educational review, we obtained review articles with rigorous peer-review. Findings suggest systematic reviews do not use methodological instruments. As a result, the importance of this study is to describe current methodological quality in systematic reviews to further practice and better inform policy decision making.

Evaluation of Multivariate Normality with Heuristic Examples

Niyazi Erdogan, Bilgin Navruz, & Alpaslan Sahin – Texas A&M University

Today, researchers in social sciences should be aware of that more than one dependent variable are needed to interpret the complex problems because each intervention has multiple causes and multiple effects. For this purpose, multivariate analysis should be well understood along with its assumptions. The present paper will review how to evaluate an assumption of multivariate statistics, multivariate normality, with heuristic examples.

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F3.1 Innovative Session

11:25 – 12:40

Minuet

ABA: The Good, The Bad, & The Confused

Tonya Marie Trepinski & Daelynn Copeland – Baylor University

While the theory of behaviorism has come in and out of popularity throughout time, applied behavior analysis is currently one of the front runners in intervention, particularly for students with exceptionalities. There has been much successful research done in the field of ABA, but there are still questions and myths that abound with not only scientists, but educators and parents as well. This session will be an open debate about the good and bad theories concerning ABA and possibly clear up some confusion as well.

F3.2 Paper Session

11:25 – 12:40

Poolside 1

School Improvement and Cognition

Utilizing Transformational Leadership and Mentoring to Create Teacher Leaders

**Marsha Sowell – Texas Tech University*

As accountability standards increase, administrators continue searching for ways to improve schools. One option for school improvement is the creation of teacher leaders. Administrators are in a position to help create teacher leaders for school improvement. This review of literature explores combining transformational leadership and a mentoring model to answer the questions: Is mentoring one method administrators can utilize to embrace collaboration and empowerment of teachers? Does transformational leadership work more effectively in a mentoring relationship?

Knowledge Monitoring and Latin Vocabulary

Andrea Stehle – Walden University

Knowledge monitoring is a student's ability to judge their comprehension of newly learned material. Skillful knowledge monitors should be able to predict how well they have done on an assessment, even before it is graded. This study examined the relationship between students' knowledge monitoring skill level and achievement in high school Latin. In any secondary language the ability to learn new vocabulary is critical to long term success. I designed and administered a knowledge monitoring assessment (KMA) at the end of the Latin 1 and again at the beginning of Latin 2 and correlated this data with vocabulary quiz grades and long term retention in Latin 2.

The Use of Targeted Vocabulary Development to Assist in Mathematics Register Development and Geometry Achievement

Amber J. Godwin & Robert M. Capraro – Texas A&M University

High school students have a great deal of difficulty with the requisite vocabulary in STEM fields to master high school content. The complexity of STEM fields necessitates an interdisciplinary approach to higher order learning. A deficiency in linguistic processing in many cases also indicates a learning deficiency in mathematics processing demonstrating a tangible link in the two patterns of logic. In order to aid students in STEM classes, students could benefit from repeated experiences with new vocabulary words including both reading text and verbalizing new words, word recognition increases, which leads to both reading and mathematics fluency.

A Case Study: The Transition of Inner City Students from Public Schools to Catholic Schools

Erin Vader – Texas Wesleyan University

The purpose of this qualitative study is to examine the experiences of non-Catholic middle school students who have transferred into a Catholic school. I seek to understand the motivations of families who chose this experience for their student and to understand how both they and their student transition into this

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environment. In order to serve all our students to the best of our ability, we need to understand their motivations, their anxieties, and their expectations for their educational experience.

To Behave or Not to Behave: Is There A Question of Efficacy in the Discipline of African American Learners?

Gwendolyn C. Webb-Hasan & Patricia L. Larke – Texas A&M University

What interdisciplinary tenets are important in effectively engaging African American learners? African American youth are persistently overrepresented in discipline referrals and suspension rates. This interactive workshop will share the results of a mixed method study designed to analyze African American suspension and focus group data from the State of Texas. Participants will experience culturally respectful, relevant, and responsive teaching and discipline strategies to assist in reducing the overrepresentation of African American youth in discipline referral and consequences. The field continues to be perplexed by the dilemma of how to meet the academic and behavioral needs of these vibrant learners. A pattern of ineffective services persists in that practitioners are often culturally ineffective in their service delivery. Culturally responsive leaders can make the difference.

F3.3 Paper Session

11:25 – 12:40

Poolside 2

Field Experience

Field Experience and Efficacy Indicators of Elementary Pre-Service Teachers Teaching Mathematics and Science

**Tommye L. Hutson – Midwestern State University*

Susan Cooper-Rohling – University of Wisconsin at Green Bay

This presentation presents ongoing research of a different field experience model for elementary pre-service teachers. The pre-service teachers are given a small group of pre-identified students struggling with content in mathematics or science. They develop and delivered lesson plans following an inquiry-based approach and targeting the skill gaps specific to the students. Informal discourse has indicated that this model has been helpful to both the children and to the pre-service teachers. This research seeks to formalize that feedback to determine the impact of this model on a teacher candidate's anxiety, attitudes, and efficacy for teaching mathematics or science.

An Examination of Co-teaching with Student Teachers

Jacqueline M. Gaffner – Texas Wesleyan University

Teaching is becoming more and more complex with new mandates, increasing responsibilities and ever-expanding diversity in student populations. As accountability for all teachers increases, there is a need to reevaluate how we prepare future teachers. The more support teacher education programs give their teacher candidates, the more successful they should be. However, in a traditional student teaching environment, many students may feel disconnected or unsupported as they face students for the first time. Implementing co-teaching as a method during field experience for preservice teachers can positively impact the pedagogical skills and retention of future teachers.

Effectiveness of Pearson's Success Maker for Students with Disabilities

Steven K. McKissick – Texas A&M University

Research has consistently demonstrated the effectiveness of integrated learning systems (ILS) in improving student achievement scores. Pearson's SuccessMaker is an ILS with limited independent research on its effectiveness. A Texas public school district selected SuccessMaker as an intervention for a portion of its students with disabilities. The present study compares gains on state assessments in mathematics for those students using SuccessMaker mathematics components to students with disabilities who received only standard instruction.

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Science Summer Institute: Using Content and Activities in the Classroom

Becky Sinclair, Gil Naizer, & Susan Szabo – Texas A&M University-Commerce

As preservice teachers only take one science course, it is not surprising that elementary teachers are unprepared for science teaching. This inadequate content knowledge causes lack of confidence in their ability to teach science. This lack of confidence, coupled with the need for students to perform well on high stakes testing in science, has led to an increase in requests for science professional development. This study looks at a group of teachers and the science professional development. The first summer, these teachers took an intensive summer institute with 8 monthly follow-up sessions, informal participants-professor mentoring and peer networking. Two-eight years later researchers were interested in knowing if participants were still using ideas, content, and teaching techniques gained from the leveled PD model (Klein, 2009). Questions were developed to see if the PD had lasting effects.

F3.4 Paper Session

11:25 – 12:40

Poolside 3

Graduate Student Session

**Discussant: Ken Young, Lamar University*

Faculty Attitudes of Graduate Students' Quantitative Proficiency in Research

Amanda D. Leimer – University of Southern Mississippi

This will be a qualitative study examining graduate faculty members' attitudes towards graduate student quantitative proficiency. Interviews will be conducted with 10-15 graduate faculty members in disciplines that employ quantitative methodology. It is hoped that the results of the study will benefit graduate faculty by providing them an opportunity to express their attitudes toward graduate student's understanding of quantitative methodology. Graduate faculty who are engaged in curriculum development may also benefit by learning what other competing disciplines are doing to ensure they graduate doctorates who have high quantitative proficiency that are additionally competitive applicants for the job market upon graduation.

The Effects of a Learning to Learn Course on College Students' Academic Outcomes

Leah D. Morgan – University of Houston

Despite the large volume of students pouring into colleges and universities, retention and graduation rates remain low. Because many students drop out before earning a degree, it is critical that colleges and universities offer student success interventions evidenced to increase student learning and persistence, such as learning to learn (L2L) courses. This study was designed to holistically evaluate the impact of a L2L course on college students' academic outcomes. The results of this study will hopefully strengthen the claim that offering learning to learn courses is an effective student success strategy demonstrated to improve students' self-regulated learning and performance.

From Community to a 4-year Urban University: African American Male Transfer Students' Degree Attainment

Toya Roberts – University of Houston

Many studies suggest that students who begin their career at community college are more likely than those attending four-year institutions to be from low-income households, first generation college-goers, and historically underrepresented racial and ethnic minorities (Bailey, Jenkins, & Leinbach, 2005; Hagedorn, Cabrera, & Prather, 2010). Furthermore, studies have found that these students often times lack academic resources, degree aspirations, and social capital in comparison to higher-income peers, which prevent them from achieving greater transfer and completion rates (Cabrera, Burkum & La Nasa, 2005). Therefore, this study aims to examine specific challenges that disadvantaged students, specifically African American males, cope with following transfer to the senior institution.

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The Effectiveness of Twitter as Communication Tool in College Recruitment

Karen J. Kelly – Texas A&M University-Kingsville

Although some colleges are making progress in integrating new technology into their recruitment practices, many still have a need for understanding how to utilize modern communication tools such as Twitter. This study will explore whether there is a relationship between Twitter usage and recruitment at U.S. colleges/universities and if there are differences in perceptions of the effectiveness of the medium as a communication tool and a recruitment tool. The study will be a survey design and participants will come from two separate samples: users on Twitter and members of an electronic mailing list for the group EDTECH.

F3.5 Workshop

11:25 – 12:40

Cavalier

Model Rocketry STEMulation For the Classroom

**Sam N. Saenz – Houston Community College*

Gigi K. Nevils-Noe – Rice University

Space exploration and aerospace has long been a dream of many students. Building and testing model rockets to promote aerospace in the classroom has always been a challenge. This workshop will address challenges inherent with model rocketry. Participants will receive plans and instruction for building low cost air pressure rocket launcher along with model rocket plans and math models to apply to the flight of the rocket. Examples of various designs will be presented along with plans for building an altiscope for data collection.

F3.6 Paper Session

11:25 – 12:40

Patio

Graduate Student Session

**Discussant: Bill Jasper, Sam Houston State University*

An Equity Audit of Parent Involvement at a Charter School

Ahmet F. Cetinkaya – Oklahoma State University

Parental involvement has been often linked to student success (Jeynes, 2007; Gerado, Scribner & Mahitivanichcha, 2001; Simon, 2001). A consensus among most educators is that there is a positive correlation between parent involvement and student success (Fan & Chen, 2001).

This study was an investigation of parent involvement at a charter school to determine if there was a relationship between parent involvement and withdrawal rates during the 2011-2012 school year. The amount of parent involvement was investigated by looking at the parent login data to the school's online system that enabled parents to obtain real time information about their child.

On the Shelves: A Survey of Librarians' Perceptions Regarding GLBTQ Adolescent Fiction

Kristal Elaine Hillis – Texas A&M University-Commerce

The present researcher created a survey that will be distributed to librarians regarding their perceptions of young adult fiction with gay, lesbian, bisexual, transgender, and questioning (GLBTQ) content in middle and high school libraries. The researcher is presenting the survey as research in progress at this conference for valuable feedback.

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A Critical Analysis of the Effects of High Stakes Testing Using Auto-ethnography and Interviews

Mary Grillot Beach – Sam Houston State University

This research study will use the methodology of auto-ethnography and interviews with a critical perspective to analyze the effects of the implementation of high stakes testing on educators and the classroom environment. In analyzing reflective journals and interviews, the researcher will gain insight into the dynamics of ideology and power. The study gives voice to the main stakeholders in the debate over our schools, the educators.

Are Preservice Teachers Pedagogically Ready to Teach with Technology?

Tracey Hodges & Katherine Landau Wright – Texas A&M University

The purpose of this study is to review the literature surrounding technology implementation to analyze whether sound pedagogical practices are part of those implementations. As technology is becoming omnipresent in classrooms, it is imperative that its use is supporting researched-based best practices and is being used as a tool to employ curriculum rather than serving as curriculum. This study is a systematic literature review looking at the cross-section in the research between preservice teachers, pedagogy and curriculum, and technology implementation. It serves to argue that the focus of preservice education should be on pedagogy and curriculum rather than technology.

Against All Odds: Resiliency found in At-Risk Students

Nicole Simpson – Sam Houston State University

Researchers have found that children in low-income homes have more problems in reading and writing than those from the middle and upper class (Moll, 1994). Although the lower class is faced with hardships, there is a sub-group in this population who is able to succeed. This qualitative study will seek to investigate commonalities in the lives of low-income, at-risk students who succeed academically despite environmental factors.

F3.7 Paper Session

11:25 – 12:40

Ballroom C

Statistics and Methodology

Logistic Regression Analysis with Ordered Multinomial Data

**Pooja Shivraj – Southern Methodist University*

This paper describes logistic regression analysis using ordered multinomial data. Researchers often analyze ordinal data using linear regression, a parametric method that is designed to model interval-scale data. Almost always, however, ordinal data do not meet the linearity assumptions required by linear regression, and hence need to be analyzed using a stronger model. Ordered multinomial logistic regression is a kind of logistic regression used to analyze data where the dependent variable is ordered. This paper describes the model and provides two examples of how to analyze data within the model using the open-source statistical program R.

A Primer on Confidence Intervals

Krystin Pina Bankston – Texas A&M University

The paper summarizes methods of estimating confidence intervals, and ways of graphing them using either SPSS or Excel. The APA Task Force on Statistical Inference report suggested that confidence intervals should always be reported, and the most recent of the APA Publication Manual said confidence intervals were "the best" reporting device.

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What are Robust Statistics?: Why Are They So Important?

Michelle Soohoo – Texas A&M University

"Modern" statistics may generate more replicable characterizations of data, because at least in some respects the influences of more extreme and less representative scores are minimized. The present paper explains both trimmed and winsorized statistics, and uses a mini-Monte Carlo demonstration of the desirable features of these statistics.

Towards a Framework for Using Discourse Analysis When Conducting a Review of the Literature

Anthony J. Onwuegbuzie – Sam Houston State University

Rebecca K. Frels – Lamar University

Onwuegbuzie, Leech, and Collins (2012) identified 17 qualitative data analysis techniques that are optimal for analyzing sources that inform a literature review. These authors outlined the role that the following five qualitative data analysis techniques can play in the literature review process: constant comparison analysis, domain analysis, taxonomic analysis, componential analysis, and theme analysis. Thus, in this article, we provide a framework for using another qualitative data analysis technique to analyze and interpret literature review sources—a process we call a Discourse Analysis-Based Research Synthesis (DARS). We illustrate how to conduct a DARS using a qualitative data analysis software program.

F4.1 Innovative Session

12:45 – 1:55

Minuet

How Computer Tablet Technology Enhances Motivation and Achievement in Literacy for English Language Learners

Kisha McDonald, Mona L. McWhorter, & Jessica Richardson – Texas A&M University-Commerce

Technology intervention promises to be key to literacy achievement in the 21st century for struggling students. It is imperative to provide language support and use of technology for English language learners to ensure their gains in literacy. The pilot study will involve middle school English language learners in North Texas who utilize computer tablets for language and literacy support.

F4.2 Paper Session

12:45 – 1:55

Poolside 1

Statistics and Methodology

An Equity Audit Comparison of Discretionary Student Placement in Disciplinary Alternative Education Programs within Two South East Texas School Districts

**Shannon Allen, Scott Ryan, Keith Jones, James Thomas, & Brandon Basinger – Lamar University*

In order to determine whether bias existed in long term discretionary Disciplinary Alternative Education Program (DAEP) placements, an equity audit was conducted of two South East Texas School Districts. The researchers compiled and analyzed discretionary placement data from two South East Texas Campuses to investigate the administration of discretionary placements among various student populations including minority students, special education students and economically disadvantaged students. Data were collected from each district's discipline records and publicly available Texas Education Agency (TEA) Academic Excellence Indicator System (AEIS) reports. Both districts A and B appear to succeed in striving for equity in discretionary DAEP placements as evidenced by the fact that of 14 categories between the two districts, only three revealed areas of concern. Results indicate an area of concern within district "A" in that African American students receive placement into discretionary disciplinary alternative education settings at a higher rate than would be expected given the groups percentage of the total population. The other two areas of concern are the special education and economically disadvantaged groups from district "B". Both of which are largely overrepresented in discretionary DAEP placements.

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The Effectiveness of READ 180 and Voyager Journeys III in a South Texas Urban School District

Celeste A. Parker & Glenda Holland – Texas A&M University-Kingsville

With illiteracy in the United States at a staggering rate, school districts are spending more and more instructional dollars searching for intervention programs to address students' reading deficits. While, in the past, school districts have received funds through various state funding sources, the financial forecast for school districts is no longer conducive to implementation of multiple reading intervention programs. The present study of two intervention programs, READ 180 and Voyager Journeys III, in a south Texas urban school calculated the usefulness of each reading intervention program. Students' pretest and posttest performance on the Scholastic Reading Inventory (SRI) and the effect of the programs on Texas Assessment of Knowledge and Skills (TAKS) test results were analyzed. The results indicated that students enrolled in Voyager Journeys III had statistically significant higher results on Scholastic Reading Inventory post tests when using the pretests as the covariate. Students enrolled READ 180 had statistically significant higher test results on the 2011 ninth grade Reading TAKS scores when compared to students enrolled in the Voyager Journeys III for the same year.

Equity Audit: African-American and Caucasian Dropout Rates in Louisiana

Lisa Juneau, Holly Castile, Cassidy Juneau, Emily Rutherford, & Greg Zerangue – Lamar University

Following Skrla and Scheurich's (2004) equity audit process, this study investigates the dropout rate of African-American students in comparison to Caucasian students in Louisiana's public schools to determine if injustices are inherent to these schools. Graduation data from the Louisiana Department of Education website were analyzed to compare African-American and Caucasian students' graduation rates for the 2008-2009 school year. According to the data, only 60.14% of African American students graduated while 74.91% of Caucasian students graduated. African-American students are graduating at a much lower rate than Caucasian students in Louisiana public schools.

Teen Dating Violence as Predictors of Suicide Attempts using the YRBSS

Jana M. McLain & Tiffany Simon – Sam Houston State University

The purpose of this article is to identify the behaviors presented by school-aged children that require professional development targeted for administrators and counselors to ensure effective implementation of intervention and prevention programs related to at-risk youth. The independent variables used are: a) gender, b) being hit/slapped by a boyfriend/girlfriend, c) forced to engage in sexual behaviors, and d) sexual behavior. The dependent variable is the rate of suicide attempts. A multiple regression will be conducted using the IBM SPSS Statistical Software 20.0, to determine if the four independent variables serve as predictors for the independent variable.

F4.3 Paper Session

12:45 – 1:55

Poolside 2

Graduate Student Session

**Discussant: Bettye Grigsby – University of Houston-Clear Lake*

Pre-service Teachers Mathematical Inequality Misconceptions

Ali Bicer – Texas A&M University

The purpose of this research is to determine whether pre-service teachers hold any inequality misconceptions and difficulties. In order to overcome students' inequality misconceptions and difficulties, research has suggested that teachers must increase students understanding of inequalities, and teach in a way to avoid students' inequality misconceptions (Prestage & Perks, 2005). Although there are many studies about equality and the concept of equation, little attention has been given to inequalities thus

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(Tsamir & Almog, 2001). Both quantitative and qualitative statistics will be used to identify whether pre-service teachers hold any inequality misconceptions or difficulties. This study is significant because some research has suggested possible instructional models for teachers to decrease students' mathematical inequality misconception. The result of this paper will show whether students' inequality misconception are transitional from their teachers or not. There is almost no current research of teachers' inequality understanding, and how their approaches to solving inequalities. There are three common misconceptions detected about mathematical inequality among students as 1) Inequality and equality requires same process, 2) Inequalities results in inequality, and 3) The order of inequality.

Recess Time: Do We Need It?

Xiaoya Liu, Rong Chang, & Fanni Lou Coward – Texas Tech University

Under the demands of greater academic achievement in American public schools, many schools have decreased recess time. However, several studies suggest that recess has significant benefits for children's cognitive, social, emotional development and physical functioning. Does more recess time really result in lower student achievement? This study investigates these questions by examining a set of recess time design in several Asian countries in which students outperformed their counterparts in U.S.A. The initial result indicates that students from these countries are endowed with high frequency of recess throughout the day, which may inform schools regarding the policy of recess.

Understanding Latina Adolescents' Science Identities: A Mixed Methods Study of Socialization Practices across Contexts

Karen Jackson – The University of Texas at Austin

Many developmental models that address the under-representation of women of color in science focus on cognitive variables, while contextual variables receive little attention. The proposed study addresses this deficiency by identifying socialization factors across contexts that impact the development of science identities for Latina adolescents. I propose a mixed method design collecting both qualitative and quantitative data. First, focus groups of college-aged Latinas in science majors will identify influential socialization processes. Then, using a survey created from the focus-group data, surveys of middle school Latinas will explore the prevalence of these processes and their relation to science identities.

Obesity Texas Style: A Bioecological Perspective of the Phenomenon of Women's Food and Exercise Choices

LaNette W. Thompson & Tonya M Trepinski – Baylor University

The U.S. government through the CDC has declared an obesity epidemic. Obesity has increased in all education and economic levels implying that knowing what to do to maintain a healthy weight and doing it are two different things. The researchers will explore the phenomenon of obesity by conducting a qualitative study through the lens of a bioecological perspective and comparing experiences of six Black, six Hispanic, and six White women, using a sample from each ethnic group of two who are obese, two who have lost weight and kept it off, and two who have never been overweight.

F4.4 Paper Session

12:45 – 1:55

Poolside 3

Multicultural Education

Effect of Multicultural Literature on Fifth Grade Students

**Huda Sarraj – Texas Tech University*

This study developed a program for multicultural through children literature, current events, and reflections for fifth-grade students for a semester. The Increase in multicultural awareness of students is measured through constant comparative analysis of students' journal reflections and researcher's class observations. The analysis revealed the emergence of four themes. First, students enjoy learning about different cultures. Second, students are sympathetic to the main characters in the stories and they place themselves on their unique situations. Third, students believe making judgments about others based on personal preconceptions

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is wrong. Fourth, students believe bullying is wrong and only befriend bullies as a form of protection against them. Recommendation for future research is included.

Identity and School Perceptions of African American and Hispanic Girls: Is It A Charm?

Gwendolyn C. Webb-Hasan & Patricia L. Larke – Texas A&M University

As part of a NSF grant, this study addressed the education of Hispanic and African American girls in the core subjects of reading, mathematics, and science as well as perceptions surrounding their engagement in the educational process. Data was collected as a result of collaborating directly with schools and by engaging in interviews and focus groups with elementary aged girls and their parent(s). Four themes were identified: High aspirations among girls and their parent(s), behavior challenges dominating school discourse, Inconsistent Math and Science skill development, little homework beyond worksheets and preoccupation with dress code. Culturally responsive strategies for effective school engagement are shared as a result of the analysis of the data.

A Study of Student Engagement: A Predictor of Success For Latino Students

Roxanne Del Rio, Beverly Bower, & Cody Arvidson – University of North Texas

The purpose of this study was to investigate the relationship of Latino students' background factors, student-faculty interactions, student-staff interactions, and student-peer interactions with the intent to persist in community colleges in Texas. Center for Community College Student Engagement data were used and included longitudinal data from the years 2010-12. The correlations showed the relationships between student-staff, student-faculty, and student-peer interactions and intent to persist. A logistic regression model showed student-faculty and student-staff interactions along with parental educational level, first generation in college, gender, and English as a second predicted Latino students' reports of the intent to persist.

Norming and Development of the Early Childhood Special Education Teachers' (ECSET) Self-efficacy Scale

Daelynn M. Copeland & Terrill F. Saxon–Baylor University

This study highlights the development of an assessment tool that measures the self-efficacy of teachers who educate young children with special education needs. Self-efficacy is a fairly well researched construct that describes the belief an individual has regarding their probability of success or failure on a task. Teacher self-efficacy specifically addresses the various beliefs a teacher has regarding his/her effectiveness in instructing children and helping children to reach a desired learning outcome. While teaching self-efficacy scales exist, the ECSET will be the first validated instrument designed to explore the unique teaching beliefs in the field of early childhood special education.

F4.6 Paper Session

12:45 – 1:55

Patio

Graduate Student Session

**Discussant: Aileen Curtin, Texas Wesleyan University*

Older Worker Retention Through Training: A Literature Review

Crystal B. Mire & Dianne Olivier – University of Louisiana at Lafayette

Workforce demographics are changing. Older workers, those aged 55+, are preparing for retirement and considering the size of their population, the economy will suffer. Social program insolvency will continue, as tax contributions cease while eligibility increases. Younger workers will not be able to maintain the pace required for funding these programs. And, businesses will face a shortage of labor. Retirement will result in losing some of the most experienced, skilled workers available. Therefore, retaining older workers is paramount. How can older workers be retained? One of the most important strategies found in the literature was training/development.

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Teacher's Reflective Practices Through the Use of Instructional Rounds and the Impact on Student Achievement

Denise Lohmiller & Jill Baird – Texas A&M University-Commerce

Reflective thinking in teaching is a way to grow professionally by deliberately contemplating the instructional strategies used to help students learn at high levels. By participating in Instructional Rounds, teachers have opportunities to observe others and focus on key areas for personal growth. Student achievement is impacted by how teachers deliver instruction. Intentional self-reflection and goal setting is being examined through the use of Instructional Rounds. Student achievement is measured before and after this study to show the impact of reflective thinking techniques.

The Effects of Grade Retention: A Case Study of Secondary Students' Perspectives of Their Elementary Grade Retention

Melissa Brumfield – Texas A&M University-Commerce

Grade retention is the practice of requiring a student to repeat a specific grade level where the child has not demonstrated mastery of skills and objectives for that grade level. Current research has found that grade retention is an ineffective practice, yet it is still practiced in schools across the nation every year. The researcher plans to conduct a case study on the perspectives of secondary students' experiences with their elementary school retention. The purpose of this study is to allow retained students' voices to be heard.

Investigating College Students' Self-Efficacy Beliefs in an Online Learning Environment

Tianlan Wei – Texas Tech University

Over the past two decades, online learning has become a viable alternative to traditional classroom instruction (Bernard et al., 2004; Tallent-Runnels et al., 2006). The purpose of the current study is to investigate college students' self-efficacy beliefs for predicting their academic success in an online learning environment. The hypothesized predictors include two specific types of self-efficacy beliefs (i.e., online learning self-efficacy and course content self-efficacy) and students' task value for the online course. Finally, I will also examine how online learning self-efficacy mediates the effect of past experience on future performance in online courses.

F4.7 Paper Session

12:45 – 1:55

Ballroom C

Methodological Issues

Qualities of Effective Leadership from Teacher Perspectives

**Julie Shermin Ledford – Texas Wesleyan University*

A qualitative study was designed based on research concerning social intelligence and effective leadership. Teachers from three campuses of differing academic ratings were interviewed individually with a series of open-ended questions. According to the literature, leaders with good listening skills are more effective regardless of their background. Historically, social intelligence has evolved to represent effective leadership traits. The results yielded three major themes corresponding to the desirable traits connected with social intelligence theories. In addition, participants indicated an interest in reliability and organizational skills. Further research is recommended to add to the data and expand upon current themes using interviews.

A Case Study of Reference List Errors in Manuscripts Submitted to a Journal for Review for Publication

Eunjin Hwang & Anthony J Onwuegbuzie – Sam Houston State University

Style errors outlined in the Publication Manual of the American Psychological Association (APA) were examined among 131 manuscripts submitted to Research in the Schools, a nationally refereed journal, over a 6-year period. Specifically, a mixed research design was utilized to determine the frequency

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and characteristics of APA errors committed in the reference lists of these manuscripts. Findings revealed that authors committed more than 12 citation errors per manuscript, on average ($M = 12.83$, $SD = 7.25$). A total of 466 unique reference list errors were identified, yielding 14 reference list error themes. Implications of these and other findings are discussed.

What Is the Standard Error?: A Primer on the Sampling Distribution

Namik Top – Texas A&M University

Although the APA Task Force on Statistical Inference suggested that effect sizes and replicability evidence may be more important than statistical significance, it remains important to understand the logic of statistical tests. The paper will explain the sampling distribution, and that the SE is simply the SD of the sampling distribution.

Do You Want to Have A Parsimonious Model?: Canonical Correlation Analysis Variable

Ayse Tugba Oner – Texas A&M University

Researchers want to have a more parsimonious, replicable and generalizable models. They also can think that when they have bigger variable subset, they will have better. However, sometimes bigger is not better. If researchers have few variables, they would have more parsimonious model. Therefore, they will need to delete some variables. To delete variables, researchers should not use stepwise method. There are three different variable deletion strategies that will be discussed in the present paper. Furthermore, by using the Holzinger and Swineford (1939) data set, all strategies are examined step by step.

F5.1 Training Session

2:00pm – 6:00pm

Ballroom A/B

Training Session:
(Special Ticketed Event)

Becoming an Academic Writer

Patricia Goodson and Dominique Chlup – Texas A&M University

Saturday, February 9

S0.1 Training Session

8:00am – 12:00 pm

Ballroom A/B

Training Session:
(Special Ticketed Event)

Becoming an Academic Writer

Patricia Goodson and Dominique Chlup – Texas A&M University

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