



University of Phoenix® Academic Affairs

# **General Faculty Meeting**

*Fifth Annual Research Symposium*

**June 4, 2016**

## TABLE OF CONTENTS

Scholarship Committee Members	pg. 4
Agenda	pg. 5
Names of Presenters and Research Abstracts (alphabetical order)	pgs. 6- 30
Thank You, Donor List	pg. 31
Map of Kachina Ballroom with Tables	pg. 32
List of Participants and their Table Assignments	pg. 33

The Buttes Marriott  
2000 W Westcourt Way  
Tempe, 85282  
Saturday, June 6, 2015 from 8:00 AM to 12:30 PM (MST)

### Welcome from the Faculty Scholarship Editorial Board,

This event supports scholarship by providing a venue to share research and an opportunity to network with colleagues regarding faculty and student research ideas. Below you will find abstracts from the participants showcasing talented research and scholarly activities. We hope you enjoy reading about the differing genres of scholarly research conducted by your peers in education.

We encourage you to share any research you may have. Contact a Faculty Scholarship Editorial Board member for guidance on how to start the process or visit our table at the Symposium. You can also go to the Faculty Hub and check out the Scholarship, Research, and Innovation portal.

Happy reading!

Scholarship Committee Editorial Board (SCEB)

## FACULTY SCHOLARSHIP EDITORIAL BOARD

<b>Dan Konzen</b> Chair	dkonzen@email.phoenix.edu
<b>Dallas Taylor</b> DAA, Director	dallas.taylor@phoenix.edu
<b>Angela Buer</b> Vice Chair	angelabuer@email.phoenix.edu
<b>Jackie Novak</b> Vice Chair - Secretary	jaflahar@email.phoenix.edu
<b>Richard Bowman</b> Vice Chair –Rewards and Logistics	rbowman@email.phoenix.edu
<b>Phyllis Carbonaro</b> Vice Chair – Mentorship	pcarbo@email.phoenix.edu
<b>Charlotte Newman</b> Vice Chair – Workshops	cnewman@email.phoenix.edu

## AGENDA

<b>8:00-9:00</b>	Breakfast Buffet Meet and Greet	
<b>9:00-9:05</b>	Welcome	<b>Dallas Taylor</b> Director of Academic Affairs
<b>9:05-9:25</b>	Keynote Speaker Higher Learning Commission Updates University Assessment Process	<b>Lee Finkel</b> Senior Vice President Academic Administration
<b>9:25-9:40</b>	Campus Faculty Assessment Liasons (CFAL)	<b>David Hendry</b> College of Health Sciences and Nursing
<b>9:40-9:50</b>	Phoenix Career Services	<b>Charles Rehling</b> Director Strategic Operations and Implementation
<b>9:50-10:05</b>	College Centric Model	<b>Michael Phillips</b> Vice President Academic Affairs - East
<b>10:05-11:15</b>	Research Symposium	
<b>11:15-11:30</b>	School of Advanced Studies Reasearch Faculty	<b>Ellen Daroszewski</b>
<b>11:30-11:40</b>	Faculty Recognition	<b>Jackie Novak</b>
<b>11:40-11:50</b>	Scholarship Committee Appreciation	<b>Dan Konzen</b>
<b>11:50-11:55</b>	Wrap-up/Thank You	<b>Dallas Taylor</b>
<b>11:55-12:00</b>	Diamondback Tickets Drawing	<b>Mark Forehand</b> <b>Erica Fuller</b> <b>Shannon Benson</b>

## 2016 5th ANNUAL RESEARCH SYMPOSIUM PARTICIPANTS

### Abstracts

#### **Andrew Maus**

School of Business

mausa212@yahoo.com

**Title:** *The Relationships Between Leader-Member Exchange (LMX), Job Satisfaction, and Satisfaction with Supervision*

#### **Abstract:**

The purpose of this quantitative correlation study is to assess the relationships between Leader-Member Exchange (LMX) and job satisfaction, as well as LMX and satisfaction with supervision, measured by the LMX7 assessment and the Job Descriptive Index (JDI). The sample will consist of about 300 employees, in a for-profit institution of higher education, in Phoenix Arizona. The general problem is leaders and managers in higher education who work to improve employee performance through channels such as engagement and motivation (Graen & Schiemann, 2013). The specific problem is that managers in private for-profit institutions of higher education are not given any employee/leader relationship training and may not be fully cognizant of how the quality of their interactions with employees affects their employees' satisfaction levels; which in turn can affect their work engagement, motivation, and performance. The theoretical frameworks are foundational theories in Leader-Member Exchange, employee job satisfaction, and employee satisfaction with supervision. The literature review indicates a limited amount of previous research examining LMX and employee satisfaction levels in the for-profit college industry. Regression analysis will be used to assess the relationships between the three variables of LMX, employee job satisfaction, and employee satisfaction with supervision. The model will consist of two separate regressions because LMW is the only independent variable, while both employee job satisfaction and employee satisfaction with supervision are two separate dependent variables.

#### **Blaine Garfolo, Yvonne Phelps, Ellen Kelpsh**

College of Social Sciences

blain.garfolo@phoenix.edu

**Title:** *Demystifying Assessment: Fundamentals of the Assessment Process Leading Towards Accreditation*

#### **Abstract:**

Accreditation serves as both a quality assurance and accountability mechanism for learning institutions. It is a voluntary process of self-regulation and non-governmental peer review supported, in general, by providers of tertiary education and examines the philosophy, goals, programs, facilities, resources,

and financial viability of the institution. The culture of assessment and the information it generates should be embedded effectively within all institutional systems. This would enable an organization to focus their attention on the assumptions they make with respect to student learning and to promote a culture of continuous assessment and improvement in order to elevate students' quality of learning. It is through a process of programmatic assessment that evidence is gathered to support an application for accreditation to an appropriate accrediting agency. What is driving the assessment movement in higher education? How do accreditation bodies make their decisions? What is the precise basis for accreditation? For example, what filtering process does accreditation bodies use when determining what evidence is or is not relevant when arriving at the final accreditation decision. Presumably, as in courts of law, there must be some mechanism or pre-defined criteria in which evidence is weighed and an appropriate decision is reached. Unfortunately, the mechanism is poorly understood by educational institutions and faculty alike. However, the standards of almost all accreditors include the expectation that institutions clearly state student learning outcomes (SLOs) and to assess those outcomes. Although there are a variety of academic accrediting bodies their policies and approaches tend to be more alike than different and appear to share similar expectations for the assessment of SLOs.

The Assessment of Student Learning and it is a critical issue for students, teachers, curriculum designers, the accreditation process, quality assurance, and review of courses. How a student learns (student learning styles) and what they actually do learn (subject material) are often driven by the assessment required for a course of study.

Assessment is an ongoing, continuing improvement process aimed at understanding and elevating student learning. The purpose is to present a 'roadmap to assessment' that, if followed, will assist an organization in presenting themselves in the best possible light in order to gain accreditation. As methodology proceeds and ultimately provides the guiding strategy for the design and selection of methods used in the assessment process the researchers will present a methodology that will ensure that the assessment process is effective and successful.

#### **Cheryl E. Allison**

School of Business

alisoc@email.phoenix.edu

**Title:** *Spirituality and Sexual Orientation*

#### **Abstract:**

Spiritual engagement for the LGBTQ person can be either a life saver or a factor leading to isolation and depression. Since 1969 a vibrant Christian community has grown within the LGBT community. In the name of God many LGBTQ individuals have experienced rejection, expulsion from church and family, or life altering attempts at reprogramming. In spite of this response some individuals have maintained their faith or found a faith they did not previously have. This study will explore the experience of LGBTQ

men and women who have chosen the path of Christian leadership and the relationship of their gender identity or sexual orientation to that spiritual path. While acceptance has increased in some mainstream denominations eloquent preachers within the LGBTQ community whose messages have implications for all of Christianity are often relegated to the sidelines by a lack of affiliation with major church organizations. Smaller ministries continue to find themselves isolated from the Christian mainstream and the resources for spiritual growth. Ministers in LGBTQ congregations hold a unique position as individuals who may have experienced these negative impacts and also possibly as individuals in the position of developing strategies to counter these negative effects.

The study will consist of an initial survey addressing participant's sexual orientation, gender identity, spiritual calling, and Christian church affiliation or lack of affiliation. The demographic variables chosen for this study include: Christian leadership role, age, gender identity, and sexual orientation. Survey themes will include current Christian organization active participation if any, gender identification and sexual orientation, worship environment level of LGBTQ acceptance or rejection, and whether the individual is "out" within the worship community. These data will be analyzed to extract themes and to determine whether there is correlation between the path to ministry and a specific type of leadership as experienced by the study participant.

### **Crystalyn Jones**

College of Social Sciences  
crismckinney@gmail.com

#### **Title: A New Look at Recidivism**

#### **Abstract:**

The prison population is at an all-time high in the United States and continues to grow at an exponential rate. This has led to prison crowding, inadequate delivery of services, and wasteful use of taxpayer dollars. Largely contributing to this problem are high rates of recidivism; this is defined as a relapse of criminal activity upon release from prison or jail. The national recidivism rate is 67.8% within 3 years of release, and the average cost per inmate is \$30,000 per year. Many efforts have been put forth to combat this problem, but most lack effectiveness. The Justice system is in need of implementing an effective program designed to effectively decrease recidivism rates. After completing a comprehensive review of all existing programs, complying all successes, and learning from mistakes a new program will be created based on the theory of respect and human service. The program will take an individualized approach and will be implemented at various locations around the United States. Participation will

be voluntary and all offenders will be allowed to participate. The program will begin at admission and continue up to a year after release. The program will assess all inmates for possible mental illness, substance abuse, comorbidity, level of function, cognitive ability, and medical and dental needs. Services may include, but are not limited to, education, family support, individual counseling, group counseling, substance abuse counseling, vocational counseling, housing assistance for the homeless, employment assistance, psychiatric care, case management, and initiation of government assistance if needed. The program will utilize cognitive behavioral and client centered evidenced based interventions, modified to include elements of criminality.

### **Dakota Cavanaugh**

College of Social Sciences  
dakota.cavanaugh@gmail.com

#### **Title: Reduction of PTSD Symptom Severity with Equine Assisted Therapy**

#### **Abstract:**

The Department of Defense (DOD) has estimated nearly 2.5 million service members have been deployed to Operation Iraqi Freedom or Operation Enduring Freedom since 2001. About one fifth of the population has been formally diagnosed with post traumatic stress disorder (PTSD) after returning from deployment. Given the rising number of veterans returning home to the United States, alternative therapies should be offered in order to reduce severity of PTSD symptoms. Unlike other species used for therapy, horses have certain traits that will allow combat veterans the opportunity to build trust while also decreasing high levels of stress and anxiety. Combat veterans will be recruited from 10 VA medical centers (N = 235), 3 VA adjustment-counseling centers (N = 32), and 3 military hospitals (N = 33). Participants will be randomly assigned to receive EAP (n=150) or placed on a wait list (WL) (n=150). The treatment group will receive EAP sessions twice weekly for a 12 weeks, with each session lasting 90-minutes. Combat veteran's PTSD diagnosis will be according to DSM-V. Inclusion criteria will include combat veterans returning from deployment from Operation Iraqi Freedom or Operation Enduring Freedom with a clear memory of the trauma, and an agreement to not receive other psychotherapy during the study treatment. Exclusion criteria will be any combat veterans with current suicidal ideation, involvement in a violent domestic relationship, psychotic symptoms, or substance abuse problems. The PTSD Checklist for DSM-5 (PCL-5) will be given as a self-report measurement to monitor symptom changes pre- and post-treatment. During 90-minute treatment session, both a licensed, credentialed mental health professional and a credentialed equine specialist will be available and working alongside the combat veteran. The focus of EAP will not be around riding, but the activities that take place with the equine as a therapeutic approach.



**Dan Konzen, Aaron Coe, and Angela Buer**

College of Information Systems & Technology  
Office of Scholarship Support  
College of Humanities and Sciences  
dan.konzen@phoenix.edu; angelabuer@email.phoenix.edu

**Title:** *Panel of scholars table to address questions on the publication process, getting started, OSS, SAS, IRB, etc.*

**Contact Research Hub Support**

For help with troubleshooting, check out our user help section in the Faculty Hub for FAQs and video tutorials.

The Research Hub Support team is available to answer questions about adding users, profile set up and site use, and otherwise offer user support. For assistance, email us at researchhub@phoenix.edu.

**Contact the Office of Scholarship Support**

Interested in expanding your role in academia? The Office of Scholarship Support is currently looking for peer reviewers as well as content, methodological and technological thought leaders who are interested in working with University of Phoenix faculty. If you are interested in volunteering your expertise, please contact us at oss@phoenix.edu.

To view frequently asked questions related to funding, go to the Scholarship, Research, and Innovation portal.

**Contact the IRB**

To submit an application for IRB review, go to irbnet.org. Please see the UOPX IRBNet Registration Guide (PDF) for a step-by-step walk through on how to register. Read the READ ME FIRST document before submitting into the system. If you've worked through these processes and have questions or need assistance, please visit the IRB landing page or contact IRB@phoenix.edu.

**Contact Committee on Research**

For questions regarding COR, please email the team at: cor@phoenix.edu

**Contact the Research Centers**

Use the links below to email a Research Center directly.

- Center for Behavioral Health Research - behavioralhealth@phoenix.edu
- Center for Educational and Instructional Technology Research - educationaltechnology@phoenix.edu
- Center for Global Business Research - globalbusinessresearch@phoenix.edu



- Center for Health Engineering Research - healthengineeringresearch@phoenix.edu
- Center for Healthcare Research - healthcareresearch@phoenix.edu
- Center for Leadership Studies and Educational Research - leadershipstudies@phoenix.edu
- Center for Management and Entrepreneurship - managemententrepreneurship@phoenix.edu
- Center for Professional Responsibility in Education - professionalresponsibility@phoenix.edu
- Center for Workplace Diversity Research - workplacediversity@phoenix.edu

**Danny Boyle**

College of Humanities and Sciences  
docboyle@gmail.com

**Title:** *The Book of Mormon: Fiction or History? How to make a decision using a pro and con chart.*

**Abstract:**

When the Book of Mormon came off the press in 1830, the United States of America was in its infancy, having only recently emerged from the Revolutionary War and the War of 1812. The Book of Mormon claimed to be a history of some of the early inhabitants of the American Continents. Since little was known about the Native Americans and how they arrived in the Americas, there was no tangible evidence that anything contained in the Book of Mormon was valid. Early critics pointed out claims that appeared to be speculation and wild guesses. However, since then scholarly research and archaeology have shed a more scientific insight into the Book's claims. This author takes a look at these insights using Benjamin Franklin's PRO and CON chart for making important decisions.

**Delta Mu Delta Officers**

School of Business  
dan.konzen@dmdls.org

**Title:** *Delta Mu Delta - Lambda Sigma Chapter Table*

**Abstract:**

**Dina Alsalih**

College of Information Systems & Technology

dinaalsalih79@email.phoenix.edu

**Title:** *The Impact of Vaccination Schedules on Infants' and Children's Physio-Psychological Health: A Qualitative Investigation*

**Abstract:**

The study purpose is to qualitatively investigate the physio-psychological impact of vaccination schedules on children and their families and whether a mandatory vaccination system is more effective than a voluntary vaccination system. Additionally, the researcher will explore the parents' and health care providers' beliefs towards vaccination schedules. Parents' potential discomfort about vaccines and their understanding of vaccination effectiveness will be discussed. The theoretical framework of this study is the Health Belief Model (HBM), which is a psychological model that attempts to explain and predict health behaviors. Qualitative focus groups will be conducted for this study, including adolescents and their parents, as well as healthcare providers who are involved in vaccination schedules. Each focus group will be limited to approximately 12 participants in order to facilitate all members participating in the discussion. The study may contribute in a unique way to fill the gap identified in the problem statement by investigating qualitatively individual physical and psychological experiences, perceptions, and needs regarding the impact of different vaccination schedules. The findings of this study will provide information and insights which may contribute to the public dialogue about vaccination policies.

**Dr. Barbara Gast**

College of Humanities and Sciences

barbgast@email.phoenix.edu

**Title:** *A Correlation Research Study of Interpersonal Power Strategies among Arizona Nonprofit Executives*

**Abstract:**

This quantitative study examined tactical changes among executives in Arizona non-profit organizations while trying to influence higher authorities such as the board of directors. The purpose of the quantitative correlation study was to investigate the relationship between gender and interpersonal influencing tactics among executives of non-profit organizations. The research question was, what is the relationship between gender and power influencing tactics among Arizona executive leaders in nonprofit organizations? The examination related gender to influencing tactics presented in the Profiles in Organization Influence Strategies (POIS) based on social identity theory. Questionnaires were offered to 359 selected Arizona non-profit organization executives to produce the sample of 79 participants. The resulting descriptive statistics compared the tactics used initially against the second

resist attempt. The Likert-type survey captured 18 scale scores for each gender and grouped into clusters relative to tactical questioning. Findings determined there were two gender differences out of 72 variable comparisons, the male leader's call for higher authority. More importantly, both genders consistently failed to change their strategy when selecting influencing tactics. Agility was the potential change that has no gender identity.

**Dr. Charlotte Newman and Irene Blundell**

College of Humanities and Sciences

cnewman@email.phoenix.edu; ixblunde@email.phoenix.edu

**Title:** *Transform Learning through Technology*

**Abstract:**

Technology has changed the academic learning landscape for students beyond the brick-and-mortar classroom. Traditionally, a lecture is accompanied with questions and answers before completing homework assignments. Because of the advancements in technology, students are able to take online courses anytime and anywhere as well as on ground. Students use the similar online platforms. Learner characteristics are important when designing learning environments. With the integration of different technological resources, educators must re-envision the classroom to engage students by personalizing the tools, curriculum, and learning context to achieve course competencies. This study investigates the use of existing technology in the classroom offering possible technological solutions for the classroom of the future.

**Dr. Charlotte Newman and Shereé Rincon**

College of Humanities and Sciences

cnewman@email.phoenix.edu; shereedove@email.phoenix.edu

**Title:** *Knowledge Transfer*

**Abstract:**

Knowledge is vital to the success of an academic institution. It is important for knowledge transfer to occur between faculties to accentuate the student-centered learning environment. The acquisition and sharing of information, tools, and processes facilitates knowledge transfer. Universities should continuously develop knowledge transfer to remain competitive. Knowledge gained by students is put into practice within their organizations, which ultimately affects the community at large. The research proposed may discover how on-ground faculty from various colleges transfers knowledge with the intent to identify best methods to facilitate life-long learning, which significantly impacts student lifelong learning and surrounding communities.

**Dr. Lisa Marie Portugal**

College of Education

lisamariportugal@msn.com

**Title:** *Online Faculty Burn Out, Best Practices, and Student Engagement Strategies*

**Abstract:**

What skills and attributes do successful online instructors have? This phenomenological study may answer that question and explores faculty experiences in online classrooms determining factors that could produce job burnout and stress. Challenges and related stress-producing factors will be examined to classify best practices in distance learning environments. Personal and professional attributes most suited for the expectations and demands required of online faculty will be identified. The study findings may be useful to stakeholders such as higher education leaders, K12 leaders, corporate trainers, faculty trainers, administrators, retention specialists, researchers, job seekers, and students.

**Erika Hoogesteger**

School of Advanced Studies

elhoogesteger@gmail.com

**Title:** *Generation Y Perception of Gamification of Leader Development*

**Abstract:**

There is a mass leadership exodus of the Baby Boomer generation from the workforce and the Generation X population is not large enough to fill the impending leadership gap. Members of Generation Y will be in leadership positions in fewer than 10 years but they need training. Research indicated that in the increasingly competitive marketplace, organizational decision makers need to consider novel ways to attract, engage, and retain Generation Y employees. Generation Y has unique preferences based on growing up on video games and increasingly innovative technology. Gamification innovatively incorporates aspects of video games and game mechanics into nongame activities. Organizational decision makers must consider adjusting leader development to fit the needs of Generation Y. One way might be to gamify leader development. The purpose of this qualitative case study will be to explore how Generation Y perceives gamification of leader development. Data will be collected using semi-structured standardized interviews of a purposeful sample of at least 10 Generation Y individuals from each of three categories of groups on LinkedIn. The categories of groups are gamification, Generation Y, and leader development. The results from this study might aid organizational decision makers in designing or redesigning leader development activities to satisfy the preferences of Generation Y.

**Jackie Novak and Jamal B Ibrahim**

College of Humanities and Sciences

jaflahar@email.phoenix.edu; jibrahim@email.phoenix.edu

**Title:** *An Introduction to the Individualized Learning Model*

**Abstract:**

Higher educational institutions must adapt to the ever changing adult learner through developing and administering an Individualized Learning Model (ILM). The proposed ILM will create a plan for all higher education institutions to review, mold, and adapt to the 21st century student. The ILM will range from flexible scheduling for working adults to developing a curriculum that agrees with the ever changing adult learning style. The ILM will cater to individual learners and no two models of learning will be alike. The Individual Learning Model is a proposal to create a template to use at any higher educational institution where the student can create the assessments within his or her academic career. The ILM will consist of 12 learning options where students can choose between assignments that cater to the learner's style. The assignment output will be selected by the student out of 12 different options. Once established, additional research can be conducted by utilizing different variables. Depending on the results, an experiment on a group of first year students can be explored to identify if an ILM can increase the ability to learn skills and attributes to be prepared for gainful employment. These variables are divided into personal variables such as age and gender.

**Jennifer Watson**

College of Social Sciences

jwatson480@gmail.com

**Title:** *Getting Beyond "I Don't Want To Talk About It": Adding Trauma Release Exercises to PTSD Treatment for Incarcerated Adolescent Males*

**Abstract:**

Adding a somatic modality like Trauma Release Exercises (TRE) to posttraumatic stress disorder (PTSD) treatment as usual (TAU) may improve outcomes for incarcerated male adolescents with cognitive, verbal, and memory deficits related to PTSD. A randomized, controlled comparison study of TRE treatment and waitlisted control groups could reveal significant differences between group scores on measurements of PTSD symptomatology and emotional resilience. Such a result may suggest that the TRE adjunct to cognitive-based PTSD treatment could improve outcomes for this disproportionately traumatized population. Further study may show these results are generalizable to other populations with PTSD diagnosis or subclinical symptoms.

**Jenny Kirgis**

School of Advanced Studies

kirgisjennifer@gmail.com

**Title:** *The Global Contact Center –The Impact on the Lack of Formal Education*

**Abstract:**

One in four jobs in the United States is in a contact center. There is very little formal education training aimed at the contact center professional. There are technological, leadership, statistical, and project management skills needed to thrive in this ever changing global environment. The impact of this lack of education on the contact center industry will be researched and a curriculum will be created to prepare students for a rewarding career in this global field.

**Jessica Wilkinson**

College of Humanities and Sciences

jjwilkinson@email.phoenix.edu

**Title:** *STEM into STEAM-The Integration of Art Within Astronomy*

**Abstract:**

The acronym STEM (science, technology, engineering, and math) has recently gained attention from the US Department of Education and the National Science Foundation. Both organizations are investing grant money to increase student achievement in these disciplines. Expert Harvey Seifter, the Director of the Art of Science Learning, believes that art is missing from the acronym and thinks that STEM should evolve into STEAM by incorporating the arts. Within the literature there is support for the addition of the arts within STEM to foster creativity and innovation; however, does this integration enhance student learning? In this study the researcher critically reviewed the literature supporting arts assimilation within science as it relates to student achievement. The researcher created and taught a STEAM lesson plan that focused on the identification of five major constellations in two seventh grade astronomy classes aligned to Arizona State Standards. The goal of the lesson was to teach Strand 6: Earth and Space Science, Concept 3: Earth in the Solar System, Performance Objective 5: Identify the following major constellations visible (seasonally) from the Northern Hemisphere: Orion, Ursa Major, Cygnus, Scorpius, and Cassiopeia. Students built a planisphere and located the constellations and were asked to research the myths associated with the stars that were created by different cultures and create summaries.

**Joel Maier and Gloria Pearson**

School of Business

joel.maier@phoenix.edu

**Title:** *Delivering Consistent Quality in the Classroom: Assessing Student End of course Feedback (Part I – Increasing the N)*

**Abstract:**

In order to align with the vision of being recognized as the most trusted provider of career-relevant higher education for working adults, the University of Phoenix delivers consistent quality in the classroom rooted in a deep understanding of student needs. While there are many resources available to assess quality in the classroom, the focus of this presentation will be the application of student end-of-course surveys (SEOCS). Over the past six months, the university has implemented a new survey resource, Medallia, which incorporates the Net Promoter Score (NPS) as its measure of satisfaction. Medallia presents data in many useful forms to allow decision makers the ability to make intelligent decisions in assessing student attitudes towards the university, faculty, curriculum, facilities, and more. However, at present time, many students are under the belief that surveys are not read and therefore do not take the time to complete the survey at the end of each course. Part I of this project will report the findings of a pilot at the Phoenix campus to increase the number of students who completed their end of course surveys through active facilitation of this process by the faculty member minimizing respondent burden factors described by Bradburn (1977) as survey length, respondent effort, respondent stress, and frequency of survey.

**Julia Bao**

College of Criminal Justice and Security

juliabao@email.phoenix.edu

**Title:** *High Tech Worker Antitrust Lawsuit – Evaluating a Class Action Settlement*

**Abstract:**

This author discussed a high tech worker antitrust class action lawsuit from the perspective of the impacted workers. The author argues the lack of fairness and appropriateness of the settlement by offering two significant viewpoints: first, the author provided a variety of the reasons why the full estimation report based on an econometric method authorized by plaintiffs' lawyers should be completely transparent to public, especially to the impacted workers themselves; second, given the partially available report data made to the public, the author found the settlement amount offered by the underlying high tech companies is somewhat lower than the estimated damage amount suggested by the above authorized econometric model. This author brought public awareness of this lawsuit at this moment in time because the federal court has scheduled a Fairness Hearing on July 9, 2015.

**Kevin Mohler**

School of Advanced Studies

kmohler11@email.phoenix.edu

**Title: *A Correlational Study of Leadership Influence Tactics and Organizational Performance in Health Care Organizations*****Abstract:**

Scholars found that Leadership Influence Tactics yielded greater stakeholder acceptance resulting in the successful implementation of continuous quality improvement initiatives, subsequently impacting organizational performance. Certain leadership tactics were necessary for facilitating within large-scale organizations. Cultural transformations and desired outcomes fail if the implementation of change was not led effectively. Scholars also found that a leader's preferred influence tactic is important when implementing a successful Six Sigma change program in the high tech industry. Compared to high tech industry Lean, Six Sigma, or Lean Six Sigma continuous quality improvement initiatives were relatively new to the health care industry. A review of 47 healthcare studies concluded that many Six Sigma initiatives were successful, but up to 62% failed due to lack of stakeholder acceptance. Numerous scholars suggested the successful implementation of continuous quality improvement initiatives may delineate the difference between average, exceptional industry performance, and the ability to maintain a competitive advantage. Despite numerous references to leadership and change, there is a limited amount of research related to leader influence tactics that promote the continuous quality improvement methodologies, and the relationship to sustainable results in health care. The purpose of this proposed correlational study is to further investigate the relationship between the leadership influence tactics and performance among the health care organizations that implement six sigma initiatives. The study may fill a practical gap for healthcare organizations evaluating quality based programs and may challenge continuous process improvement initiatives. The results of this study have a potential to enhance hiring and placement procedures, training programs, efficient use of healthcare resources, decrease health care costs, and increase profits for health care organizations.

**Lise Hautzinger-Forrest**

College of Information Systems &amp; Technology

lisehautzinger@gmail.com

**Title: *Employee Engagement, Retention, and Women Technology Professionals: A Literature Review*****Abstract:**

Organizations with higher levels of diversity may experience greater performance, increases in creative problem solving, and enhanced product markets. Research studies suggested that diversity within organizations is beneficial. Some of the identified benefits included improved financial performance,

greater market share, and higher employee performance levels. Other benefits included access to a wider talent pool, more effective corporate governance, healthier risk aversion, and technology projects that stay under budget and are delivered on time. Research studies indicated a strong, significant relationship between employee engagement levels and retention. Higher engagement levels resulted in lower quit percentages. High employee engagement levels and high retention rates resulted in superior organizational success factors such as greater profits, increased sales, larger revenue, and reduced costs. Superior organizational success factors provided organizations with a competitive advantage. The United States is facing the highest talent shortage of technology professionals since the 2008 global recession. A survey of CIOs revealed concerns about retaining technology talent. Labor shortages could force organizations to outsource technology jobs just to meet basic business demands. A review of literature identified that women technology professionals are leaving the technology industry at higher percentages than men. A gap exists in literature concerning why women technology professionals are leaving the technology industry. Gaining a clearer understanding of why women choose to leave the technology profession may help organizations recognize more effective ways to increase retention.

**Mathew Taylor**

College of Health Sciences and Nursing

mathew.taylor@phoenix.edu

**Title: *Nursing Practitioners, Medical Practitioners, and the Affordable Care Act: The Psychology of Conflict*****Abstract:**

The Affordable Care Act (ACA) is intended to substantially broaden access to health care in general, and to primary care in particular. In addition to increasing the nursing population, the ACA also changes the way nurses can deliver primary care. The ACA provides that, in some circumstances, Advanced Practice Nurses (APNs) can act as a patient's primary provider – without physician supervision. The purpose of this study was to better understand the differences among nursing and medical practitioners' perceptions of these changed circumstances, to identify values that are shared by both nursing and medical practitioners, and to suggest ways these differences might be resolved, or at least mitigated. A combination of quantitative and qualitative analysis was used to identify some of the important differences and commonalities between views held by medical practitioners and nursing practitioners concerning these changes in status of nursing practitioners instantiated by the Affordable Care Act. These views were found to be remarkably divergent among professionals who work so closely together, and whose collaboration is so essential in providing health care to the patients they serve. Areas for further research include exploring ways these divergent views can be reconciled, as well as specific actions that nurse practitioners and medical practitioners can take both to collaborate and to compete in order to improve access to care as well as outcomes for their patients.

**Merrill A. Mayper, PhD**

School of Business

mmayper@email.phoenix.edu

**Title: *Teaching Acceptance of Differences and Equality across General Education Curricula: Changing Perspectives on Multiculturalism and Social Acceptance through Transformative Learning*****Abstract:**

As the United States becomes a more diverse nation, institutions of higher learning continue to promote diversity education on their campuses. The purpose of this study was to go beyond courses designed to teach cultural diversity specifically, and to discover how higher education faculty could include lessons on acceptance of differences and equality in the various disciplines of general education taught in today's colleges and universities. Faculty could thereby create an opportunity for students to challenge their mental models and, through transformative learning, change their perceptions on how they view the world. Using the Delphi method, this study brought together a panel of 15 experienced general education faculty, who came to an agreement on 10 attributes and abilities a faculty must have to incorporate lessons of diversity in a variety of general education classes. The panel also agreed upon 10 challenges a faculty member might have with this effort. The results of this study may provide a foundation for faculty development on how to develop these attributes and abilities and overcome the challenges of incorporating diversity lessons in general education.

**Nancy Berman Lees and Kathleen Quigley**

College of Social Sciences

nancylees@email.phoenix.edu

**Title: *Impact of Post-traumatic Stress Symptoms on College Self-efficacy and Student Engagement among Military Members returning from Deployment*****Abstract:**

An increasing number of military members are enrolling in college, however military students are 10 times less likely to complete their undergraduate degrees (Anible, 2007). This study examined the effect of increased post-traumatic stress symptoms, in military students who do not have a diagnosis of PTSD, on characteristics related to retention in university programs and successful completion of college. 144 military students who do not have a diagnosis of PTSD or other mental disorder participated in the study.

Participants, all of whom had been deployed in the last two years, identified the number of deployments and amount of time deployed, and completed three measures: the Post-Traumatic Checklist – Military version (PCL-M) (Blanchard et al., 1993); the Student Course Engagement Questionnaire (SCEQ) (Handelsman et al., 2005); and the College Self Efficacy Inventory (CSEI) (Solberg et al., 1993). The results demonstrate a significant relationship between increased Post Traumatic Stress Symptoms and two characteristics that influence college success: College Self Efficacy and Student Engagement. In addition, length of deployment moderated the relationship between Post Traumatic Stress Symptoms and College Self Efficacy. These findings indicate areas for intervention to support the success of military students. The findings also suggest a strong need for support and intervention for all military students who have been deployed, not just those with a confirmed diagnosis of PTSD or other mental disorders.

**Nandita Verma**

School of Business

nandita.kohli.verma@gmail.com

**Title: *“Physical Intelligence” – A New Foundation for Personalized Education*****Abstract:**

From where does true brilliance originate? According to Siegel, a Master Certified Coach with the International Coach Federation, “genius comes from right inside of your own body.” Siegel stated “[a]t birth our bodies already know much more than we are consciously aware of knowing” (Lange & Siegel, 2007, p. 27). “Physical Intelligence” taps into the inner wisdom of an individual as the foundation that further empowers an individual to thrive in his or her external learning environments and practical fields of experience. Is it possible for students to be more connected with their inner sense or self- enabling them to tap into their inner genius? Dr. Carla Hannaford, an internationally recognized educational consultant, claims that “thinking and learning are not all in our head” (Hannaford, 2005, p. 109). Dr. Howard Gardner’s work on multiple intelligences has been applied and developed over the years. Often cited is the truth and importance of “kinesthetic intelligence” - opening the channels of communication with a large community of brilliant individuals (Hannaford, 2005). It is well understood that students learn in different ways, and that instructors merely act in the capacity of facilitators for collaboration. This study proposal is to conduct research throughout the University’s domain via student and faculty surveys and to develop workshops for facilitators and students to align faculty with their students across all disciplines of study.

**Nelly Clotter-Woods**

College of Criminal Justice and Security

Nclotter@email.phoenix.edu

**Title:** *A Correlational Study Examining Emotional Intelligence, Burnout, and Job Insecurity in Public Child Welfare Workers***Abstract:**

Workers experience job insecurity and burnout due to an inability to control one's emotions. Negative emotional health is related to detrimental patterns of work behavior (Spector, Fox, & Domagalski, 2006). Positive emotional intelligence is associated with productivity and healthier work relations. This correlational, quantitative study evaluates emotional intelligence, burnout, and job insecurity among employees in a public child welfare group. A census population of 500 public child welfare service workers employed by the Arizona Department of Economic Security (DES), Division of Children, Youth, and Families (DCYF) were sampled. Three instruments were used for this study: the 33-item Emotional Intelligence Scale, the Staff Burnout Scale for Health Professionals, and the Job Insecurity Scale. The researcher used parametric tests including t-tests, multiple correlational hypotheses testing, along with nonparametric equivalent of Spearman Rank tests. Recommendations were included for improving emotional intelligence, and responding to job burnout and job insecurity in the workplace.

**Patricia Stoffers**

College of Health Sciences and Nursing

nppatti@hotmail.com

**Title:** *Theory-based Strategy to Enhance Nurses' Teaching Skills with Patients***Abstract:**

The aim of this study was to develop an evidence-based educational program for registered nurses to improve their knowledge and confidence in providing diabetes education and integrate teaching into patient encounters using motivational interviewing techniques. Diabetes is a growing public health problem and nurses lack confidence in educating patients about diabetes care. Patients with diabetes can be taught self-management strategies in order to decrease complications. Nurses are at the front lines to start the education process but not all nurses are confident in teaching patients about diabetes. A theory-based education session designed to enhance nurses' confidence as patient educators holds promise. A pilot study was completed using a quasi-experimental pretest-posttest design on a medical telemetry unit in a large metropolitan hospital. The study included a convenience sample of 32 medical/surgical nurses who self-reported their confidence and self-efficacy levels on a 10 item Likert-type scale

previously tested for validity and reliability. Nurses participated in a two hour interactive educational workshop in which they learned methods to include diabetes education during patient encounters using motivational interviewing techniques. The results of the pilot study showed nurses significantly increased their confidence and self-efficacy in diabetes education on every survey item after a diabetes education workshop using motivational interviewing. Pre- and post-workshop documentation of diabetes education increased from 10% to 73% and the number of diabetes encounters per patient was increased from one educational encounter per patient to almost five educational encounters per patient per hospital stay. When nurses become more confident in diabetes education and start the education process about diabetes self-management, patients may improve self-management of their disease to manage problems early and reduce complications. This improvement could lead to a decrease in hospital admissions and complications such as heart disease, stroke, blindness, and amputations.

**Phyllis Carbonaro**

College of Education

pcarbo@email.phoenix.edu

**Title:** *Adopting a Technology Mindset***Abstract:**

The digital revolution has allowed students to move from viewers to creative producers (Shelly, Gunter, & Gunter, 2010). Many educators support the connection between technology and a "high-quality education" (Department of Education, 2003, p. 3). Ultimately, a course "exists through the instructor who teaches it" (Wlodkowszki & Ginsberg, 2010, p.10). According to Ertmer and Ottenbriet-Leftwich (2010), "it is important to investigate how teacher technology beliefs underlie and support meaningful technology uses" (p. 262). The four dimensions of change are: beliefs, content knowledge, pedagogy, and altered instructional resources and technology (Fullan & Stiegelbauer, 1991, as cited in Ertmer & Ottenbriet-Leftwich, 2010). The purpose of this study is to investigate the connection between the four dimensions of teacher change and technology usage in the classroom. Through the implementation of a short questionnaire, data will be collected from instructors in the College of Education to determine the level of technology currently being used as a "meaningful pedagogical tool" (Ertmer & Ottenbriet-Leftwich, 2010, p. 255). Based on instructor feedback, a plan will be crafted to design actions to promote instructor change in technology usage to support student success. The study will have three phases. The first phase will be foundations. During this phase, a literature review will be created and required approvals will be obtained. Phase two will be collection. Surveys will be administered and data will be analyzed. Based on data, a plan to close the gap will be designed. The last phase will be implementation. The plan will be implemented through face-to-face meetings where post feedback will be collected. Future plans may include expanding to other colleges and including instructors across disciplines.

**Richard Bowman and Dr. Patrick Sherman**

School of Business

rbowman@email.phoenix.edu; Patrick.Sherman@phoenix.edu

**Title: *Impact of Automated Scheduling on Adjunct Faculty Onboarding Process*****Abstract:**

The University of Phoenix enhances the success of students by selecting the best-qualified faculty (Pepicello, 2014-2015 Faculty Handbook, p. 6). The process to select and train faculty candidates is judged to be one of the best in higher education. However, the length of time currently required to contact prospective candidates and place them into their first class results in the loss of many highly qualified candidates. The introduction of the automated scheduling system has added significant time to the process. This research will evaluate data based upon the first contact and first class for new faculty, before and after the implementation of the automated scheduling system. The determination will be made as to whether the additional time added by the automated scheduling system has resulted in the loss of talented potential faculty candidates. Finally, recommendations to improve the recruitment, training, and onboarding of faculty candidates will be made.

**Ruth Embleton and Dr. Lily Davidov**

College of Humanities and Sciences

riembleton@gmail.com; leramvd@hotmail.com

**Title: *The Effect of Participation in the Annual Research Symposium on Degree of Confidence in the Research and Publishing Process among the University Community*****Abstract:**

Many higher learning institutions require their faculty to have experience in publishing; some even require students to publish while pursuing their doctorate degree. The job market is more favorable for faculty and graduates with research experience. While there are increasing pressures for faculty and students to publish; why they do not publish is still a complex question. Scholars identified various concerns and dilemmas that novice researchers experience when preparing to publish. Pressures regarding the publishing process are not centered on the lack of knowledge or skill set but more regarding clarity of writing and the publishing process, ambiguity as a novice writer and researcher, and anxiety about time management between work, school, and publishing. The University of Phoenix (UOPX), Phoenix Campus, promotes research through its' Annual Research Symposium. From 2012-2014 only faculty

were able to participate in the symposium, and in 2015 doctoral and masters students were invited to participate. The purpose of this study is to present the literature review with specific insights on challenges and benefits faced by novice researchers when attempting to write and publish for the first time. In 2016, the purpose of this proposed study will be make unbiased observations (and collect the data) if participation in the Annual Research Symposium has the intended causal effect on researcher's degree of confidence in the research and publishing process among the University community. In 2017, the researchers will report the results and provide recommendations. Understanding the effect of participation in the Annual Research Symposium on the degree of confidence in the research and publishing process may increase enrollment and completion rate of doctoral and masters courses. Additionally, the result of the study may contribute to proper use of University resources, increasing the demand for University of Phoenix graduates, create a highly diverse and well researched workforce, generate more in market share, and maximize the University of Phoenix's standing within the community it serves.

**Sheila Alimonos**

College of Social Sciences

Saga2\_2000@yahoo.com

**Title: *I'm doing it MY way: Aging Baby Boomer Women*****Abstract:**

Every seven seconds an American turns 50 years old, 51% are women (Muhlbauer, 2015). The biopsychosocial landscape for American women over the age of 50 is rapidly changing. Women born between 1946 and 1964 are the fastest growing group of agers, comprising almost 20% of the population in America (US Census Bureau, 2014). Consequently, there is a need for understanding the woman's experience as she transitions from middle age to old age (Barrett & Montepare, 2015). By the age of 85, baby boomer women will outnumber men two to one (US Census Bureau, 2014). Given the growing population of aging women and the lack of research regarding the female experience, it becomes evident that there is an increasing need to understand successful aging from a subjective, gynocentric lens. In other words, looking at aging from a female perspective (Chrisler, Rossini, & Newton, 2015; Strauss, 2011). This project is a systematic review of the literature identifying the aging experience of middle-aged women transitioning to old age. The results indicated that baby boomer women are elongating middle-age. The current successful aging theories are failing to address the multidimensional experience for this cohort of women.

**Susan Bonnell**

College of Social Sciences

susanbonnell1@email.phoenix.edu

**Title:** *Does Professor Attachment Style Affect Learning in the Classroom and Online?*

**Abstract:**

Attachment style is a psychological theory that predicts the relationship that a child forms with his or her adult caretakers will influence how the child forms all other interpersonal relationships in the future. Attachment styles are usually described in three distinct categories; (a) secure attachment, (b) ambivalent/anxious attachment, and (c) avoidant attachment. When adults have a secure attachment style they are better able to collaborate, receive support, and are more comfortable in their interpersonal interaction. Ambivalent/anxious attachment style adults may have a strong desire for close relationships, but fear they will not last. Avoidant attachment style adults are more autonomous and will cut themselves off from meaningful close relationships.

In higher learning environments, student engagement is and should be an educator's focus. Student engagement has led to greater student success and retention and the use of collaborative learning environments has been considered a key aspect in the use of learning centered environments (LCEs). The focus of the LCE is to provide multiple methods of learning delivery in the classroom. Multiple methods of learning delivery in core subject competencies supported learning in the classroom, and enhanced the opportunity for each student to have a competency delivered in a way that he or she could best learn from, stimulating and increasing the student's ability to learn the competency being studied. When the student's ability to learn the competency is stimulated in the preceding way, student engagement in the learning process is enhanced. Scholars have found that the attachment style of the student has an impact on the student's academic success both with the face-to-face and online classroom experience. What is lacking in the literature is research on the relationship between the teacher's attachment style and student engagement in their classroom making further research warranted and necessary. The purpose of this quantitative correlational study is to examine the relationship between the teacher's attachment style and student engagement. The significance of this study is that the attachment style is malleable and teacher awareness of their own attachment style may generate new evidences to support new teacher-training procedures towards more effective student engagement in the classroom through the use of a LCE approach. Based on the results of the study the potential exists for creating new opportunities in the classroom, better student engagement, and creation of a more skillful and dynamic workforce in the higher learning institutions.

**Susan Ferebee**

College of Information Systems & Technology

ferebees@gmail.com

**Title:** *Design and Development of a Lead Management System*

**Abstract:**

Managing Big Data is relevant for small to medium enterprises because the analysis of big data can provide the competitive edge needed to compete with larger organizations (Forward View, 2013). A medium-sized direct mail organization in the Phoenix area believed they could maintain a competitive stature and tightly target their marketing through the acquisition, storage, and analysis of detailed customer data. To this end, the organization purchased the entire universe of customer leads within a specific range of broad demographics which included 85 data fields for each customer. The purchase was for 125,000,000 individual customers. The researcher's role in this project was to design an Oracle database to store the data, design the up-front application to retrieve and format the data for a variety of uses, including merging the data into mailers, and to write sophisticated SQL queries for data analysis, resulting in charts, graphs, and reports.

This project took 2 years, and included a staff consisting of two outsourced programmers from India, a database administrator, several testers, and quality assurance assistants. The end product fully met all requirements and allowed the organization to alter and refine marketing techniques based on having complete customer profiles, as well as having greatly expanded ability to analyze marketing response.

**Susan Perkins, Kathleen Rupp, and Barbara Halle**

College of Health Sciences and Nursing

susan.perkins@phoenix.edu; kathleen.rupp@phoenix.edu; barbara.halle@phoenix.edu

**Title:** *Caring Science: a Facilitation Model for Nursing Student Success*

**Abstract:**

Faculty caring in nursing education enhances the student experience and promotes student success. Nurse educators must create academic programs that identify at-risk students and facilitate caring relationships that help students achieve successful outcomes. Jean Watson, the adopted nurse theorist of the University of Phoenix School of Nursing, provides the conceptual model for the integration of Human Caring Theory into a new faculty model for nursing student academic support and mentoring. Watson's Ten Caritas creates a framework of transpersonal caring that supports a caring relationship during teaching and learning opportunities between expert faculty and nursing students. Ongoing personal, professional, and spiritual growth facilitated by Caring Theory can lead the nurse educator and nursing student to engage in a healing practice that becomes a precursor for professional health

and happiness. Graduate nurses who enter professional practice are dependent on the experiential learning that occurs in their nursing curricula. There is a gap between expected professional practice behaviors and demonstrated behaviors among nursing faculty in the educational setting. New strategies for identifying at risk students, mentoring, coaching, and preventing student crisis situations are developed and implemented through forming caring relationships between nursing faculty and nursing students. The purpose of this research is to develop a nursing faculty training program based on the Caring Science model for faculty to take after successful completion of the University of Phoenix Faculty Certification process. The nursing faculty training program will promote the demonstration of caring behaviors during course facilitation and student remediation. Pre and post surveys will be used to determine the faculty's perceived level of caring engagement before and after the training. Students who receive mentoring or course facilitation by nursing program faculty will be asked to complete a questionnaire to determine their perception of faculty engagement and caring behaviors.

### **Toni Durda**

College of Social Sciences

tdurda@hotmail.com

**Title:** *Moving Through the Trauma*

#### **Abstract:**

During their lifetimes, 61% of men and 51% of women will experience at least one trauma. Of those who do, approximately 8% of men and 20% of women will develop Post Traumatic Stress Disorder (PTSD). A majority of those who seek treatment will continue to exhibit significant lingering symptoms and less than 50% of those who receive Cognitive Behavioral Therapy (CBT) will have clinically notable improvements.

Trauma Sensitive Yoga (TSY) is a client-centered, mind-body adjunctive treatment model. Through gentle breathing and movements, trauma survivors can learn to have a more favorable relationship with their bodies. Threats activate the sympathetic and parasympathetic nervous system. Exposure to extreme threats can affect an individual's ability to modulate the responses of both the sympathetic nervous system (SNS) and the parasympathetic nervous systems (PNS). Individuals suffering from PTSD are prone to dysregulation of their arousal modulation, experiencing increased activation in their SNS and decreased activation in their PSN. The "physical" imprint of past trauma affects the interpretation and psychological response to current circumstances. Through TSY, a part of the brain, the insular cortex, becomes more robust; increasing self-awareness, regulating emotions, and one's perception in relation to time and space.

### **Tony Floda, PhD**

College of Social Sciences

tony.floda@phoenix.edu

**Title:** *A One Year Analysis of the Learning Outcomes of Graduate-Level Counseling Students at UOPX/Phoenix Campus*

#### **Abstract:**

While the assessment of student learning outcomes is important for all educational institutions, it is particularly important for nontraditional, for-profit institutions in the current climate of governmental concerns about the academic effectiveness and rigor of for-profit colleges and universities. In the social sciences, programmatic accreditation and professional credentialing of graduates underscore the quality, rigor, and efficacy of the program. A particularly effective method to assess the learning outcomes of University of Phoenix (UOPX)/Phoenix Campus students in the Master of Science in Counseling program is to analyze student results on nationally accepted and standardized professional examinations. One such examination is the National Board of Certified Counselor's (NBCC) National Counselor Examination (NCE). This study will analyze the results of 13 years of NCE results (2001-2014) for UOPX/Phoenix Campus graduate Counseling students and compare them to the results of all other national universities. The research hypothesis is that the UOPX/Phoenix Campus outcomes are equal to or better than national university outcomes.

### **Tony Floda, PhD, NCC**

College of Social Sciences

tony.floda.phoenix.edu

**Title:** *"What's Up (Quality-Wise) Doc?": An Analysis of the Teaching Quality of College of Social Sciences Faculty at the UOPX/Phoenix Campus*

#### **Abstract:**

Program Evaluation is a form of applied research that allows organizations to assess how effective their programs and staff are in reaching their goals. At UOPX there are a variety of metrics that are used to assess faculty performance as defined by the UOPX Faculty Handbook requirements. Metric Analysis and Continuous Process Improvement activities can then be used to determine areas of strength and opportunities to improve teaching quality. An analysis of a wide variety of faculty quality indicators (e.g. Facilitation Skills, Timeliness Skills, Classroom Performance Reports, Classroom Management Tool results, Online Evaluation of Classroom data, Student End of Course Surveys, and Likelihood to Recommend/Feedback scores,) for a 6 month time period (September 2014-March 2015) will be performed. Descriptive and inferential statistical methods will be utilized to assess relationships and differences between various program and faculty quality indicators. The results will be utilized to develop a Process Improvement Plan in order to continually improve the teaching quality of the College of Social Sciences faculty at the UOPX/Phoenix Campus.

**Vernon Wooldridge**

College of Humanities and Sciences

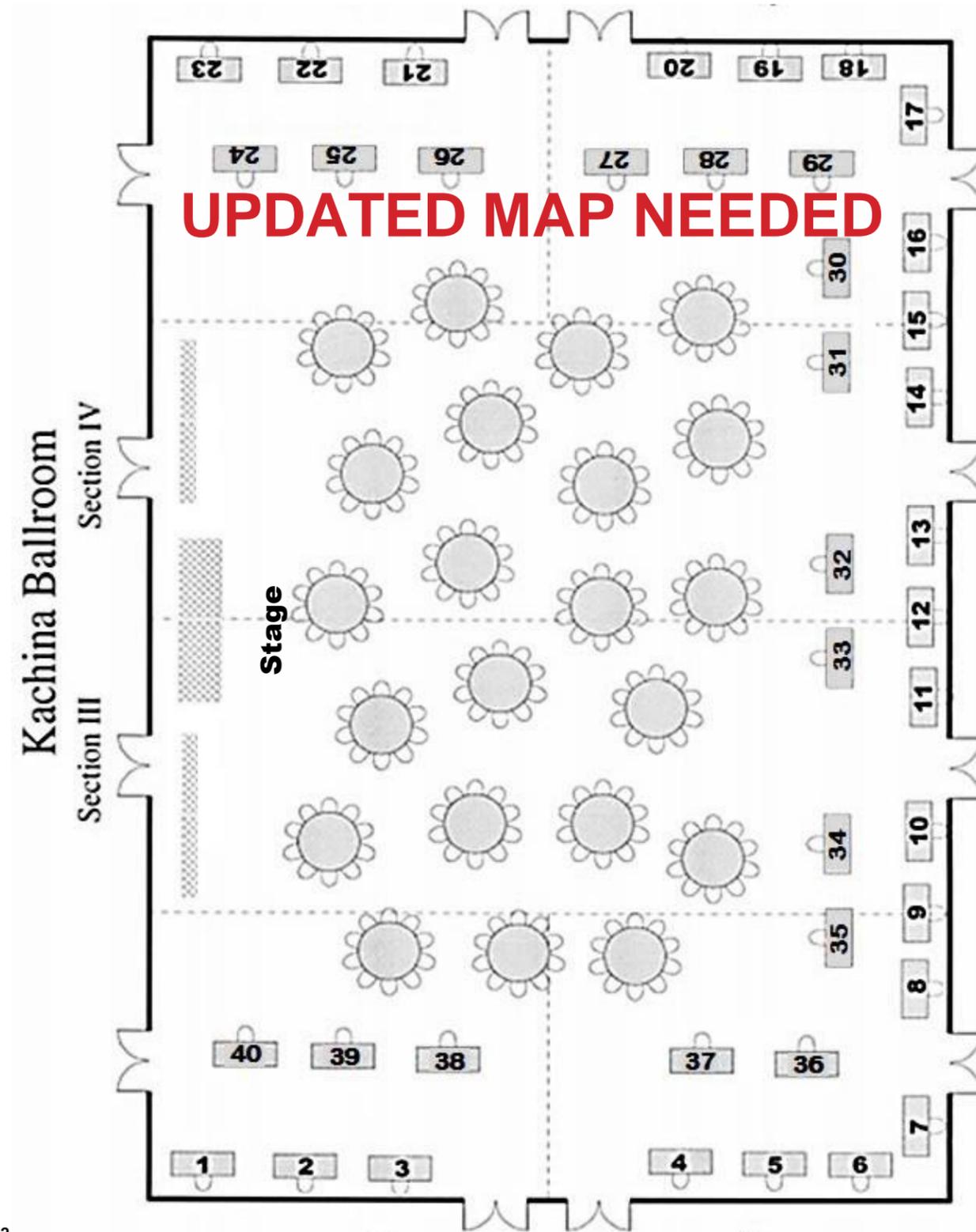
verwoo@msn.com

**Title:** *Factors Affecting Technology in Education*

**Abstract:**

Significant increases in instructional technology investments in recent years have been discrepant with anticipated gains in learner proficiency levels. Past researchers have attempted to explain the relationship between available educational technology and benefits of technology-assisted instruction as a predictor of student achievement. Although there are a number of factors affecting technology in education (FATE), as a tool supporting instructions, this foundational study will begin with the cognitive associations. Specifically, the intent for this proposed educational technology study is to examine the relationship between teachers' perceptions of instructional technology and adult-learner critical thinking proficiency levels in courses facilitated using one of the four University of Phoenix's technology advanced classrooms. Achievement and proficiency levels will be assessed using blind historical data from exam scores and overall final class averages. The common variable associated with students identified for the study will be the actual subject/course being taught in the Classroom without Boundaries (CWB). During this phase of the study, the goal is to collect pertinent information by survey to examine the facilitators' perception of the CWB effectiveness and impact, when instructing critical-thinking concepts and principles. The results from this study may provide additional insight in determining the potential influence of facilitators' technology perceptions of adult-learner critical thinking proficiency levels, when supported by the technology-rich environment in the CWB. Finally, this foundational platform paves the way for future studies designed to examine both positive and negative FATE elements.

**The SCEB Rewards Committee would like to thank the following donors for their contributions to this year's participants:**



Table

Presenter/s

1	Dr. Vernon Wooldridge
2	Sheila Alimonos
3	Mathew Taylor
4	Nelly Clotter-Woods
5	Erika Hoogesteger
6	Ruth Embleton & Dr. Lily Davidov
7	Kevin Mohler
8	Dan Konzen, Dr. Aaron Coe & Angela Buer
9	Dan Konzen, Dr. Aaron Coe & Angela Buer
10	Dina Alsalih
11	Patricia Stoffers
12	Tony Durda
13	Susan Bonnell
14	Joel Maier & Gloria Pearson
15	Andrew Maus
16	Dakota Cavanaugh
17	Jennifer Watson
18	Crystalyn Jones
19	Tony Floda
20	Tony Floda
21	Nandita Verma
22	Phyllis Carbonaro
23	Blaine Garfalo, Yvonne Phelps & Ellen Kelpsh
24	Jessica Wilkinson
25	Susan Perkins, Kathleen Rupp & Barbara Halle
26	Richard Bowman & Dr. Patrick Sherman
27	Nancy Berman Lees & Kathleen Quigley
28	Jackie Novak & Jamal B. Ibrahim
29	Lise Hautzinger-Forrest
30	Dr. Merrill A. Mayper
31	Susan Farabee
32	Julia Bao
33	Dr. Charlotte Newman & Shereé Rincon
34	Dr. Charlotte Newman & Irene Blundell
35	Dr. Lisa Marie Portugal
36	Cheryl E. Allison
37	Dr. Barbara Gast
38	Danny Boyle
39	Rewards Committee
40	Rewards Committee
41	DMDLS Leadership Table