About the Authors

Mary Hricko is an associate professor of libraries and information services at Kent State University (KSU), USA. She serves as the library director of the KSU Geauga campus library. She has published and presented numerous articles and papers on academic support services in distance education, information literary, and Web accessibility.

Scott L. Howell is the assistant to the dean for the division of continuing education at Brigham Young University (BYU), USA. He assisted BYU in launching its online learning and assessment initiative (1999-2003) as the director of a new center of instructional design (CID). Dr. Howell is widely published and respected for his work in distance education and online assessment. He received his PhD in instructional science, specializing in assessment and measurement, his MS in community education, and his BS in business management.

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Jeanette M. Bartley is the associate vice president for continuing education, open and distance learning at the University of Technology, Jamaica (UTech). Her portfolio includes primary responsibility for facilitating non-traditional educational opportunities and virtual access to UTech, the leading poly-technical educational institution in the Anglophone Caribbean. With more than 22 years of collective experience working with Caribbean and North American institutions, Dr. Bartley offer her diverse expertise as educator, corporate trainer, consultant

and project manager in facilitating distance learning, organizational development and human resource development. She has presented at many conferences and developed several in-house training manuals. Her professional affiliations have included membership in the World Council for Curriculum & Instruction, Jamaican National Education Advisory Committee for UNESCO, Jamaican Association for Open and Distance Learning, among others. Dr. Bartley's academic and professional involvement in the field of education has always been linked to the role of pioneer. Throughout her career history, there has been a pattern of breaking new ground and creating new paradigms. She considers it her mission and responsibility as a change agent. Her personal goals and values are therefore directed toward facilitating the improvement of human conditions and quality of life through education and training.

Betty Bergstrom, PhD, vice president of testing services, leads the content development, technical implementation, and measurement services teams at Promissor, USA. Her staff supports client programs for job analysis, virtual and in-person question development, building and updating computer-based tests (CBTs), statistical analysis of questions and tests. Dr. Bergstrom's teams also aid clients in the implementation and use of Promissor software systems, including item banking and CBT delivery. Dr. Bergstrom has research expertise in the areas of item response theory (IRT), equating, standard setting, computerized testing, and adaptive testing. Dr. Bergstrom earned her MS and PhD in measurement, evaluation and statistical analysis from the University of Chicago.

Cheryl Bielema, instructional development specialist, works with the Center for Teaching and Learning, Office of Academic Affairs, at the University of Missouri (UM)-St. Louis, USA. She conducts faculty workshops and orientation programs and leads evaluation studies of technology integration. Dr. Bielema teaches part time in the online adult education program in the UM-St. Louis College of Education. She earned advanced degrees in adult education and human resource development at the University of Illinois, Champaign-Urbana, where she studied factors affecting adoption of computer-mediated communication by faculty and students.

Bryan D. Bradley is a faculty development coordinator in the faculty center at Brigham Young University, Provo, Utah, USA, and is a specialist in issues concerning the assessment of student learning. Dr. Bradley has worked for over 20 years in the education, industry, and government services arena as a skills-training and performance-measurement consultant. His work and research interests include assessing learner performance at the higher levels of cognitive

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Jake Burdick is the curriculum development director for University of Phoenix's School of Advanced Studies, USA, as well as a faculty member for that institution's online campus. He holds bachelor's and master's degrees from Northern Arizona University, where he focused on composition theory, English education, and creative writing. Currently, Jake is working with University of Phoenix in creating new assessment and development approaches to doctoral education, for which he was selected to present at the 2004 Trends in Higher Education conference in Phoenix, Arizona.

Marie A. Cini serves as the associate dean for the School of Business and Management at City University in Bellevue, Washington, USA. She is also the facilitator for the online task force at the university. Dr. Cini has extensive experience in distance education and in adult and continuing education. She has published articles on the pedagogy of online leadership education, on faculty perceptions of their experiences teaching in traditional and in accelerated formats, and on student satisfaction and learning in distance formats. Her work has been published in *The Journal of Public Management and Social Policy, The Journal of Leadership Studies,* and *The Journal of Excellent in Teaching.* She earned her PhD in social psychology from the University of Pittsburgh in 1994, with emphases in group processes and research methodology. Her awards include the Duquesne University Innovative Excellence in Teaching, Learning, and Technology award.

Brian F. Fox is an assistant professor in the business programs department at Santa Fe Community College in Gainesville, Florida, USA, where he teaches a variety of face-to-face and online courses in office and Internet technologies. His studies include an undergraduate degree from the University of Florida and a master of distance education degree from the University of Maryland University College. He has several presentations and publications to his credit.

John Fremer is a founder of Caveon Test Security, USA, a company formed in 2003 to help test program sponsors, testing agencies, states, school districts, and others to improve security practices in all phases of test development, administration, reporting, and score use. He has 40 years of experience in the field of test publishing and test program development and revision, including management level positions at Educational Testing Service and The Psychological Corporation/Harcourt. In his 35-year career at Educational Testing Service, Fremer led the ETS team that worked

with the College Board to develop the current version of the SAT. Fremer also served as director of exercise development for the National Assessment of Educational Progress, and was director of test development for School, Professional, and Higher Education Programs. During 2000-2003, Fremer designed and delivered measurement training programs to international audiences for the ETS Global Institute. Fremer is a past president of the National Council on Measurement in Education (NCME) and a former editor of the NCME journal *Educational Measurement: Issues and Practice.* Fremer also served as president of the Association of Test Publishers (ATP) and the Association for Assessment in Counseling (AAC). He was co-chair of the Joint Committee on Testing Practices (JCTP) and of the JCTP work group that developed the testing-industry-wide *Code of Fair Testing Practices in Education*; one of the most frequently cited documents in the field of educational measurement. Fremer is a co-editor of *Computer-Based Testing: Building the Foundations for Future Assessments* (2002, Erlbaum.) and author of "Why use tests and assessments?" in the 2004 book, *Measuring Up: Assessment Issues for Teachers, Counselors, and Administrators.* John has a B.A. from Brooklyn College, City University of New York, where he graduated Phi Beta Kappa and Magna Cum Laude, and a PhD from Teachers College, Columbia University, where he studied with Robert L. Thorndike and Walter MacGinitie.

Jim Fryer, CPCU, director, Regulatory Professional Services, has over 17 years of experience in the insurance industry, provides strategic planning support for Promissor's, USA, regulatory professional services department. Dr. Fryer is also responsible for all aspects of Promissor's continuing education program, including provider, course, and instructor approvals, as well as the credit banking group. Before joining Promissor, Dr. Fryer was director of information technology education and continuing education at the American Institute for Chartered Property Casualty Underwriters (CPCU) and currently serves on the board of directors for the Insurance Regulatory Examiners Society (IRES) Foundation. Dr. Fryer earned his EdD in educational administration from Temple University.

Margaret Gunderson has worked within the field of distributed or distance education for over 17 years. Currently, she is the associate director of educational technologies at the University of Missouri-Columbia, USA. Her areas of expertise include instructional design, online course development, the effective use of educational technologies for teaching and learning, and evaluation of online education. In addition to her administrative role, Dr. Gunderson is also an adjunct faculty member for the Department of Educational Leadership and Policy Analysis in the College of Education at the University of Missouri-Columbia. Her educational background includes a doctorate in educational technology (with emphasis in instructional design), an MEd degree in counseling and personnel services, and a BS in education.

Eric G. Hansen is a development scientist in the Center for Assessment Innovations and Technology Transfer, in the Research and Development Division of the Educational Testing Service (ETS) in Princeton, New Jersey, USA. He has an undergraduate degree from Harvard and received a doctorate in Instructional Psychology from Brigham Young University. He has served as principal investigator on a variety of ETS and U.S. government-funded projects involving accessibility and technology in educational testing and instruction. Hansen was co-editor of the World Wide Web Consortium's *User Agent Accessibility Guidelines (version 1.0)* and contributes to the accessibility activities of the IMS Global Learning Consortium.

Beverly Hewett is an assistant professor of nursing at Idaho State University, USA. She is also the Learning Resource Center (LRC) coordinator for the department. As the LRC coordinator, she is responsible for, among other things, a 15 cpu computer lab for proctoring tests and for general use of students in the College of Health Professions. She has an MS in nursing from Idaho State University and is currently in the adult education PhD program at the University of Idaho.

Clark J. Hickman is the associate dean for continuing education and assistant professor in the division of educational psychology, research and evaluation in the College of Education at the University of Missouri-St. Louis, USA. He has worked in the field of continuing education as a conference coordinator, director, and associate dean for 27 years. He earned a masters in adult education in 1984 and a doctorate in educational psychology and research methods in 1993. Throughout his career, Dr. Hickman has attended and presented research at regional and national conferences on the topic of distance education. Currently, he is engaged in evaluating distance education courses and their implications for the changing roles of continuing education.

Bernadette Howlett is an instructional designer and research instructor with the Physician Assistant Program at Idaho State University. She has an MS in instructional and human performance technology from Boise State University and she is currently in the adult learning PhD program with the University of Idaho. Howlett has worked as an online course systems administrator and instructional designer in higher education since 1996, starting with one of the earliest online degree programs at Marylhurst University in Marylhurst, Oregon. She has delivered numerous conference sessions on securing online assessments and has published peer-reviewed papers related to online instructional design systems.

Robert R. Hunt is vice president for product development, general counsel, and co-founder of Caveon Test Security, USA, a company established in 2003 to provide innovative security products and consultation to the testing industry. Prior to Caveon, Mr. Hunt directed the design and development of performance-based Microsoft certification exams and programs while at Certiport, Inc.; held a variety of administrative positions in Utah institutions of higher education; and practiced law in both private and public settings. Mr. Hunt holds a law degree and a PhD in higher education leadership and policy from the University of Utah. Mr. Hunt and has written widely on higher education law and policy as well as the legal aspects of testing and assessment, and is a charter member and general counsel of the Performance Testing Council.

John Kleeman personally developed the first version of Questionmark testing and assessment software in 1988, when he founded the Questionmark company, USA. In addition to his current role as company chairman, he has been involved in the creation of e-learning standards. He led the BSI panel that created the British Standard, BS 7988: Code of Practice for the use of IT for the delivery of assessments. He has a first class degree in mathematics and computer science from Trinity College Cambridge and is a chartered engineer.

Katrina A. Meyer is currently associate professor of higher and adult education at the University of Memphis, USA, specializing in online learning and higher education. She is the author of *Quality of Distance Education: Focus on On-Line Learning*, a 2002 publication of the ASHE-ERIC Higher Education Report Series. Her articles on online learning have appeared in the *Journal of Asynchronous Learning Networks*, the *Online Journal of Distance Learning Administration*, *Planning for Higher Education,* and *TC Record*. For over three years she was director of distance learning and technology for the University and Community College System of Nevada. Prior to this, she served 8 years as sssociate director of academic affairs for the Higher Education Coordinating Board in the state of Washington and was responsible for technology planning and online learning issues.

Robert J. Mislevy is professor of measurement, statistics, and evaluation at the University of Maryland, College Park, USA, and before that was a distinguished research scientist at ETS. His research applies developments in statistical methodology and cognitive research to practical problems in educational measurement. His work includes a multiple-imputation approach for integrating sampling and psychometric models in the National Assessment of Educational Progress and, with Linda Steinberg and Russell Almond, an evidence centered

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Chris Morgan and **Meg O'Reilly** are lecturers and educational designers at the Teaching & Learning Centre at Southern Cross University, Lismore, Australia. They have co-authored two books on assessment—*Assessing Open & Distance Learners* and, more recently, *The Student Assessment Handbook*.

Jamie Mulkey, EdD, is the senior director for Caveon Test Security Services, USA, where she is a security consultant to high stakes testing programs. Previously, Jamie was manager of exam design and management for Hewlett-Packard's Certified Professional program. With more than 17 years of professional experience, she has worked in a variety of certification and training development positions. Jamie has held a number of leadership positions in the testing industry including: chair of the board of directors for the Association of Test Publishers (ATP), ANSI Personnel Certification Accreditation Council, jCert Initiative, and a three-year appointment to the editorial board of *Certification Magazine*. Jamie currently sits on the board of directors for the Performance Testing Council (PTC) and is a research fellow for the American Society for Training and Development (ASTD). Jamie holds a doctorate in educational psychology and technology from the University of Southern California.

Joel Norris, manager, measurement services, has worked in the adult learning market as a business development project coordinator, product manager, and most recently as manager of measurement services at Promissor, USA. Mr. Norris has 8 years of experience in the assessment industry and has worked in both the academic and for-profit sides of the field. Mr. Norris gained his theoretical grounding in assessment at Washington State University, where he was appointed assistant director of writing programs after taking his degree. During that time, he oversaw a variety of qualitative assessment programs, including several highly innovative portfolio-based assessments of student writing and reading performance. Mr. Norris earned his MA in rhetoric and composition from Washington State University.

Joan Phaup, a former newspaper and radio journalist, handles corporate communications for Questionmark, USA. She edits the monthly Questionmark newsletter, which is read by educators and trainers in the United States and abroad.

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Richard Schuttler is a dean of the School of Advanced Studies at University of Phoenix, USA, where he oversees the Doctor of Management in organizational leadership and doctor of business administration degree programs. He is an *Organizational Troubleshooter,* with 20 years of diversified, domestic and international management and leadership improvement expertise within academia, federal and state governments, and Fortune 1,000 environments. He has mentored executives, faculty, and students from around the world in a variety of professional settings. He has an extensive and proven background applying the Malcolm Baldrige National Quality Awards criteria. He is the co-author of *Working in Groups: Communication Principles and Strategies*.

Eric Shepherd is president of Questionmark Corporation, USA, which has provided testing and assessment software to schools, universities, colleges, businesses and government organizations since 1992. He leads workshops on secure assessment technology around the world and on the role that assessments play in the learning process. He advises colleges, universities, corporations, and government agencies on implementation strategies for testing software.He assisted the IMS Global Learning Consortium and the Association of Test Publishers in developing recommendations for delivering and exchanging assessment content.

Sandra J. Thompson, PhD, is a research associate for the National Center on Educational Outcomes (NCEO) at the University of Minnesota, USA. Dr. Thompson has coordinated multiple research activities, including an online survey of state directors of special education on the inclusion of students with disabilities in state accountability systems. She has assisted several states in the

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Martha L. Thurlow is the director of the National Center on Educational Outcomes at the University of Minnesota, USA. In this position, she addresses the implications of contemporary U.S. policy and practice for students with disabilities and English language learners, including national and statewide assessment policies and practices, standards-setting efforts, and graduation requirements. Dr. Thurlow has conducted research for the past 30 years in a variety of areas, including assessment and decision making, learning disabilities, early childhood education, dropout prevention, effective classroom instruction, and integration of students with disabilities in general education settings. Dr. Thurlow has published extensively on all of these topics, authoring numerous books and book chapters, and publishing more than 200 articles and reports.

Boris Vilic is currently the director of technology for the School of Leadership and Professional Advancement at Duquesne University, USA. In this capacity, he was responsible for the implementation of several award-winning online degree programs, as well as the creation of an array of online student services. Mr. Vilic is also the team leader for computer technology faculty in the school's undergraduate curriculum and was the recipient of the school's 2002 Distinguished Faculty Award. His areas of interest include online teaching and learning and utilizing computer technology to improve the efficiency of administrative processes in higher education. His areas of research include customer satisfaction, innovative technologies, and online teaching, and his work has been published in *Syllabus* and *Ed Journal*.