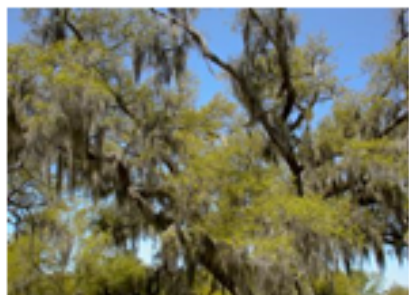# Southwest Educational Research Association

37th Annual Meeting
February 10-13, 2014
Hotel Monteleone, New Orleans, LA

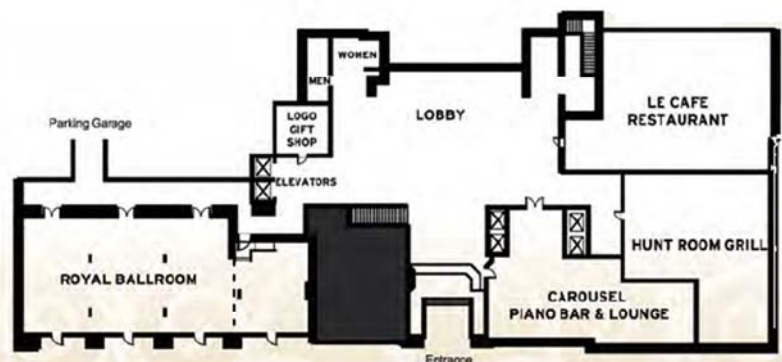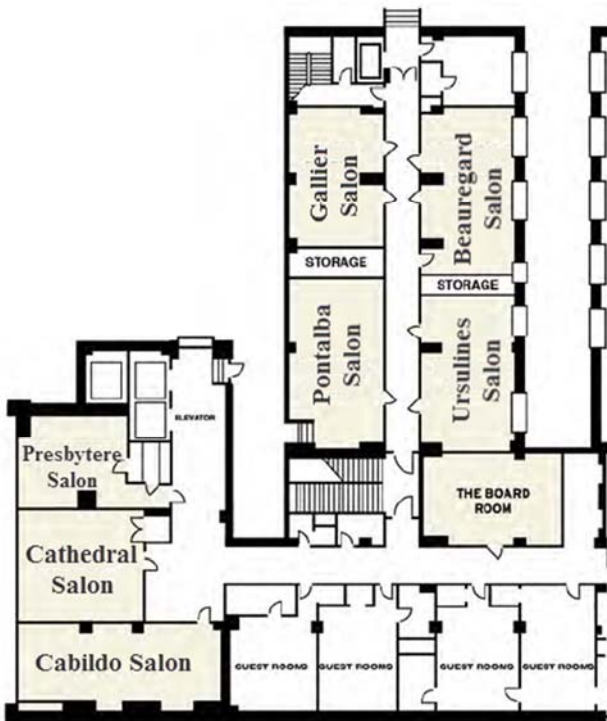## River View Room

RIVERSIDE
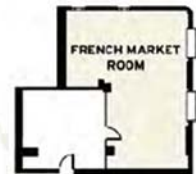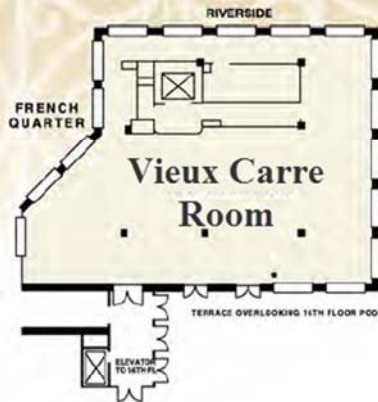
FRENCH QUARTER

MEN
WOMEN

CORRIDOR

POOL SIDE SNACK BAR

PATIO

POOL

FITNESS CENTER

ELEVATOR

ROOFTOP

Vieux Carre Room

RIVERSIDE

FRENCH QUARTER

TERRACE OVERLOOKING 16TH FLOOR POOL

ELEVATOR TO 16TH FL.

Hotel Monteleone

PERMANENT STAGE

SERVING AREA

La Nouvelle Orleans East

La Nouvelle Orleans West

LADIES

MEN

CORRIDOR

ELEVATOR

Bienville Room

Iberville Room

MEZZANINE

Queen Anne Ballroom

PANTRY

CORRIDOR

Queen Anne Parlor

MEN

Registration Lobby

LADIES

FRENCH MARKET ROOM

Bonnet Carre Room

WET BAR

Orleans Room

Mezzanine

Second Floor

Gallier Salon

STORAGE

Pontalba Salon

Beauregard Salon

STORAGE

Ursulines Salon

Presbytere Salon

ELEVATOR

THE BOARD ROOM

Cathedral Salon

Cabildo Salon

GUEST ROOMS GUEST ROOMS GUEST ROOMS GUEST ROOMS

Ground Floor

Parking Garage

WOMEN
MEN

LOGO GIFT SHOP

ELEVATORS

LOBBY

LE CAFE RESTAURANT

ROYAL BALLROOM

HUNT ROOM GRILL
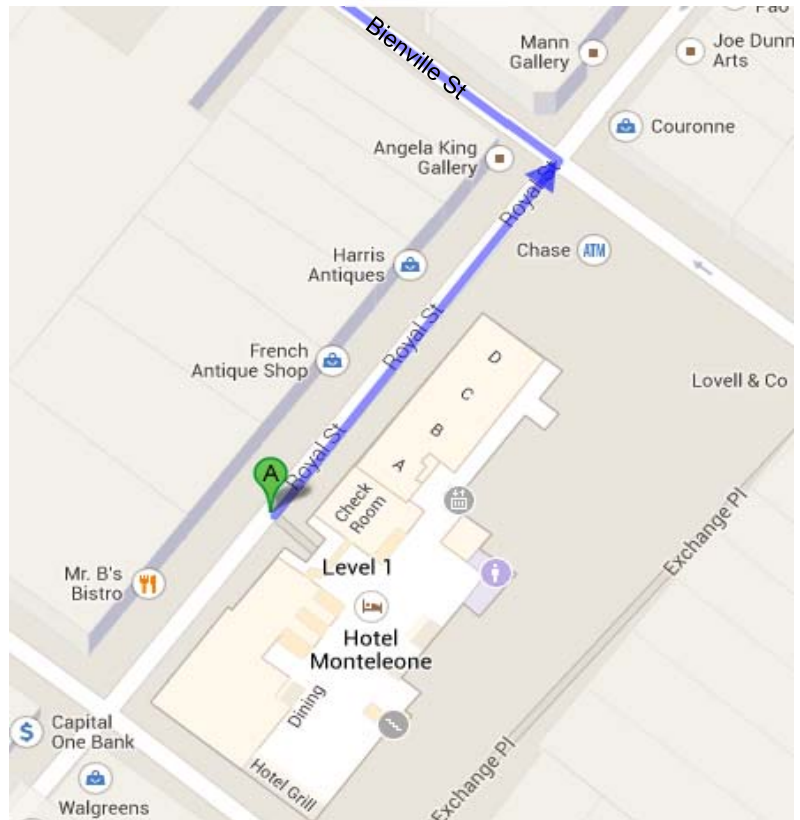
CAROUSEL PIANO BAR & LOUNGE

Entrance

CONVENTION FACILITIES

24,000 square feet of meeting space | 24 ballroom, meeting and reception rooms | Largest at 6,236 square feet accommodating up to 500
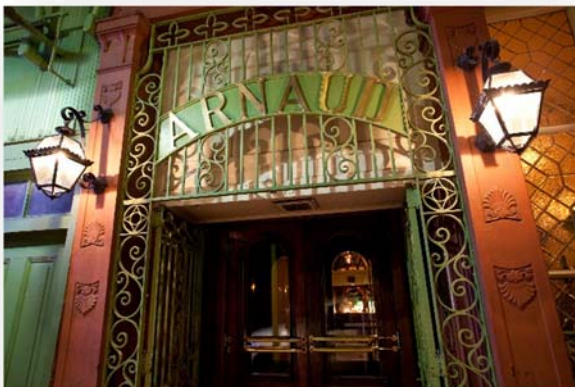
Directions to Arnaud's

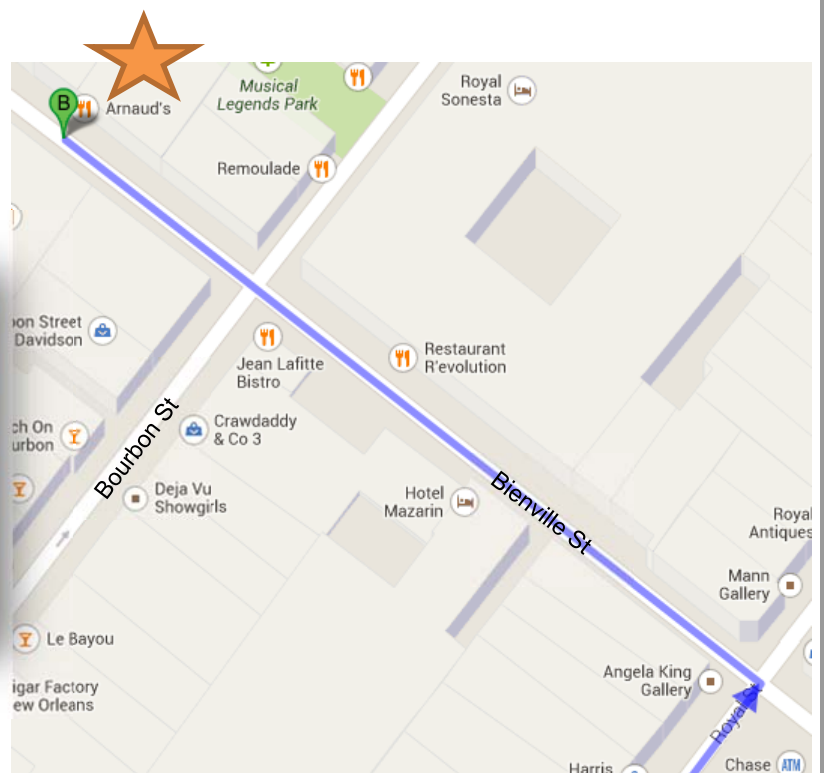813 Bienville Ave, New Orleans, LA 70112
(504) 523-5433

Exit the front lobby of the hotel, on Royal, and turn right

Turn left onto Bienville St **Arnaud's** will be on the right (.2 miles)

Courtesy: Arnaud's Restaurant

Southwest Educational Research Association

www.sera–edresearch.org

2014 Annual Meeting Program and Abstracts

Hotel Monteleone, New Orleans, LA
February 10-13, 2014

The Hotel Monteleone

Antonio Monteleone was an industrious nobleman who was operating a very successful shoe factory in Sicily when he heard great things about America. The call of adventure motivated him to pack the tools of his trade and head for "the land of opportunity." Antonio arrived in New Orleans circa 1880 and opened a cobbler shop on Royal Street, the busy thoroughfare of commerce and banking in America's most European city. At the time Royal Street was indeed the grand street of the "Vieux Carre", as the French Colonial's sometimes called the new town.

In 1886, Mr. Monteleone bought a 64-room hotel on the corner of Royal and Iberville streets in New Orleans' world famous French Quarter. The setting was ripe for Antonio to spread his entrepreneurial wings when the nearby Commercial Hotel became available for purchase. That was only the beginning of an amazing historical landmark that is one of the last great family owned and operated hotels in the city. Since 1886, four generations of Monteleones have dedicated themselves to making their hotel what it was and still is- a sparkling jewel in the heart of the French Quarter.

There have been five major additions to the Hotel Monteleone. The first was in 1903 when 30 rooms were added. The next addition occurred in 1908, during a time of financial panic in the United States; when 300 more rooms were added. 1908 was also the year that the name of the hotel was changed from the Commercial Hotel to Hotel Monteleone. In 1913, Antonio Monteleone passed away and was succeeded by his son Frank who added 200 more rooms in 1928, a year before another horrible crash in the U.S. economy.

The Hotel Monteleone was one of America's few family-owned hotels to weather the depression, and remained unchanged until 1954. That year the fourth addition required the razing of the original building and the foundation was laid for a completely new building that would include guest facilities, ballrooms, dining rooms and cocktail lounges.

In 1964, under the direction of Bill Monteleone, who took over after his father passed in 1958, more floors, guestrooms, and a Sky Terrace with swimming pools and cocktail lounges were added.

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 New Orleans Convention and Visitors Bureau.
Garden District Porch by Chris Granger
Oak Trees in Audubon Park by Dennis Lomonaco
Commander's Palace Dessert by New Orleans CVB
Red Street Car by Cheryl Gerber

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 Florida State University. 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.

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 & Psychological Measuremen*t, 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 & 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

2013	Grant Morgan & Aaron Bagget
2012	Forrest C. Lane & Robin K. Henson
2011	Celia M. Wilson
2011	Anthony J. Onwuegbuzie, Rebecca K. Frels, Nancy L. Leech, & Kathleen M. T. Collins
2010	Terence Fung
2009	Prathiba Natesan, Patricia F. Roberts–Walter, Gwendolyn Webb–Johnson, & Norvella P. Carter
2008	Susan Troncoso Skidmore
2007	Meixia Ding & Xiaobao Li
2006	Carmen Fies
2005	Helenrose Fives & Michelle M. Buehl
2004	Anthony J. Onwuegbuzie
2003	Anthony J. Onwuegbuzie & Nancy Leech
2002	Lilia M. Ruban
2001	Stephen Caldas & Carl Bankston, III
2000	Bruce Thompson & Colleen Cook
1998	Katherine Friedrich
1996	Shari L. Davis
1995	Debra A. King
1994	Bruce Thompson, John Wasserman, James Gyurke, Kathleen Matula, & Blaine Carr
1993	Patricia Synder, Bruce Thompson, & James David Sexton
1992	Dianne L. Taylor & Ira E. Bogotch
1989	H.C. Waxman, Y.N. Patron, S.L. Knight, E. W. Owens, & K. Ebner
1988	Stephanie L. Knight
1987	P.A. Alexander, M.K. Tallent, V.L. Willson, & C.S. White
1986	Mary K. Tallent
1985	Walter C. Parker
1984	Ralph A. Hanson
1983	William C. Kyle, Jr., & James A. Shymanasky

JOHN J. HEDL, JR. LIFETIME SERVICE AWARD

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

SERA EXTENDED SERVICE AWARD

2013   Linda Zientek
2012   Gilbert Naizer
2010   Sonya Carr
2007   Kathleen Cage Mittag

Southwest Educational Research Association
2013-2014
Executive Council

President	***President–Elect & Program Chair***
Stacey Edmonson	Susan Troncoso Skidmore
Immediate Past President/Treasurer	***Executive Director/Deputy Historian***
Kim Nimon	Bruce Thompson
Secretary	***Deputy Executive Director***
Forrest Lane	Linda Zientek
Graduate Student Advisor	***Historian***
Celia Wilson	John J. Hedl, Jr.
Graduate Student Representative	***Newsletter Editors***
Bill Parker	Rebecca Frels
	Forrest Lane

Council Members–At–Large

Julia Ballenger	Shirley Matteson	Janet Tareilo
Rebecca Frels	Prathiba Natesan	Winona Vesey
Bettye Grigsby	Pauline Sampson	Celia Wilson

Program Division Chairs – 2014

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,   *Aileen Curtin,*
Lamar University   Texas Wesleyan University

Division II: Instruction, Learning, & Cognition

Dianne Goldsby,   *Sandra Acosta,*
Texas A&M University   Texas A&M University

Division III: Methodology, Measurement, & Evaluation

Tommy DeVaney,   *Forrest Lane,*
Southeastern Louisiana   The University of Southern Mississippi

Division IV: Teachers & Teacher Education

Bob Elliott,   *Lori Petty*
Eastern New Mexico University

Division V: Special Populations & Counseling

Cynthia Martinez-Garcia,   *Mark Reid,*
Sam Houston State University   Texas A&M - Commerce

Division VI: Graduate Student Work–in–Progress

La Vonne Williams Fedynich,   *Martha L. Tapia,*
Texas A&M University–Kingsville   Berry College

SERA Past Presidents

Kim Nimon	2012-13	Larry G. Daniel	1995-96
Willam A. Jasper	2011-12	Mary K. Tallent-Runnels	1994-95
Linda R. Zientek	2010-11	Stephanie L. Knight	1993-94
Mary M. Capraro	2009-10	Elaine Jackson	1992-93
Robert M. Capraro	2008-09	Victor L. Willson	1991-92
Gilbert Naizer	2007-08	Glynn D. Ligon	1990-91
J. Kyle Roberts	2006-07	Hersholt C. Waxman	1989-90
M. Janine Scott	2005-06	Patricia A. Alexander	1988-89
Kathleen Cage Mittag	2004-05	Michael J. Ash	1987-88
Ron McBride	2003-04	Deberie L. Gomez-Grobe	1986-87
Randall E. Schumacker	2002-03	Claire Ellen Weinstein	1985-86
Dianne Taylor	2001-02	Bruce Thompson	1984-85
Vince Paredes	2000-01	Jon J. Denton	1983-84
Nancy Martin	1999-00	Douglas M. Brooks	1982-83
Arturo Olivarez	1998-99	John J. Hedl Jr.	1981-82
Max Martin	1997-98	Wayne R. Applebaum	1980-81
Mark Lewis	1996-97	Robert M. Caldwell	1979-80

Foreword

As President of the Southwest Educational Research Association (SERA), I would like to warmly welcome you to the 37th Annual Conference. We have over 350 members and there will be 254 research presentations, workshops, symposia and innovative sessions at the 2014 conference. Plan to attend as many sessions as possible to take advantage of the wide variety of learning opportunities

SERA is a professional regional education association that is dedicated to advancing the field of educational research. The SERA Annual Conference offers an excellent forum for attendees to share their research findings with SERA members from across the Southwest and beyond, to network with colleagues, and to form collaborations with researchers in their field. The association takes pride in its intimate and nurturing environment that supports both researchers and practitioners, novice and experienced. SERA also offers fantastic experiences for graduate students and works hard to ensure that students have a positive conference experience.

If this is your first SERA conference, we recommend that you attend the *Navigating Through & Getting the Most from SERA* Session provided by Kathy Mittag, John Hedl, and Susan Troncoso Skidmore on Tuesday morning during the annual meeting. Professor Dan Robinson, Director of the School of Education at Colorado State University, is the Presidential Invited Speaker on Tuesday. Two ticketed workshops are being offered as well to help you learn and use software for data analysis, both qualitative and quantitative. A special thanks to Pauline Sampson and Kim Nimon for sharing their time and expertise to help SERA members expand their data analysis skills. More information about these sessions can be found in the front matter of the program.

The conference arrangements chair is the person who truly makes the SERA conference possible, and this year we would like to extend a very special thank you to *Sonya Carr* for doing an incredible job as local arrangements chair. Tremendous appreciation is also extended to our President-Elect/Program Chair *Susan Skidmore* for organizing and compiling this year's conference program; to *Rebecca Frels* and *Forrest Lane* who are our *SERA Newsletter* editors*;* to Executive Director *Bruce Thompson* who keeps us updated throughout the year; to *John Hedl* who provides us with an historical perspective; to Deputy Executive Director *Linda R. Zientek*; to SERA "Trinket Maven" Mary Margaret Capraro; and to all board SERA members. Graduate student participation in SERA continues to increase and many thanks are extended to the graduate student representative, *Bill Parker.* We also extend a special "thank you" to our Division Chairs and the numerous proposal reviewers who assisted in the proposal review process.

Thank you for choosing to attend the 2014 SERA Annual Conference. We are glad you are here and look forward to sharing this experience with you. Enjoy!

Stacey Edmonson
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 the next page followed by the program highlights on pages 3- 4. The first session on Monday begins at 1:00 p.m.. On Tuesday morning the sessions begin at 8:30 and are one–hour in length. In the afternoon, the sessions are one hour and fifteen minutes in length. There is a 5 minute break between sessions. Regular sessions on Wednesday begin at 8:45 a.m. A continental breakfast is offered Tuesday and Wednesday 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 Tuesday. 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 Dan Robinson**, and his presentation will be immediately following the luncheon at 1:35 PM in the **East/West Ballroom**. The **Fireside Chat** on Tuesday afternoon in the **East/West Ballroom** is for **graduate students only** and is an excellent opportunity to visit with Professor Dan Robinson 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 Tuesday begins at 5:25 p.m. in the **East/West Ballroom** 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**. The **Gallier** 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 Monday afternoon, Wednesday afternoon, and Thursday morning. Descriptions of these sessions are provided on pages 7- 8. Free workshops, innovative sessions, and symposia are also scheduled throughout the program.

Thank you for attending and supporting SERA!

Susan Troncoso Skidmore
SERA President–Elect & Program Chair

Program Session Schedule

Monday	
11:45–5:00	Registration
12:00–2:00	Training Session (Ticket Required)
1:00–2:15	Sessions (M1)
2:20–3:35	Sessions (M2)
3:40–4:55	Sessions (M3)

Tuesday	
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)
10:40–11:40	Sessions (T3)
11:55–1:25	**Luncheon** (Ticket Required, T4)
1:35–2:45	**Presidential Speaker – Professor Dan Robinson (T5)**
2:45–4:00	**Fireside Chat with Dan Robinson – Graduate Students Only**
2:45–4:00	Sessions (T6)
4:05–5:20	Sessions (T7)
5:25–6:30	Graduate Student Meeting & Election of Representatives (T8.1) *Graduate Student Social* Immediately Following Graduate Student Meeting (T8.2)
7:30–???	*Faculty Social* (T8.3)

Wednesday	
8:00–12:00	Registration
8:00–9:00	Continental Breakfast
8:45–10:00	Sessions (W1)
10:05–11:20	Sessions (W2)
11:25–12:40	Sessions (W3)
2:00–6:00	Training Session (Ticket Required)

Thursday	
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 (T4.0 Tuesday 11:55-1:25 –Arnaud's). 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 Tuesday 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 (T5.0 Tuesday 1:35–2:45 – East/West Ballroom) immediately following the luncheon.

Fireside Chat with Dan Robinson (T6.0 Tuesday 2:45-4:00 – East/West Ballroom) *Graduate Students Only.*

Graduate Student Meeting (T8.1 Tuesday, 5:25–6:30 – East/West Ballroom)
An opportunity to discuss student concerns and elect the 2014–2015 graduate student representative to the SERA Executive Council and university-level representatives who together comprise the Graduate Leadership Council.

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

Graduate Student Leadership Meeting (W0.3 Wednesday, 8–8:45 – Gallier)

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.

The following workshops may be of special interest to graduate student members. These sessions are open to all SERA members.

From Dissertation Completion to Emergent Scholarship: Strategies for Obtaining   *M1.6*
Multiple Publications and Presentations from Dissertations

Navigating Through and Getting the Most from SERA   *T1.1*

Developing an Academic Writing Practice: Tips for Graduate Students/Junior Faculty   *T7.1*

Easy Way to Look at APA   *W2.1*

Finish What You Start: An Overview of Important Facets in the Doctoral Education   *W3.7*
Path

SERA Junior Faculty Mentoring Initiative

Tuesday, 9:35-10:05 (Session T2.5)
Iberville

Julia Ballenger
Sonya Carr
Prathiba Natesan

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

The Annual Luncheon and Business Meeting (T4.0 Tuesday 11:55-1:25 –Arnaud's). The luncheon includes announcement of the winners of the graduate student travel awards and the Outstanding Student Paper competition.

Presidential Invited Address (T5.0 Tuesday 1:35–2:45 – East/West Ballroom) immediately following the luncheon.

Be sure to join us for the **Faculty Networking Social on Tuesday evening at 7:30pm.** We will meet in the Lobby.

Be sure to join our **SERA Early Career Mentoring Group** on **LinkedIn**.

The following sessions may be of *special interest* to the SERA *recent graduate* and *early career* members.

An Introduction to Mplus	*M3.3*
Submitting Successful Institutional Review Board (IRB) Proposals in Educational Research	*T1.2*
Mentoring Early Career Faculty: Opportunities for Professional Development and Networking	*T3.1*
The History, Philosophy, and Development of a Compendium of Qualitative Data Analysis Approaches	*T6.1*

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 Hardy	University of Texas – Arlington	M1.1
Prathiba Natesan	University of North Texas	M1.5
Nate Session	Splendora ISD	M2.2
Bettye Grigsby	University of Houston – Clear Lake	M3.5
Bill Jasper	Sam Houston State University	T1.4
Jim Telese	University of Texas – Brownsville	T1.7
Rebecca Robles-Piña	Sam Houston State University	T2.7
Ken Young	Lamar University	T3.4
Julie Combs	Sam Houston State University	T3.7
Pauline Sampson	Stephen F. Austin State University	T7.4
Winona Vesey	University of Houston – Clear Lake	T7.5
Bob Elliott	Eastern New Mexico University	T7.7
Julia Ballenger	Texas A&M University - Commerce	W2.4

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 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 Sonya Carr 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).

SERA 2014 Presidential Invited Address – Dan Robinson

Director and Professor in the School of Education at

Colorado State University

On Tuesday of the SERA annual meeting, Daniel H. Robinson will present the 2014 SERA Presidential Invited Address, titled "Reflections on Where Educational Research is as a Scientific Discipline." Professor Robinson will also host an informal "Fireside Chat" with <u>only</u> graduate students, which is an opportunity to raise any questions that students might like to discuss.

Biography

Dan Robinson is Director and Professor of the School of Education at Colorado State University. He received his Ph.D. in Educational Psychology in 1993 from the University of Nebraska where he majored in both learning/cognition and statistics/ research. He has taught at Mississippi State University (1993-1997), the University of South Dakota (1997-1998), the University of Louisville (1998-1999), and the University of Texas (1999-2012).

Professor Robinson has served as the editor of *Educational Psychology Review* since 2006. During his tenure as editor, *EDPR* has experienced the following trends: Submissions have increased from 33 in 2006 to 72 in 2012. In 2006, the average number of days from when a manuscript is first received to the first decision was 51. In 2012, it was 26 days. With regard to Impact Factor, *EDPR*'s IFs were 1.23 in 2004, and 1.33 in 2005. In 2006 and successive years, IFs were 2.40, 1.52, 2.04, 3.48, 2.47, and 2.40 in 2011.

Professor Robinson has also served as an editorial board member of nine refereed international journals: *American Educational Research Journal*, 2007 to 2010, *Contemporary Educational Psychology*, 1998 to 2012, *Educational Technology, Research, & Development*, 2003 to 2012, *Journal of Behavioral Education*, 2001 to 2005, *Journal of Educational Psychology*, 2011 to present, *Journal of Experimental Education*, 1999 to 2012, *Reading Research & Instruction*, 1994 to 1999, *Research in the Schools*, 1999 to 2009, and *The Open Education Journal*, 2008 to 2010.

Professor Robinson has published over 100 articles, books, and book chapters, presented over 100 papers at research conferences, and taught over 100 college courses. His research interests include educational technology innovations that may facilitate learning, team-based approaches to learning, and examining trends in articles published in various educational journals and societies. Professor Robinson's scholarship has been recognized both nationally and internationally. Selected awards and recognitions include:

Visiting Fulbright Scholar, Victoria University, Wellington, New Zealand, May to July, 2011;

Named as one of the most published authors in educational psychology journals from 1991-1996, 1997-2002, 1991-2002, and 2003-2008, *Contemporary Educational Psychology*, 1998, 2004, 2010;

Keynote speaker, Texas Educational Intervention Research Collaborative conference in Waco, Texas, February, 2013.

Keynote speaker, Cognitive Load Theory conference in Toulouse, France, June, 2013.

During the last two decades, Professor Robinson has worked closely with multifaceted organizations such as Cisco, Pearson, Chevron, Herman Miller, 21st Century Technology, and Philips Lighting to examine the conditions under which technology may be facilitate learning.

Training Sessions (Ticket Required)

Monday 4-Hour Training Session
Pauline Sampson

"A Brief Introduction to the N-VIVO Software for Conducting Content Analysis of Narrative Texts or Transcripts"

On the Monday afternoon start of the SERA annual meeting in New Orleans, Pauline M. Sampson will conduct a 4-hour training session titled "A Brief Introduction to the N-VIVO Software for Conducting Content Analysis of Narrative Texts or Transcripts." N-VIVO is one of two very popular software programs (the other it ATLAS.ti) that can be used for content analysis. Participants will be asked to download the free trial version of N-VIVO for use during the training session. This is a ticketed ($30) event. Tickets for training sessions, as well as the annual conference luncheon on Tuesday are sold as part of the required conference pre-registration in August through early October.

Biography

Pauline M. Sampson is Associate Professor of Education at Stephen F. Austin State University (SFASU). She received her doctoral degree from Iowa State University at Ames. She has 27 years of experience in public schools as teacher, consultant, director, principal and superintendent. She brings experience in school reform with an emphasis on change and organizational development. She is a member of the executive board of both the National Council of Professors of Educational Administration and the Southwest Educational Research Administration. She is the chair of the SFASU Institutional Review Board and coordinator of the superintendent program as well as the America Reads program at Stephen F. Austin State University.

Wednesday/Thursday 8-Hour Training
Kim Nimon, Paeng Angnakoon, & Forrest Lane

"Introduction to Using the 'R' Free Software: Basics, Graphs, and Monte Carlo Applications"

"R" is a **FREE** statistical programming language and environment that supports Unix, Windows, and Mac families of operating systems. "R" can be used to (a) teach statistical concepts, (b) perform statistical analyses, (c) create graphics, and (d) perform Monte Carlo simulation research. This workshop is aimed at helping individuals fast track their way through the "R" learning curve and does not presuppose any familiarity with "R" or programming. Participants will learn "R" basics, how to create graphics in "R", and how to conduct Monte Carlo simulation studies using "R".

This session will be 8 hours total and will be divided into the three sections enumerated in the training session title. The session will be conducted over the afternoon of the last regular day of the conference (Wednesday) and the following Thursday morning. Registrants who buy a ticket for this training session may attend any combination of the three sections, based on participant interests and backgrounds. The workshop has a $60 ticket price, and seats are limited.

Biography

The workshop will be facilitated by **Kim Nimon**. Kim is an Associate Professor at the *University of North Texas* and uses "R" to teach statistical concepts, analyze large datasets from the U.S. Army and Air Force, and conduct Monte Carlo studies. Her work on "R" has been reported in publications such as *Behavior Research Methods*, *Journal of Applied Measurement*, *Multivariate Behavioral Research*, and *Research Methodologies for Conducting Research on Giftedness*. Kim is also an author of the "yhat package" (available from the Comprehensive R Archive Network) that provides software to fully interpret regression and canonical effects.
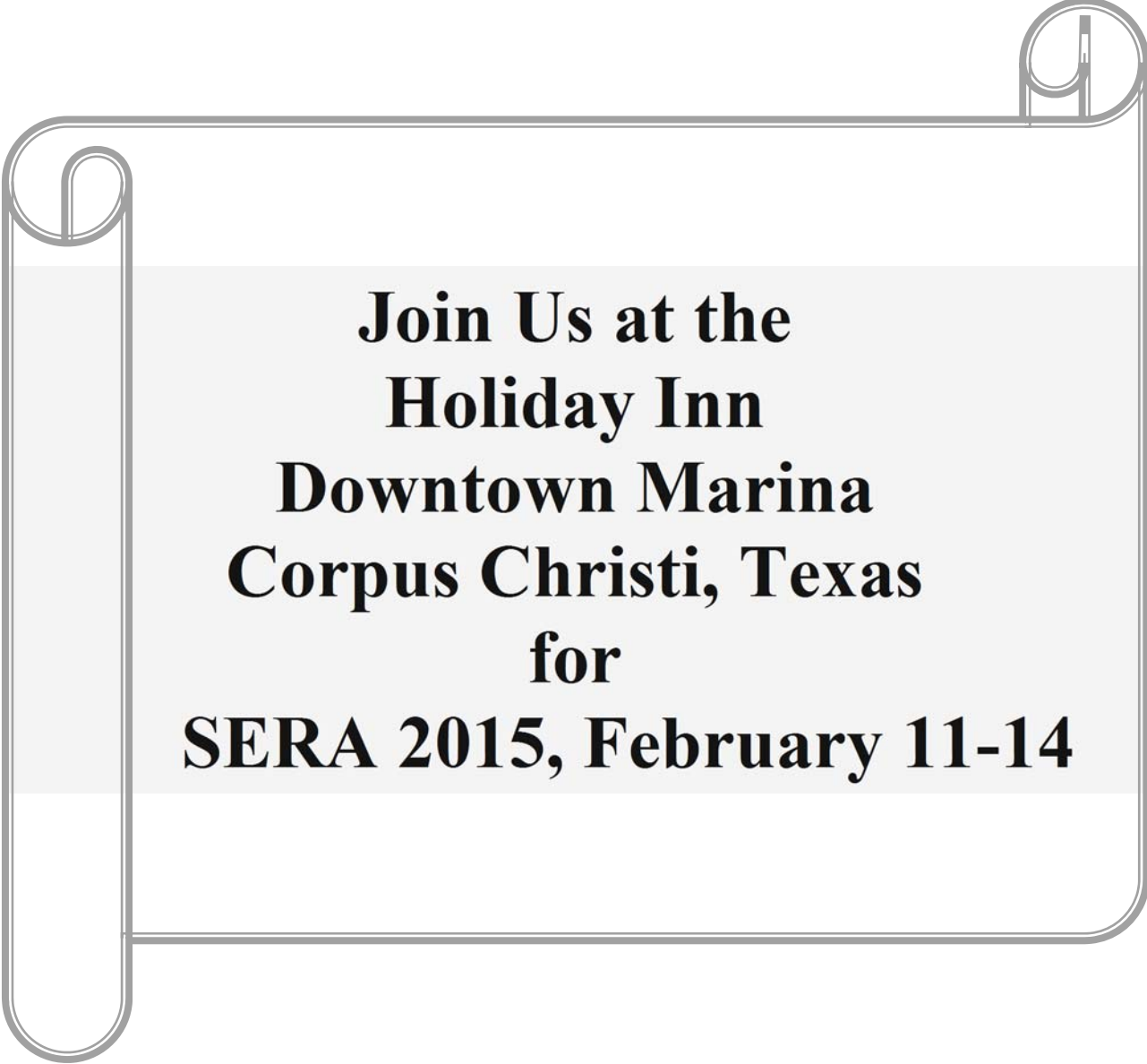
Paeng Angnakoon is a Ph.D. student in the Department of Learning Technologies at the University of North Texas. Her major is Applied Technology and Performance Improvement with a minor in Management Science. She received her BBA in Marketing from Assumption University and an MBA from University of North Texas. Paeng has been a research assistant and teaching assistant in the School of Merchandising and Hospitality Management and the School of Library and Information Science, where she developed visual materials for research reports and presentations using R, SAS Enterprise Miner, Rapid Miner, and SPSS software packages. She currently works as a research consultant at the Information Research and Analysis Lab.

Forrest Lane is an Assistant Professor at The University of Southern Mississippi where he teaches in both the Higher Education and Research, Evaluation, Statistics, and Assessment programs. Prior to his current role, he worked as a statistics consultant at the Center for Interdisciplinary Research and Analysis at the University of North Texas. Forrest uses R in his teaching as well as research, which includes Monte Carlo studies of both propensity score matching and meta-analytic factor analysis.

**Join Us at the
Holiday Inn
Downtown Marina
Corpus Christi, Texas
for
SERA 2015, February 11-14**

Monday, February 10

M0.1	11:45 am - 5:00 pm	LaNouvelle Ballroom Mezzanine

Registration

M0.2 Training Session	12:00 pm - 4:00 pm	Iberville

A Brief Introduction to the N-VIVO Software for Conducting Content Analysis of Narrative Texts or Transcripts
Pauline Sampson
Cost = $30. You may be able to pay for this session at the registration table.
*Special **Ticketed** Event*

M0.3	12:00 pm – 6:00 pm	Gallier

Graduate Student Work Area

M1.1 Paper Session	1:00 pm - 2:15 pm	Beauregard

Principalship
Graduate Student Session – *Discussant Jim Hardy

The Importance of the Principal Evaluation Process on Student Achievement
Marcia K. McMahon — University of Houston at Clear Lake

No great accomplishments ever happened without great leadership, and transforming public education is no exception. One would assume if the most critical task for schools is to provide high quality instruction, then the most critical issue for the school must be student achievement. Research has shown that the school principal accounts for nearly 25% of the total impact on student achievement and, on average, the school principal impacts student performance for approximately 500 students annually. The purpose of this mixed methods study is to examine the relationship between school districts principal evaluation practices and their student mathematics and reading achievement.

Independent School Leadership in the 21st Century
Justin A. Smith — Sam Houston State University

Leaders in education have a great responsibility to understand and advance the vision of their school. Through the fulfillment of the vision of the school, educational leaders should promote active learning, deep thought, continuous growth, and rigorous curricula (Hallinger, 2005). Educational leaders in the 21st century embody a combination of styles, which include: authentic scholarship, transformational leadership, instructional leadership, and collaborative leadership (Balyer, 2012; George, Sims, McLean, & Mayer, 2007; Lambert, 2006). These aspects of leadership view education through lenses that focus on distinct facets of education. The research on educational leadership aims to produce leaders that will empower teachers, engage students, and lead schools.

The Role of the Assistant Principal in Facilitating Curriculum
Marsha D. Sowell — Texas Tech University

Politicians and the media claim increased accountability will improve student academic performance. Student academic achievement is a complex concept, but in relation to accountability, one facet that warrants further study is that of role of the campus administers as instructional leaders. Utilizing a qualitative case study method, this research proposal explores the reasons for the knowing-doing gap between assistant principals' knowledge and implementation of curriculum and instruction methods. It further seeks to identify ways assistant principals can overcome this gap and become instructional leaders while still fulfilling their managerial duties.

Monday, February 10

A Study of Principal Leadership Actions that Increase Teacher Morale in Suburban Elementary Schools
Robin O. Stewart — Lamar University

The purpose of this study was to investigate principal actions that increase teacher morale. This study was a qualitative narrative study based on the results of interviews with several elementary school principals from schools with a reputation of high morale, increasing student achievement, low teacher turnover rates and a large percentage of students with low socioeconomic statuses. Each of the principals were reviewed in person based on guided protocol questions developed based on the research that was conducted by the researcher.

M1.2 Paper Session	1:00 pm - 2:15 pm	Bienville

School Environment

An Equity Audit Comparison of Administrators and Teachers on a Southwest Texas High School Campus
Colina Poullard & Crezetta Guess — Lamar University

Urban as well as poor school districts routinely have problems finding and retaining quality teachers (Jacob, 2007). Because of this, fewer highly qualified teachers are transitioning into campus or district leadership positions. That trend could lead to incompetent administrators and teachers on campuses that serve the poorest of students, further increasing the number of dropouts and discipline issues (Jacob, 2007). A possible solution for poor or urban school districts could be to focus on the relationships between the teachers and administrators, as it pertains to school or organizational health (Altinkurt & Yilmaz, 2012).

The Use of Animal-Assisted Interventions to Impact Student Connectedness, Wellness, and Spirituality
M. Kim Pruitt — Lamar University, Brenda L. Marfin — Magnolia ISD, & Rebecca K. Frels — Lamar University

School leaders seek systemic ways to address school climate and increased student connectedness, which includes both wellness and spirituality factors. A growing body of research recognizes the use of animal-assisted interventions and the increased benefits to students in a range of emotional and psychological needs. This heuristic research helps identify the usefulness of an integrated, holistic approach for addressing a sense of wellness and spirituality for student connectedness using animal-assisted interventions as part of a comprehensive developmental counseling program. Implications are discussed for practical considerations as well as potential limitations for the school setting.

Leading Educational Institutions in a Context of Change
Tod Allen Farmer — Tarleton State University

Recent societal changes have both exacerbated existing problems and are creating new challenges for educational leaders. Recent changes in the context of education, as reported by National Center for Education Statistics (NCES), included factors such as school safety, funding changes, enrollment projections, demographic shifts, the growth of charter schools, increased accountability, and the growth of special education and English language learner (ELL) programs. An emphasis on planning, collaboration, social justice, a culturally relevant curriculum, and the effective utilization of both financial and human resources links these themes into a comprehensive framework for leading educational institutions in a context of change.

Monday, February 10

Adult Perceptions of the Benefits and Challenges to Including Animals Within an Educational Setting
Janet Fick — Sam Houston State University

Animals bring good feelings to people, reduce their loneliness, lower their stress, and improve their quality of life. The purpose of this study was to determine perceptions of adults about animals in an educational setting by utilizing surveys and interviews. The qualitative methodology in this study is a grounded theoretical approach that used data gathered from both surveys and interviews with volunteers. The adults surveyed responded positively toward their experience with the cat in the library the prior year, animals improving school environments, and they agreed with research about animal and human interaction.

Understanding the Challenges Faced by At-Risk High School Students in Rural Schools
*Tommye Hutson — Midwestern State University

Multiple factors place at-risk high school students in rural schools at even greater risk for graduation. Those interested in teacher education and those planning to teach on middle or high school campuses in rural school systems should understand their critical role in the classroom. They may very well represent a singular experience for students who have no other access to educational experiences beyond the rural campus.

M1.3 Workshop	1:00 pm - 2:15 pm	Cabildo

Free Workshop

Introduction to Pearl's Causality Theory
Victor Willson — Texas A&M University

To introduce researchers unfamiliar with Judea Pearl's Theory of Causal Modeling to the basic assumptions, theorems, and practical implementations of the theory using structural equation models. Emphasis will be on constructing and evaluating identified and non-identified models associated with causality under both randomized and non-randomized data schemes.

M1.4 Paper Session	1:00 pm - 2:15 pm	Pontalba

Methodological Issues

A User-Friendly Introduction to Loglinear Analysis: A Better Alternative to the Chi-Square Test
Dongli Cao — Texas A&M University

Sometimes all the variables in an analysis are categorical. Loglinear analyses are powerful methods for modeling dynamics within categorical data. Indeed, loglinear analyses usually provide a superior analysis to the alternative and too frequently used chi-square test.

Treating Interval-Scaled Data as Nominal
Brett J. Grayson — Southern Methodist University

In social research, the issue of scaling can be problematic. Scaled data does not always lend itself to simple statistical tests such as regression and analysis of variance (ANOVA). As a result, researchers may alter the scaling of their data to better fit their intended statistical tests. However, treating interval-scaled data as nominal will result in a loss of information about the data. To show that adverse effect, this report illustrates the changes in data's effect size as well as other potential problems that stem from rescaling data.

Restricted Range Attenuates *r*: Common Misconceptions
*Emily A. Greene — Texas A&M University

The dynamics involved in range restriction are more complicated than most researchers realize. The purpose of this paper is to provide some ways to conceptualize the dynamics underlying "restriction of range", and to suggest some potentially useful ways to teach about these complex but important dynamics.

An Introduction to Univariate and Bivariate Normality: Thompson's Bivariate Butter Bell
Kristin Hall — Texas A&M University

Surprisingly, many researchers assume that the univariate distribution has a single ubiquitous "bell" shape, perhaps because most books only portray the "standard normal" or normal z-score distribution. This paper will show that the normal curve can have infinitely many appearances.

Ordinal Multinomial Logistic Regression
Thom M. Suhy — Southern Methodist University

Gelman and Hill (2007) describe generalized linear modeling (GLM) as "a framework for statistical analysis that includes linear and logistic regression as special cases" (p.109). The difference between deciding when linear and logistic regression are put into practice is that the former is used as a predictor of continuous data and the latter as a predictor of binary data. This paper will explain the educational uses for ordered multinomial logistic regression (OMLR), or multinomial logit model, and use an example to explain the correct evaluation of a model using OMLR.

M1.5 Paper Session	1:00 pm - 2:15 pm	Ursuline

Teacher Preparation & Development
Graduate Student Session – *Discussant Prathiba Natesan

Online Teaching in Teacher Preparation Courses: A Systematic Review of the Literature
Mario A. Martinez — Texas Tech University

Research has yielded a variety of data on hybrid teaching formats. Researchers have examined challenges associated with the approach. The discourse has also embodied how peer interaction can be experienced in light of online teaching. Finally, the proliferation of designs to enhance online learning continues. As literature in the field of education focuses on this approach to delivering content, it becomes apparent that there is a lack of systematic review on this topic. This paper examines online learning in teaching preparation, focusing the discussion within a Neo-Deweyan framework, while appraising the literature and pointing to implications for future research.

An Exploration of Early Childhood Teacher Preparation: The Role of Four-Year Undergraduate Programs in South Texas
Sandra V. Montgomery & Norma A. Guzmán — Texas A&M University-Kingsville

The population of students in early childhood setting in the area has become increasingly more linguistically diverse necessitating teachers to become more responsive in their preparation. In turn, early childhood teacher preparation programs have included promising strategies are including linguistic diversity in course content and clinical experiences. This study addresses the issue of how teachers are prepared to meet the needs of linguistically diverse students in the

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South Texas. There are a small number of research studies, if any, that have examined how early childhood teacher preparation programs in institutions of higher education are focusing on English Language Learners.

Teaching Pre-service Teachers to Include Students with Special Needs Using Co-teaching and Simulations
Pik Wah Lam, Donna Brown, & Robin Lock — Texas Tech University

The purposes of this study are to expand upon the knowledge currently held about co-teaching instruction and impact the future education of preservice teachers' perceptions and readiness to implement co-teaching strategies in an inclusive classroom. A training, which combines the co-teaching practice aspect and disability simulation activities will be developed and provided to preservice teachers. It is expected that participants will have more positive perceptions on co-teaching and working with students with disabilities after the training. The researchers expect to conduct the training to 150 undergraduate students who are enrolled in the teacher preparation program.

Mentoring Relationships: A Deeper Look
John T. Sherrill — Texas Tech University

This qualitative study seeks to explore the strengths and deficiencies of the mentoring program of a central Texas school district. Each of the first year teachers in the district will have the opportunity to be interviewed to determine commonalities and deeper understanding of attributes that are deemed positive, as well as negative, within the mentoring agreement.

M1.6 Workshop	1:00 pm - 2:15 pm	Cathedral

Free Workshop
From Dissertation Completion to Emergent Scholarship: Strategies for Obtaining Multiple Publications and Presentations from Dissertations
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.

M2.1 Paper Session	2:20 pm - 3:35 pm	Beauregard

International & Multicultural Studies
A Mixed Methods Study Examining the Nature of Pre-service Teachers' Culturally Responsive Teaching Self-Efficacy Doubts
Haeni A. Young, Angela Y. Alejandro, & Steven R. Chesnut — Texas Tech University

This study was designed to examine the nature of preservice teachers (n = 8) culturally responsive teaching self-efficacy doubts and explore the reasoning behind these self-doubts using a sequential embedded mixed methods design. Findings revealed seven reasons why preservice teachers doubt their abilities to engage in culturally responsive teaching strategies: experiences in

diverse educational settings, threat of unintended consequences, lack of knowledge about cultural diversity, inadequate exposure in coursework, disconnect between coursework and field experiences, ineffective experiences in the field, and failure to attend to teaching processes. The implications for teacher education and research are discussed.

The Offspring of Control: The Evolution of Cuba's Revolutionary Education
Jeffrey T. Herr & Shane D. Naterman — Texas Wesleyan University

For the 1959 Cuban revolution to prove effective, a lackluster, exclusive education system was abolished in favor of a comprehensive campaign to eradicate illiteracy. While youthful tutors and rural peasants bridged the gaps of illiteracy and social understanding within a remarkable period of three years, this campaign's underlying intent planted the idealistic seeds required for a socialistic, revolutionary movement to take root. The effects of revolution and education for today's Cuban youth are still being defined by a unique economic, social and political climate not yet including an autonomous embrace of observations and inquiry – cornerstones of a self-determinate society.

Educational Effectiveness and Accountability: A Comparative Study of Teachers Views in Turkey and the US
Eugene Kennedy — Louisiana State University & Zekeriya Nartgun — Abant Izzet Basal University

This study involves a cross-cultural survey of the views of teachers of the educational systems in Turkey and the US. The survey addressed teachers' perceptions of the (a) purpose of public education, (b) roles of teachers, parents, administrators and public officials, (c) quality of their country's educational system, and (d) adequacy and impact of accountability policies and practices. Differences in results in the two countries are interpreted with regard to national policies, and cultural norms and practices.

A Comparison of Early College Approaches to University Access for Racial/Ethnic Minority Students in Costa Rica and the United States
*Leah McAlister-Shields & Rebecca Bustamante — Sam Houston State University

Higher education access for racial and ethnic minority groups is a challenge in both Costa Rica and the United States. Early college high school programs facilitate access and retention of racial and ethnic minority students by enhancing college readiness skills and cultivating college-going cultures. A scholarly comparison of early college programs in both countries was conducted to identify similarities and differences in systemic approaches to improving access and retention of racial and ethnic minority groups. A need for further research on demographic reporting and power mobility of Afro Costa Ricans emerged in this comparison. Implications for further research are discussed.

English Language Learners' Fossilization in Planned Speech Production
Wan Chun Tseng & Robert D. Florence — Texas Tech University

English language learners (ELLs) have productive fossilization in relation to pronunciation and sentence structures. The current study aimed to investigate English language learners' fossilization in their speech production. The study probed into the influence of ELLs' first language on their productive performance of the target language. The general fossilized structures produced by English language learners in Taiwan were inspected. The results showed that both the first language and the target language caused these ELLs' fossilization in speech production.

The current study helps to strengthen ELL's monitor function and helps English language teachers modify the focus in their instruction.

M2.2 Paper Session	2:20 pm - 3:35 pm	Ursuline

At-Risk Students
*Graduate Student Session – *Discussant Nate Session*

Latino High School Dropouts
Yolanda J. Rios — Sam Houston State University

The term dropout has been used to label a student who has not completed their high school education. The minimum requirements in each student's education are determined by their ability to complete a high school diploma or General Education Development (GED). Failure to complete these requirements has brought many issues in today's society; for instance, students who drop out of high school are more likely to be unemployed or serve time in prison. The following categories play a role in the course that leads a student to drop out of school: (a) race, (b) school environment, and (c) absenteeism. The purpose of this study is to identify factors influencing the Latino dropout rate, to evaluate current prevention programs, and to discover future investigations to decrease the Latino dropout rate.

A Comparative Analysis of State Funds on Student Achievement of At-Risk Elementary Schools in ISD and Charter Schools in Texas
Gary P. Applewhite — University of North Texas

In Texas, state funding policies and practices for traditional public schools and public charter schools is not equitable (Hoxby, 2004). This quantitative study will consider the relationship between school funding and achievement at charter and independent school district elementary schools in Texas serving at-risk students. Using two, one-way ANOVAs and a bivariate correlation, the researcher will analyze the AEIS report provided by the state of Texas Education Agency to examine the difference in student achievement, per pupil expenditure of public funds, and the relationship between student achievement and per pupil expenditure of public funds at the identified schools.

Through the Eyes of a Child: School from the Perceptions of Economically-Disadvantaged African-American Boys
Dawn R. Coryat-Hon — University of Houston at Clear Lake

Research documents that African-American boys continue to lag behind their peers academically and behaviorally. What does school look like and feel like from the perception of economically-disadvantaged African American boys with high rates of office referrals? A group of African-American boys voiced their perceptions of school through a series of observations, interviews, and student produced drawing assignments. This study will present implications for educators who need to find new tools to help children succeed.

M2.3 Paper Session	2:20 pm - 3:35 pm	Bienville

Quantitative Research

An Analysis of Secondary data: Linear Regression Analysis of Variance in Scores due to Form and ESL
Kari J. Hodge & Shanna L. Attai — Baylor University

This study examined the relationship between exam scores and variation of form given to Chiropractic neurologist candidates eligible to take the board exam to become certified as

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Doctors of Chiropractic Neurology. We also looked at the relationship between exam scores and (ESL) in candidates. ESL classification accounted for 4.3% and version of form accounted for 4.8% of variance in exam scores in the preliminary data analysis. The addition of the 2013 data may provide alternate avenues for analysis including generalizability theory in order to include rater severity.

Evaluating the Validity of Alternate Assessments based on Alternate Achievement Standards (AA-AAS)
Katrina A. Hovey & Jessica H. Frank — University of North Texas

State achievement tests have become an increasingly popular topic in today's schools. States have been challenged with creating large-scale assessments to evaluate students of all ability levels. This has proven difficult for the teachers of the 1% of students, whose disabilities are so severe their access to the general curriculum is limited. Educators have been charged with creating alternate assessments based on alternate achievement standards (AA-AAS), which link general education grade level content standards to the skills assessed by the AA-AAS. The presentation will discuss the validity of alternate assessments and discuss the implications their uses have on curricular decisions.

Try, Try Again: Student Self-Efficacy Throughout Multiple Attempts to Pass the STAAR End-of-Course Exams
*Deborah R. Johnson — Texas Tech University

The high school class of 2015 includes the students who first faced the State of Texas Assessments of Academic Readiness (STAAR) graduation requirements. Some of these students have attempted the same exam five times and still have not met the passing standard. This case study examines how one student's self-efficacy is affected through multiple attempts to pass STAAR end-of-course exams.

Assessment Literacy of Mississippi Teachers: A Look at How Teachers View Themselves
Kenneth Thompson — The University of Southern Mississippi

A great body of existing research focuses on the assessment literacy of K-12 teachers. There is little research, however, that examines how K-12 teachers perceive their own assessment literacy. This study seeks to provide insight about Mississippi teachers' beliefs related to the importance of assessment data, their perceptions about their own assessment literacy, and their attitudes towards high-stakes assessments currently used in Mississippi public schools. The results of the study may prove beneficial to increasing effective teacher use of assessment data and for informing future decisions about pre-service and in-service professional development related to assessment literacy.

The Vital Principles of A Proper Test Construction
Namik Top — Texas A&M University

Test construction is a vital and frequently utilized topic in the field of psychometric. Thus, it is important to understand the logic of the way to construct a proper test. The paper will explain the two fundamental steps of test construction, planning a test and writing a test. In this respect, these two primary categories will be divided into necessary common principles to comprehend the logic of a proper test construction.

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Underrepresented Groups

Status of Black Faculty Rank in 4-Year Texas Public Universities: A Multi-Year Analysis
Brandolyn E. Jones — Sam Houston State University

The extent to which the number and percentage of Texas 4-year public university Black faculty members changed as a function of faculty rank from the 2005 academic year through the 2011 academic years was examined in this study. Utilizing archival data from the Texas Higher Education Coordinating Board, a statistically significant difference was yielded between the percentage of Black Assistant Professors between the 2005 and 2011. Of interest, however, for Black faculty at the higher ranks of the professoriate (i.e., Associate Professor and Full Professors), statistically significant differences were not revealed between the 2005 and 2011 academic years.

Hispanic Student Persistence at Hispanic Serving Institutions in Texas
*Diana Pressley — Sam Houston State University

In this investigation, the relationships between the 1-year persistence rates of Hispanic students attending Hispanic Serving Institutions (HSI) and Hispanic students attending non-Hispanic Serving Institutions in the state of Texas were examined. Archival data on 1-year persistence rates for Hispanic students were retrieved from the Texas Higher Education Coordinating Board Accountability System for the 2000 through 2010 academic years. Negative relationships were present for Hispanic students attending HSIs and the 1-year persistence rates in all academic years examined in this study. Implications of the findings and suggestions for future research are discussed.

An Equity Audit of the Participation of Minority Students in an Honors Program at a Southeast Texas University
Carl M. Husband & Michael Duff — Lamar University

An equity audit was performed on a honors program at a Southeast Texas university. The percentages of students from different racial/ethnic backgrounds was compared between the honors program and the general university undergraduate population to make comparisons. After analyzing three fall semesters of enrollment, results showed that White students were overrepresented in the honors program, while African American students were underrepresented. A more complicated picture for Hispanic students was observed.

Advanced Coursework Completion Rates by Ethnicity in Texas: A Multi-year Statewide Study
Janis C. Fowler & Julie P. Combs — Sam Houston State University

This study represents an analysis of the trends of Texas students by ethnicity who participated in advanced coursework (i.e., Advanced Placement, International Baccalaureate, or dual enrollment) over the past 11 years. Archival data from the Texas Education Agency were obtained and analyzed for all public high schools with available data. The percentage of students completing advanced coursework from all ethnic groups has increased over the past 11 years; however, achievement gaps remain among ethnic groups. Statistically significant differences were present in the percentages of students who completed an advanced course with large effect sizes.

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A Phenomenological Investigation of the Lived Experiences of Successful First Generation Hispanic College Students
Christina C. Puente & Jennifer Butcher — Lamar University

This qualitative phenomenological research study used narrative inquiry to investigate the effective practices and beliefs of six first generation Hispanic college students. Participant's interviews were analyzed using Creswell (2007) six step method for analyzing phenomenological studies.

M2.5 Innovative Session	2:20 pm - 3:35 pm	Cathedral

Innovative Session

Using Aesthetic Inquiry as a Framework for Transformational Leadership
Stephanie B. Applewhite, Barrett Lankford, Sue Gerlach, Karen Embry-Jenlink,
Rick Cardin, Midge Robertson, & David Segers — Stephen F. Austin State University

The journey of aesthetic inquiry will be highlighted through the personal sharing of cohort members to reveal the complexities, challenges, and insights experienced within a doctoral level seminar course, Synthesis I. Perspectives including individual, cohort, and professor reflections will be used to provide realistic exemplars for exploring effective and meaningful aesthetic inquiry as a reflective tool for self-assessment and in the transformation of the Self as an educational leader. The experiences of the cohort members and the professor provide a unique perspective as they reveal the deep meaning and value of aesthetic inquiry as a learning strategy.

M2.6 Paper Session	2:20 pm - 3:35 pm	Cabildo

Exploring Tests & Measures

Lesson from the Academic Lineage of Teacher Efficacy Measures
Linda A. Pruski — The University of Texas Health Science Center at San Antonio

In reviewing the academic lineages of general and science teacher efficacy scales, a number of issues emerge. It is difficult to accumulate an accurate, global representation of the effects of teacher efficacy when the literature is ripe with conflicting meanings for efficacy, derivative scale development, cumbersome scoring mechanisms, application of different analyses techniques, duplicity in meaning-making from resultant findings. At first blush, it seems 'easy' to pluck a scale from the literature and with a near knee-jerk reaction, modify and administer, only to find under closer scrutiny disarrayed structures and/or insensitivity to change. Join the discussion of these "lessons learned."

Determining Number of Factors in EFA: A Review of Practices
Steven W. Carruthers — Texas A&M University

The purpose of the present paper is to review the literature on several methods for determining the number of factors in Exploratory Factor Analysis such as statistical significance, the Kaiser-Guttman Rule (eigenvalue > 1), scree test, MAP test (minimum average partial correlation), and parallel analysis. In addition, the attributes of each are illustrated by applying these methods to the Holzinger and Swineford (1939) dataset or heuristic data. The literature and results support the practice of using a combination of methods in determining the number of factors.

Comparison of Multilevel IRT and Rasch IRT Model: A Monte Carlo Simulation Study
Xueying Hu — Texas A&M University

This paper utilized Monte Carlo simulation to generate person parameters, item parameters, item responses from two groups of students. Monte Carlo simulation was also used to replicate each condition a thousand times for parameter estimation. The model performance of both Multilevel IRT (MLIRT) and single-level Rasch IRT were compared by the accuracy of parameter estimation. Bias, Root Mean Square Error (RMSE), and variance of the estimates were calculated and compared. The advantages of MLIRT in dealing with hierarchical data containing measurement errors were further discussed.

Finding Fakers: A DIF analysis
Casey W. Johnson — University of North Texas

This study assess a psychological assessment scales using Differential Item Functioning. The findings include large statistically significant differences between genders or employment level on faking scale items. Additionally there is statistical evidence to suggest effectual item differences on faking items between males and females, and managers and hourly employees. The faking scale results indicate that females who fake more in psychological assessments are easier to spot than males who fake; while overall, males tended to fake more. Implications for practice include cautioning the use of p-value only, and identifying males that subtly fake more than women.

MCMC Estimation of Bi-Factor Graded Response Models
*Prathiba Natesan, Xin Xin, Casey W. Johnson, & Xing Qin — University of North Texas

Bi-factor patterns are often found in educational measurement. Most developments in bi-factor analysis have focused on modeling aspects. It is also important to investigate estimation methods to handle such model complexity. We investigated Markov Chain Monte Carlo (MCMC) estimation of bi-factor Graded Response Models (B-GRMs). Estimates from two sample sizes and four prior specifications were compared.

M2.7 Paper Session	2:20 pm - 3:35 pm	Royal D

Pre-service Education

Improving Student Engagement in the College Classroom: An Action Research Study
*Suzanne F. Lindt & Stacia C. Miller — Midwestern State University

The purpose of the current research was to better understand whether students in education preparation courses would improve their classroom engagement following an intervention. Approximately 115 students in fifteen education courses participated in the research study. At mid-term, students completed a self-report survey indicating their level of engagement in the course following the release of their mid-term exam scores. At the end of the semester, students completed the same survey again. Results suggest that by prompting students to think about their level of engagement at mid-term, students will increase their engagement to improve their course grades.

Examining Novice and Experienced Classroom Teachers Using a Systematic Classroom Observation Protocol
Nancy D. Weber & Hersh C. Waxman — Texas A&M University, Danielle B. Brown — University of Nevada - Las Vegas, & Larry J. Kelly — Texas A&M University

This study focuses on the use of both systematic and reflective classroom observation instruments in teacher education programs in order to help their novice teachers improve the quality of instruction in classrooms. The study employed three observation tools to compare the teacher and

student behaviors and overall classroom environments across two groups: (a) teaching interns in a post-baccalaureate program, and (b) a comparative group of experienced classroom teachers. The findings suggest that teacher education programs could provide more opportunities for candidates to practice teaching and classroom management methods along with constructive feedback to build confidence and nurture growth.

Pre-service Teacher Candidates Construct Cultural and Instructional Awareness Through a Short Term Study Abroad Experience

Tracey Covington Hasbun — Stephen F. Austin State University & Paula B. Griffin — Stephen F. Austin State University

Short-term study abroad experiences provide several benefits to students such as changes in attitudes towards differing cultures and an increased understanding of globalization (Lewis & Niesenbaum, 2005; Tajes & Ortiz, 2010). Twenty-four university students participated in a 12-day experience in Italy studying history, culture, and early childhood education. A case study was employed to determine the effects of the experience on the cultural and instructional pedagogical awareness of teacher candidates. Findings revealed teachers candidates formed (1) a deeper understanding of instruction in general; (2) an empathy for second language learners; (3) an understanding of and need for culturally responsive teaching; (4) an appreciation for incorporating the arts into instruction; (5) disappointment with American education; and (6) a rationale for needed change in teacher preparation programs.

Building Pre-service Efficacy through Informal Teaching Experience

Laura Jacobs — University of Houston, Tonya D. Jeffery — Texas A&M University-Corpus Christi, Paige Evans — University of Houston, Leah McAlister-Shields — Sam Houston State University, & Riley Hatch — University of Houston

This study examined the relationship between informal teaching experiences and teacher self-efficacy among pre-service teachers in a secondary STEM teacher preparation program at a large urban university in Texas. Specifically, does a significant relationship exist between informal teaching experience and self-efficacy for pre-service teachers? Is there a significant difference in self-efficacy among pre-service teachers with informal teaching experience as compared to pre-service teachers without informal teaching experience?

Preparing Educators for Culturally and Linguistically Diverse Students with Special Needs

Norma A. Guzmán & Monica W. Ratcliff — Texas A&M University-Kingsville

The paper discusses a review of literature to improve pre-service teacher preparation to include bilingual special education training. The purpose of the review of research was to identify practices to increase educators who are trained to work with Culturally and Linguistically Diverse (CLD) students with special needs. The review of literature supports the need for collaboration among all educator preparation programs (bilingual, special and general education) to meet the needs of CLD students with special needs (CLDSN) in Texas schools.

M3.1 Paper Session	3:40 pm - 4:55 pm	Cathedral

Mathematics Education

Analysis of the Relationship Between Emotional Intelligence, Constructive Thinking, and Student Achievement in Developmental Math

Paula Kenney-Wallace & La Vonne Williams Fedynich— Texas A&M University-Kingsville

As the achievement rates in mathematics continue to be an area of focus, college faculty and

administration continue to search for the ways to improve student success in developmental mathematics courses. The study focused on the relationship between emotional intelligence skill levels, constructive thinking skill levels, and student achievement which helped to establish other contributing factors, besides ability, that is impacting student performance in developmental math courses at colleges and universities. The results of this study will help to create, implement, and continuously improve upon an intervention-type model or program to help improve the failure rate in mathematics.

How Do Students Do on Math Test When Their Schools Turn into STEM?
Bilgin Navruz, Niyazi Erdogan, Alpaslan Sahin, Robert M. Capraro, & Mary Margaret Capraro — Texas A&M University

The purpose of our study is to understand how students' math scores on Texas Assessment of Knowledge and Skills (TAKS) change after their schools turned into specialized STEM schools. Our sample includes students who were tracked from 7th to 9th grade (2007-2009). We used piecewise growth models to understand how students' math scores on Texas Assessment of Knowledge and Skills (TAKS) change after they started to attend specialized STEM schools. Results showed students in STEM schools increased their growth contrast to the students in non-STEM schools.

A Review of Pre-service Teachers' Teaching Analysis Gained in a Virtual Environment
Ayse Tugba Oner, Gerald Kulm, & Trina Davis — Texas A&M University

In the present, we focused on prospective teachers' teaching experiences in Second Life. The aim of the study was to examine pre-service teachers' teaching experiences gained in virtual environment. To examine their teaching experiences, we used their own analysis about their teaching experience. We determined how well pre-service teachers analyze their teaching experiences and their perspectives from the teaching. Two rubrics were used to examine teaching of pre-service teachers. One rubric was used by participants, another was used by researchers. 21 participants were involved in the study.

Elementary Teachers' Pedagogical Content Knowledge for Teaching Mathematics, Self-efficacy, and Student Achievement: A Path Analysis
*James A. Telese & Zhidong Zhang — The University of Texas at Brownsville

This paper reports on the relationship between elementary teachers' pedagogical content knowledge, self-efficacy, and mathematics achievement. The instruments used in the study were three LMT surveys of teacher knowledge for teaching, Number Concepts, Geometry, and Algebraic Concepts-Patterns, Functions, and Algebra. Self-efficacy was measured using a modified version of the Enoch, Smith, & Huniker's (2000) instrument. Results indicated statistically significant relationship between pedagogical content knowledge and student achievement; but Outcome expectations of self-efficacy was positively related to student achievement. A path analysis was conducted using the correlational study's results which reveal three meaningful models.

A Deeper Examination of the U.S. Students' Performance in TIMSS 2011
Rayya G. Younes — Radford University & Bilgin Navruz — Texas A&M University

In this study we take a deeper look at the results of U.S. students TIMSS 2011 starting with the performance of the students in content domains and cognitive domains. Then we used Hierarchical Linear modeling to examine whether the students' dispositions about mathematics

are related to the students' mathematics achievement. Results indicate that students scored highest in Data & Chance and lowest in Geometry. Students scored better in Knowing than Applying and Reasoning. Moreover, confidence in learning mathematics had most notable relation to mathematics achievement.

M3.2 Paper Session	3:40 pm - 4:55 pm	Pontalba

Reading

Promoting Perspective Taking and Inferential Comprehension with Struggling Third-grade Readers
*Amanda D. Franks, Tracey S. Hodges, Katherine L. Wright — Texas A&M University

Convergent research supports the claim that reading comprehension is positively influenced by a reader's ability to take on the perspectives of characters within the text (e.g., Goldman & Guthrie, 1986; Emery, 1996), but few recent studies explore this connection. To address this gap, we designed a multiple baseline, multiple probe, single case study to examine how instruction in character perspective taking, situated within high quality, authentic children's literature, can enhance third grade students' comprehension skills, motivation for reading, and social-emotional skills. This in-depth, mixed-method study explored four participants' social-emotional skills, comprehension, and motivation for reading throughout a month-long reading intervention.

First, Do No Harm: The Impact of Reading Intervention on Students' Reading Motivation and Attitude
Katherine L. Wright, Tracey S. Hodges, & Amanda D. Franks — Texas A&M University

Children who struggle to read are generally less motivated to engage in reading activities, causing them to fall further behind their more skilled peers. While recent scholarship has focused on defining the multifaceted constructs of reading motivation and reading attitude and their relationship to reading achievement, few studies have examined how reading interventions may impact students' motivation and attitude. The purpose of the present meta-analysis is to address this gap in research by exploring how interventions that increase reading comprehension affect reading motivation.

Multicomponent Treatment of Rapid Naming, Reading Rate, and Visual Attention in Single and Double Deficit Dyslexics
Kary A. Johnson — Texas Wesleyan University

This 2 x 3 x 2 within-within-between repeated measures multivariate experimental study investigated a novel multicomponent reading treatment for individuals with rapid naming (RAN) type dyslexia. Differences in treatment outcomes were examined by comparing groups (treatment/control) and by level of deficit (single RAN deficit or double deficit in RAN and phonological awareness). Univariate response for RAN and related skills of visual attention (VA) and reading rate were also examined. Statistically and clinically significant findings indicated overall treatment success and specific positive outcomes in terms of VA, confirmed differential response by deficit level, and confirmed the need for early intervention.

The Effects of Mobility Rate on Reading Achievement in Elementary-Aged Students
Youshawna E. Hunt, Latoya Walker, William Stewart, & Josh Nation — Stephen F. Austin State University

The issues that surround mobility rates for students in public education have been a major concern for some time. Previous studies have looked at mobility rate among students throughout

the school year. In addition, research has shown a correlation between low socioeconomic status and lower test scores, difficulty integrating into the school community, a tendency to be lower achievers, and a tendency to have discipline issues (Engec, 2006). With the number of mobile students living in densely populated areas of urban cities, it is important to determine the difficulties that students face in solidifying reading achievement when moving from one school to another during the school year. A group of elementary-aged students ranging from grades 3-5 were selected to analyze reading achievement among mobile and non-mobile students.

Out-of-school Activities and Literacy Practices of Sixth-Grade Students: A Mixed Methods Study
Jacqueline M. Ingram — Sam Houston State University

Acknowledging and incorporating the merger of in- and out-of-school literacies in curriculum and teacher practice recognizes a broader picture of each student's multi-literacies rather than relegating literacy within disciplinary boundaries. It is critical to know what practices students are engaged in outside of the classroom to better understand the phenomena of out-of-school literacies as they pertain to students' overall literacy. Mixed method research is used in this paper to investigate sixth-grade students' literacy activities outside of school through the use of a survey. Focus groups composed of typical cases identified from the survey provided in-depth support for survey responses.

M3.3	Workshop	3:40 pm - 4:55 pm	Royal D

Free Workshop

An Introduction to Mplus
Susan Troncoso Skidmore — Sam Houston State University & Prathiba Natesan — University of North Texas

Structural equation models (SEM) have become increasingly popular in education research. In this introductory training session, we will provide new users with some basic tools to begin using Mplus, a statistical modeling program capable of analyzing SEM and much more. In the first half of the training session an overview of the basic Mplus commands will be provided. In the second half of the training session users will be provided with syntax for a basic regression, path model, confirmatory factor analysis, and SEM. To get the most out of this workshop please bring a laptop with Mplus installed. A trial version of Mplus is available at http://www.statmodel.com/demo.shtml.

M3.4	Paper Session	3:40 pm - 4:55 pm	Cabildo

Students with Special Needs

Succeeding in Higher Education: A Phenomenological Study of the Perceptions of Students with High Functioning Autism or Asperger Syndrome
Emily N. Rutherford & Jennifer Butcher — Lamar University

This phenomenological study explored the support factors available to students with High Functioning Autism or Asperger Syndrome in higher education that contribute to their success as perceived by the students. In-depth interviews were conducted with current college students as well as recent graduates who have a diagnosis of High Functioning Autism or Asperger Syndrome. Theoretical framework, methodology, results and implications will be discussed.

An Equity Audit of Demographics Related to Enrollment in RtI Math
Kimberly Gonzales & Leah L. Kahn — Lamar University

Monday, February 10

Response to Intervention is used to provide interventions to struggling students. An RtI framework could be expanded to include all math students in a prescriptive manner that will allow students to achieve at the highest level possible. This equity audit looked at the enrollment of demographic groups in the RtI program at one intermediate school in South East Texas. The data showed that enrollment was fairly equitable across the different groups. RtI is useful in setting individual student goals and providing the opportunity for instruction to meet those goals regardless of ethnicity, socioeconomic status, of math class enrollment status.

Establishing and Utilizing a University Based Autism Center
Julie Hatz — Baylor University

This paper presentation will describe the importance of establishing and utilizing autism spectrum disorders centers at the university level in order to provide knowledge (by means of research, best practices, teacher and school psychology training, and professional development seminars) to families and the community. It will also discuss the associated benefits for the university and its students, and the process of coordinating services with medical professionals in the community. It will provide educators hands-on ways to utilize a community center and how to access low cost services for students with exceptionalities.

An Equity Audit of Dyslexia Students' Performance on State Assessments in a Title I School
*Lori S. Hepburn & Cynthia M. Jackson — Lamar University

This study utilized an equity audit process to investigate dyslexic students' performance rate on STAAR Pilot compared to non-dyslexic students. The researchers compiled and analyzed all STAAR scores of identified dyslexic students and compared their scores to non-dyslexic students. This resulted in a focus on third, fourth, and fifth grade scores. Data was collected by the students' STAAR individual reports, summary reports released in Spring 2012, and Phase 1 Scale scores released by the state. Results indicated that dyslexic students are at risk of performing poorly on standardized testing due to lack of specialized instruction by trained professionals. Therefore, it is important to identify and provide differentiated instruction for struggling readers early on, which would minimize reoccurring educational obstacles related to dyslexia.

Classroom Technology and English Language Learners with Special Needs
Liang-Chen Lin & Valentin E. Nzai — Texas A&M University-Kingsville

This presentation is to showcase teaching English language learners (ELLs) with special needs through technology for enhancing their learning outcomes. Also, it will give educators access to information about using technology for teaching special-needs ELLs. Particularly, teachers will learn about how to incorporate technology into the instructional design.

M3.5 Paper Session	3:40 pm - 4:55 pm	Ursuline

Educational Research
Graduate Student Session – *Discussant Bettye Grigsby

A Factor Analysis of the Parental Authority Questionnaire (PAQ)
Shanna L. Attai — Baylor University

Buri's (1991) Parental Authority Questionnaire (PAQ) is a measurement tool used for assessing the permissiveness, authoritarianism, and authoritativeness exercised by both mother and father. After a review of the literature and examination of the psychometric properties of the assessment the author finds it necessary to conduct additional analysis in order to further strengthen the reliability and validity of the measurement tool. This study proposes to further expand on the

psychometric properties of the PAQ through an exploratory factor analysis.

The Connection between Highly Effective Schools and Self-Regulated Learning
Mary Elliott — Baylor University

Research in school reform has produced studies linking effective schools and teaching to student achievement as measured by standardized tests. However, does school effectiveness have a contribution to life-long learning through the acquisition of self-regulated learning characteristics? This quantitative pilot study will measure the connection between Texas high schools identified as high performing and self-regulated learning from private and public university college freshmen identified as graduates of these high performing high schools.

The Effects of the Quality of Teacher-Student Relationships, Academic Competency, and Social Skills on Students' Goal Orientations
Fatih Koca — Texas Tech University

The goal of this study is to investigate the relationship between the quality of teacher-student dyadic interactions, students' academic competency and motivation as well as their achievement goal orientations. Teacher-student relationships have important long term implications for both academic competence and motivation among children therefore, understanding and documenting the effects of the quality of teacher-student interaction on students' academic motivation and their goal orientation approaches is crucial in educational research. This study will be conducted in Friendship Independent School District (FISD).

Blending Resources: A Knowledge Sharing Approach for Library and Reference Service
Joy A. Russell — Texas Tech University

The first step in the conception of any knowledge management system is the determination of what type(s) of knowledge should be included. A knowledge sharing approach for reference librarians is proposed through answers found in an initial pilot study. This knowledge sharing approach coordinates two important kinds of reference knowledge – (1) the search expert knowledge, which could involve search strategies and information resources, and (2) knowledge embedded in answers of previously posed questions. The coordinated combinations of these two types of knowledge, one emphasizing quality and the other efficiency via reuse, has the potential to further improve knowledge sharing.

M3.6 Paper Session	3:40 pm - 4:55 pm	Bienville

ANOVA & Regression Models

Regression Discontinuity: Methodology and Applications for Gifted Education
Jeb S. Puryear — University of North Texas

While a randomized controlled trial (RCT) designs provide the most causal inference, a regression discontinuity (RD) design can also claim it. They are a solid alternative to RCT when random assignment is not practical. RD designs have been used in a variety of educational research contexts from examining college-level math remediation to pre-kindergarten program evaluation. RD was suggested at a gifted education research methodology thirty years ago, but few studies exist. A recent methodological brief stressed causal inference in gifted education research designs. The paper at hand articulates specific questions in gifted education that could be answered by employing RD.

Correctly Understanding ANOVA Interaction Effects and Correctly Interpreting ANOVA Interaction Effects
Christine Rosner — 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.

A User-Friendly Introduction to Fixed-, Random-, and Mixed-Effects ANOVA Models
*Elizabeth Brower — 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.

Sharp Regression Discontinuity
Saler L. Axel — Southern Methodist University

Regression discontinuity (RD) is a quasi-experimental design often administered in education. It compares the results of pretest and posttest scores, after administration of a treatment in order to estimate program effects on the treatment group. After a cut-off criterion is determined using pretest data, participants are separated into control or comparison and treatment groups. A treatment effect exists on the outcome variable if the regression line at the cutoff score demonstrates discontinuity and the new regression line better predicts the posttest scores of the treatment group than the regression line of the comparison group.

Intraclass Correlation: What It is, How to Get It, What to Do With It, Why It is Important
Shruti Surya — Texas A&M University

The paper will summarize uses of intraclass correlation of importance to contemporary researchers in the behavioral sciences. For example, several versions of intraclass correlation coefficients, used as measures of reliability among judges, as a special case of generalizability theory, will be discussed. Understanding of the intraclass correlation is also critical for understanding modern statistical methods, such as hierarchical linear modeling (HLM).

M3.7	Paper Session	3:40 pm - 4:55 pm	Beauregard

Pre-service & In-service Training

Teacher-Driven Professional Development through Action Research: A Literature-based Argument
Susan Cooper — Midwestern State University

Quality professional development is key to school improvement. Action research is commonly employed in both undergraduate and graduate education programs, but the literature does not indicate that there is any move to extend that trend to the classroom and empower teachers to conduct their own research as professional development. This literature review offers a research-based argument that action research is, in fact, a valid form of high quality professional development. It further argues that action research has the potential to increase teacher efficacy, which would lead to better teaching and school improvement.

Monday, February 10

Social Studies Content Knowledge of Elementary and Middle Grade Senior Methods Course Students
Russell Evans, Mychelle Smith, & Matthew Etchells — Texas A&M University,

In the course of an education undergraduate degree, methods courses play an essential role in preparing future teachers to be efficacious in the classroom. Generally, the focus of the methods course is the preparation for instruction, classroom management, and the creation of assignments. The current study will be able to assess the retained content knowledge of methods students on topics assessed in the content area of the state certification exam as well as on state mandated student achievement exams.

In-service Teachers' Implementation and Understanding of Project Based Learning in Science, Technology, Engineering, and Mathematics Fields: A Mixed Analysis
Sunyoung Han — Texas Tech University, Bugrahan Yalvac, Mary Margaret Capraro, & Robert M. Capraro — Texas A&M University

In this study, we report the effectiveness of a professional development (PD) and discuss the participating teachers' implementation and understanding of science, technology, engineering and mathematics (STEM) Project Based Learning (PBL). A mixed-method case study was employed. Findings indicated that teachers' attendance in the PD activities was statistically significantly correlated with the quality of their in-class PBL implementation in 2010, yet not in 2011. The case study findings showed that the teachers viewed the STEM PBL pedagogy as a means to promote student interest in mathematics, cultivate interdisciplinary research culture in K-12 classrooms, and help improve students' content understanding.

Using Evidence from Rubrics and Videos to Create Professional Development Sessions for Grades 6-9 Mathematics Teachers
*Shirley M. Matteson, Irma L. Almager, Sevket C. Cetin, Shanthi Ayyadhury, & Fernando Valle — Texas Tech University

This study used videos and rubric comments to answer the question of the area(s) that inservice mathematics educators struggled with in delivering lessons. Thirty-five grade six through nine mathematics teachers from an urban school district participated in the study. They were videoed five times during a school year and the teaching episode was evaluated using the TAP rubric. Analysis of the data revealed that the areas the inservice mathematics teachers most struggled with were Questioning, Lesson Structure and Pacing and Grouping Students. Implications for the use of videos to prepare professional development are discussed.

The Impact of Self-Efficacy and Program Quality on the Teaching Field Commitment of Pre-Service Teachers
Nancy D. Weber, Tracey S. Hodges, & Hersh C. Waxman — Texas A&M University

Many teachers leave the classroom within their first few years of teaching resulting in a void of experienced teachers in the profession. This study focused on measurements of preservice teachers' perceived field commitment, self-efficacy for general education and professional skills, and program quality. Of the three independent variables, program quality is the only one that explained perceived field commitment ($p < .001$). Teacher education programs can use these measurements to demonstrate how the self-efficacy of their preservice teachers and program quality impact the perceived field commitment of preservice teachers.

Tuesday, February 11

T0.1	8:00 am - 5:00 pm	LaNouvelle Ballroom Mezzanine

Registration
Closed During Business Luncheon

T0.2	8:00 am - 9:00 am	LaNouvelle Ballroom Mezzanine

Continental Breakfast

T0.3	8:00 am – 6:00 pm	Gallier

Graduate Student Work Area

T1.1 Free Workshop	8:30 am - 9:30 am	Royal D

Navigating and Getting the Most from SERA
Kathleen Mittag, John Hedl, & Susan Troncoso Skidmore

T1.2 Workshop	8:30 am - 9:30 am	Cabildo

Free Workshop
Submitting Successful Institutional Review Board (IRB) Proposals in Educational Research
Terrill F. Saxon — Baylor University, Rebecca J. Glover, & Darrell M. Hull — University of North Texas

This training session will target novice educational researchers (students and faculty) who conduct educational research with human subjects. Attendees will gain information regarding how to write an Institutional Review Board (IRB) proposal, what to expect from the IRB, as well as how to address ethical concerns that may arise in the planning of a study with human subjects. More specific aims will include how to create and dispense acceptable informed consent and assent forms as well as the ethical recruitment of participants.

T1.3 Paper Session	8:30 am - 9:30 am	Beauregard

College Readiness
Transitions from High School to College: An Exploratory Study of Wellness Factors among First-Year College Students
*Rebecca K. Frels — Lamar University

The purpose of this study is to research and chronicle the cognitive, emotional, physiological, relational, and community sources for successful transition and logistical challenges of students in their first year of college. This study will document the resourcefulness, stress factors, and strengths affecting the mental health of diverse, first-year college students at multiple community colleges. A second purpose is to impact the overall mission of Texas's colleges in Closing the Gaps by 2015—through participation, success, excellence, and research (Texas Higher Education Coordinating Board [THECB], 2008).

Critical Issues in College Readiness Assessment
Jeb S. Puryear — University of North Texas

Assessing and operationalizing college readiness is a critical issue. GPA is simple to collect, but lacks perceived reliability. Normed tests like the SAT and ACT have perceived reliability, but raise underlying equity questions and the question of the aptitude/achievement connection. AP, IB, or SAT II tests show deep knowledge and smaller gaps in at-risk populations, but are not in widespread use across such populations. State (and upcoming Common Core) assessments are content driven, but lack discrimination across skill levels. Ultimately, a combination of these factors, along with non-academic traits, like motivation and persistence, best demonstrates

student readiness.

Experiences, Perceived Challenges, and Support Systems of Early College High School Students
Karen P. Saenz — Houston Community College & Julie P. Combs — Sam Houston State University

In this qualitative study, the prior experiences, perceived challenges, and support systems of 17, Grade 12 Hispanic students, at an early college high school were explored using the framework of social capital theory. Utilizing Moustakas's phenomenological design, data were collected using focus group and individuals interviews. Several themes emerged and were related to the conceptual framework of social capital such as the school environment, support from family and teachers, and the students' identify and values. Understanding the experiences of the Grade 12 students can provide valuable information for high school and college administrators in an ECHS setting.

Community College Faculty Beliefs about Online Developmental Education
Leigh Smith — Lamar Institute of Technology

Online education provides opportunities and challenges for community college faculty charged with educating more students, many requiring developmental education, with limited resources. This study investigated the beliefs of community college faculty about online developmental education. The findings indicated that faculty, were in general supportive of online developmental education and believe it can be effective under certain conditions. The results suggested the challenges and opportunities encountered by community college faculty and students involved in online developmental education. This study provides insight into faculty beliefs and ideas for systematic implementation to community colleges considering offering online developmental education.

T1.4 Paper Session	8:30 am - 9:30 am	Pontalba

Students with Special Needs
*Graduate Student Session – *Discussant Bill Jasper*

Digital Language and Literacy Support for Culturally and Linguistically Diverse (CLD) Learners in a Middle School Newcomer Program
Mona L. McWhorter, Kisha McDonald, & Jessica Richardson — Texas A&M University-Commerce

Adolescents as new immigrant students in the secondary classroom are challenged to become English proficient and grade-level content competent. To scaffold learning, technological language and literacy applications may be a major support tool for culturally and linguistically diverse (CLD) learners. In this pilot study, students in a middle school newcomer program participate in validating the effectiveness and motivational value of digital applications, WordBook XL and Google Translator, in support of language and literacy achievement.

Effectiveness of Instructional Strategies to Foster Literacy Skills for Students with Autism Spectrum Disorders
Peg (Prasopsuk) Y. Pinto — Sam Houston State University

The purpose of this study is to examine teachers' perspectives and practices regarding research-based instructions to teach literacy for students with autism. The emphasis of this research is to develop a theoretical model of effective instructional strategies. To close the research-to-practice

gap, this study will highlight an array of research-based instructions. Analysis of the data may provide evidence to support the implementation of specific instructional strategies. This study will add to the existing research regarding how effective teaching strategies can foster literacy of students with and inspire these students to become lifelong learners.

Improving Access to State Mandated Gifted and Talented Services for Students in Poverty
Yara N. Farah & Kevin E. Wells — Baylor University

According to the Texas Education Agency, minority students comprised 87.8% of students in the Waco Independent School District (TEA, 2011) Additionally, 87.9% of all students regardless of race were classified as economically disadvantaged. Juxtaposed to this, the majority of Waco ISD teachers, 70.48%, were identified as White. Minority status, low socioeconomic status, and teacher demographics not matching student demographics have been identified in research as three causes for concern when identifying children for inclusion in state-mandated gifted and talented programs (Feiring, Louis, Ukeje, Lewis, & Leong, 1997; Fultz, 2013; McBee, 2006, 2010; Olszewski-Kubilius, 2006; Sarouphim, 2001).

Affective and Instructional Variables Impacting Mathematics Learning of Non-Traditional Students
Steven K. McKissick — Texas A&M University

The proposed study considers the impact of affective variables and instructional arrangement on mathematics achievement of non-traditional students. This study attempts to address methodological criticism regarding random assignment and clarification of experimental constructs. Students will be assigned to an in-person or online learning environment based on gender and achievement pre-test score. A six-week review of algebraic concepts will be presented to both groups, and both groups will have access to a certified mathematics teacher to address questions that arise. Post-test results will allow for a measure of performance gains to include in a path model integrating affective and instructional variables.

T1.5 Innovative Session	8:30 am - 9:30 am	Cathedral

Innovative Session

Hey, You! Get Off of My Cloud: Utilizing Cloud Technology in Music Education
Jolene D. Webster — Texas Wesleyan University

Educators in the twenty-first century must consider, weigh, and balance the use of technology in pedagogical instruction on a daily basis. Music educators and other teachers of the arts are not exempt from incorporating technology into the learning experience. This presentation will explore ways in which music educators are able to utilize the new frontier of music cloud computing to enhance instruction.

T1.6 Workshop	8:30 am - 9:30 am	Iberville

Free Workshop

An Introduction to Rigorous Qualitative Research Methodologies
Rachel N. Smith, Valerie T. Byers, Eunjin Hwang, & Anthony J. Onwuegbuzie — Sam Houston State University

The purpose of this training session is to introduce participants to rigorous qualitative research methods. Participants will be introduced to (a) various philosophical assumptions and stances that underlie qualitative research, including constructivism, critical theory, and participatory; (b) several major qualitative research designs; (c) data collection techniques for collecting the four

major sources of qualitative data collected: talk, observations, visual, and documents; (d) most commonly used data analysis techniques; and (e) strategies for assessing the verification/ trustworthiness/ legitimation/ authenticity/ credibility/ transferability/ dependability/ confirmability of data. It is expected that participants will comprise both beginning researchers and more seasoned researchers who have limited experience conducting rigorous qualitative research.

T1.7 Paper Session	8:30 am - 9:30 am	Ursuline

Technology in Education
Graduate Student Session – *Discussant Jim Telese

Emotional Memories of Selected Veteran Academic Librarians: Their Lived Experiences in the Twentieth Century Academic Library
Shirley H. Dickerson — Sam Houston State University

The phenomenological study will examine the perceptions and the lived experiences of selected veteran academic librarians who experienced one of the most dramatic periods in librarianship largely influenced by technology. Extensive research has been conducted in the field of psychology on emotional memories; however, limited scholarly research exists in the library science literature which focuses on the emotions experienced by veteran academic librarians as a result of constant change in the academic library.

Teaching John Dewey in Hybrid Space: The Experience of One College Professor
Mario A. Martinez & Mary F. Agnello — Texas Tech University

Research has yielded a variety of data on hybrid teaching formats. Lopez and Hilde (2012) have examined multiple intelligences and learners in hybrid courses. Researchers have studied the effectiveness of this kind of learning in business and theology (Estelami, 2012; Hege, 2011). Student satisfaction has also been researched (El Mansour & Mupinga, 2007). Hybrid teaching deployment, communications and online tools have also been examined (Doering & Veletsianos, 2008; Blackmon, 2012; Gradel &Edson, 2011). But what about the experiences of professors delivering instruction in an online environment? This case study examines the experience of a college professor teaching philosophy of education in a hybrid format.

Educator's Perception of Smart Technology in the Classroom
Mark A. Martinez — University of Texas at Arlington

 As we move into the future, American's choices to prepare children to compete in a global economy will determine the extent to which new technologies integrate into learning environments at school and home. In the past, American education has taken risks and made difficult choices to maintain standards and meet educational demands. The pervasive usage of technology in our society has created a demand for new and innovative means of educational instruction in the classroom. According to Christiansen, Horn, and Johnson (2008) a disruption in the status quo has to occur in order for innovation to take place. This study will examine the perceptions of teachers in public schools in a local independent school district on the use of smart phone technology in the classroom.

Flipped or Not? A Multidimensional Comparison of Teacher Perceptions of the Flipped Versus Traditional Classrooms and the Impact on Student Engagement
Tiffany L. Unruh — University of Houston at Clear Lake

The flipped classroom utilizes social and digital media to transform classwork and homework by

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flipping the traditional roles in a classroom. Technology integration and implementation into the classroom can be impacted by the teacher pedagogical beliefs and comfort level with technology. This graduate study in progress will compare how student engagement is affected by the instruction received in both traditional and flipped classrooms while examining the pedagogical beliefs behind the teacher instruction.

T1.8 Paper Session	8:30 am - 9:30 am	Bienville

College Readiness & Persistence

A Comparison of Persistence and Graduation Rates for Alamo Community College District
*Shannon R. Covert — Sam Houston State University

This study compared graduation and persistence rates for five locations in the Alamo Community College District. There were four cohort groups of first-time, full-time students either "requiring developmental education" or "not requiring developmental education" beginning with an "Entering Fall 2006 Cohort" and continuing through an "Entering Fall 2009 Cohort." The data reported the percentage of students graduating or persisting after three years for each cohort group. This study did show a difference in graduation and persistence rates between the five locations in the Alamo Community College District and between the two subgroups of interest.

The Hazardous Leaks from the STEM Pipeline
Ana K. Coronado — Texas Tech University

The retention and persistence in the pursuit of a Science, Technology, Math, or Engineering (STEM) degree is a major problem the United States is currently facing. Many factors contribute to progression of students in STEM careers. This article highlights three major components that influence the progression of the STEM pipeline: (1) curriculum, (2) teacher factors, and (3) student personal factors. Reforms taken within these components are not meeting the demands of the 21st century math and science college readiness expectations. This is reflected in students' academic proficiency in standardize tests.

Online Learning: Challenges and Benefits from the Views of Online Instructors and Students
Thanh T. N. Phan & Dilber Celebi — Texas Tech University

Teaching online is a new specialty that precludes teachers from teaching as they have always taught (Diekelmann et al., 1998). However, online courses are still increasing in number and scope because online learning offers students and institutions great flexibility (Leonard and Guha, 2001). This qualitative study investigated three instructors' and three students' perceptions of online learning. The instructors and the students supposed that online learning offered them more opportunities to access teaching and learning at their convenience in terms of time and location. However, the findings revealed that online learning was also challenging for them.

Examining the Relationship Between Academic Identity and Achievement among Community College Students
Danielle D. Fearon & Terrill F. Saxon — Baylor University

The purpose of the current study was to examine the relationship between academic identity and achievement among a sample of community college students. The research question examined was whether academic identity statuses as measured by the academic identity measure (AIM; Was & Isaacson, 2008) were significant predictors of academic achievement. A total of 163 community college students participated in the study. Data was analyzed using descriptive

statistics as well as a hierarchical multiple regression. Results indicate that academic identity was a significant predictor of achievement. Specifically, the achieved academic identity and the moratorium academic identity statuses emerged as salient predictors of achievement. The achieved academic identity status was positively related to achievement, while the moratorium academic identity status had an inverse relationship with achievement.

T2.1 Workshop	9:35 am - 10:35 am	Cathedral

Free Workshop

A Mixed Research Framework for Conducting Focus Groups

Leah McAlister-Shields, Shirley H. Dickerson, Magdalena A. Denham, & Anthony J. Onwuegbuzie — Sam Houston State University

In this training session, we provide a mixed research framework for collecting and analyzing focus group data. First, we will discuss the goal of focus groups. Second, we describe the major types of interviews. Third, we outline characteristics of focus group interviews. Fourth, we describe the types of data that can be collected from focus groups. Fifth, we provide a framework for collecting nonverbal communication data. Sixth, we highlight the qualitative data analysis techniques that are optimal for analyzing focus group data. Finally, we discuss the role that computer-assisted qualitative data analysis software can play in analyzing focus group data.

T2.2 Paper Session	9:35 am - 10:35 am	Cabildo

Mathematics Education

Teacher Sense of Self-Efficacy: An Experiment with Teacher-Led Math Inquiry in Belize

Dana D. Booker, Darrell M. Hull — University of North Texas,& Emma Näslund-Hadley — Inter-American Development Bank

International teacher self-efficacy research has expanded in the recent decades. The present study explored the effects of a longitudinal teacher-led mathematics inquiry approach intervention program in Belize would benefit teachers' self-efficacy in teaching mathematics. The ANCOVA results found a statistically significant difference between teachers in the teacher-led mathematics inquiry intervention program and teachers who were in the control group for the TSES and each of the three subsets. Practical significance for this study suggests that increased math knowledge will benefit teachers' self-efficacy which will essentially increase students' self-efficacy to learn mathematics and also to actively participate in the learning process.

Exploring Reading and Mathematics Integration in Preschool Aged Children

*Amber J. Godwin & Robert M. Capraro — Texas A&M University

This session disseminates a research synthesis that has been conducted on the results of integrating symbiotic reading and mathematics instruction in preschool classrooms. The theoretical models developed as a result of this research help illustrate the necessity of using a symbiotic method of approach in reading and mathematics with young learners. These models could be used as a guide to creating effective reading and mathematics interventions in early childhood classrooms as well as in family literacy programs and could increase the popularity or accessibility of family literacy programs with those who are more comfortable in mathematics.

Examining Relationship between Social Cognitive Career Theory and Math Achievement

Huda Sarraj, Fatih Koca, Ibrahim H. Yeter, Haeni A. Young, Avery Miller, & Hansel Burley — Texas Tech University

The study examines the relationship between math self-efficacy beliefs, goals, outcome

expectations, and math achievement. The researchers develop a structural equation model based on social cognitive career theory and math achievement. The findings and implications are included.

The Relationship between Math Achievement and Internalizing Problem Behavior: A Latent Growth Model
Feiya Xiao & Lei Peng — Texas Tech University,

Latent growth models were used to examine the relationship between math achievement and internalizing problem behavior from kindergarten to fifth grade based on data from Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K). The results indicated that internalizing problem behavior reported at the beginning of kindergarten are highly correlated with their math achievement reported at the beginning of kindergarten and are predictive of the growth rate of the individual math achievement. Gender differences were found in internalizing problem behavior at the beginning of the kindergarten and growth rate of math achievement. The limitations of the study were discussed.

T2.3 Paper Session	9:35 am - 10:35 am	Bienville

Attitudes & Perceptions

Unisex Math and the Anxious Undergraduate
*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 mathematics anxiety in self-confidence, value, enjoyment, and motivation.

Trait Anxiety: Exploring Age and Gender Differences
Yi Tong, Konabe Bene, & Huda Sarraj — Texas Tech University

Anxiety has been described as a serious psychological problem for the youth nowadays. The purpose of this study was to investigate gender and age differences in trait anxiety disorder. In order to answer the research questions, the researchers used structural equation modeling. From the analysis, the researchers obtained a four-factor simple structure, which are Worry/ Oversensitivity, Social Concerns/Concentration, Physiological Anxiety, and a Lie Scale. The results revealed a significant gender difference for Physiological Anxiety and Social Concern/Concentration but no age difference for the two factors. There was neither age nor gender difference in Worry/Oversensitivity.

Making Meaning of Life Satisfaction Score Predictions: Implications for Alfred Adler's Neuroplasticians of Social Justice
Gina Allen-Wilson, Reade Dowda, Adriana Gil-Wilkerson, & Susan E. Henderson — Sam Houston State University

Researchers indicate religious membership is associated with positive life satisfaction scores. Using the Religion, Aging, and Health Survey, 2001, 2004 [United States] dataset, I'm using multiple regression analysis to elicit variables that best predict life satisfaction scores. Increased individual and community mental health and wellness initiatives and interventions are the

ultimate goal of this Adlerian informed research. Ameliorating negative neuroplasticity created from experiencing social justice issues that may lower life satisfaction scores and generalizing the positive constructs that best predict life satisfaction scores outside of religious membership are areas for future focus.

Display Rules and Emotional Regulation Strategies in Librarianship
Melanie Wachsmann — Sam Houston State University

This study, which references a 2013 article about emotional labor in libraries, uses previously gathered survey data of librarians. Using the published correlation matrix, a secondary canonical correlation analysis was performed to investigate the relationships between display rules, or job expectations, and emotional regulation strategies of librarians.

T2.4 Paper Session	9:35 am - 10:35 am	Beauregard

NHSST

A Primer on the Sampling Distribution: What Is the Standard Error?
Xin Dong — 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.

"Replication p": Understanding the (Low) Probability that a Study's $p_{CALCULATED}$ Will Replicate in Future Studies
Megan Giebert — Texas A&M University

Various researchers have demonstrated that most scholars do not understand what $p_{CALCULATED}$ means. The paper explains new methods for estimating the replication p, which involves the probabilities of the p values in future research given an initial $p_{CALCULATED}$ in a given study.

A Tutorial on Using Excel to Do Two Types of "What if" Analyses to Augment Statistical Significance Tests
*Jeremy Saenz — 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.

A Review of Published Criticisms of NHSST
Leigh Szucs — 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.

T2.5 Workshop	9:35 am - 10:35 am	Iberville

Free Workshop

SERA Junior Faculty Mentoring Initiative
Julia Ballenger — Texas A&M - Commerce, Sonya Carr— Educational Consultant, & Prathiba Natesan — University of North Texas

The 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.

T2.6 Paper Session	9:35 am - 10:35 am	Ursuline

At-Risk Students

Effects of Digital Devices on Teaching English to English Language Learners
Liang-Chen Lin & Valentin E. Nzai — Texas A&M University-Kingsville

This presentation is to showcase effects of digital devices on teaching English to English language learners (ELLs) at schools of South Texas. Particularly, this presentation is intended to examine teachers' personal experiences and opinions regarding the use of digital devices in teaching English to English language learners (ELLs).

Equity Audit Reviewing Culturally Related Student Success Skills in Community Colleges and Public Schools
Mara L. Cooper & Kenneth Anisiobi — Lamar University

This project will utilize a Achievement Equity Audit format researching behaviors that lead to academic success. The researchers will consider two specific populations. First, we will consider the cultural factors that contribute to the success of Asian-American secondary students. Second, we will consider those cultural factors that contribute to huge numbers of students in American community colleges testing into developmental classes in the post-secondary setting. The target population will include students in southeast Texas. The goal is to identify specific strategies for improvement in both secondary and post-secondary student population's academic success.

Examining the Relationship between Acculturation and Academic Achievement of High School Mexican American Students
*Nola W. Schmidt,Wesley C. Vinson, Michael D. Jones, & Robbie Johnson — Stephen F. Austin State University

Hispanic population in the United States is expected to triple between the years of 2008 and 2050. For the first time in modern Texas history, Hispanic students made up a majority of enrollment in public (K-12) schools. These population patterns and evidence indicate the need for educators to take a critical look at acculturation.   This orientation can change or an individual may have more than one based on degrees of acculturation. The ARMSA-II was developed to measure degrees of acculturation (Cuellar et al., 1995). This study analyzes the correlation between state of Texas EOC exams and Mexican American student acculturation.

Social Cognitive Career Theory: What are the Impactful Factors on the Enrollment of STEM Field
Ibrahim H. Yeter, Haeni A. Young, Hansel Burley, Fatih Koca, Avery Miller, Huda Sarraj — Texas Tech University

The main purpose of this study is to look at the gaps in the literature to discover; (1) under representation of minority groups in STEM, (2) the gender issue in STEM, and (3) students'

interest in STEM.

T2.7 Paper Session	9:35 am - 10:35 am	Pontalba

Counseling

Graduate Student Session – *Discussant Rebecca Robles-Piña

The Practice Based Approach: The Next Step for Postmodern Collaborative Language System

Victoria Liu — Sam Houston State University

The definition of a successful therapy relates to a type of therapeutic relationship between the therapist and the client. A "philosophical stance" of "way of being" with client through language where unknown can be created together is the key of Postmodern Collaborative Language System approach to counseling. The purpose of this paper is to demonstrate clients' satisfaction through survey, which indicates what makes a successful therapy experience.

Factors and Strategies Related to Successful Aging among American Elders

Xun Liu — Texas Tech University

America is becoming an aging society. Statistics suggest that the elderly population in the United States is growing faster than the population as a whole. The elderly accounted for 13% of the population in 1990, and they tended to increase to 22% by the year 2030. Two theories were selected to build the theoretical framework for the current study. They are social cognitive theory and positive psychology theory. The current study consists of two phases. In Phase I, the researchers will conduct a qualitative study surveying strategies that American elders use to cope with problems they experience during the aging process. Phase II will incorporate the instrument development and validation process.

What are the experiences of HIV test Counselors?

Mario A. Martinez — Texas Tech University

Research has examined angles of HIV test counselors' experiences, including: stressors on the job (Grusky, Roberts, & Swanson, 2006; Roberts, Grusky & Swanson, 2008; Kerr, et al, 2011; Roberts et al., 2008; Meyers et al. 2003); clients' preferences for HIV test counselors and how clients receive test results (Woodstock, Margavio, & Cottler, 2006; Hult, Maurer, & Moskowitz, 2009); experiences in alternative testing sites; using best practices (Kerr et al., 2011; Myers, Worthington, Haubrich, Ryder, & Calzavara, 2003). However, the research literature has yet to uncover the voices of HIV testers. This study uses phenomenological case study to understand several horizons of possibilities for HIV test counselors, including the horizon of 'care' and the horizon of 'hope' under a Neo-Deweyan curriculum framework. Special attention is paid to the process of *noesis*, while balancing testers' views on current educational policy in Texas.

T3.1	10:40 am - 11:40 am	Iberville

Free Workshop

Mentoring Early Career Faculty: Opportunities for Professional Development and Networking

Sonya C. Carr — Educational Consultant, Julia Ballenger — Texas A&M University-Commerce, Prathiba Natesan — University of North Texas

This training session provides an opportunity for professional development and networking at the 2014 Annual Meeting. Specifically, we will use a Consultancy Protocol as a tool for early career faculty members to share dilemmas, problem solve, and build a network of support. This protocol

is used to encourage new faculty to think critically and expansively about the challenges they face in higher education.

T3.2	Paper Session	10:40 am - 11:40 am	Cabildo

Free Workshop

Informal Assessment Tool for Monitoring ELLs Writing Progress: Connecting ELPS and TELPAS
Alma Rubio & Patricia Quesada — The University of Texas at Brownsville

The Bilingual Department of the Brownsville Independent School District has designed and tested an informal assessment tool with the purpose of monitoring English Language Learners (ELLs) writing performance progress. This assessment tool helps implement the English Language Proficiency Standards (ELPS) and monitors the progress for a successful Texas English Language Proficiency System (TELPAS) composite rating score. Preliminary data from a pilot suggest that this assessment tool has potential impact for improving writing achievement.

T3.3	Paper Session	10:40 am - 11:40 am	Beauregard

Methodological Issues

Determining Caliper Width for Latent Variables for Propensity-Score Matching
Marvin G. Powell — University of North Texas

For a variety of logistical and financial reasons, randomized clinical trials are not always possible within the field of educational or other social research. Investigators therefore must utilize evidenced-based alternatives that permit reasonable assumptions of causality when conducting non-controlled inquiries. Since being introduced, propensity score matching has grown in popularity as a method of reducing any selection bias that may alter outcome in observational studies. Although there are many ways to match propensity scores, one popular method matches nearest neighbors within a predetermined range, also known as the caliper width. Using MCMC simulation, this study attempts to improve on the existing propensity score matching literature in educational research by identifying an optimal caliper width for latent variables.

Does Pearl's Causality Theory Applicable to Nested Data in the Case of Simpson's Paradox?
*Bilgin Navruz — Texas A&M University

Simpson's paradox (Simpson, 1951), also known as reversal effect, refers to a situation in which the whole data reveals a trend that directly contrasts the trend for subgroups in the data. In this paper, Simpson's paradox was discussed from statistical and causal perspectives, with examples provided. Then, applicability of Pearl's (2009) causality theory to hierarchical data in the existence of Simpson's paradox was examined by comparing multilevel modeling approach.

The Use of Multiple Baselines and Multiple Probes in Single-Case Research Design
Tracey S. Hodges — Texas A&M University

Randomized, experimental studies have been seen as the gold standard for years, but this type of design is not always realistic in K-12 classrooms. A more accessible and pertinent type of design is an individualized intervention study called single-case experimental research. Using multiple-baselines allows researchers to track, observe, and adjust for unanticipated factors between different participants, different time periods, and different intervention materials. Multiple-probes are baseline-like procedures that are administered after an intervention to ensure that the results are lasting. The present paper iterates the advantages of multiple-baseline, multiple-probe

strategies in single-case research design as it applies to educational research.

An Analysis of Statistical Techniques Used in Early Reading Intervention Publications, 2005-2012
Leah Anderson & Melissa Fogarty — Texas A&M University

The purpose of the present study was to examine the statistical analyses and trends in early reading intervention articles published between the years 2005 and 2012, and to compare these findings with recommendations made by the American Psychological Association Working Group on Journal Article Reporting Standards. A thorough search of early reading interventions was conducted, resulting in eighty-eight articles meeting our selection criteria. These articles were examined for inclusion of effect sizes, confidence intervals, statistical significance testing, correlation matrices, and trends. While researchers are consistently adhering to some recommended reporting standards, other recommendations are not observed consistently. Implications are discussed.

T3.4 Paper Session	10:40 am - 11:40 am	Bienville

College & Career
*Graduate Student Session – *Discussant Ken Young*

Seeking Access and Opportunity in an Alien World
Joanna F.S. Tucker — Sam Houston State University

An achievement gap remains for Hispanic college students' attainment of their degree. A change in this lack of educational attainment for Hispanic students is crucial as this population is facing a vicious multigenerational cycle of continued lowered socio-economic status.   Hence, this researcher focused on understanding what factors and experiences Hispanic, community college students perceived as contributing to their college preparation.   In this ongoing study, the researcher interviewed five students during the Spring 2013 semester.   This researcher's preliminary findings from this first round of interview data, determined four clusters were formed. These clusters and themes discovered within will be discussed.

Baby Boomers' Second Act: College to Encore Career
Pam Laughlin — Sam Houston State University

The first of the nation's 77 million Baby Boomers turned 60 in 2006, the youngest of this generation will turn 50 in 2014, and all are of an age that once heralded retirement or retirement planning – not so anymore! This study looks at the recent trend of Baby Boomers not only postponing retirement but also transitioning mid-life to "encore careers" and their need for retraining for these careers primarily in education, health, social service, and the environment. Community colleges offer "fast-track" re-training programs, but can four-year universities identify and meet the unique needs of this older student population?

Career Ready for Life
Susan Hoisington — Sam Houston State University

Acquiring the knowledge and skills needed to be gainfully employed begins early in academic careers. Career ready individuals must be adaptable and have a commitment to lifelong learning. Society is ever-changing and our citizens have many careers over their lifetime. Having the knowledge, the skills, and the disposition to continually progress and grow over a continuum is vital to success. The present paper provides a review of studies that concentrated on defining the academic and social characteristics needed for career readiness. Particular emphasis for career

readiness is given to (a) early involvement in the educational process, (b) social support, and (c) intrinsic motivation.

Self Perceptions of Adjunct Faculty about their Roles at a Select Community College System
Valerie T. Byers — Sam Houston State University

The purpose of this qualitative study will be to understand better adjunct faculty instructors' self-perceived roles within their positions at a select community college system and the emphasis these adjunct faculty members place on different aspects of these roles. Participants will include adjunct faculty from a select community college system in southeast Texas. A phenomenological research approach will be utilized and both constant comparison and discourse analysis will be conducted to determine themes and meaning from the data. Findings and implications will be discussed.

T3.5 Workshop	10:40 am - 11:40 am	Cathedral

Symposium
An Equity Audit of STEM Degree Access at a Southeast Texas Community College
Hunter Keeney & Mordecai I. Brownlee — Lamar University

There exists intense national interest regarding the graduation rates of U.S. students in STEM majors, and it is known that the number of STEM graduates is disproportionately low among females and students of color (Strayhorn, 2010). Although most research centers on STEM baccalaureate attainment, the contribution of community colleges to STEM education is well documented (Hagedorn & Purnamasari, 2012; Malcom, 2010). The purpose of this study is to determine the equity of STEM degree access at a southeast Texas community college by examining gender and ethnic representation of recent graduates.

T3.6 Paper Session	10:40 am - 11:40 am	Ursuline

Graduate Education
The Emergence of a Culture within the Cohort Model
Chance D. Mays, Garreth Durant, Chetanath Gautam, & Michael Wicker — Stephen F. Austin State University

The purpose of this paper, then, is to explore the culture of individual cohorts seeking similarities and differences between the cohorts at various stages of their program progression. The main research questions are as follows: 1) What similar characteristics of culture are described by members of the cohorts across varying times of program completion? 2) What differences exist within cohort cultures? 3) What is the value of cohort culture? The researchers seek to identify how the development of culture within the cohort model contributes to the growth of individual students and adds to the overall learning experience.

The Effectiveness of Online Learning at the Ph.D. Level: A Cohort Case Study
Joy A. Russell & Mary F. Agnello — Texas Tech University

This study focuses on the effectiveness of online learning at the Ph.D. level. In search of a distance education program's crucial success factors, this research was conducted through a designed survey and evaluation instrument. Also, the survey has identified some challenging factors along with students' most crucial reasons for adopting distancing education programs. The faculty in general was found to be the number one component that students viewed as most critical to their success along with faculty coaching and advising. Financial management of the

overall program and lack of time were found to be the most crucial challenging factors.

Analyzing the Literature Review Process Using Saldaňa's Coding Methods
*Anthony J. Onwuegbuzie, Eunjin Hwang — Sam Houston State University, & Rebecca K. Frels — Lamar University

In this article, we provide an extensive typology for coding information extracted for literature reviews. Specifically, we illustrate how each of Saldaňa's (2012) 32 coding methods can be used to analyze information extracted for literature reviews. As part of our demonstration of the utility of Saldaňa's coding methods for informing the literature review process, we use an actual body of published works that were subjected to some of these coding methods. Finally, with the aid of screenshots, we illustrate how to use a qualitative data analysis software program to facilitate these coding methods.

Doctoral Students' Reasons for the Progress Toward Completing a Doctoral Dissertation Being Delayed: A Mixed Analysis
Eunjin Hwang, Rachel N. Smith, Valerie T. Byers, Shirley H. Dickerson, Leah McAlister-Shields, & Anthony J. Onwuegbuzie— Sam Houston State University

In the current study, the researchers investigated perceived barriers of select doctoral students in completing their doctoral degrees by utilizing a fully mixed sequential mixed research design. Quantitative and qualitative data were concurrently collected using identical samples (n = 205) via a Reading Interest Survey questionnaire. A sequential mixed analysis revealed 6 emergent themes: external obligations (36%), challenges to doctoral-level researchers (34%), practical/logistical constraints (23%), emotional concerns (15%), program structure (9%), and support for completion (8%). Also, 3 meta-themes were identified: dissociation, external/internal barriers, and institutional/personal barriers to imply the relationships among these themes. Implications of the findings are discussed.

T3.7	Paper Session	10:40 am - 11:40 am	Pontalba

Higher Education
Graduate Student Session – *Discussant Julie Combs

Impact of a Study Skills Program Participation on Student Academic Performance
John Jordan, Mitch Parker, Stacy Scott, Xiaohong Li, & Alisha Bullion — Sam Houston State University

President Barack Obama issued a challenge to the national education community to lead the world in education by 2020, which has U.S. colleges searching for methods to boost retention and graduation rates. The purpose of this study is to examine the difference in academic performance (e.g., grade point average [GPA], graduation rates, retention rates) between students enrolled at a Texas, 4-year public university who participated in a study skills program and students who did not. This research can inform administrators as they investigate programs that can aid academic performance (e.g., graduation rates, GPAs), thereby satisfying the governmental mandate.

Marianismo and Community College Persistence: A Secondary Data Analysis of the Educational Longitudinal Study 2002
Linda LaCoste — University of North Texas

Hispanics represent the greatest population growth yet their women are the least educated among all females and reflect the lowest college enrollment as a percent of their total population. Using secondary data analysis of the Educational Longitudinal Study 2002, this study will assess the

relationship between cultural expectations of Hispanic females, as reflected by the construct of marianismo, and how that correlates, if at all, to semester to semester enrollment. A marianismo scale will be developed and logistic regression will assess the ability to predict persistence based on the scale values while controlling for socio-economic and generational status.

College Persistence: Sociocultural Factors Related to Early College Minority Students Pursuit of a 4-year STEM Degree
Leah McAlister-Shields — Sam Houston State University

Academic ability is but one of many factors that contribute to persistence from high school to college (Dougherty, 2006). The purpose of this mixed methods study is to examine sociocultural factors related to the successful persistence of minority STEM majors from Early College High Schools (ECHS) who are enrolled in a four-year university. A persistence scale will be administered to student participants followed by focus group interviews to explore prior experiences and to identify sociocultural factors that led to the persistence of minority students. The findings will help to inform possible barriers and non-academic factors that influence ECHS college persistence.

The Effect of Faculty Employment Status on Graduation Rates Among Undergraduate Students
Rachel Wilcox-Pereira, Rachel Valle, Vanessa Gonzales, Markisha Venzant, & David Paitson — Sam Houston State University,

The increased use of non-tenure or tenure-track faculty at Texas 4-year public universities has increased over the years. Researchers have indicated that graduation rates have been affected by this trend. The overwhelming issue is whether the employment status of faculty (i.e. tenured, tenure-track, and non-tenured) predicts student graduation rates, because graduation rates are directly related to funding. As a result, information from the Texas Higher Education Coordinating Board will be examined for the 2009-2011 academic years. The purpose of this study is to determine whether the employment status of faculty effects undergraduate graduation rates at Texas 4-year public institutions.

T3.8 Workshop	10:40 am - 11:40 am	Royal D

Free Workshop

Application of Moustakas's Phenomenological Research Design
Karen P. Saenz — Houston Community College

Moustakas (1994) distinguished the transcendental phenomenological research method from other qualitative approaches in the initial approach to the study, in the methods of obtaining data, and in the methods of data analysis. As proposed by Moustakas (1994), transcendental phenomenological investigations have four processes: (a) the Epoche, commonly termed bracketing; (b) phenomenological reduction; (c) imaginative variation; and (d) synthesis. The result of the processes described by Moustakas (1994) is a methodology for examining human experiences and perceptions to understand the meaning of the phenomenon.

T4.0	11:55 pm – 1:25 pm	Arnaud's

Lunch & Business Meeting

*Special ***TICKETED*** Event*

See WALKING MAP directions in the very front of the Program.

Tuesday, February 11

T5.0	1:35 pm - 2:45 pm	East/West Ballroom

Presidential Invited Address

Dan Robinson, Colorado State University

T6.0 Fireside Chat	2:45 pm - 4:00 pm	East/West Ballroom

Fireside Chat
Session Chair: Stacey Edmonson
Dan Robinson, *Colorado State University*
This is an informal, casual opportunity for students to interact with Professor Robinson about whatever issues they would like to discuss.
(Graduate Students Only)

T6.1 Workshop	2:45 pm - 4:00 pm	Iberville

Free Workshop

The History, Philosophy, and Development of a Compendium of Qualitative Data Analysis Approaches
Anthony J. Onwuegbuzie & Magdalena A. Denham — Sam Houston State University

The analysis of data represents the most important and difficult step in the qualitative research process. In this training session, we document the history, philosophy, and development of qualitative analytical approaches. In particular, we describe 34 qualitative data analysis approaches that were identified from an exhaustive search of the literature. We situate each of these approaches in terms of the origin of each qualitative data analysis approach, the overall development of qualitative research, the discipline/field from which it stemmed, the original and/or most compatible research design(s), and the sources of qualitative data that it can analyze.

T6.2 Workshop	2:45 pm - 4:00 pm	Cabildo

Free Workshop

Building And Sustaining Afterschool STEM Programs
Sam N. Saenz — Houston Community College

This workshop will be presented as a 3-part program that will lead potential after-school advisors and mentors through a process of recruitment, development and retention of minority populations in after-school STEM related programs. Specific techniques and procedural methods will be presented as guidelines to produce and sustain student-centered STEM clubs. Beginning with attention-getting techniques for recruitment followed by leadership development and ending with retention strategies, the workshop will enhance any ongoing club and aid in the development of new STEM clubs.

T6.3 Workshop	2:45 pm - 4:00 pm	Cathedral

Free Workshop

Did You Know that…Helpful Hints for Writing Dissertation Chapters
Janet Tareilo — Stephen F. Austin State University

Writing a dissertation is a daunting and sometimes exhaustive process. With just a little information and assistance, the process can be made easy. This session centers on helpful hints for writing each chapter, suggestions for creating a writing plan, and ideas that will see a graduate student through to the completion of their research studies.

T6.4 Paper Session	2:45 pm - 4:00 pm	Beauregard

School Leadership & Finance

Non-traditional Perspectives on Leadership: A Review of the Relevant Research Literature
Kathleen Fite, Robert Reardon, & Mike Boone — Texas State University

Much of the scholarly work on leadership has been empirical and quantitative in nature. More recently, alternative approaches have emerged which rely on more qualitative methodologies. This presentation reports the results of a review of the relevant literature on what we term non-traditional approaches to the study of leadership, paying particular attention to the role of spirituality and related theories, and draws implications of these approaches for leadership preparation.

Career Experiences of Hispanic Secondary Principals in Suburban School Districts
*Rebecca M. Bustamante, Julie P. Combs, & Cynthia Martinez-Garcia — Sam Houston State University

In this phenomenological study, Hispanic secondary principals from suburban school districts were interviewed regarding their career advancement experiences. Participants shared specific obstacles and supports they received, as well as described what internally drove them to select the principalship and persist in their careers. Data were analyzed using a phenomenological reduction approach that revealed obstacles such as gender bias, district level resistance to staff diversification, and competence questioning, while participants' career drivers comprised passion for educational leadership, support from family and mentors, internal drive to succeed. Implications for the recruitment and retention of Hispanic principals in suburban districts are discussed.

Responding to School Finance Challenges: A survey of School Superintendents in Texas
Don Jones, Marie-Anne L. Mundy — Texas A&M University-Kingsville, & Carolina G. Perez — Kingsville ISD

Within the last decade, school districts in Texas have encountered major reductions in state school funding. In an effort to meet increased expectations, superintendents have had to make ends meet with less funding. This non-experimental descriptive-survey research study examined how school superintendents in the state of Texas have grappled with the school finance budget cuts. The results of the study indicated that districts in Texas employed a variety of measures. All superintendents increased the Student/Teacher Ratios. The cost cutting strategies that superintendents believed were most effective were Professional Positions (6100) and Auxiliary/non-instructional Positions (6100) with Student/Teacher Ratio (6100) as the third most effective cost cutting strategy.

Disbursing Leadership in Secondary Schools: Meeting Student Achievement Needs through Distributed Leadership
Fernando Valle, Irma L. Almager, & Shirley M. Matteson — Texas Tech University

This study focuses on the distributed leadership practices of secondary school principals and assistant principals as they worked to turn around schools and improve student achievement. Fourteen principals and assistant principals from high need secondary campuses in an urban school district participated and documented their distributive leadership practices in improving core content areas. The principals worked to implement a REFLECT model of school improvement and engaged closely with assistant principals and instructional coaches to improve teacher content and pedagogy. Results revealed distributed leadership practices increases

coaching opportunities, positively impacted student achievement and minimized power and trust issues in campus leadership.

T6.5 Paper Session	2:45 pm - 4:00 pm	Ursuline

International & Multicultural Studies

Curriculum Implementation at American International Branch Campuses in the Gulf Region: A Narrative Study
Janel Dumbre — Lamar University

Implementing successful curriculum at international branch campuses is difficult relative to delivering curriculum at the home campus. Although institutions may have financial and resource constraints, they are expected to provide the same quality of education as at the home campus. This proposed study will explore the lived experiences of educational leaders implementing curriculum in the Gulf Region. The researcher will conduct a qualitative research study utilizing a phenomenological narrative approach. The research design of the study will include two primary types of data collection: virtual interviews and document analysis.

High School Students' Propensity for Academic Dishonesty: A Comparison of Turkish and US Students
Eugene Kennedy — Louisiana State University, Zekeriya Nartgun & Senay S. Nartgun — Abant Izzet Basal University

This study involves a cross-cultural survey of the dispositions of high school students towards academic dishonesty. The academic dishonesty scale developed by Eminoğlu and Nartgun (2009) is administered to high school students in northwestern Turkey and the southcentral US. Students' views and attitudes are compared relative to social norms, policies and cultural beliefs. Implications for future research are offered.

Correlates of Teacher's Orientations Towards Change: A Cross-Cultural Comparison of the US and Turkey
Eugene Kennedy — Louisiana State University & Senay S. Nartgun — Abant Izzet Basal University

The Faculty Orientation Towards Change scale was administered to a sample of classroom teachers in the southcentral US and the northwestern region of Turkey. The study sought to determine if correlates of teachers' attitudes towards change varied between the two countries. The results are interpreted with respect to cultural norms and educational policies. They have implications for countries who attempt to import educational programs that have been found to be successful in other countries.

Factors Influencing Student Satisfaction in Armenian Higher Education
* Nara Martirosyan & D. Patrick Saxon — Sam Houston State University

This study used an ex-post facto, non-experimental approach to investigate factors that affected student satisfaction in college environment in Armenian Higher Educational Institutions (AHEIs). Data was collected through a self-reported questionnaire from students in nine public and three private institutions located in different rural and urban areas of Armenia. The sample consisted of 372 respondents. Factors investigated in relation to student satisfaction included: demographics, faculty services, academic experience, students support facilities, campus life and social integration. Results of multiple regression analysis indicated relationships between a number of selected satisfaction measurement dimensions and overall student satisfaction.

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Not Just Surviving, but Thriving: Effective Novice Teachers in Urban Secondary Schools
Vanessa Villate — Lamar University

Teaching in urban schools is challenging, but even more so for novice teachers who are alternatively certified. This study investigated how two novice, alternatively certified teachers were successful, particularly as they enacted aspects of Culturally Responsive Classroom Management. Also considered are other factors that contributed to their success and how the teachers overcame challenges.

T6.6 Paper Session	2:45 pm - 4:00 pm	Pontalba

Pre-service Education

Movement Integration in the Classroom: Methods for Improving Pre-service Teacher Efficacy
Suzanne F. Lindt, Stacia C. Miller, & Christina J. McIntyre — Midwestern State University

Teacher education majors enrolled in a Movement Activities course indicated their efficacy for integrating movement into the classroom at the beginning of the semester and at the end of the semester. Results from a paired samples t-test indicated that students' efficacy increased following the course instruction regarding movement integration. Suggestions are made regarding the importance of integrating strategies for movement activities into the curriculum for education majors.

Needs Assessment for Preparing Future STEM Teachers in South Texas
Monica Wong-Ratcliff, Young Lee, Sung-won Park, Jeong Yang, & Cheng C. Chen — Texas A&M University-Kingsville

Concerns have been rising in the United States that a majority of secondary school students fail to reach proficiency in math and science. Many of them are taught by teachers who lack adequate subject matter knowledge. To alleviate the shortage of highly qualified STEM teachers, a university in South Texas received a teacher scholarship grant to prepare future STEM teachers. A needs assessment was conducted where college students with STEM majors and teachers in high-need school districts were surveyed. The data were analyzed. The conclusions were drawn, which served as the decision alternatives for the grant project.

Through the Eyes of a Student Teacher: Why a Diversified Placement?
*Robin Rackley, Dianne Goldsby, & Radhika Viruru — Texas A&M University

This study investigated student teachers' perceptions regarding their field placements. 21 students responded to a survey describing their experiences following the implementation of new placement procedures. The majority viewed the experiences as positive but had some issues with the procedure results.

Video Case Study Reflections by Pre-Service Teachers
Pamela Whitehouse & Christina J. McIntyre — Midwestern State University

How and to what extent does guided self-assessment of video of one's teaching help pre-service teachers develop reflective habits of mind? This pilot study examined nascent reflective practices of teacher education students and how they developed over the course of a semester. Students were video-recorded teaching their first practice lesson and then twice answered questions structured to assess their ability to reflect on their pedagogical decision-making. This data was then analyzed using VoiceThread, a video annotation tool; early findings indicate this type of

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video analysis can be of great value as both a formative assessment tool for instructors and in improving student reflective practice.

T6.7 Symposium	2:45 pm - 4:00 pm	Bienville

Free Workshop

Responsibly Conducting Research within Face-to-Face and Virtual Environments
Carla J. Thompson — University of West Florida

As technology and research advance to newly expanded and continually changing thresholds of exploration and investigation, researchers must acquire specific skills, principles, and practices of responsible conduct of research (RCR) appropriate for face-to-face and virtual environments. This training session addresses research integrity, legal considerations, and ethical practices of conducting social science research within all types of environments. Session participants will interact with hands-on research project examples involving individual privacy concerns, social networking and blogs, plagiarism, use of virtual simulations, informed consent considerations, access to national, international, global databases and audiences, and other types of research integrity issues and considerations.

T7.1 Workshop	4:05 pm – 5:20 pm	Iberville

Free Workshop

Developing an Academic Writing Practice: Tips for Graduate Students/Junior Faculty
Julie P. Combs & Rebecca M. Bustamante — Sam Houston State University

The outcomes of a consistent writing practice are increased productivity, completion of major projects, and satisfaction. In this strategy-based, practical workshop, we will share several tools that we have used to develop a regular writing practice. Common writing roadblocks of procrastination, time management, and perfectionism will be addressed. A list of resources to help with writing will be provided.

T7.2 Workshop	4:05 pm – 5:20 pm	Cathedral

Free Workshop

Meeting Your Quota: The Various Faces of Recruitment for Alternative Certification Programs.
Stephanie Y. Lopez, Anissa Ybarra, & Mike F. Desiderio — Texas A&M University-Kingsville

Alternative certification programs aim to recruit students who not only want to earn their teaching certificate, but who also have a passion to teach others. This research measures the effectiveness of each channel used for recruitment and determines which ones are the most effective in reaching quality students interested in the alternative certification programs. While the data shows that new, non-traditional methods of recruitment have been successful and visible, it also shows that traditional methods are just as effective in some respects. This research serves the purpose of assisting other alternative certification programs along with transition to teaching programs in utilizing their recruitment budgets in the best and most effective ways as it relates to recruiting and cost effectiveness.

T7.3 Paper Session	4:05 pm – 5:20 pm	Bienville

Curriculum & Student Performance

Texas High School Students' AP/IB Performance Rates: An 11-year study
Janis C. Fowler & Julie P. Combs — Sam Houston State University

This study represents an analysis of trends of Texas students by ethnicity who scored at or above

the criterion on the Advanced Placement (AP) or International Baccalaureate (IB) examinations over the past 11 years. Archival data from the Texas Education Agency were analyzed for all public high schools with students taking these exams. The percentage of students who scored successfully on these exams has remained unchanged over the past 11 years, although achievement gaps by ethnicity continue to persist. Statistically significant differences were present in the percentages of students who scored at or above the criterion with medium effect sizes.

Understanding the Impact of Mobility on a Military Child and How It Affects Academic and Social Experience in High School
Waldine M. Fryer — Texas Wesleyan University

The stressors associated with the moves can become a big impact on the lives of a military child. This is a qualitative research study that shows a strong and compelling story about the plight of the military students who have experienced frequent moves, particularly during their High School years.

Unlocking the Secrets of a Creative Collaboration: A Phenomenological Study of a Science Faculty Collaboration Curriculum Project
*Andrea S. Foster & William Jasper — Sam Houston State University

Creative collaborations between scholars and educators can be difficult. It is often the case that faculty members from Colleges of Arts & Sciences and Colleges of Education resist collaboration. Is the culprit ego, agenda, busy schedules, lack of support, or something else? In a time where faculty members at postsecondary institutions face an unprecedented opportunity to have significant impact on K-12 science and mathematics education reform, collaboration becomes not just necessary but essential to the development of exciting and worthwhile teacher preparation programs. This study unravels the secret behind a successful collaboration at a mid-sized university between scientists and educators.

Improving Grades 6-9 Math Coaches' Leadership Skills Through the use of Effective Feedback to Improve Teachers' Classroom Instruction
Irma L. Almager, Shirley M. Matteson, & Fernando Valle — Texas Tech University

This study focuses on instructional coaching and how effective feedback for teacher instruction influenced classroom instruction, student achievement, teacher growth, and teacher leadership. Seven instructional math coaches who worked with math teachers in 6th-9th grades from an urban school district participated in the study. The main focus was on how coaches provided guidance to teachers during videoed pre-conferences and the opportunities for teacher reflective practice during the videoed post-conferences. Analysis revealed that the transition from master classroom teacher to teacher leader required training in applying leadership skills when working to improve teacher's instruction and student achievement.

Effectiveness of Afterschool Interventions for Ninth Grade STAAR Re-testers
Dwayne Roberson & Sharon Austin-Tait — Lamar University

Beginning in the school year 2011-2012, a phase-in of a new test called the State of Texas Assessment of Academic Readiness (STAAR) was administered to ninth graders in four main

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subject areas: English, Mathematics, Social Studies and Science. STAAR was developed as an End of Course (EOC) exam. For one Houston area High School the percentage of freshmen students who did not pass the World Geography STAAR exam in 2012 was 28% compared to the state average of 19% (TEA). The purpose of this research is to determine whether or not the after school tutorials had an effect on the retest scores. Using pre-test and post-test data to determine the impact afterschool tutorials had on post-test scores.

T7.4 Paper Session	4:05 pm – 5:20 pm	Ursuline

Identity & Relationships
*Graduate Student Session – *Discussant Pauline Sampson*

Development of a Scale to Measure Parents' and Young Adults' Self-Efficacy to Provide Children Sexual Health Education (PYASEPSHE)
Konabe Bene, Yi Tong, & Huda Sarraj — Texas Tech University

There is a need for instruments to assess the specific self-efficacy to teach children's sexual health education. The purpose of this investigation is to develop and validate a scale that measures parents' and young adults' self-efficacy to provide their child with sexual health education (PYASEPSHE). The scale will be developed from a conceptual analysis of relevant tasks and the existing literature. Content validity will be assessed by professors and independent experts. Young adult students will participate in pilot tests of the instrument. Content validity will be rated. Internal consistency of the scale (Cronbach's alpha and subscales) will be assessed.

Measuring the Affect of Gender Identity Roles on Male Relationship Satisfaction in Long-Distance and Geographically Close Relationships
Laura J. Condon — Sam Houston State University

This research is ongoing and will assess a factor that may affect men's satisfaction with their romantic relationships, both in long-distance and geographically close relationships. College males with complete measures assessing gender role identity as well as relationship satisfaction online. This will compliment current research on gender role identity and its affect on relationship satisfaction levels in males.

Assessing Acceptance of Intimate Partner Violence in College Age Females: Effects of Attitudes Toward Women, Gender Identity, and Alcohol Consumption
Victoria A. Henderson — Sam Houston State University

There is relatively little research examining women's acceptance of violence against women in intimate relationships. The present study seeks to expand the intimate partner violence (IPV) literature by examining the relationship of females' attitudes toward women, gender identity, alcohol consumption, and acceptance of IPV. These variables have not been extensively researched, and there is still controversy over the nature of the relationships. The proposed study is important for the IPV literature because it is specifically looking at a population (i.e., college age individuals) that is at high risk for perpetration of violence in intimate relationships.

Factors Impacting Intimate Partner Violence
Shana D. Lewis — Sam Houston State University

Intimate partner violence (IPV) is a growing problem in our society. Significant research has been conducted considering various aspects of this problem hoping to find answers that will inform practice. The present research will seek to determine if the following factors: ethnicity, propensity

to cohabitate, and age at 1st marriage, influence the occurrence of IPV. Archived data of a nationally representative sample collected by National Longitudinal Surveys from the Bureau of Labor Statistics, was used to perform this study. This research will also include a review of the statistics of national rates of IPV to determine if these factors substantially influence the existence of IPV in our country.

T7.5 Paper Session	4:05 pm – 5:20 pm	Cabildo

Mathematics Education & International Studies
*Graduate Student Session – *Discussant Winona Vesey*

Perceptions and Effects of CCS on Course Performance Among Selected Online Mathematics Community College Students
Rachel N. Smith — Sam Houston State University

The purpose of this fully mixed study will be two-fold: (a) to compare the findings of the success rates of online mathematics students with the perceived effects of classroom capture software (CCS) in hopes to find convergence (i.e., triangulation), and (b) to use multiple methods in different phases of the study to expand the breadth and range of the effects of using CCS in the online mathematics environment (i.e., expansion). Participants will include both instructors and students at a branch of a large community college in southeast Texas. Qualitative, quantitative, and mixed analyses will be conducted. Findings and implications will be discussed.

Study Abroad Students Preparedness
Ian Lertora — Sam Houston State University

As reported by Norris and Gillespie (2008) out of 500 American high school students surveyed 60% showed an interest in studying abroad during their college career. In reality only 1% of college students in the United States actually fulfill that goal. It is the belief of this researcher that if institutions of higher education take a strong interest in better preparing students to study abroad that more students would realize their goal of gaining much needed international experience. In order to do so the preparedness levels of students who are going to study abroad should be examined so that the deficiencies may be addressed on an institutional level.

The Development of an Instrument for Measuring a Cognitive Apprenticeship Model of Instruction in Statistics Education
Amanda D. Leimer — The University of Southern Mississippi

The purpose of this study is threefold: first, to develop an instrument that reflects the instructional methods of the Cognitive Apprenticeship Model of Instruction in statistics education, second to receive expert review on the instrument, and third, to pilot the instrument on a select group of college students. Expert reviewers will include individuals who report having experience using a CA-MOI inside their classroom/field, while the target group of participants will include students who have taken at least one college level statistics course. After data are collected, an exploratory factor analaysis will be run, and suggestions for future research will be provided.

Maintaining the Mother Language in a Foreign Country: Perceptions and Attitudes of Thai Parents in the United States
Ajjima Utaravichien — Sam Houston State University

This mixed methods study will examine the perceptions and attitudes of the Thai parents toward teaching Thai language to Thai-American students as a second language in the United States.

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From a bilingual perspective, the mother tongue plays a key role in a child's social and personal growth in education and in second-language learning. Many Thai children who attend American schools consider English as their first language, and some children no longer communicate in their mother tongue language since they believe that it is not the language they will use in everyday life.

T7.6 Paper Session	4:05 pm – 5:20 pm	Beauregard

Exploring Tests & Measures

An Introduction to Using Item Response Theory as the Measurement Model in Structural Equation Modeling
Kenneth Thompson — The University of Southern Mississippi

This paper provides a primer on using IRT as the measurement model within SEM. Despite the formal equivalence of IRT and factor analysis, IRT remains largely ignored as an alternative to CFA within SEM which is unfortunate because of the frequent violation of the assumption of multivariate normality necessary for SEM models using traditional CFA measurement models. Instead, researchers often use IRT-based scores in regression and multivariate analyses despite the tendency to produce inconsistent or biased results. This paper provides an understandable introduction to using IRT as an alternative to CFA in SEM.

Higher-Order Confirmatory Factor Analysis
Ali Bicer, Bilgin Navruz, Celal Perihan, Mary Margaret Capraro, & Robert M. Capraro — Texas A&M University

CFA is a vital part of the broader class of method called SEM, and it specifies "measurement models" by picturing how measure variables reflect certain latent variables (Thompson, 2006). Higher order factors are more abstract, that is, not directly measured. Lower order factors, on the other hand, are more specific (Kline, 1998). If both CFA and higher-order factor analysis are important, the importance of higher order CFA is proven by itself. Higher order CFA represents hypotheses about hierarchical relations between constructs (Kline, 1998), thus having the capacity to model complex hierarchical dynamics (Thompson, 2006).

Standard Setting Methods
Xueying Hu — Texas A&M University

This article focuses on three broad categories for standard setting: consensus judgments based on holistic impression, judgments based on item content and judgments based on performance of examinees. Empirical studies using these different methods and judges were compared, indicating that different methods and different judges may result in a variation of standard settings. Two methods to obtain the observed scale cut-off scores were introduced. Minimizing the probability of misclassification was used when the false-positive and false-negative errors were equally serious; minimizing the expected losses of misclassification was used when the errors were not equally serious.

Benchmark Test Item Analysis: an Example in R
*Casey W. Johnson — University of North Texas & Monique O'Bryant — University of North Florida

Generally, teachers are asked to analyze benchmark test scores results to find students weaknesses and implement strategies in the classroom to improve these areas. Rarely are the item

responses from the benchmark test analyzed for item difficulty, item discrimination, item reliability, and distractor analysis to ensure the reliability of the assessment. Performing a psychometric item analysis on a benchmark test can provide more information on the assessment for better interpretation of the test results. In this paper, we use the R software package to perform an item analysis on a 30 question high school mathematics benchmark test.

Integrity versus Despair: Evaluating Spiritual Constructs that Influence Life Satisfaction
Christina A. Story — Sam Houston State University

This study investigates how the constructs of spiritual connectedness, religious meaning, and gratitude affect life satisfaction in older adults, as they progress through Erikson's eighth developmental stage, Integrity versus Despair (1959). Late adulthood is often a time of introspection when older adults seek to make meaning of their lives. As individuals make sense of their experiences integrity is gained, or if the developmental challenges are not resolved despair sets in. Spiritual beliefs are critical for creating context, thereby making meaning of the world. Researchers investigating spirituality have identified it as a significant resource for many people, and a key construct to study.

T7.7	Paper Session	4:05 pm – 5:20 pm	Pontalba

Special Populations
*Graduate Student Session – *Discussant Bob Elliott*

Can ABA Instruction of General Education Pre-Service Teachers Increase Their Self-Efficacy to Teach Special Education?
Tonya M. Trepinski — Baylor University

Research shows that a teacher's self-efficacy has a direct relation to the achievement of their students. With the current trend towards all inclusive classrooms, general education teachers will most likely have a student with a disability under their tutelage. Unfortunately, most general education teachers have not received instruction on how to manage said students. Research has also shown success in applied behavior analysis strategies in not only dealing with students with special needs, but with classroom management as well. The current experimental study will investigate the effects of professional development in general applied behavior analysis strategies with pre-service teacher candidates.

Effects of Environmental Factors on the Behavior of Adolescent African American Males
James Thomas — Lamar University

This is a study that investigated the effects of environmental factors on adolescent African American males. This study looked at African American males and the impact of three different settings. With an ever increasing population of at risk youth, there is a need to understand why African American males are disproportionately funneled into the school-to-prison pipeline, juvenile and criminal justice systems, and alternative programs. Considering the complexities teachers face today with widening classrooms due to budget cuts and the influx of personalities, preparation is pivotal to the success of educating the new generation of African American students.

Redefining Adolescent Literacy to Increase Minority Males' Reading Achievement
Kimberly Beasley & Carrie Manning — Texas A&M University-Commerce

Learning to read is a complicated process that some children master quickly and easily, while other children struggle and become discouraged. Unfortunately one of the largest groups of

struggling readers in the United States appears to be minority male adolescents. For this group of learners there seem to be several factors impacting their learning which include a decline in motivation, language barriers, inappropriate intervention methods and a lack of preparation for meeting the needs of culturally and linguistically diverse students. If students experience increased positive interactions with text, there is hope their desire to engage with all texts will increase.

The Relationship between Student and Teacher Ethnicity and the Impact on Student Achievement
Brooke Parker — University of Houston at Clear Lake

The difference between student and teacher ethnicity has been referred to as "the demographic divide" (Lowenstein, 2009). The disparity between student and teacher experiences, resulting in teachers' inability to relate to students, is becoming more commonplace (Marx, 2008). However, students are more comfortable with teachers they relate to and with whom they share common experiences (Haberman & Post, 1998; Heath, 1971; Marx, 2008). Does this mean students may trust, and learn more from, teachers with similar backgrounds or heritage? Do students learn more from teachers that look like them?

T8.1	5:25 pm – 6:30 pm	East/West Ballroom

Graduate Student Meeting

Elect the new graduate student representative to the board & elect this year's graduate leadership council.

T8.2	7:30 pm – ????	Lobby

Graduate Student Social
Evening @ Pat O'Brien's

Meet in the Lobby to walk to the venue. Pat O'Brien's is located at 624 Bourbon Street. It is about a 5 minute walk from the hotel. It's New Orleans, we'll have a ton of fun! Join us!!!! http://www.patobriens.com/patobriens/neworleans/

T8.3	7:30 pm – ????	Lobby

Faculty Networking Social
*Faculty social at **Cafe Carmo***

Meet in the lobby to walk together/share cabs at 7:30 pm. Cafe Carmo features cuisine from Caribbean, Central and South America, Gulf South and beyond. It is vegetarian/vegan-friendly too. Come share your experiences as junior/senior faculty and network! http://cafecarmo.com/

Wednesday, February 12

W0.1	8:00 am - 12:00 pm	LaNouvelle Ballroom Mezzanine

Registration

W0.2	8:00 am - 9:00 am	LaNouvelle Ballroom Mezzanine

Continental Breakfast

W0.3	8:00 am - 8:45 am	Gallier

Graduate Leadership Council

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

W0.4	8:45 am – 5:00 pm	Gallier

Graduate Student Work Area

W1.1 Paper Session	8:45 am - 10:00 am	Bienville

Arts

The Effects of Music on Intelligence
Jolene D. Webster — Texas Wesleyan University

This study seeks to explore the correlation between music and intelligence in children and adolescents who are engaged in private music lessons, those who are participants in group music instruction, those who engage in advanced music performance, as well as those who are active or passive listeners. Children who begin music lessons in elementary school, or younger, experience heightened intelligence, as evidenced in academic success and achievement.

Bringing Together Education Majors and Non-majors: The Value of Interdisciplinary Courses
Stacy DeZutter & Kala Taylor — Millsaps College

We examine learning outcomes of two interdisciplinary courses that served education majors alongside non-majors. Working from a sociocultural perspective and using standard qualitative methods, we trace how students from different majors appropriated knowledge from each other and combined their expertise to solve problems. We note students' deepened appreciation for other disciplines, increased valuation of their own disciplines, and heightened professional identities, emphasizing the roles of student-student interaction and collaborative problem-solving. Asserting the potential of such courses for generating understanding of education as a field, we offer our study as a catalyst for further development of interdisciplinary courses housed in education.

Art, Architecture, and Authentic Assessment: Ancient Wonders and Modern Icons
*Wendy Dickinson — Ringling College of Art + Design

This presentation provides an investigational project overview conducted by undergraduate geometry students at an Art and Design College. Students selected one of five structures to investigate: Chartres Cathedral, Coliseum, Eiffel Tower, Golden Gate Bridge, or Great Pyramid of Giza. By investigating their chosen structure and associated culture, students felt invested in the project, and conducted extensive research detailing physical location, construction connections to geometrical concepts, and the societies which created each structure. By utilizing global iconic structures (both ancient and modern) students were introduced to multiple cultures and historical perspectives, and connections were woven between geometry, engineering, and construction design.

The Perceived Effects of Music on Intelligence in High School Students
Jolene D. Webster — Texas Wesleyan University

The finding presented in this research paper reveal the perceived significance of music education on the intelligence of high school students. This field project involved qualitative research through interviews of high school students and their parents. Not only was intelligence perceived as being effected by music education, but other perceived outcomes include the effects of music on stress and anxiety levels of the students, as well as significant social outcomes among the students involved in music education.

W1.2 Workshop	8:45 am - 10:00 am	Iberville

Free Workshop

A Model for Collecting, Analyzing, and Interpreting Verbal and Nonverbal Data in Qualitative Research
Anthony J. Onwuegbuzie & Valerie T. Byers — Sam Houston State University

Denham and Onwuegbuzie (2013) provided evidence that relatively few qualitative researchers include any mention of nonverbal communication in their empirical articles. However, this lack of reporting of nonverbal communication data likely stems from the scant guidance in this area given by authors of qualitative research textbooks. Thus, the purpose of this training session is to provide a framework for collecting, analyzing, and interpreting nonverbal communication behavior. This framework yields guidelines for students to collect, to analyze, to interpret, and to report nonverbal communication data. After providing this framework, we present an exemplar for reporting nonverbal communication data.

W1.3 Paper Session	8:45 am - 10:00 am	Cabildo

Quantitative Methodologies

Data Mining in Education: A Promising Approach to Analyzing Large Secondary Data Using R
Xin Xin & Huaiying Lin — University of North Texas

Data mining has been widely used in business-related research and more recently reveals increasing application to the education field. The present paper includes two parts: a literature review on data mining application in education area, and a concrete example using increasingly popular data analysis software R to analyze a large international database.

Robust Regression Procedures to Handle Outliers
Elizabeth Howell — Southern Methodist University

In educational research, data sets containing extreme values are problematic. Researchers must make a difficult decision regarding how to handle outliers. Omitting outliers simply because they are problematic, without any theoretical basis for their removal, is not a reasonable option, yet retaining outliers in the analysis can lead to inaccurate results. Robust regression techniques have the potential to more effectively handle outliers than deleting the values or retaining them in the OLS model and obtaining skewed results. The presentation will illustrate robust regression techniques as an alternative method for handling outliers in regression analysis.

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Bootstrapping and Other Resampling Techniques in R
Sarah E. Guthery — Southern Methodist University

This paper introduces Bootstrapping and similar statistical tools that are used to resample out of existing data. A step-by-step tutorial in R is simultaneously presented with an explanation of common statistical methods for resampling.   Other similar techniques are also introduced, including Jackknifing, Jackstrapping and Cross-Validation with code for researchers to use in R.

Handling Missing Data
*Ashley A. Parker — Southern Methodist University

In an imperfect world, missing data is likely to occur in research, especially in the areas of education and social science. In this paper, three assumptions regarding missing data (i.e. Missing Completely at Random, Missing at Random, and Missing Not at Random) will be explained, in addition to outlining and comparing five approaches to handling missing data (i.e. listwise deletion, pairwise deletion, mean imputation, hot deck imputation, and multiple imputation). If missing data is present and cannot be avoided, listwise deletion appears to be the acceptable approach in order to avoid introducing additional bias.

Multivariate and DDA Post Hoc Analyses to MANOVA
Jie Wang — University of North Texas

Multivariate Analysis of Variance (MANOVA) is important in the field of educational research. Nevertheless, incorrect Multiple Univariate Analysis has been dominated as a follow-up method after a significant MANOVA test for a long time (Enders, 2003). It is important to adopt appropriate Multivariate Post Hoc method based on the feature of the specific studies. This article gives an introduction of four multivariate Post Hoc method (Two Group Multivariate Comparison, Simultaneous Test Procedure, Descriptive Discriminant Analysis, Roy-Bargmann Step-down procedure), and set a detailed example (with syntax in the appendix) on how to conduct Post Hoc by using DDA.

W1.4	Workshop	8:45 am - 10:00 am	Royal D

Free Workshop
Beginning and Completing the Dissertation Process
Terrill F. Saxon, Danielle D. Fearon, Tracey N. Sulak — Baylor University, & Kaite J. Baur — Lamar University

The objective of this workshop is to provide practical tips to graduate students who are at their dissertation phase. A dissertation chair as well as individuals who have gone through or who are going through this process will present these tips and strategies from different perspectives. This training will be interactive to allow for the exchange of information.

W1.5	Paper Session	8:45 am - 10:00 am	Beauregard

Science Education
Student Attitudes Towards Science as a Predictor for Student Content Knowledge Gains
Alana D. Newell — University of Houston & Baylor College of Medicine, Nancy P. Moreno — BCM Center for Educational Outreach, & Linda Zientek — Sam Houston State University

This study used regression analyses to explore the relationship between 4th and 5th grade students' content knowledge gains following participation in a microbiology and infectious disease after-school program, and shifts in their attitudes towards science on the five subscales of

the Simpson-Troost Attitude Survey – Revised. Results suggest that three of the subscales, Self-directed Effort, Motivating Science Class and Peer Models, might be predictors of student content knowledge gains in a science-related intervention.

Peering into the Storm, a Preliminary Analysis: Social Cognitive Antecedents of Student Performance on SATM
Hansel Burley, Fatih Koca, Ibrahim H. Yeter, Haeni A. Young, & Huda Sarraj — Texas Tech University

This study draws upon The Theory of Planned Behavior (TPB), Social Cognitive Career Theory (SCCT) and the higher education literature to understand and document the selection of postsecondary STEM fields. Part of the theoretical framework for this study utilized Ajzen's Theory of Planned behavior (TPB). This theory posits that any behavior, like mathematics achievement, can be explained by a person's intentions to engage in the behavior. In SCCT, self-efficacy, outcome expectations, and goals operate together with personal characters and environmental contexts to help shape academic and career development. All predictors were significant and the *R*-Square was .47.

Individual Differences in Spatial Processing Ability
Sarah L. Ferguson, Darrell M. Hull, & Rebecca J. Glover — University of North Texas

The present study identifies and assesses individual differences in spatial processing ability. Particular attention is paid to the relationships between gender and spatial processing speed, spatial reasoning accuracy, self-selection into technical versus non-technical undergraduate programs, and other mediating variables. Results indicate the gender variable has a complex relationship with spatial reasoning ability. Analysis focuses on the interactions between spatial reasoning speed and spatial reasoning accuracy through the framework of the individual differences variables.

Taking a Closer Look: Predictors of Retention for Beginning Secondary Math and Science Teachers
Tonya D. Jeffery — Texas A&M University-Corpus Christi

This study utilized a quantitative approach to identify issues in the attrition and retention of beginning secondary math and science teachers in 13 school districts in Texas, which represented urban, suburban, and rural localities. Specifically, the study analyzed the predictors for teacher retention, such as teacher preparation pathway, perceptions of position fit, and job satisfaction, in beginning secondary math and science teachers (*N* = 90), teaching in grades 6-12 public school. Implications for teacher preparation programs and school district administrators will be discussed. Furthermore, this study will offer recommendations for improving the recruitment and retention of beginning secondary math and science teachers.

Elementary Science Teachers Content Knowledge and Confidence in Teaching Science
*Gil Naizer, Becky Sinclair, & Krystal Reed — Texas A&M University-Commerce

Elementary teachers lack of science content knowledge has been well documented. The teachers in this study participated in a professional development program that lead to increased content knowledge, confidence in their content knowledge and confidence in their classroom teaching.

W1.6 Paper Session	8:45 am - 10:00 am	Pontalba

Bullying & Student Behaviors

Wednesday, February 12

School Climate: Controllables and Uncontrollables
Tracey N. Sulak — Baylor University

School Climate studies have indicated classroom disorder and other controllable, negative behaviors may impact academic achievement. The current study uses a nationally represented dataset of schools to examine controllable aspects of school climate through latent class analysis. The classes formed are examined by other factors of school climate, such as school size and urbanicity, to determine if an association between uncontrollable factors and controllable factors exists. Results indicate some patterns of negative behavior occur more frequently in large, urban, and highly diverse schools, but all school, regardless of latent class, appear to implement similar preventative measures.

Bullying Quantitative Study: Using Factorial ANOVA and Chi-Square Tests to Analyze National School Crime Data Set
Katrina K. Schultz — Texas Wesleyan University

The pervasive harm associated with school bullying replaced the security of the age old "right to passage" meme when America witnessed the victims of repeated bullying retaliate with brutal violence at Columbine. National attention to school bullying has prompted the awareness of the dangerous nature of bullying. This study conducted a causal comparative statistical analysis of data taken from the 2005, 2007, and 2009 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). Quantitative research methods were used to determine the relationship of bullying frequency patterns and authority notification with year, grade level, and school type.

The Source of Student (Mis)behavior: A Mixed Methods Study of Teacher Perceptions of Causal Attributes of Problem Behavior
Renee E. Lastrapes — Louisiana State University

This is a sequential explanatory mixed methods study that seeks to determine teachers' perceptions of causal attributes for student misbehavior. People who identify as having liberal political beliefs tend to see the causal attributes of behavior as situational, where a person who identifies as holding a conservative worldview tend to regard behavior as dispositional. This study seeks to determine whether there is indeed a relationship between political leaning and teacher beliefs about causal attributes for student behavior. This is done through a survey instrument as well as qualitative interviews with teachers at a middle school.

Layering of Character Education and Bullying Prevention Programs to Reduce Bullying in a Mexican Middle School
Kym E. Acuna — Midwestern State University

This study examines the effect of adding a research- based bullying prevention program on self-reported bullying to a long running character education program in a Mexican middle school. A pre test survey was applied to students before beginning the implementation of the bullying prevention program. After one year of implementation, a post-test survey was applied. Pre and post-test data were compared for self-reported bullying behavior, self-reported bystander behavior, student reported teacher and staff intervention behavior, and self-reported victimization. These same analyses were done whole school, within grade, and by gender.

Wednesday, February 12

Using Social Interest and Feelings of Inferiority to Understand Predictors of Bullying Behavior: An Adlerian Approach
*Reade Dowda, Susan E. Henderson, Adriana Gil-Wilkerson, & Gina Wilson — Sam Houston State University

Bullying is a serious problem in the school system, but it is also a systemic problem that affects individuals, families, peers, and the community. Students who bully others are more likely to have conflicted family relationships, academic difficulties, and have negative attitudes towards themselves, others, and school. However, it is unclear if any risk factors are more strongly associated with bullying than others. Using the 2005-2006 Health Behavior in School-aged Children (HBSC) dataset, researchers will use multiple linear regression to determine the risk factors that are the most significant predictors of bullying behavior. We will discuss clinical and social implications.

W1.7 Paper Session	8:45 am - 10:00 am	Ursuline

Culture, Society, & Higher Education

Examining Predictors and Influences on Family Type
Roxanna Oloumi-Yazdi — Sam Houston State University

The definition of "family" is changing with a decline in marriage. This study focuses on a need for updated counseling methods to meet the needs of new types of families such as cohabitating couples, single parent families and interracial families. Understanding the influences in individual's family types adds to the knowledge as to how and why these new types of families are becoming more common. A better understanding of the influences on different types of families will provide counselors with a foundational knowledge of commonalities experienced by certain family types. The researcher uses multiple regression analysis to explore and explain the emerging change in family types.

Strategies to Support Successful Tenure and Promotion of African American Female Professors at Predominately White institutions
Brandolyn E. Jones, Eunjin Hwang, & Rebecca M. Bustamante — Sam Houston State University

African American female faculty members pursuing tenure and promotion succeed despite racial micro-aggressions in predominately White institutions (PWIs). In this phenomenological study, the experiences of five African American female professors who successfully navigated the tenure and promotion process were explored through lenses of Black feminist theory and relational-cultural theory. Using a phenomenological reduction analysis process, results revealed participants' experiences with systemic oppression and the internal coping mechanisms and external supports they utilized to navigate the tenure process. Implications and recommendations for African American female tenure-track professors and higher education leaders are discussed.

Divorce rates of first responders: Relationship between job stress and marriage satisfaction
Krystin L. Jolly — Sam Houston State University

Job stress is a factor that has a significant impact on most marriages. For the first responder population, the job stress factor has a significantly higher impact on martial satisfaction. The researcher hypothesizes that there will be a higher divorce rate among first responders compared to the state average as reported by the National Center for Family and Marriage Research.

Wednesday, February 12

Difference in Persistence Rates of African American Students as a Function of African American Faculty During the 2005 and 2011 Academic Year
*Edrel Stoneham — Sam Houston State University

Statewide initiatives in Texas such as, Closing the Gap by 2015, were derived to ensure equal educational opportunities for all students across the state. Persistence and graduation rates for African American students in Texas was analyzed as a function to African American faculty to ascertain if persistence rates increased as a function of a higher presence of African American faculty at Texas community colleges. This study analyzed the difference in persistence rates of African American students at Texas community colleges during the 2005 and 2011 academic year. Participants for this study were 50 community colleges throughout the state of Texas that ranged from small to large institutions.

W2.1 Workshop	10:05 am - 11:20 am	Iberville

Free Workshop

Easy Way to Look at APA
Janet Tareilo — Stephen F. Austin State University

Using APA to complete a thesis or dissertation is simply learning to use a system of writing that is accepted throughout the academe. Unfortunately not all graduate students master the art of APA. With a little help and some valuable suggestions using APA can become second nature. The emphasis in this training session is to help graduate students become familiar with APA in an easy and stress-free setting.

W2.2 Paper Session	10:05 am - 11:20 am	Beauregard

Measurement

Psychometric properties of the Special Education Student Teacher Observation Form (SESTOF): Reliability and Validity
Kayla Sweet, Jennifer Frosch, & Yu-Yu Hsiao — Texas A&M University

The purpose of the present study is to investigate the psychometric properties of the Special Education Student Teacher Observation Form (SESTOF). The reliability of the SESTOF's scores and the construct validity of the SESTOF's latent construct are evaluated. The results show that the scores yielded from the SESTOF are reliable and the theoretical 5-factor model can fit the data well. The psychometric properties results of the SESTOF can support the use of the SESTOF in evaluating special education student teachers' performance.

Distribution Free vs. Non-distribution Free Factor Analysis Methods
Ali Bicer, Mary Margaret Capraro, & Robert M. Capraro — Texas A&M University

In factor analyses, factors are extracted from matrix of associations rather than raw data. There are many matrices of associations, including the correlation matrix and the variance-covariance matrix. The present study compares the extraction of factors from the Pearson's r correlation matrix and Spearman's rho correlation matrix. The present study also compares factors extracted from the correlation matrix and the variance-covariance matrix. Which matrix of association is used is a vital decision because different factors may be extracted according to the types of different matrix of associations that is selected.

Psychometric Investigation of a Social-Emotional and Character Development Scale in a Sample of Belizean Students
Krystal M. Hinerman — University of North Texas

The Social-Emotional and Character Development scale is a recently developed scale still in the initial stages of psychometric evaluation. The present study asks the following research questions: (a) To what extent does the validity and reliability of the SECD scale, as represented in a sample of Belizean upper elementary students, replicate recently published results from a U.S. sample?, (b) Can the factor structure of the SECD scale be better represented through exploratory structural equation models?, and (c) Does the SECD scale exhibit factorial invariance across gender, ethnicity and time when examined under the exploratory structural equation modeling framework?

Confirmatory Factor Analysis of the Inhibition Portion of the Attention and Executive Domain of the NEPSY-II
*Kary A. Johnson & Celia Wilson — Texas Wesleyan University

Although the NEPSY-II is considered the most thorough, sound, and comprehensive neuropsychological battery available, factor analysis was not used by the instrument authors for exploration or confirmation of the overall test domains or subtest areas, indicating that domains are merely theoretical in nature. As such, a confirmatory factor analysis (CFA) was performed to confirm the unitary factor structure of the inhibition portion of the attention and executive function domain of NEPSY-II. Results of the CFA and indices of fit indicated that a unitary model, as theorized by test authors, is also the best statistical fit for the data.

Measuring Health Literacy
Bethany L. Miller — The University of Southern Mississippi

Researchers and health professionals recognize the significance of health literacy for patients and practitioners, while acknowledging the complexities of health literacy, but there is little consensus as to how to address low health literacy and its accompanying problems. According to Rowlands (2009), "an ability to understand and act on health information is crucial to people's decisions to improve their health." The purpose of this study is to develop an instrument that adequately measures the facets of health literacy. Health literacy includes the ability to obtain, process, and utilize health information. There is not a measure in use that currently measures these facets of the definition. Many of the current measures of health literacy measure comprehension or the ability to recognize medical jargon.

W2.3 Workshop	10:05 am - 11:20 am	Royal D

Free Workshop

The Cohort Model: What is YOUR role?
Stacy Hendricks — Stephen F. Austin State University

In education, relationships continue to be a critical attribute in the learning process. It is vital that students work together in many aspects of their educational journey. Therefore, it is important that students build a trusting relationship with each other as well as the professor. The cohort model is a perfect solution to building a lifelong bond between the students and the professor. Since relationships are important, it is imperative that those involved reflect on their attitudes and perceptions 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 journey a success.

Wednesday, February 12

Special Populations
*Graduate Student Session – *Discussant Julia Ballenger*

Examining the Effect of Teacher Attitude on Selection of Student Accommodations
Robert W. Lawing — University of Houston at Clear Lake

Teachers support the access of students with disabilities (SWDs) in the general curriculum by selecting and providing accommodations. The practice supports student performance, but over-accommodation interferes with the validity of assessments. Over-accommodation may be attributed to teacher attitude, training, time, and/or teacher beliefs. This study will use a mixed-methods (QUAN$\rightarrow$ qual) research design to measure the relationship between teacher attitudes, factors influencing accommodation selection, beliefs of post-secondary outcomes, and accommodations selected for SWDs.

Teacher Attitudes Toward the Inclusion of Deaf and Hard of Hearing Students into General Education Classrooms
Edith Milovanovic — University of Houston at Clear Lake

The significance of this study is to support the integration of DHH students into general education and to help give deaf and hard-of-hearing students a voice in education. It is significantly important for educators to see deaf and hard-of hearing students as equals to every other student in the classroom and to expect deaf and hard-of hearing students to perform at the same level as all students. Deaf and hard-of-hearing is a low incidence population but it is also a population of students who need to be integrated into the general education environment to help support their success as adults in a hearing world.

Accessing the IEP Process: Exploring Parental Involvement in the IEPs of Deaf Children
Angela K. Trahan — Lamar University

Reviewing parental access to Individualized Education Plans (IEPs), a step that has not been taken specifically in the deaf education field, is a necessity for greater parental and deaf student involvement. The question is whether or not parental involvement and potential cultural/linguistic barriers have an impact on deaf children's academic progress. This study is a research in progress that will explore the extent of IEP involvement among parents of deaf children. The study will also interview parents about the obstacles as well as the opportunities that they experience in their participation of IEPs.

Exploring Quantitative Literacy and Reasoning in Students with ADHD
Subir Hait & Yen M. To — The University of Southern Mississippi

Students with ADHD often experience difficulties learning in the classroom. Researchers have demonstrated a need for students to have strong quantitative skills to be successful in school and perform regular daily activities. The quantitative skills of students with ADHD have not been assessed especially in regards to controlling for other comorbidities (i.e., learning disabilities) related to education. The proposed study intends to investigate the quantitative skills of students with ADHD as compared to those without while controlling for learning disabilities. The findings have implications for specialized educational programs targeted at enhancing quantitative skills for this at risk student population.

Wednesday, February 12

W2.5 Paper Session	10:05 am - 11:20 am	Bienville

Effect Sizes & Confidence Intervals

An Introduction to "Clinical" Significance: What It Is and How to Estimate It
Mayra Sanchez Gonzalez — Texas A&M University

"Clinical" significance quantifies how many people initially requiring intervention after treatment no longer meet diagnostic criteria. The paper explains several methods for evaluating "clinical" significance. Clinical significance is a statistical, and not a subjective procedure.

Adjusting Effect Sizes in Light of Reliability Estimates
Katherine L. Wright — Texas A&M University

Researchers frequently lack an understanding of reliability and therefore either omit reliability estimates from publish work or misinterpret results. These factors impact study quality, interpretation, and reported effect sizes. The present paper is an attempt to describe reliability and its impact upon study effect sizes. Additionally, instructions for adjusting reliability in light of effect sizes are provided. These recommendations will help researchers interpret study results and publish accurate effect sizes.

Simulation Study to Extend I-index Effect Size for Large and Disparate Samples
Sarah L. Ferguson, Elvalicia Granado, & Monique O'Bryant — University of North Texas

Due to limitations of statistical significance tests, more accurate analysis is provided by reporting effect sizes. Limitations for calculating effect sizes include research conditions and whether statistical assumptions are met. There are numerous options for effect size estimates, all of which are not appropriate for every research question. The current study is an extension of previous Monte Carlo research focusing on the efficacy of the improvement-over-chance (I) effect size on large and/or disparate sample sizes. The I effect size compares scores across distributions and can be applied to univariate and multivariate analyses under conditions of variance homogeneity or heterogeneity.

Cat's Eye Confidence Intervals (CECIs) and Regular CIs: What You Really Need to Know
* Jovanni Reyes — 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 2001 5th edition of the APA Publication Manual said confidence intervals were "the best" reporting device.

"Corrected" versus "Uncorrected" Effect Sizes: A Review
Shixi Zhao — 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.

W2.6 Workshop	10:05 am - 11:20 am	Cabildo

Free Workshop

Wednesday, February 12

The Internship: It's Your Show, So Make the Most of It!
Scott Bailey & Stephanie B. Applewhite — Stephen F. Austin State University

Many programs in educational leadership, including those at both the master's and doctoral levels, require candidates to complete successfully one or more field-based internships. This session provides helpful hints and suggestions that will make the internship experience easier and more valuable for students by heading off potential problems, increasing what they learn, and maximizing opportunities that may arise from the internship experience. First-hand examples of real internship experiences will provide the basis for discussion and exploration. Additionally, consideration will be given to how the new CAEP standards will impact the role of field-based experiences such as internships.

W2.7 Paper Session	10:05 am - 11:20 am	Pontalba

Graduate Education

The Use of Web Conferencing to Build Sense of Community in an Online Classroom
Daryl Ann Borel — Lamar University

Online education faces challenges in building a sense of community (SoC) to promote effective communication and collaboration (Wang, 2012). This study investigated the influence of using web conferencing in an online classroom on graduate students' perceived sense of community, connectedness, and learning experiences. The results indicated that participants attending three or more web conference meetings had a higher SoC than respondents attending two or fewer. Four themes were identified and the majority of participants commented that the web conference meetings were helpful and supported online collaboration.

Graduate Students Learning about Ethics in Research: A Qualitative Study
*Amanda D. Leimer & Lilian H. Hill — The University of Southern Mississippi

This qualitative study examines how graduate students report they are being taught about research ethics and human subject research, and how effective they believe that teaching is in helping them learn about conducting ethical research. With university IRB approval, data was collected from 10-12 graduate students through semi-structured interviews that employed open-ended questions. Participants were further asked to respond to a series of ethical research scenarios that included critical incidents they may encounter concerning research ethics and human subjects protection. Findings and suggestions for best practices for students training in research ethics and curriculum development are provided.

Examining Predictors of Graduate Students' Research Productivity
Huda Sarraj, Yi Tong, Feiya Xiao, Charles Squire, & Hansel Burley — Texas Tech University

The study examines factors that contribute to the research productivity of education major graduate students. Multiple regression was used to predict the factors that contribute to the research productivity of graduate students. being employed by the college of education and the perceived importance of research are the factors that highly predict research productivity while advisory alliance and years pursuing graduate degree do not significantly contribute to research productivity. Implications from the findings are discussed.

Quantitative Preparation in Graduate Education Programs
Sherilyn Smalts, Katrina A. Hovey,& Sarah L. Ferguson — University of North Texas

The purpose of the current study is to evaluate the quantitative proficiency of doctoral-level

students as they prepare for future work in education research and practical education careers. Utilizing a parallel mixed-methods research design, the present study seeks to better understand and evaluate doctoral-level students' perceptions of their quantitative methods training. Using a combination of survey and focus groups, the current study includes both quantitative and qualitative data. The two types of data are collected and analyzed separately before combination in discussion to deepen understanding of participant quantitative preparation experiences.

Examining the Role of the Research Training Environment in Preparing Future Researchers
Yi Tong, Steven R. Chesnut, & Haeni A. Young — Texas Tech University

This study was designed to examine the relationship between graduate students' research training environment, course experience, and research self-efficacy (RSE) beliefs. Findings suggest that graduate students' (n = 161) general research, quantitative, and qualitative RSE beliefs varied and that these beliefs were related to different aspects of the research training environment and course experiences. Course experience variables were significant predictors of quantitative and qualitative RSE but not predictive of general research methods self-efficacy. Mentorship was only a significant predictor of general research methods self-efficacy. The implications of this study for research and graduate education are discussed.

W3.1 Paper Session	11:25 am - 12:40 pm	Bienville

Academic Performance

Trends in AP/IB Examination Completion Rates by Ethnicity: A multi-year Texas study.
Janis C. Fowler & Julie P. Combs — Sam Houston State University

This study represents an analysis of trends of Texas students by ethnicity who completed one or more Advanced Placement (AP) or International Baccalaureate (IB) examinations over the past 11 years. Archival data from the Texas Education Agency were analyzed for all public high schools with students taking these exams. The percentage of students who completed an examination has increased over the past 11 years, although achievement gaps by ethnicity persist and widen. Statistically significant differences were present in the percentages of students who scored at or above the criterion with large effect sizes.

Examination of STEM Students vs. Non-STEM Students' Mathematics and Reading Achievement: A Longitudinal Study
Bilgin Navruz, Niyazi Erdogan, Mary Margaret Capraro, & Robert M. Capraro — Texas A&M University

The purpose of the present study is to examine the impact of STEM education on student achievement in mathematics and reading. The sample includes high school students who were tracked from 9th to 11th grade (2009-2011). Our expectation from this study is that students in STEM schools are gradually doing better than students in Non-STEM school in both mathematics and reading.

Examining the Relationship Between School Funding and Graduation Rates of Hispanic Students
*Antonio Corrales — University of Houston at Clear Lake

Graduation rates represent one of the most powerful indicators in education to measure success, which in practical terms means complying with all the requisites to finalize an educational program. In the United States approximately 7,000 students drop out of high school every day.

Wednesday, February 12

This measurement tool is even more illustrative when it portrays Hispanic students, the second fastest growing minority. The decline of graduation rates on Hispanic students has been blamed on several factors, to include student funding. Thus, the purpose of this research is to examine the specific relationship between school funding and graduation rates of Hispanic students.

A Longitudinal Examination of T-STEM Academies' Academic Performance by Education Service Centers
Ayse Tugba Oner, Bilgin Navruz, Ali Bicer, Niyazi Erdogan, Cheryl Ann Peterson, Robert M. Capraro,& Mary Margaret Capraro — Texas A&M University

In the present study, we examined the performance of T-STEM academies in different regions to determine whether the academic achievement differs or not according to the Regional Education Service Centers. There are 20 Regional Education Service Centers (RESCs) in Texas. The RESCs' goal was to improve the quality of district programs and to increase student achievement. To achieve this goal, RESCs collaborated with T-STEM Centers as well as other corporations. To understand the effectiveness of RESCs and determine the difference, if there is, we analyzed T-STEM academies' achievement over 3 years by RESCs.

W3.2 Paper Session	11:25 am - 12:40 pm	Beauregard

Diversity, Dispositions, & Student Experiences

A Case Study of the 2008 NCATE standards: Professional Dispositions - Definitions and Measurement Implications for Universities
Stephanie Applewhite & Midge Robertson — Stephen F. Austin State University

This study revealed an alignment issue between the 2008 NCATE standards regarding the definition, implementation and measurement of professional dispositions and how universities interpret, understand and fulfill the expectations of NCATE for the accreditation process. This case study is a qualitative approach using two elements: interviews and document analysis. The researchers conducted a semi-formal interview of two staff members who work directly with the process of teacher certification at a Texas university and completed a word analysis using NVIVO that consisted of a search for three words: (a) disposition(s); (b) knowledge; and (c) skill(s) within the 2008 NCATE standards.

Heteronormativity and Hidden Curriculum
Dana E. Bible, Stacey L. Edmonson, Rebecca M. Bustamante,& Daphne D. Johnson — Sam Houston State University

The purpose of this study was to examine the experiences of lesbian and gay students in higher education with respect to heteronormativity and the hidden curriculum that is occurring in higher education. The results of this study help to explain the impact that a student's sexual orientation has on his or her overall educational experience. This information could be used to better understand this population of marginalized students and to find ways to better assist them while minimizing any negative repercussions, such as fear of being ostracized by classmates and instructors.

Diversity and Gender Trends in Community Colleges
*Renee M. Fauria — Sam Houston State University

Diversity and gender trends of community college students in Texas from academic years 2000 to 2011 were explored. Archived data retrieved from The Higher Education College Board (THECB) was evaluated statistically to determine differences between ethnic groupings and/or

gender across the years. Results indicated that the largest ethnic changes were with Hispanic and White student groups. Hispanic enrollment increased by 13% whereas White matriculation decreased by 14%. In addition, gender differences remained static with more females than males attending community colleges. Policy implications for community college leaders were discussed.

The Impact of First-Year Learning Communities on Student Involvement
Nechele McClinton & Martha López Coleman— Stephen F. Austin State University

This research study looks at a regional University in East Texas as it focuses on integrating first-year students into the university community at large. There is a need to assess if a correlation exists between the rates of student involvement and participation in the First-Year Commons. It is anticipated that a majority of the first-year student population who lives on and off campus will be surveyed in the third month of the 2013 Fall semester. The results are pending the completion of the study.

W3.3 Paper Session	11:25 am - 12:40 pm	Cabildo

Exploring Tests & Measures

A Study of Multilevel IRT Modeling
Xueying Hu — Texas A&M University

This paper presented the Multilevel IRT (MLIRT) as a combination of Item Response Theory (IRT) and multilevel modeling. The two-level and three-level MLIRT formulations were demonstrated. It was shown that the two-level formulation is equivalent to the Rasch model and the person ability can be expressed in the form of random effects of the linear predictor model. Furthermore, the three-level formulation permits the estimation of the variation across groups and interaction effects of person-level and cluster-level. The advantages of MLIRT included (1) avoiding "Neyman-Scott problem" and (2) allowing parameter estimates at each level of the model.

Understanding and Documenting Methodological Issues in the Assessment of Teacher-Student Relationship
Fatih Koca — Texas Tech University

The existing studies on teacher–child relationships focus primarily on the teacher's perception of the relationship and have predominantly relied on the STRS, a 28-item teacher self-reported Likert-type (5-point) scale (Pianta, 2001). The majority of the evidence about the teacher–student relationship comes from studies conducted in the United States (e.g., Birch & Ladd, 1998). Therefore, an examination of the cultural sensitivity of assessment methods of child–teacher relationships is crucial. This review of the literature focuses on methodologies used to assess or measure child–teacher relationships and the effects of culture on the assessment of this significant relationship during the elementary and primary school years.

Comparison of factor retention methods with ordinal data in EFA
Hakan Yagci & Darrell M. Hull — University of North Texas

Many distinctive methods and procedures have been introduced to determine optimum number of factors or components to retain in EFA. Although the majority of these methods were originally designed to continuous variables, significant amount of measurement instruments in educational and psychological area consist of dichotomous or ordinal data. In these analysis methods, utilizing Pearson correlation instead of polychoric correlation with ordinal data would lead to

underestimate of magnitude of the relationship between latent variables. Monte Carlo simulation methods will be utilized to generate data which include known population parameters however there is going to be different variables and size of factors.

Extraction Methods in Exploratory Factor Analysis
Christina Svec — University of North Texas

Extraction in factor analysis is the process of pulling out factors by which the most variance possible is explained among variables or groups of variables. The research question, hypothesis, sample, or data level should drive the chosen method of extraction. Unfortunately, many methods are chosen based on accessibility within software and biased opinions represented in textbooks, which leads to limited extraction method representation in literature. Methods discussed with reference to consequences and context includes principal components analysis, principal factor analysis, alpha factor analysis, maximum likelihood factor analysis, image factor analysis, and canonical factor analysis.

Exploratory Factor Analysis Factor Retention Methods in Published Research: Common and Alternative Strategies
*Celia M. Wilson & Kary A. Johnson — Texas Wesleyan University

One method educational researchers often used to help identify and measure constructs is exploratory factor analysis (EFA). Because EFA is essential in the measurement of educational and psychological constructs, it is important the method be employed accurately and in such a way so as to allow external evaluation and replication. The current study identified three educational research journals frequently employing EFA, and assessed the use and reporting of EFA procedures, specifically, processes used to determine the number of factors to retain.

W3.4	Paper Session	11:25 am - 12:40 pm	Ursuline

Professional Development & Instruction

Interactive/Impact Evaluation of the Leadership Inventory for Female Executives (LIFE) Program at the Law Enforcement Management Institute of Texas (LEMIT)
Magdalena A. Denham, Barbara E. Polnick, & Rebecca Robles-Piña — Sam Houston State University

Presenters will share the results of a program evaluation of a professional development initiative for training aspiring and existing female executives in policing. The Leadership Inventory for Female Executives (LIFE) program focused on core self-growth competencies and self-inquiry, and aimed to set standards for a new model for the executive professional development of females in policing organizations. Because of the innovative conceptual approach, the LIFE training underwent rigorous internal evaluation to measure its effects on participants, its relevance, and potential future modifications needed. The Interactive and Impact Frame Evaluation was conducted internally at the inaugural session of the program.

The Impact of Question Type on Student Responses in Gifted Education
Yara N. Farah & Rachel Scalzo — Baylor University

Questioning is an essential element in the practice of teaching. As such, the purpose of this study was to examine the influences impacting teacher questioning and student responses in gifted and talented cluster classrooms. A Poisson multiple regression was used to test the relationship between the type of question asked, teacher experience, and the number of students in the classroom. Our results appear to support previous research regarding questioning practices in

relation to the number of student responses is best predicted by the number of students in the classroom. These results are useful not only to gifted and talented teachers, but all teachers using questioning as a teaching tool.

The Effects of Teacher Technology Proficiency on Student Technology Use
*Tracey S. Hodges — Texas A&M University

The purpose of this study is to examine how teacher proficiency with technology influences student activities that implement technology. Teachers were surveyed using an instrument created by the Texas Education Agency (TEA) to assess their technology skills and students' technology skills and learning. To quantify the magnitude of correlation between the years' teaching experience and grade level taught with the teacher technology proficiency and student activities using technology, a path analysis was conducted. Results demonstrate that teacher technology proficiency is not a prominent variable when predicting how often teachers will use technology in their classrooms for student uses.

Social Capital as a Predictor of Reading Performance in a Parent-Based Comprehension Intervention
Katrina A. Hovey — University of North Florida, Frankie L. Norris — University of North Texas, Endia J. Lindo — University of North Texas

This study examines the effectiveness of parent inference training on the reading comprehension performance of students in sixth grade and whether social capital moderates the outcome. Student and parent perceptions of their social resources were obtained via survey and the data analyzed to determine whether social factors accurately correlate with student reading performance. Analysis was conducted to identify the amount of congruence between the parent and child surveys as well as the predictive value of social capital's role in student reading performance. The implication of using social data as a strategy to measure and predict student reading outcomes is discussed.

Empowering Educators with Standards Based Grading
Penny Tramel, Angie Brooks Applegate, Walter Peddy, Paul Wallace — Stephen F. Austin State University

The transition from traditional grading to standards-based grading is difficult for all stakeholders in the educational process. Teachers can be conflicted between traditional grading practices and what research shows to be best practice. Standards-based grading is an authentic representation of a student's progress toward mastery of standards. Ensuring that teachers are confident in the implementation of standards-based grading is a critical piece to long term sustainability of this initiative.

W3.5	Paper Session	11:25 am - 12:40 pm	Pontalba

Technology in Education

Educators Use and Perception of Effectiveness of In-Class Technology
Pascal L. Killingsworth, Allison D. Killingsworth, John Denson — Stephen F. Austin State University

This study examines the perceptions of teachers on the effectiveness of specific in-class technology. The study takes into consideration that the educational technology of today is often overwhelming and ever changing. Because of this, teachers often choose to not use the technology or use it for basic functions that do not truly enhance the educational situation for

their students. To help determine this, the study looks at the teachers in a larger East Texas school district and the perceptions they have about their specific classroom technology. The study will work to correlate the teachers' perception of each piece of technology with their use, as well as their comfort level when using the technology.

Perceptions of Female Administrators on the Role of Distance Education
*Marie-Anne L. Mundy, Lori P. Kupczynski — Texas A&M University-Kingsville, & Marydee Spillett — Walden University

Gender disparity is still evident in universities today. However, distance learning may present women with a new realm for advancement as leaders in distance learning must have qualities traditionally associated with females. This qualitative study utilizing a survey design, asked 21 female administrators in distance education their perceptions of the role of distance learning in education today. They perceived this role to be of utmost import and discussed the needs of learners, the access of distance learning, value of distance learning, federal and state requirements, the future of distance learning, the significant impact on Higher Education and the improvement needed.

Flipped Classrooms: A Review of the Literature
Ni Want & Patricia G. Patrick — Texas Tech University

Since 2007, when Jonathan Bergmann and Aaron Sams created and defined flipped classrooms, interest in the use of flipped classrooms has grown. As schools adopt this new revolution in learning they are asking students to watch videos at home and do meaningful work in class that is related to the videos. This literature review revealed that there is much to learn about flipped classrooms This literature review presents the definition of flipped classroom, advantages, disadvantages various, and evidence of its effectiveness.

Evaluation of The START Program
Xue Wen — Louisiana State University

The START is an on-campus technology program designed to provide informational technology resources for students and assist students with various types of technical problems in specific subject areas. This study aimed to examine how effective the training sessions were in the START program and to measure the program outcomes among the learners who participated. Data were collected from four face to face interviews, observations in two training sessions, and the in class tests scores. Participants included the program director, program administrator, instructor and students of the START workshops. The anonymous surveys were also included in this study. The findings indicated implications for on campus technology programs.

W3.6 Workshop	11:25 am - 12:40 pm	Iberville

Free Workshop

Conducting All Possible Subsets Analyses for Either Descriptive Discriminant Analysis (DDA) or Predictive Discriminant Analysis (PDA) Using an SPSS Syntax
Leah Anderson — Texas A&M University

DDA is part of the General Linear Model, while PDA is not. The first analysis focuses of Wilks' lambda and function and structure coefficients, while PDA focuses only on "hit rate." This training session will briefly explain the two analyses and provide an SPSS syntax that conducts all possible subsets analyses for either DDA or PDA, thus avoiding the three major problems inherent in stepwise methods.

Wednesday, February 12

W3.7 Workshop	11:25 am - 12:40 pm	Royal D

Free Workshop

Finish What You Start: An Overview of Important Facets in the Doctoral Education Path
Terrill F. Saxon, Tonya M. Trepinski — Baylor University, William K. Parker — Lamar University, Laura Jacobs — University of Houston, Leah McAlister-Shields — Sam Houston State University, & Julia Ballenger — Texas A&M University-Commerce

This training session will target new doctoral students and provide an overview of various elements of the successful completion of their program. Specifically, this workshop will address the importance of research/publication, mentoring, getting the most from coursework, building professional networks, and conducting dissertation research.

W5.1 Training Session	2:00 pm - 6:00 pm	La Nouvelle Orleans East

**Training Session: Introduction to Using the 'R' Free Software:
Basics, Graphs, and Monte Carlo Applications**
Kim Nimon, Paeng Angnakook, & Forrest Lane
Special ***Ticketed*** Event

Thursday, February 13

R1.0 Training Session	8:00 am - 12:00 pm	La Nouvelle Orleans East

**Training Session: Introduction to Using the 'R' Free Software:
Basics, Graphs, and Monte Carlo Applications**
Kim Nimon, Paeng Angnakook, & Forrest Lane
Special ***Ticketed*** Event

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