2012 WINTER

RESEARCH SYMPOSIUM

PROGRAM

MIAMI, FLORIDA
Wednesday, January 18, 2012 • 7–8:30 p.m.

WALDEN UNIVERSITY
A higher degree. A higher purpose.

Contents

Introduction

Welcome to the Walden University Winter 2012 Research Symposium in Miami, Fla. In keeping with the tradition, this symposium showcases the work of faculty members, students, and our newest graduates, all of whom have been working on a wide range of research topics and areas of inquiry.

Each symposium is a little different, however, and it is not hard to see distinct themes in the topics that are being presented and discussed this evening. First, an increasing number of graduates and faculty members from our professional doctorate programs are participating in the symposium, and as a result, we see more projects that address problems in practice through local data and evidence. Second, for this symposium, we have a somewhat larger-than-normal percentage of new graduates, representing nearly all of the doctoral programs. Finally, several faculty members have returned to the symposium to update our academic community on their ongoing projects, many of which have been funded by the university.

Consistent with previous symposia, we offer two formats for the presentation of research. Posters provide researchers an opportunity to engage with all individuals attending the symposium and potentially to network with other interested researchers. Within the roundtable format, a select group of researchers will be available for interactive discussions of their work, with handouts and visual materials offered to support the discussion.

The "magic" of a research symposium can be found in the interactions between presenters and audience. So, please don't be shy—step up, ask questions, make comments, and enjoy the experience. We also encourage you to use the "Contacts" page at the end of this program to record key connections that you make at this event.

Best,

Daniel W. Salter, Ph.D.
Director of Strategic Research Initiatives, Center for Research Support, and Faculty, The Richard W. Riley College of Education and Leadership

Symposium Program Committee

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Pamela H. Smith, Ph.D., College of Management and Technology
Andrew Thomas, Ph.D., The Richard W. Riley College of Education and Leadership
Kelley Jo Walters, Ph.D., The Richard W. Riley College of Education and Leadership

Poster Presentations

Completed Research

1. Relationship Between CSR and Financial Performance

Moussa Berete, D.B.A., Graduate, College of Management and Technology

This study examined the relationships between Corporate Social Responsibility (CSR) and previous and subsequent financial performance in the pharmaceutical industry. The results indicated positive and significant relationships. It was also found that the significance of the relationship between CSR and subsequent financial performance relationship is a function of previous financial performance.

2. Attitudes of Hospital Executives Regarding Disaster Preparation and Services

Daniel Berman, D.B.A., Faculty, College of Health Sciences

This presentation explores the dynamics of hospital administrators' desire to be socially responsible and to provide services to the community while struggling with the fiscal sustainability of the hospital during a disaster. The research explored quality of care, management, and budgetary and regulatory issues related to hospital administration.

3. Environmental Learning Center's Lagoon Days Research Study

Laurie Boulden, Ph.D., Graduate, The Richard W. Riley College of Education and Leadership

The primary research question is: Do students participating in a guided inquiry program at the Environmental Learning Center manifest achievement gains in science? Data included pretest and posttest scores of participating fourth-grade students. Statistical analysis demonstrated statistically significant growth in learning regardless of the type of school the students attend.

4. The Effects of Healthcare Information Technology Adoption on Nursing Home Quality Rating Scores

Sophia F. Brown, Student, College of Management and Technology

The literature revealed that adoption of healthcare information technology (HIT) may be instrumental in improving the quality of care and services in nursing homes. Data from the 2004 National Nursing Home Survey were analyzed, and no statistically significant relationship was found between the nursing home quality rating scores and the number of HIT systems adopted.

5. The Effects of Religiosity on Values-Behavior Congruency

David Eric Browning, Ph.D., Graduate, College of Social and Behavioral Sciences

This study investigated the impact of religiosity on individuals' values-behavior congruency. College students completed surveys to assess religiosity, values, behaviors, and religious affiliation. Results showed significant differences among Catholic, Nazarene, and one nonreligious group on religiosity, most values, and most behaviors. Finally, some values-behavior relationships were influenced by religiosity.

6. The Effect of Leadership Flexibility and Effectiveness on City Manager Tenure

Patrick Burtch, Ph.D., Graduate, College of Social and Behavioral Sciences

Using Hersey and Blanchard's theory of situational leadership as a theoretical framework and the Leadership Behavioral Analysis II® Self (LBAII® Self) as an instrument, this study explored managers' leadership flexibilty and effectiveness and whether selection of an appropriate leadership approach impacts length of service in the city manager role.

7. Activating Students' Prior Knowledge: A Key Instructional Strategy in Low-SES Schools

M. Glenn Cason, Ed.D., Graduate, The Richard W. Riley College of Education and Leadership

Thousands of educational institutions turned to the Learning-Focused Schools (LFS) model of instruction after failing adequate yearly progress, but they continued to fail. This study reviewed activating students' prior knowledge before using LFS in a low-socioeconomic class (low-SES) middle school. Data indicated a significant increase in test scores when teachers activate prior knowledge.

8. Associations Between Risk Factors and Severity of Geriatric Facial Trauma

Joseph E. Cillo Jr., D.M.D., Student, College of Health Sciences

This study used cross-sectional, secondary data analysis to determine associations among eight specific risk factors and geriatric facial trauma severity. There was a significant association only between mechanisms of injury and geriatric facial trauma severity. Specifically, assaults were found to be associated with the greatest geriatric facial trauma severity.

9. Empowerment, Self-Efficacy, and Validation Among Family Advocates in Systems of Care*

Donna M. L. Heretick, Ph.D., Faculty, College of Social and Behavioral Sciences

Joseph Russell, Student, Argosy University

Nachsen and Jamieson found that family members who become family advocates (FAs) may experience empowerment or frustration as advocates. This study surveyed 37 FAs (79%) in counties that participate in a statewide system of care. Prior experience as consumers and advocacy role title did not differentiate the generally high reports of empowerment. However, levels of empowerment, self-efficacy, and validation of efforts were related to specific types of advocacy activities.

Funded by a Faculty Research Initiative Grant from Walden University.

10. Assessing College Students' Desire to Enhance Global Learning Professional Competencies

Rosalind R. King, Ph.D., Graduate, College of Management and Technology

Literature indicates the urgency to enhance global learning professional competencies (GLPCs) needed to better prepare college students for globalization in the 21st century. This study assessed students' feelings regarding the use of social software technology (SST) and personal tacit knowledge to enhance GLPCs.

11. Implementing Effective Professional Learning Communities With Consistency at the Middle School Level

Daniel Lippy, Ed.D., Graduate, Richard W. Riley College of Education and Leadership

Ernest Zamora, Ph.D., Faculty, Richard W. Riley College of Education and Leadership

The project study sought to explore the implementation level of professional learning communities (PLC) in the local district. The PLC Assessment—Revised was administered to 185 teachers. The results of the survey were analyzed using descriptive statistics and a regression analysis. The results showed an inconsistent implementation of PLCs.

12. Students' Perceptions of a Mobile Application for College Course Management Systems

Roopa Mathur, Ph.D., Graduate, College of Management and Technology

Higher education administrators need data on student perceptions to support their decision making regarding mobile learning applications. The researcher surveyed students regarding their perceptions of and intent to use a course management system—Blackboard Mobile Learn. The key social change is a mobile learning solution for students to be lifelong learners.

13. Active Threat/Shooter: Evolution of Community Terror

David Milen, Ph.D., Faculty, College of Social and Behavioral Sciences

There is an increase in active threats/shooter incidents occurring in the United States. A hospital located near Chicago collaborated with 40 emergency response agencies, school systems, and hospitals to create a real-life training video for community stakeholders that depicts an active threat/shooter situation.

14. Accumulating, Preserving, and Sharing Knowledge in Law Enforcement: Officer Perspectives

Michael Millstone, Ph.D., Faculty, College of Management and Technology

In this phenomenological study, perspectives of law enforcement units were explored. Four internal factors creating obstacles to knowledge-sharing included (a) loss of expertise through retirement and attrition, (b) destruction of investigative records, (c) fragmentation or absence of standardized training, and (d) lack of commitment to knowledge management initiatives.

15. Improving the Academic Performance of Fifth-Grade Students

Bernice Parrott, Ed.D., Faculty, The Richard W. Riley College of Education and Leadership

The problem addressed in this applied research project was that fifth-grade students were experiencing limited academic success. To address the problem, the author identified and implemented eight research-based procedures to help at-risk students learn. As a result of these interventions, the formerly at-risk fifth-grade students achieved satisfactory academic success.

16. A Phenomenological Examination of a Teacher Mentoring Program From the Perspective of Novice Teachers

Esmeralda Pérez-González, Ed.D., Graduate, The Richard W. Riley College of Education and Leadership

The qualitative, phenomenological study was implemented on 10 female novice teachers, who were surveyed, interviewed, and observed. This triangulation of data validated the district teacher mentoring program as being effective at the district and campus levels and provided female novice teachers with ongoing professional development, campus mentors, opportunities for collaboration, and collegial support throughout their first and second years of teaching.

17. Common Characteristics and Attributes of Self-Managed Virtual Teams

William Laurence Quisenberry, D.B.A., Graduate, College of Management and Technology

This phenomenological study explored the common characteristics of virtual team members. Data were obtained from 31 participants and guided by Moustakas' modified Van Kaam method of analysis. The results contribute to understanding the character traits that leaders should seek while staffing teams and the leadership strategies that should be used to oversee the groups.

18. Nurses' Views of Precepting Undergraduate Nursing Students[*]

Deborah A. Raines, Ph.D., Faculty, The Richard W. Riley College of Education and Leadership

Nurse preceptors are a bridge between the world of academics and clinical practice. Experienced nurse preceptors ($n = 26$) shared their stories of precepting undergraduate nursing students. Three consistent themes emerged. These findings have implications for nursing programs and faculty members working with undergraduate students in the clinical setting.

Funded by a grant from The Palm Healthcare Foundation, West Palm Beach, Florida.

19. Comparing the Change in Efficiency of the Western and Islamic Banking Systems

Ali Said, D.B.A., Graduate, College of Management and Technology

The purpose of this quantitative, nonexperimental study was to compare the change in efficiency of different banks, specifically Islamic and Western, that occurred during the economic downturn in 2007–2009, using 2006 as baseline. The size of relative assets and the classification of banks were used to compare the change in the banks' efficiencies.

20. Impact of Faculty Learning Styles on Technology Integration Into Instruction

Celeste M. Schwartz, Ph.D., Graduate, The Richard W. Riley College of Education and Leadership

Guided by Kolb's experiential learning theory and Davis's technology acceptance model, a causal-comparative research design was used to examine learning style differences in faculty's perceived usefulness (PU) and perceived ease of integrating (PEOU) media-rich content into instruction. A secondary focus is the relationship between PU and PEOU to help clarify the conflicting research.

21. Phenomenographic Inquiry Into Faith as a Cultural Competency

Stephanie K. Scott, Ph.D., Faculty, College of Social and Behavioral Sciences

Donna S. Sheperis, Ph.D., Faculty, College of Social and Behavioral Sciences

Tiffany Rush-Wilson, Ph.D., Faculty, College of Social and Behavioral Sciences

This research examined faith as a cultural competency in counseling. Faith offers the unique quality of an ultimate authority beyond the client. Using phenomenography, the researchers sought to better understand faith as a cultural variable as well as the conflicts that result when faith is a prominent variable.

22. Impact of Drum Circle Participation on Self-Awareness in Counseling Students*

Stephanie K. Scott, Ph.D., Faculty, College of Social and Behavioral Sciences

Stephanie J. W. Ford, Ph.D., Faculty, College of Social and Behavioral Sciences

This research examined the impact of drum circle participation on self-awareness in counseling students. Self-awareness is a foundational aspect of clinical efficacy in counselors. Impact on students was assessed using grounded theory methodology in areas of internal and external self-awareness and self-knowledge.

23. A Grounded Theory Approach to Use of Differentiated Instruction to Improve Students' Outcomes in Mathematics

Juniace Senecharles Etienne, Ed.D., Graduate, The Richard W. Riley College of Education and Leadership

A grounded theory approach was used to explore inclusion teachers' perceptions on the effectiveness of differentiated instruction in inclusion math classes on students with learning disabilities. Survey and interview protocols were developed and administered to collect data. Data were open, axial, and selectively coded and were synthesized into categories and subcategories following emerging themes and patterns. A theory of effective instructional practice is presented from the teachers' viewpoint. This theory may meet the needs of students who have learning disabilities and who require an individualized education program with a mathematics goal.

24. The Role of Nursing Schools in Community-Based Research and Health Promotion

Crystal Shannon, Ph.D., Graduate, College of Health Sciences

Community-based health promotion (CBHP) is an important component of public health, and schools of nursing (SON) represent a valuable resource for CBHP. Chicago metropolitan SON and local community members discussed their practice of CBHP and community-based participatory research (CBPR) efforts. Results showed that most SON participate in limited CBHP and CBPR activities.

25. Implementing Writing Readiness Prescriptive Profiles

Jennifer Smolka, Ph.D., Faculty, The Richard W. Riley College of Education and Leadership

Kelley Jo Walters, Ph.D., Faculty, The Richard W. Riley College of Education and Leadership

Laurel Walsh, Ed.D, Faculty, College of Undergraduate Studies

This follow-up poster session focuses on the data-based outcomes of The Riley College of Education and Leadership's Writing Readiness project. After implementing an automated essay evaluation tool to determine Writing Readiness for doctoral students in 2010, the team collected and analyzed data to determine its effectiveness in identification of skill deficiencies. After identifying patterns of writers' skill deficiencies, all of the assessed students were given personalized prescriptive writing profiles support. In the fall term for Ph.D., Ed.D., and Ed.S. programs, almost 500 students received the new profiles, which increased curricular writing support for students from 5% to 22.5%.

26. Evaluating the Impact of the Shekhinah Clinic Education Campaign on Participants' Understanding of HIV Transmission, Prevention, and Testing

Christina Spoons, Student, College of Social and Behavioral Sciences

Mark Gordon, Ph.D., Faculty, College of Social and Behavioral Sciences

The Shekhinah Clinic in Tamale, Ghana, has partnered with local organizations and international nongovernmental organizations to implement an education/awareness program in the surrounding villages. These villages are disproportionately affected by access to HIV/AIDS testing and treatment that reduces the stigmatization and discrimination of those living with HIV/AIDS, reduces misconceptions about the virus, and increases knowledge about HIV transmission and prevention.

27. Mental Health Stigma, Treatment Seeking, and Physical Health: Model Test*

Amy E. Sickel, Ph.D., Faculty, College of Social and Behavioral Sciences

Nina Nabors, Ph.D., Faculty, College of Social and Behavioral Sciences

In this study, 423 adults were surveyed to test a modified model of stereotype threat in the relationship among mental health stigma, treatment seeking, and physical health. Structural equation modeling revealed partial support for the study hypotheses inasmuch as stigma related directly to treatment seeking and indirectly to physical health through self-esteem and anxiety.

28. Physician Relationship and the Oldest Old: Preliminary Findings*

Lee M. Stadtlander, Ph.D., Faculty, College of Social and Behavioral Sciences

Martha J. Giles, Ph.D., Faculty, College of Social and Behavioral Sciences

Amy E. Sickel, Ph.D., Faculty, College of Social and Behavioral Sciences

Previous research has suggested that individuals who are 85 and older have fewer primary health provider (PHP) visits. This mixed-methods study used student researchers to conduct interviews and used locus of control, general self-efficacy, health-efficacy, and resilience measures. Results indicated that the majority of the individuals in the sample were satisfied with their PHP relationship.

29. Research Knowledge and Efficacy: Two Quarters in an Online Laboratory*

Lee M. Stadtlander, Ph.D., Faculty, College of Social and Behavioral Sciences

Martha J. Giles, Ph.D., Faculty, College of Social and Behavioral Sciences

Amy E. Sickel, Ph.D., Faculty, College of Social and Behavioral Sciences

Stadtlander and Giles showed the feasibility of an online psychology research laboratory. The present study extends their work by examining improvement in students' research skills and self-efficacy in two quarters of a structured online lab. Findings indicate that lab students' research knowledge improved significantly over the control group.

30. The Impact of Systematic and Multisensory Phonics Instructional Design

Eloise D. Stewart, Ed.D., Graduate, The Richard W. Riley College of Education and Leadership

This study investigated whether struggling first-grade readers who scored below the 30th percentile will make greater progress in decoding skills with phonics instruction that is based on a highly systematic and multisensory approach than struggling readers using a traditional design.

Changes in teaching practice to enhance early reading literacy gave struggling readers an alternative approach when a traditional approach was unsuccessful.

31. Association Between Vegan, Vegetarian, and Omnivorous Diets and Overweight and Obesity

Daniel Sullivan, Student, College of Health Sciences

Numerous studies have addressed vegetarians and vegans in terms of disease prevention, but few have addressed associations between their dietary intake and body mass index. This cross-sectional, quantitative survey study obtained demographic, psychosocial, lifestyle, and dietary information on omnivores, vegetarians, and vegans to assess their risk of overweight and obesity.

32. The Influence of Online Multimodal Perception on Critical-Listening Skills

Valerie L. Trollinger, D.M.E., Faculty, Kutztown University

John W. Flohr, Ed.D., Faculty, The Richard W. Riley College of Education and Leadership

The purpose of the study was to investigate the degree to which critical perception instruction influences critical-listening skills in undergraduate, nonmusic majors. Preliminary data analysis of the control and experimental groups revealed a significant difference ($p = .013$).

33. The Relationship Between Emotional Intelligence and Adult Male Batterers

Mark A. Welty, Ph.D., Faculty, College of Social and Behavioral Sciences

This study employed an ex post facto, causal-comparative research design to examine whether batterers differ from the norm with respect to emotional intelligence (EI). In addition, the impact of traumatic life histories was evaluated to examine the influence on EI. This study found that the EI of batterers was significantly lower than that of the normal group.

34. Effect of Schooling on Social Skills Maturity

Kristy Jean Wharfe, Student, College of Social and Behavioral Sciences

The social skills and problem behaviors scores of 45 students were compared to determine if differences existed based on their type of schooling (home, public, or private school). The Social Skills Improvement System Rating Scale was used. A multivariate analysis of variance found no overall differences for social skills maturity between groups.

In-Progress Research

35. African-American Perceptions of Skin Tone and Quality of Life Across the Lifespan

Tamara Batiste, Student, College of Social and Behavioral Sciences

Brian Ragsdale, Ph.D., Faculty, College of Social and Behavioral Sciences

Perceptions of skin tone discrimination among African Americans impacts quality of life experiences. Research shows that darker-skinned African Americans perceive inferior treatment compared with lighter-skinned peers. The current research study examined differences among participants of different skin tone, age, and gender on factors contributing to psychological well-being.

36. Implementing Turnitin in Online Classes to Reduce Unoriginal Writing

Mary Brown, Ed.D., Faculty, College of Social and Behavioral Sciences

Peter Kiriakidis, Ph.D., Faculty, The Richard W. Riley College of Education and Leadership

Limited research has been conducted on the use of Turnitin reports to reduce unoriginal writing. The research problem was the lack of research-based findings on the implementation of Turnitin in online classes of graduate and postgraduate students. The findings may help education stakeholders improve academic integrity.

37. Scholarship as a Community of Learners

Joe Ann Hinrichs, Ed.D., Faculty, The Richard W. Riley College of Education and Leadership

Carole Pearce, D.Ed., Faculty, The Richard W. Riley College of Education and Leadership

Becoming a college graduate is an important milestone in one's life but merely the first step in a life of scholarship. Boyer's work regarding active scholarship provides a pattern for the next steps as an educated person. This qualitative study gleans information from current and newly graduated students and faculty regarding best practices in publishing and presentation of research, which can provide the impetus for others who have stalled in this process or for people new in the process of scholarship. This study will provide some answers and questions toward delivering active scholarship to society.

38. Professional Psychology Graduate Students in Distance Education: Impact on Underserved Communities

Nina A. Nabors, Ph.D., Faculty, College of Social and Behavioral Sciences

Marilyn J. Powell, Ph.D., Faculty, College of Social and Behavioral Sciences

Kimberly A. Lynch, Student, College of Social and Behavioral Sciences

Professional psychology graduate students and recent alumni in clinical, counseling, and school psychology were surveyed about the mental health resources in their communities, the size and location of their communities, the populations they currently serve (or aspire to serve), and their personal demographics to understand the impact of distance education on underserved populations.

39. Teacher and Administrator Perceptions of Turnover at a Private School

Kevin P. Sieling, Student,
The Richard W. Riley College of Education and Leadership

Private school teachers are leaving their positions at an alarming rate. Understanding teachers' and administrators' perceptions of the factors affecting turnover constitutes a local problem. Qualitative data will come from focus groups, one-on-one interviews, and school artifacts. This investigation promotes social change by offering schools the insights needed to secure long-term commitments.

40. Predicting Length of Stay in Transitional Treatment Facilities for Homeless Men

Reginald Taylor, Ph.D., Faculty, College of Social and Behavioral Sciences

Sabrina Swope, Student, College of Social and Behavioral Sciences

Homelessness is one of the most significant mental health issues in America. Yet, the homeless community remains understudied and underserved by psychological professionals. This study will examine factors that influence the likelihood of homeless male victims remaining in transitional treatment facilities long enough to increase their chances of successful reintegration into society.

Roundtable Sessions

1. Knowledge Sharing and Educational Technology Acceptance in Communities of Practice

Beate Baltes, Ed.D., Faculty, The Richard W. Riley College of Education and Leadership
Completed Research Project

Previous research insufficiently investigated the interrelationship between Educational Technology Acceptance and virtual Communities of Practice (vCoP). A correlation study was conducted in an academic vCoP at a German university. A sample of 72 faculty members was surveyed regarding attitudes and perceptions toward knowledge sharing in vCoP.

2. Maximizing Workplace Performance: Linking Theory to Practice

Gene E. Fusch, Ph.D., Faculty, College of Management and Technology
Proposed Research Project

The presenter will discuss the previous research that led to his professional practice using research methods to assess workplace performance, intervention selection and development, and evaluation. Additionally, planned future applied research, encompassing models and approaches, will be highlighted.

3. Engagement Multiplied: The Impact of College-Level Dialogue and Reflection Experiences on Civic-Mindedness as Professionals

Cheryl Keen, Ed.D., Faculty, Richard W. Riley College of Education and Leadership
Completed Research Project

A research team analyzed data from a survey of more than 1,000 Bonner Scholars alumni from 30 campuses. Clear associations were found among engagement in and reported impact of service-learning program activities and the civic-mindedness and civic action of alumni as professionals. Dialogue across boundaries of perceived difference was the key mediating variable.

4. Effect of Professional Development on Implementation of Literacy Strategies

Completed Research Project

Marie-Anne Mundy, Ph.D., Faculty, The Richard W. Riley of College of Education and Leadership

Mary E. Howe, Ph.D., Faculty, The Richard W. Riley of College of Education and Leadership

This quantitative survey design examined teachers and demonstrated the most effective patterns of professional development (PD). Study results of various PD indicated that demonstration lessons had the highest perceived value while inservice had the least value. A weekly PD schedule demonstrated the most value while the one-shot effort had the least value.

5. Making a Difference: A Retention Formula and Model for College Student Success Regardless of Type of Institution, Student Gender, Age, or Ethnicity

Proposed Research Project

Alan Seidman, Ed.D., Faculty, The Richard W. Riley College of Education and Leadership

This presentation will examine a formula and model for college student success (retention). It will demonstrate how colleges and universities can prepare their programs and courses so that students will have the greatest probability of academic and personal success. The integration of college services will also be explored to help facilitate student success. Participants will be encouraged and challenged to use the formula and model in future research.

6. Exploring the Value of Relationships: A Dynamic, Resource-Based View of Relationships and Strategic Leadership

Proposed Research Project

William C. Schulz III, Ph.D., Faculty, College of Management and Technology

An enhanced process typology of organization resources is developed that provides a basis from which to explore the value of relationships and relationship capital. A model is developed that deconstructs the relational dimensions of social capital at three levels and demonstrates how the process creates difficult-to-imitate resource value.

7. How Teacher Education Programs Affect the Instructional Practices of Teacher Candidates

Thomas DeVere Wolsey, Ed.D., Faculty, The Richard W. Riley College of Education and Leadership

Completed Research Project

This study examined critical components of literacy preparation in teacher education programs at nine universities across the United States. The cross-case study includes three phases that link the literacy components of teacher preparation programs. Phase I is described here. A mixed-method, cross-case analysis design was used in this investigation.

Publication Opportunities at Walden

Positive social change requires the timely and effective communication of information and best practices. Accordingly, Walden University supports a collection of peer-reviewed journals designed to advance change and share the scholarly contributions of our students, faculty, and professional partners.

All members of the Walden community are encouraged to submit articles on their completed research to a Walden journal that fits with the topic. Currently, four options are available on the Center for Research Support website at http://researchcenter.WaldenU.edu/Research-Opportunities-at-Walden.htm

These options include:

• *The Journal of Social Change (JSC)*—The *JSC* is Walden's flagship journal dedicated to advancing the core mission of the university.

• *The International Journal of Applied Management and Technology (IJAMT)*— The *IJAMT* serves to advance knowledge and applied practices within the fields of management and technology on an international scale.

• The *Journal of Social, Behavioral, and Health Sciences (JSBHS)*—The *JSBHS* advances positive change across a variety of professional disciplines that contribute to improving the quality of daily life.

• The *Journal of Educational Research and Practice (JERAP)*—The *JERAP* provides a forum for studies and dialogue that allows readers to better develop social change in the field of education and learning.

Contacts

Be sure to jot down names and contact information of Walden University faculty members and students who are doing work in your area of research interest.

Name

Program

E-mail _____ Phone _____

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