About the Contributors

**Hansel Burley** is a Professor of Educational Psychology at Texas Tech University (TTU) and Associate Dean for Academics and Data for the College of Education. He received this PhD in Curriculum and Instruction from Texas A&M University, College Station. His research focuses on the antecedents to higher education remediation and the resilience of developmental education students. He also examines diversity issues, particularly when related to college access and success. Dr. Burley also studies institutional effectiveness, particularly how this is associated with large database analysis. He has been a member of the Association for Institutional Research and associated organizations. He is a past president of the Traditionally Black Colleges and Universities—Special Interest Group (TBCU-SIG). He takes great pride in TBCU-SIG of AIR because of their mentorship of him during his formative years as a cub institutional researcher and as an Assistant Professor.

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**Mary Frances Agnello** is an Associate Professor of Secondary Education in the College of Education at Texas Tech University. She pursued French as an undergraduate at the University of Texas at Austin and received her Master’s and Doctoral degrees in Curriculum and Instruction at Texas A&M University. Emphasizing language, literacy, and culture, she focuses her research on critical pedagogy, diversity studies, and environmental sustainability. She is the author of A Postmodern Literacy Policy Analysis.

**Aaron R. Baggett**, MEd., LPC-I holds a BBS in religion/psychology and a MEd in counseling and human development both from Hardin-Simmons University in Abilene, TX. He is currently completing a PhD in Educational Psychology at Baylor University in Waco, TX. He has 10 years experience working with adolescents and college students both from a psychological and religious perspective and is currently a career counselor in Baylor’s Paul L. Foster Success Center. In that capacity he assists students in identifying their personality traits, interests, strengths, values, and skills as they relate to students’ search for meaning and purpose in life. Mr. Baggett has delivered professional presentations on the topic of adolescent and emerging adult development to professional counselors and higher education administrators alike. He is actively involved in several national and state professional college counseling and psychology organizations.

**Constanța-Nicoleta Bodea** is a Professor of Artificial Intelligence and Project Management at the Academy of Economic Studies (AES), Bucharest, Romania. She directs a Master’s Program in Project Management, and is the head of the Economic Research Department at AES. She managed more than 20 R&D and IT projects in the last ten years, contributor and author of 11 books and more than 50 papers.
on Project Management, Information Systems, and Artificial Intelligence, being Honored by IPMA with the Outstanding Research Contributions (2007).

**Vasile Bodea** works at the Academy of Economic Studies, the Economic Research Department. He has a PhD degree in Economic Cybernetics and Statistics, the topic of his doctoral thesis was knowledge management. He is co-author of three books. He published more than 20 papers on knowledge management.

**Lucy Barnard-Brak** is an Assistant Professor in the Department of Educational Psychology at Baylor University. She received her Doctoral degree in Educational Psychology from Texas Tech University. Her research interests pivot on examining the educational experiences and outcomes of persons with disabilities along with individuals with other special learning needs. This research interest drew her to the area of self-regulated learning as a tenable catalyst to improving the educational experiences and outcomes with respect to both learners with and without disabilities. As a result, she has a body of scholarly work examining self-regulated learning in a variety of learning contexts (e.g. online learning environment, blended learning environment, across time or longitudinally) across a diverse body of learners (e.g. individuals with ADHD and autism).

**Rajeev Bukralia** is currently a doctoral candidate in information systems at Dakota State University. Rajeev serves as dean of Educational Outreach & Libraries at Black Hills State University. He is responsible for overseeing distance education and online programs and the university libraries. Rajeev was the recipient of BHSU’s Outstanding University Service Award in 2004 and the South Dakota Board of Regents Faculty eLearning Award in 2007. His research interests include data mining, information systems, computational intelligence, web development, and knowledge management. He currently serves as research chair on the distance learning CoP executive committee for the University Professional and Continuing Education Association (UPCEA).

**Robin Capt**, PhD is an Assistant Professor of Curriculum and Instruction and Associate Dean for Graduate School and Research for Large State University. Her research interests include developmental education in higher education, culturally responsive teaching, and service learning. Her current role in the graduate school has allowed her to support institutional research opportunities for both undergraduate and graduate students and direct university initiatives with the help and support of the office of institutional research.

**Steven M. Crooks** is an Associate Professor of Instructional Technology in the College of Education at Texas Tech University. He received his PhD in Learning and Instructional Technology from Arizona State University. His current teaching, research, and consulting activities are in the areas of instructional design, research design, educational psychology, and the development of authentic learning environments.

**Mo Cuevas** is the Director of the Social Work Program at Large State University. She also coordinates the FYE course for all incoming freshman. Her scholarly interests include cultural competency, FYE program development, and social work education. Dr. Cuevas has taught at Large State University for the past eight years where she is currently involved in developing a graduate program in social work.
About the Contributors

Alanna Rochelle Dail, Assistant Professor of literacy education, teaches undergraduate and graduate courses in early literacy and elementary reading methods courses. Her research interests focus on early literacy instruction and family literacy. She has served as project director and principal investigator of two Early Reading First (ERF) grants awarded to the University of Alabama. Based on this work, Dail has published articles in Literacy Teaching and Learning, Childhood Education, Reading Horizons, and Educational Researcher. Dr. Dail provides professional development for ERF projects and frequently works with preschool teachers in their classrooms. Currently, she is on the editorial review board of The Journal of Children’s Literature.

Dana Dalton currently holds the position of Director, Office of Institutional Effectiveness & SAC-SCOC Accreditation Liaison for Forsyth Technical Community College, Winston-Salem, NC. She has over twenty years of higher education experience as a faculty and administrator. Service to the institution, profession, and community is an integral part of her everyday activities. Professional memberships include: North Carolina Association for Institutional Research-Past President; Southern Association for Institutional Research- Past Executive Board Member, Current Track Chair; Association for Institutional Research- Track Proposal Reviewer and SACSCOC Peer Evaluator. She enjoys showing successes through accomplishments and ways to make processes better by “Working smarter, not harder.”

Amit V. Deokar is an Assistant Professor of Information Systems in the College of Business and Information Systems at Dakota State University. His recent research interests are primarily in business process management and decision support systems. He has published several conference publications, journal articles, and book chapters in these areas. He holds a Be in Mechanical Engineering from V. J. Technological Institute, Mumbai, a MS in Industrial Engineering from the University of Arizona, and a PhD in Management Information Systems from the University of Arizona. He is a member of AIS, ACM, and AAAI, and is currently serving as the President-elect of MWAIS.

Gerry Dizinno received his MS and PhD in Psychology from Florida State University. He has worked for over 30 years as a faculty member and administrator in both public and private settings, with a focus on student learning assessment, institutional research, and institutional effectiveness. Dr. Dizinno served as Vice Provost for Institutional Research at The University of Texas at San Antonio (UTSA), from December 2004 through August of 2011. In that role, Dr. Dizinno coordinated the reporting and analytical functions for the university and served as a liaison to the Texas Higher Education Coordinating Board and UT System institutional effectiveness and institutional research groups. Currently, he is Associate Professor in the Educational Leadership & Policy Studies department at UTSA. He has presented numerous papers at professional meetings and published research focusing on student access and success in college as well as institutional effectiveness and institutional research.

Robert Elliott is Assistant Professor and Director of Aviation Science, and Coordinator of Student Learning at Eastern New Mexico University. His research interests include program assessment and the assessment of student learning in higher education. Prior to his position at Eastern New Mexico University, he was the Teacher Education Assessment Program developer at the case site. Although he was not an institutional researcher, his research activities involved working with the institutional research
staff on a periodic basis. He is very grateful to this institution for being afforded the opportunity to assist in this project while pursuing his research interests.

**Mary Cain Fehr** is an Assistant Professor of Curriculum and Instruction in the College of Education and Associate Director of the Teaching, Learning, and Technology Center (TLTC) at Texas Tech University. Mary holds a BS in Elementary Education with a minor in Art, an M.Ed. in Instructional Technology, and a PhD in Curriculum and Instruction with a minor in Instructional Technology. Her research interests include culture and diversity, and online teaching and learning. Mary is co-editor of Teach Boldly! Letters to Educators about Contemporary Issues in Education.

**Tawana Feimster** graduated with a Bachelor of Science degree in dental hygiene from the University of North Carolina at Chapel Hill. After completing the first two years of dental school at the Meharry Medical College of Dentistry, she transferred to the Howard University College of Dentistry where she graduated first in her class and was a prolific member of the Student Research Group. Dr. Feimster continued her dental education by completing a General Practice Residency at St. Barnabas Hospital in Bronx, NY, and by graduating from the University of Maryland College of Dental Surgery, where she obtained a joint Master’s of Science in Biomedical Sciences and a post-doctoral residency certificate in Endodontology. Dr. Feimster returned to the Howard University College of Dentistry as an Assistant Professor in the Department of Endodontology. In addition to teaching endodontic science at Howard, she opened a private practice and continues to perform dental research.

**Raymond Flores**, MS Mathematics, is a doctoral student pursuing an EdD in Instructional Technology. He is a Helen DeVitt Jones Fellow and Graduate Assistant at the College of Education at Texas Tech University. He is a former high school mathematics instructor and former instructor for the Texas Tech University Mathematics Department. His current research interests are adaptive individualized instruction and technology integration in mathematics courses.

**Valerie McGaha-Garnett**, PhD is an Assistant Professor of Applied Health and Educational Psychology at Oklahoma State University. Her research interests center around multicultural counseling, psychosocial adolescent development, mental and addictive disorders, at-risk adolescents and court-mandated interventions. In her scholarly work, she has examined individual and collective factors related to academic, personal, and social success of various populations. Dr. McGaha-Garnett has continued her work in addressing cultural barriers and resilience-recovery factors among first-generation and nontraditional learners. In addition to her research skills and experience, she has extensive practical involvement working with diverse populations. Licensed as a Marriage and Family Therapist, Licensed Professional Counselor, and Licensed Chemical Dependency Counselor, she enjoys contributing in the areas of client adjustment and longitudinal success.

**Kevin Gosselin** is an Assistant Professor of Biostatistics at The University of Texas at Tyler. Prior to his current appointment, Dr. Gosselin was an instructor at The University of Texas at Austin in the Department of Educational Psychology and an Adjunct Professor of Educational Psychology at Texas Tech University. He received his PhD and Master’s degrees in Educational Psychology from Texas Tech University in Lubbock, Texas and holds a B.A. in Psychology from Arizona State University in Tempe,
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Arizona. His professional experiences and roles include working as a data analysis within the Department of Planning and Assessment at Texas Tech University, program evaluation consultation with public and private agencies, and operations management in hospitality and recreation. His primary research focus encompasses faculty development with an emphasis toward online teaching self-efficacy. His other areas of research include health promotion, sport psychology, psychometrics, music cognition and instruction, and professional identity development.

**Mark Hawkes** is Coordinator of Graduate Studies in Educational Technology in the College of Education at Dakota State University. Previous positions were held at the Evaluation and Policy Information Center of the North Central Regional Educational Laboratory in Chicago and the Center for Instructional Development at Syracuse University where he also received a PhD Mark has led and participated in a number of district and statewide studies and evaluations of educational technology fueling his research interests in the outcomes of educational technology application on student learning and teacher professional development. Additional research is also applied to understand optimal instructional design in distributed learning environments. In 2002, Mark was recognized by the South Dakota Higher Education Board of Regents with their inaugural “Best Practice in E-Learning” Award. Mark serves on the editorial boards of the *Quarterly Review of Distance Education*, the *Journal of Interactive Learning Research*, and the *Journal of Research on Technology in Education*. Recent publications have appeared in *American School Board Journal, Technology Horizons in Education Journal, Phi Delta Kappan, Educational Technology, Journal of Research in Rural Education*, the *Journal of Educational Technology Systems*, and *Journal of Research on Technology in Education*, and published a recent book entitled “Toys, Tools, and Teachers: The Challenges of Technology” with Scarecrow Education Press. Mark resides in Madison, SD with his wife Joy and their five children.

**Zhaomin He** is a current doctoral student of educational psychology from Texas Tech University. She taught college students ESL for six years in China and decided to go back to school. Her research interests include motivation, self-regulation, and Latino college student resilience, on which she has presented papers at regional, national, and international conferences. She also enjoys being the quantitative methodologist and giving statistical consultation for her peers. She is now working on three manuscripts for different studies and planning to have her dissertation proposal defense spring 2012.

**Professor Garnett Henley** is a tenured Assistant Professor in the Howard University College of Dentistry where he serves as Director of Assessments and teaches statistics. He is the past chair of the Howard University Committee on the Assessment of Schools and Colleges and currently serves as vice-chair of the University’s Institutional Animal Care and Use Committee (IACUC) and as co-chair of the Health Sciences Knowledge Management Quality Committee. He is Project Evaluator on 1 international and 2 national level grants and is the author/major contributor to public health assessment algorithms used by the governments of the District of Columbia and Prince Georges County, Maryland. He has served on the statistics panel for the *Journal of the National Medical Association* and is board certified in Homeland Security. Henley has a Master’s from Howard University (1975) in Research Methodology (Zoology).

**Larry Hovey** is a long time faculty member and administrator in the College of Education at Texas Tech University. He retired from the College in 2001, but is now working part-time as Coordinator of Accreditation and Assessment. Previously he was an Associate Professor of Elementary Education, and
served in numerous administrative roles: Coordinator of Student Teaching, Associate Dean for Undergraduate Studies, University Certification Officer, and Interim Dean for the College of Education.

William E. Hudson received his BS degree in Psychology, Masters Degree in Counseling Education from Florida A&M University (FAMU), a Specialist Degree in Counseling and Human Services, and a PhD in Rehabilitation Counseling from the Florida State University (FSU). Dr. Hudson was the Associate Director of the Center for Academic Retention and Enhancement (C.A.R.E.) at FSU. C.A.R.E. has been nationally recognized as an innovative comprehensive program for retention and graduation among minority students and assists FSU in graduating black students (72%) at higher rates than white students (69%). Dr. Hudson has extensive experience counseling students with academic, personal, and career issues. He is a specialist in the recruitment and retention of minority students and provides consulting to small colleges and universities. He also is an Adjunct Professor at FAMU and FSU. Currently Dr. Hudson is the Interim Vice President of Student Affairs and Director of University Retention at FAMU.

Gerunda B. Hughes is Director of the Office of Institutional Assessment and Evaluation at Howard University and an Associate Professor of Mathematics Education in the Department of Curriculum and Instruction in the School of Education. As Director, she has oversight for the development and implementation of institution-wide outcomes assessment efforts, particularly in the area of student learning, retention, and graduation. Her research interests focus on topics in the fields of assessment and measurement including differential item functioning, classroom assessment, large-scale assessment, assessment literacy, and curriculum alignment. She serves on several technical advisory committees for state and national testing programs. Dr. Hughes has also served as coeditor-in-chief of the Journal of Negro Education and associate editor of Review of Educational Research. She earned a BS and a MA in mathematics and a PhD in educational psychology.

Fethi A. Inan is an Assistant Professor of Educational Instructional Technology at Texas Tech University where he teaches graduate courses in instructional design, research, and online learning. He received his EdD in Instructional Design and Technology from The University of Memphis. His research is targeted toward two primary areas: technology integration in K-12 schools and individual differences in online learning.

Donna Henley-Jackson attended the University of Texas Houston Health Science Center and Sam Houston State University (SHSU). She graduated Cum Laude with a BA in Applied Science/Dental Hygiene from SHSU in 2005. At SHSU she served as a scholar with the Astronaut Ronald E. McNair Post-Baccalaureate Achievement Program. She completed an externship with the Indian Health Service in July-August 2008, at the Navajo Nation dental clinic in Fort Defiance, Arizona. Dr. Henley-Jackson completed dental school at Howard University College of Dentistry in Washington, DC. Her participation in research and teaching includes: the American Dental Education Association (ADEA)/American Association for Dental Research (AADR) Academic Dental Careers Fellowship Program (ADCFP) 2008-2009. She serves as a contributing writer for Well Now health and fitness magazine. She will complete the UCLA Pediatric Dentistry Residency Program and the Master of Science in Health Profession Education through Texas A&M Health Science Center in 2011.
About the Contributors

**Stacy A. Jacob** is an Assistant Professor of Higher Education at Texas Tech University. Her research interests include college choice, assessment, Latino/a students, qualitative methodologies, and college students.

**Margaret Johnson** is the Vice Dean in the College of Education. She received her Ph.D. in Curriculum and Instruction from the University of Florida. She has been an administrator in the College of Education since 1998, serving as Department Chair and Associate Dean. She teaches in the program area of Language and Literacy and has been an “early adopter” of the University’s TracDat system to house and monitor program assessment plans. She has been an active participant in matters related to accreditation in the college. She has been instrumental in creating a study abroad program for pre-service teachers in the Dominican Republic.

**Stephanie J. Jones** is an Assistant Professor and Program Coordinator of the blended-delivery EdD in higher education at Texas Tech University. She has been involved at the state level with distance learning initiatives through the Virtual College of Texas, Texas Leadership Alliance, The Texas Network for Teaching Excellence in Career and Technical Education, and the Texas Higher Education Coordinating Board. Dr. Jones’ research interests include community colleges, distance learning, for-profit higher education, and gender issues within working environments for women in professional roles in higher education. Dr. Jones began her career in the information technology corporate world as a software developer, project manager, and database administrator. She worked in various management level positions in IT, before moving into postsecondary education.

**Gary Kelley** is the Director of Institutional Research and Professor of Statistics at Large State University. His interests are applied statistical analysis and forecasting. Prior to his current position, Dr. Kelley was a full time faculty member, department head and associate dean. He has been in higher education for thirty-three years.

**Wanda Lawrence** is an Associate Professor of Nursing and Director of Adult Health at Winston Salem State University. She has over 14 years of experience as a nurse educator in a 550 bed teaching hospital for medical cardiology and cardiac telemetry patients and 3 years of experience as Director of Nursing for a 38 bed CHF/telemetry unit. Recently she was appointed Director of Adult Health in the Department of Nursing at Winston Salem State with the responsibility of ensuring that the Adult Health curriculum was comprehensive, focused, and evaluated. She is the recipient of the Joseph E. Patterson Master Teacher Award in 2009 at Winston Salem State and also the School of Health Science Spirit of Excellence Teaching Award in 2007 and 2008.

**Aretha Faye Marbley** is Professor and Director of Community Counseling in Counselor Education at Texas Tech University. She received a PhD from the University of Arkansas and is a licensed professional counselor, board approved supervisor, and national certified counselor. She is a critical social justice womanist activist teacher, servant, and scholar with a research focus on global multicultural-social justice. This includes the stories and counternarratives of silenced voices, specifically those of women, people of color, and communities of color in oppressive social structures. Her multicultural-social justice and human rights work has spanned over three decades. She has published extensively, served on over
150 committees in a leadership capacity, provided professional development, and presented numerous papers in the area of human, social, and cultural rights. She is the recipient of numerous awards for her work including a national human rights and a national research award.

**Thomas K. Martin** is Associate Vice President for Research and Institutional Effectiveness at Collin College in Texas’ north Dallas suburbs. He has 26 years’ experience in institutional research. He completed the PhD in educational administration with emphases in higher education, research methods, and organization studies at Brigham Young University in 1986. He has served as President of the Texas Association for Institutional Research, and has served on numerous committees and made presentations for the Texas Association for Institutional Research, the Southern Association for Institutional Research, and the Association for Institutional Research where he currently serves on the Professional Development Services Committee.

**Roy Mathew** is the Associate Vice President and Director for the Center for Institutional Evaluation, Research and Planning (CIERP) at the University of Texas at El Paso (UTEP). CIERP is the primary data-resource for UTEP. The Center also undertakes major research studies, and supports planning, evaluation, and policy analysis for the campus. Dr. Mathew received his PhD in Public Policy Analysis from the University of Illinois at Chicago. He is a member of the Association of Institution Research, Texas Association of Institutional Research, and the Society of College and University Planners.

**James E. McLean** is currently a University Professor and Dean of the College of Education at The University of Alabama. He has graduate training in statistics, measurement, evaluation, research, and educational psychology coupled with 40 years experience teaching and researching in these areas. He also has over 30 years administrative experience as a Program Chair, Area Head, Director, Assistant Dean, and Dean. During the past 40 years he has directed, co-directed, or administered well over 100 research, assessment, and evaluation projects funded for more than six million dollars. His research interests include applications and methods of evaluation, assessment, measurement, accountability, and research, particularly as they apply to the teaching-learning process.

**Candace Mitchell** has over twenty-five years of comprehensive experience in oral and primary healthcare, clinical coordination, labor management, community and school health, quality assurance, and health policy planning and design. As both a practitioner and an administrator, she has extensive knowledge of the healthcare issues faced by urban populations including minorities and immigrants. A proven leader and consensus builder with demonstrated expertise in management of clinical and administrative services, she has held leadership positions in the public sector with management as Chief Medical Officer or the District of Columbia Community and School Health Program. She later moved to the private non-profit sector where she served as the Vice President for Medical Affairs at a federally qualified health center. Currently her work with the Howard University College of Dentistry has moved her into the academic sector where she is involved in community based activities, clinical training, and clinical operations. Dr. Mitchell is a native Washingtonian and a Howard University alumnus. She received both her BS in Zoology (1976) and her D.D.S. degree (1981) from Howard University. She completed the North American Executive MBA program at the Kellogg School of Management, Northwestern University and received her MBA degree in 2003.
Radu - Ioan Mogos is a PhD student at the Faculty of Cybernetics, Statistics and Economic IT, Bucharest Academy of Economic Studies. He is working as IT Analyst at the IT Department. He is a member of the Romania Project Management Association. Research domains include artificial intelligence and project management. He is author of one book and is project member in several projects.

Bolanle A. Olaniran is a Professor and interim Chair in the Department of Communication Studies at Texas Tech University, Lubbock, TX USA. He is an internationally known scholar. His research includes computer-mediated communication and technology use, cross-cultural communication, and crisis communication. He has authored several peer reviewed articles in discipline focus and interdisciplinary journals (i.e., regional, national, and international) and authored several edited book chapters in each of these areas. He edited a book on successful cases in e-learning. He also serves as consultant to organizations and universities at local, national, international, and government level. His works have gained recognition such as the American Communication Association’s “Outstanding Contribution to the Communication field,” among others. He is also a recognized authority and champion of cultural diversity.

Valerie Osland Paton serves as Vice Provost for Planning and Assessment at Texas Tech University, leading institutional effectiveness in administrative and academic affairs. She supervises the Office of Planning and Assessment, and the Quality Enhancement Plan/TTU Ethics Center. Dr. Paton represents Texas Tech as the institutional liaison to SACSCOC, member THECB Peer Accountability Group for Value Added, member of the Executive Committee for the Council on Engagement and Outreach of the Association of Public and Land-Grant Universities, and Sponsoring Partner for the National Outreach Scholarship Conference. Dr. Paton previously served as Associate Vice Provost with responsibilities for the development of distributed learning opportunities at Texas Tech University. Dr. Paton serves as a faculty member in the higher educational program in TTU’s College of Education. Her research interests include higher education policy and practice, engagement, planning and assessment. She is a co-PI for a Hispanic Serving Institutions STEM grant with El Centro College, TTU’s Department of Biology, and TTU Center at Junction; PI for a Suder Foundation grant on first generation students; and PI on a TTU Graduate School Grant for Growing Graduate Programs. Her academic preparation includes a BA in American Studies from San Jose State University, a MA Counseling Psychology from Santa Clara University, and a PhD in Education from the University of Southern California.

Gita Wijesinghe Pitter is Associate Vice President for Institutional Effectiveness at Florida A&M University (FAMU). Her responsibilities include the oversight of the offices comprising institutional effectiveness, including assessment, planning, and academic program quality. She is also responsible for the development of new degree programs, conducting academic program reviews, and oversight of accreditation activities. Prior to assuming responsibilities at FAMU, Dr. Pitter worked at the former Florida Board of Regents. Dr. Pitter has presented numerous papers on higher education issues at conferences, published articles, and served on an accreditation commission and an editorial Board. She received a Bachelor of Arts degree in Liberal Arts, with emphases in Mathematics and Chemistry, graduating with distinction from Western College in Oxford, Ohio. She completed her graduate work at Florida State University, earning a PhD in Comparative Developmental Studies in Education.
Leo E. Rouse is the current Dean of the Howard University College of Dentistry and is a 1973 alumnus of that institution. Prior to entering dental academe, Dr. Rouse served with distinction for 24 active years in the United States Army. He concluded his career as Commander and Chief Operating Officer of the U.S. Army Dental Command, retiring at the rank of Colonel. He received the coveted Howard University College of Dentistry Alumni Achievement Award in 1997 for distinguished service to the country and the profession of Dentistry. Dr. Rouse serves on several National Boards of Directors to include the American Dental Association Foundation [ADAF], the National Children’s Oral Health Foundation [NCOHF] and Chair, Board of Directors of the International Student Clinicians American Dental Association [SCADA]. He is the President-Elect of the American Dental Education Association and a 2009 recipient of the ADEA Presidential Citation for distinguished service to the association and dedication to advancing the dental education community.

Surendra Sarnikar is an Assistant Professor in Information Systems at the College of Business and Information Systems, Dakota State University. He holds a Bachelor’s degree in Engineering from Osmania University, India, and a PhD in Management Information Systems from the University of Arizona. He teaches design research and knowledge management at the Dakota State University and has published several conference and Journal publications in the area of knowledge management systems, information retrieval, and healthcare information systems.

Annette E. Smith is an Assistant Professor and Coordinator of the Associate of Arts in Teaching (AAT) program at South Plains College. She is currently working toward the completion of a PhD in curriculum and instruction – teacher education at Texas Tech University. She began the AAT program for South Plains College after the approval of the degree by the Texas Higher Education Coordinating Board in 2004. The program received the STAR Award in 2008 as a co-recipient with TTU-College of Education for their successful transfer partnership program (STEP 1/STEP 2). Ms. Smith was awarded the Friend of Education Award from the TTU-College of Education in 2007. Her research interests include academic program assessment, learning communities in combination with project based learning, and success and failure factors of nontraditional students.

Heidi Taylor, PhD, RN, is the Associate Vice President for Learning Assessment and Associate Professor of Nursing at West Texas A & M University. Her scholarly interests include learning outcomes research, pedagogical techniques in nursing education, and theory development. She provides consultation services in the areas of learning outcomes assessment and accreditation issues. She teaches evidence-based practice and nursing research. Prior to her current position, she served as Dean and Department Head and has had twenty years of experience in nursing higher education. Her current position allows for a rewarding and collaborative relationship with the office of institutional research.

Pam Tipton is the Certification Officer and Assistant Director of Student Services at Texas Tech University (TTU) for the College of Education. She received her EdD in Educational Leadership from the University of New Mexico. Her interests are in the change process and policy development and implementation, in which she participates at the state level through professional organizations as well as at Texas Tech.
Yen To is a visiting Assistant Professor in the Department of Psychology at the University of Southern Mississippi. She received her Doctoral degree in Educational Psychology from Texas Tech University (TTU). Her research interests reside in the domain of investigating the various relationships between parental involvement and the home environment with the educational experiences and outcomes of the learner. Her research focus is also directed towards how individual characteristics such as cognitive capabilities/disabilities (i.e., ADHD), personality, and perceptions influence academic motivation, self-regulation, and learning. Her interests have expanded to utilizing various large scale national databases in combination with examining modern statistical analysis approaches to address pertinent inquires within her research field.

Fernando Valle is an Assistant Professor of Educational Leadership at Texas Tech University. His research centers on organization change, college readiness, qualitative methodologies, and Latino/a students.

Nicolas A. Valcik currently works as an Associate Director of Strategic Planning and Analysis for The University of Texas at Dallas. Nicolas received a Doctorate in Public Affairs from The University of Texas at Dallas in 2005, Master’s of Public Affairs from The University of Texas at Dallas in 1996, Bachelor’s in Interdisciplinary Studies from The University of Texas at Dallas in 1994 and an Associate’s in Political Science from Collin County Community College in 1994. In 2006 Nicolas authored “Regulating the Use of Biological Hazardous Materials in Universities: Complying with the New Federal Guidelines” published by Mellen Press. Nicolas has served as Editor for three volumes of *New Directions for Institutional Research* (Volumes 135, 140, and 146) in addition to writing numerous articles and book chapters on institutional research topics and homeland security issues. Nicolas specializes in several areas as both a researcher and a practitioner: higher education, information technology, human resources, homeland security, organizational behavior, and emergency management.