



Debbie L. Hahs-Vaughn

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**EDUCATION**

Ph.D., Educational Research  
The University of Alabama, Tuscaloosa, AL  
2003  
Emphasis: Quantitative Statistics

MBA  
Southwest Missouri State University, Springfield, MO  
(now Missouri State University)  
1995  
Emphasis: Marketing

BFA, Graphic Design  
Southwest Missouri State University, Springfield, MO  
(now Missouri State University)  
1990  
Magna Cum Laude

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**PROFESSIONAL  
EXPERIENCE**

Program Coordinator, Methodology, Measurement, and Analysis  
Department of Learning Sciences & Educational Research  
College of Community Innovation & Education  
University of Central Florida, Orlando, FL  
August 2021-present  
Responsibilities include student recruitment to the Ph.D. and two Certificate programs (Advanced Quantitative Methodologies Certificate; Qualitative Certificate; program assessment and evaluation via institutional effectiveness; course scheduling; facilitating student development (e.g., orientation, graduate student workshops)

Professor, Methodology, Measurement, and Analysis  
Department of Learning Sciences & Educational Research

College of Community Innovation & Education

University of Central Florida, Orlando, FL

August 2016-present

Responsibilities include teaching graduate level quantitative statistics and research courses, maintaining an active research agenda, submitting and securing external funding, and participating in professional service. Emphasis on national/international recognition and leadership.

Co-Director, Coalition for Creating and Sustaining Innovative Schools

College of Community Innovation & Education

University of Central Florida, Orlando, FL

March 2019-2021

Responsibilities include providing direction and leadership to the Center activities including consultation to schools and learning environments particularly as it relates to assessment, research, and quantitative analysis of data

Assistant Vice Provost for Faculty Excellence

University of Central Florida, Orlando, FL

August 2016-May 2018

Responsibilities of this .50 FTE position included serving as senior advisor to the Vice Provost for Faculty Excellence and UCF Global on all faculty initiatives including assisting the Vice Provost in leading UCF's COACHE initiative; leading the exploration of adoption of an electronic faculty reporting system, leading the Targeted Opportunity Program, which provides funding to secure underrepresented faculty and faculty partners, and numerous awards including Reach for the Stars, Pegasus Professor, and Trustee Chair programs which span the Office of the Provost and the Office of the President. This position is also responsible for all faculty development programs including new faculty development, leadership development, and faculty fellows. Together with the Associate Director for Faculty Excellence and the Vice Provost, this position is also responsible for reviewing and approving promotion and tenure criteria and AESP criteria. Supervised 2 full-time staff and 4 part-time faculty.

Highlights: Led implementation of university-wide strategies designed to address areas of opportunity identified from the COACHE faculty survey; Led creation and implementation of multiple year-long faculty development programs designed to increase retention and promotion of faculty (Academic Leadership Academy, Assistant Professor Excellence Program, Associate Professor Mentoring Communities, Chairs and Directors Excellence Program, Non-Tenure Earning Communities); Targeted Opportunity Program resulted in securing 8 of underrepresented faculty and 10 faculty partners over a two-year period.

Special Assistant to the Vice Provost for Faculty Excellence (.50 FTE)

University of Central Florida, Orlando, FL

May 2015-August 2016

Responsibilities include leading the design and analyses of research efforts to determine the effectiveness of faculty initiatives; this includes but is not limited to cost-effectiveness and cost-benefit analysis and experimental and quasi-experimental designs that advance UCF's missions through retention and advancement of faculty. Responsibilities also include interfacing with faculty, directors, administration, and others including participating in meetings when the discussion is expected to involve components that may impact research on faculty excellence and will assist in

policy development as requested and provides interpretations of policies and procedures related to faculty; providing professional support to and leadership in other areas of academic affairs as necessary and assigned, including, for example, coordinating and evaluating a leadership academy for seasoned faculty and a coaching program for early career scholars; managing the application process for the targeted opportunity program and Reach for the Stars as well as overseeing the evaluation process for Trustee Chairs. Additional responsibilities include providing timely and constructive feedback to colleges/units on their promotion and tenure criteria and annual evaluation documents.

Associate Professor, Methodology, Measurement, and Analysis  
Department of Educational & Human Sciences  
University of Central Florida, Orlando, FL  
August 2009-July 2016

Assistant Professor, Methodology, Measurement, and Analysis  
Department of Educational Research, Technology, and Leadership  
University of Central Florida, Orlando, FL  
August 2003-July 2009

Senior Proposal Development Associate  
Office for Sponsored Programs, University of Alabama, Tuscaloosa, AL  
May 2001-August 2003

Responsibilities included increasing the number and quality of project proposals including activities such as concept development, team building, proposal writing and editing, budget development, and providing general assistance in all pre-award responsibilities of the Assistant Academic Vice President for Research.

Manager, Student Support Services TRIO Program  
University of Alabama, Tuscaloosa, AL  
November 1999-May 2001

Responsibilities included designing and implementing a comprehensive federally funded academic support program for 200 low-income, first-generation, and disabled undergraduates. Duties included planning and administering the budget (\$250,000/year); grant writing for continued funding; interim and annual federal reporting including program evaluation ensuring the program is meeting objectives; maintaining public relations within the campus and the community to garner support and referrals to the program; designing curriculum and courses designed for skill development; and supervising a full-time staff of three and part-time staff of six employees.

Manager, Graduate Student Services  
University of Alabama, Tuscaloosa, AL  
February 1998-November 1999

Responsibilities included developing, coordinating, and maintaining services and resources for approximately 3,500 graduate students. These services/resources included: planning and overseeing

an annual orientation for incoming graduate students; planning and overseeing an annual Graduate Student Research Conference; planning and implementing graduate student seminars; coordinating and maintaining the Graduate Student Peer Mentoring Program; maintaining and updating the Graduate Student Services web page; promoting services through advertisement; coordinating artwork, content, and printing of all literature; coordinating all PR activities; and advising the Graduate Student Association, the Alpha Epsilon Lambda Graduate & Professional Student Honor Society, and the PINNACLE Adult and Nontraditional Student Honor Society.

#### Director, Educational Services

Alabama Credit Union League, Birmingham, AL

July 1996-February 1998

Responsibilities included the planning, development, and promotion of workshops and conferences offered to credit unions on a statewide level with an annual budget of approximately \$200,000. Duties included performing needs assessments, curriculum development assistance, organizing the structures of the program, planning the host site, and promoting to credit unions within the state and/or in the southeast region. This position was also responsible for evaluating and planning an intense two-week management school held at the University of Georgia; administering correspondent modules; organizing and updating an audio/visual resource library; and promoting and providing scholarships through an Educational Foundation.

#### Marketing Director

Metro Credit Union, Springfield, MO

September 1993-June 1996

Responsibilities included the planning and budgeting of the Marketing Department for a credit union \$20 million in assets with 7,500 members. Duties included researching potential and competitive services; developing and coordinating member education; staff training and development; developing a complete marketing program including contacts and visits with current and potential groups, displays, image analysis and promotion, membership recruiting, publications, research, theme development and usage, and youth and senior programs among others; promoting services through advertisement; coordinating artwork, content, and printing of all literature; coordinating all PR and community/volunteer activities; assisted in revising the employee incentive program; initiated employee "idea teams"; developing a working knowledge of the credit union's data processing system; and developing an understanding of credit union history, philosophy, organization, bylaws, and operational procedures.

Membership increased from 6,200 to over 7,500 members and employee groups increased from 54 to 74 groups. Key member in coordinating community activities which led Metro Credit Union to receive the statewide Dora Maxwell Social Responsibility Recognition Award in 1994, 1995, and 1996, and the national Dora Maxwell Award in 1996.

#### Graphic Designer

Letsch Advertising, Springfield, MO

August 1992-September 1993

Creative Services Assistant  
McBee Loose Leaf Binders, Springfield, MO  
August 1988-August 1992

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**EXTERNAL AWARDS,  
HONORS, &  
RECOGNITIONS**

Certified Group Design (Randomized Controlled Trials and Quasi-Experimental Designs) Reviewer for the U.S. Department of Education Institute for Education Sciences (IES) What Works Clearinghouse (WWC)

(recertified, version 5.0 standards, May 2023; recertified, version 4.1 standards, Feb. 2020; version 4.0 standards, March 2018; version 3.0, October 2013; Mathematica, Oakland, CA)

The WWC conducts systematic reviews and meta-analyses reviews on programs, products, practices, and policies in education with the goal to provide information to make evidence-based decisions. WWC certified reviewers have attended training, passed a certification test, and successfully reviewed studies against WWC evidence standards. At the time I received certification, this was a competitive selection process—I was one of only 12 nationwide selected to participate in certification for 3.0 standards (less than 10% of qualified applicants were selected; about 50% of those successfully completed certification); there were only about 100 group design certified reviewers nationwide.

Regression Discontinuity Design Reviewer for the U.S. Department of Education Institute for Education Sciences (IES) What Works Clearinghouse (WWC)

(certified version 4.1 standards, January 2023)

Dr. Shirley S. Schwartz Urban Education Impact Award from the Council of Great City Schools to the Teacher Quality Partnership Program and Orange County Public Schools

October 2022

Honors an outstanding partnership between a university and an urban school district that has had a positive and significant impact on student learning.

Certified Single Case Design Reviewer for the U.S. Department of Education Institute for Education Sciences (IES) What Works Clearinghouse (WWC)

(certified version 4.1 standards, May 2022)

Quality Blended Course Designation, Quantitative Foundations of Educational Research (EDF 7403; 2021)

Earning the Quality Blended Course designation identifies the course as meeting the tenets of an effective blended course design, integrating face-to-face and online portions of the course into one, cohesive experience for students.

External Awards continued...

Paper Award, Selected for the Presidential Cross-Cutting Session American Educational Research Association

Lavery, M. R., Amrein-Beardsley, A., Pivovarova, M., Holloway, J., Geiger, T., & Hahs-Vaughn, D. L. (2019, April). Do Value-Added Models (VAMs) Tell Truth about Teachers? Analyzing Validity Evidence from VAM Scholars. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

- Selected by AERA President, Executive Director, and AERA Program Co-chairs for

inclusion in a special set of AERA Presidential cross-cutting sessions.

#### Meta-Analysis Training Institute

Loyola University, Chicago

(August 4-11, 2018)

Competitive selection process. Selected as one of 35 (out of 150 nationwide) to participate in week-long training on advanced meta-analysis topics. This included topics such as robust variance estimation, meta-regression, missing data, meta-SEM, and single-case designs.

#### Outstanding Paper Award, American Educational Research Association Professors of Educational Research Special Interest Group (awarded April 2018)

Hahs-Vaughn, D. L., \*Acquaye, H., \*Griffith, M. D., \*Jo, H., \*Matthews, K., \*Acharya, P. (2017, April). Statistical literacy as a function of course delivery format. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

#### High Quality Online Course Designation, Statistics for Educational Data (EDF 6401; 2018)

Earning the Quality Online Course designation identifies the course in the FloridaShines online course catalog and provides evidence that the course meets a number of quality metrics, including an explicit pace, multiple methods for students to demonstrate learning, a variety of instructional materials and media aligned with learning objectives, and meets accessibility and university design standards.

#### Best in Strand Award

Presented by the Online Learning Consortium for the 2017 annual meeting panel presentation:

Chen, B., Cavanagh, T., Dziuban, C., Moskal, P., Stull, C., Tojo, J., Kirkley, D., Hahs-Vaughn, D. L., Shaban, M., Tidwell, C. (2017, November). Implementing adaptive learning: Multiple perspectives from practitioners, leadership, and researchers.

Panel presentation at the annual meeting of the Online Learning Consortium.

Best in Strand Award: Innovations, Tools, and Technologies Strand. This award is a special distinction given to the highest rated presentations.

External Awards continued...

#### Cost-Effectiveness Cost Benefit Analysis Methods Institute Fellow

Teachers College, Columbia University, New York

(August 2015)

Competitive selection process. Selected as one of 22 (out of 66 nationwide) to participate in week-long training to learn cost-effectiveness cost benefit analysis. This included topics such as principles and methods of cost analyses and applications, effectiveness measurement and utility analysis, CEA metrics, and benefit analysis and shadow pricing techniques.

#### Service Award

Presented by the American Educational Research Association Educational Statisticians Special Interest Group

(April 2015)

Presented in recognition of service to the field of educational statistics and the professional organization. Only one award is presented annually.

Researcher of the Year

Presented by the Florida Educational Research Association  
(November 2013)

Selection is based on level of productivity, quality of contributions, and sustained performance over a three-year period. This is not an award to which researchers can apply, and in some years a recipient has not been named. Per Dr. Betsy Becker, Professor, Florida State University and Chair of the Selection Committee, "As the 2013 recipient, Dr. Hahs-Vaughn clearly rose to the top among her peers and was a very easy choice for the committee."

Faculty Institute Mentor, American Educational Research Association Faculty  
Institute for the Teaching of Statistics with Large-Scale Datasets

June 2011, Stanford University

Selected to serve as a Faculty Mentor to mentor faculty nationwide who had been accepted, from a competitive selection process, to participate in an institute sponsored by AERA designed to increase the use of large-scale data when teaching quantitative statistics.

Introductory Statistics Course (EDF 6401, Statistics for Educational Data)  
nominated for Florida Distance Learning Consortium Course Showcase  
January 2011

Reviewer of the Year, Mid-South Educational Research Association's Journal  
Research in the Schools (2007)

External Awards continued...  
External Awards continued...

Quasi-Experimental Design and Analysis Workshop Fellow  
(2006; instructed by W. R. Shadish and T. D. Cook)

Competitive selection process; 25 faculty nationwide selected. Funded by the U.S. Department of Education, Institute for Education Sciences, the workshop's aim is to prepare attendees to design the best current quasi-experiments for educational research and help them analyze the data that these better designs produce. The course sessions will provide intensive training on the theory and practice of quasi-experimental design, via lectures and via hands-on experience. Led by Thomas D. Cook and William Shadish.

American Educational Research Association Institute on Statistical Analysis for  
Education Policy Fellow (2004)

Robert M. Barksdale Memorial Endowed Scholarship  
(2001-2002; University of Alabama)

Sarah L. Healy Endowed Graduate Scholarship  
(2000-2001; University of Alabama)

National Center for Educational Statistics Database Training Institute Fellow  
(2000)



National Science Foundation Database Training Institute Fellow (1999)

External Awards continued...

Kappa Delta Pi Education Honor Society (inducted fall 1998)

Phi Kappa Phi Honor Society (inducted spring 1998)

Printing Industries of America Scholarship (1989-1990)

Upperclass Regents Scholarship (1987-1988, 1988-1989, 1989-1990; Southwest Missouri State University now Missouri State University)

Phi Eta Sigma Honor Society (inducted spring 1986)

Freshman Regents Scholarship (1986-1987; Southwest Missouri State University now Missouri State University)

External Awards continued...

Tri-County Business and Professional Women's Scholarship  
(1986-1987)

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**UCF & INTERNAL  
AWARDS AND  
RECOGNITIONS**

Research Incentive Award (RIA) Recipient

(4-time recipient—2008, 2013, 2018, 2024; UCF)

Selected on the basis of value or impact of research within the discipline and to society; recognition of research by peers in the discipline; publication and presentation of research efforts; and external grant support for research.

\*Permanent \$5,000 base pay raise

Teaching Incentive Program (TIP) Award Recipient

(4-time recipient—2008, 2013, 2018, 2024; UCF)

Selected on the basis of efforts to improve teaching, creative approaches to teaching, efforts to contribute to the overall improvement of teaching, learning, and professional development of others.

\*Permanent \$5,000 base pay raise

Scholarship of Teaching and Learning (SoTL) Award Recipient

(3-time recipient—2011, 2016, 2024; UCF)

Selected on the basis of the value and impact of scholarship of teaching and learning efforts

\*Permanent \$5,000 base pay raise

Excellence in Graduate Teaching Award, College of Education/CCIE

(3-time recipient—2007, 2017, 2024; University of Central Florida)

One faculty member in the college is selected in recognition of outstanding graduate teaching.

\*\$2,000 award

#### Excellence in Graduate Teaching Award, University Award

(2024; University of Central Florida)

One faculty member of all college-level Excellence in Graduate Teaching Awards is selected for university-wide recognition of outstanding graduate teaching.

\*\$2,000 award

#### Course highlighted in PAL video

My online courses were one of two faculty selected to highlight as models for personalized adaptive learning. <https://cdl.ucf.edu/teach/pal/>

#### UCF Internal Awards continued...

##### Judge's Choice Award, 2023 Student Scholar Symposium

\*Farotimi, O., \*DeStefano, C., & Hahs-Vaughn, D. L. (2023). An enhanced preparation model (EPM) for improving educational outcomes: Measuring pre-service teachers' self-efficacy. Presented at the Annual UCF Student Scholar Symposium (Orlando, FL).

Recognition for an outstanding presentation at the 2023 Student Scholar Symposium.

##### Affordable Instructional Materials (AIM) Initiative Recognition (Spring 2022)

Recognition for commitment to affordability and access of course materials

##### College of Community Innovation and Education Research Course Release Grant (fall 2020)

One course release for one semester to focus on seeking significant, nationally competitive external research grants

##### Downtown Interdisciplinary Research Initiative (DIRI) Round II Grant (spring 2020)

One course release provided to support interdisciplinary faculty collaboration and downtown community engagement through research proposals aimed at the submission of external grant proposals. This project was geared towards enhancing financial literacy and wellness in downtown Orlando with summer funding to prepare the major proposal for submission.

##### Downtown Interdisciplinary Research Initiative (DIRI) Round I Grant (spring 2020)

One course release provided to support interdisciplinary faculty collaboration and downtown community engagement through research proposals aimed at the submission of external grant proposals. This project was geared towards enhancing financial literacy and wellness in downtown Orlando, submitting to the National Endowment for Financial Education.

##### COACHE Mini Grant (spring 2020)

One course release provided to develop and facilitate a departmental women's networking group to assist in improving areas identified by the COACHE faculty climate survey

UCF Internal Awards continued...

Digital Learning Course Redesign Initiative (3 semester project beginning fall 2019)

One course release for one semester, in addition to three semesters of CDL assistance, are provided to redesign components of EDF 7403 into personalized learning

Sabbatical (competitive type IA; Fall 2011 and 2018; University of Central Florida)

Instructional Innovation Initiative

(Spring 2018; University of Central Florida College of Education and Human Performance)

Course release award to innovate instruction

Member, Scroll & Quill Society

(inducted April 2016)

The specific focus of this society is on recognizing faculty members who have demonstrated sustained and outstanding achievements in research and/or creative activities at UCF and brought positive national and/or international attention to the institution through these activities.

2015 UCF Women Making History

(March 2015)

One of 31 UCF women recognized by the UCF Center for Success of Women Faculty (selected by the Executive Board of the UCF Center for Success of Women Faculty) during National Women's History Month

Excellence in Research Award (College of Education & Human Performance)

(2014; University of Central Florida)

One faculty member in the college is selected based on cumulative value and impact of research efforts at UCF within the discipline and to society; recognition of research efforts by individual's peers in the same or in related disciplines; publication and presentation of research results; and external grant and contract support for the research work appropriate to the candidate's discipline.

\*\$2,000 award

Major Grants Development Stimulus

(2014 and 2013; University of Central Florida)

Competitive selection to receive one course re-assignment to allow time to write and submit a proposal to a federal agency

UCF Internal Awards continued...

Honorable mention, Chuck D. Dziuban Award for Excellence in Online Teaching (Spring 2012; University of Central Florida)  
Selected on the basis of excellence in online teaching; only one winner and one honorable mention from across campus were selected

Distinguished Researcher Award (College of Education)  
(2009; University of Central Florida)

One faculty member in the college is selected based on cumulative value and impact of research efforts at UCF within the discipline and to society; recognition of research efforts by individual's peers in the same or in related disciplines; publication and presentation of research results; and external grant and contract support for the research work appropriate to the candidate's discipline  
\*\$2,000 award

UCF Fellow of the Academy for Teaching, Learning, and Leadership Award (2006-2007; University of Central Florida)

Four faculty campus-wide are selected per year to serve as a fellow with the purpose of designing and conducting research focusing on K-12 initiatives; course re-assignment for all courses granted for one semester of the year-long project

McKinley Award Recipient  
(May 2003; University of Alabama)

The award recognizes enterprising employees who by action or idea contributed to the university's mission of teaching, research and service

Most Outstanding Graduate Student, Educational Research  
(2001-2002; University of Alabama)

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**AWARDS, HONORS,  
RECOGNITION OF  
CURRENT OR  
PREVIOUS STUDENTS**

Excellence in Graduate Teaching Award, presented to Funke Dada (my supervisee) (2-time recipient, 2023 and 2024)

Department of Learning Sciences and Educational Research Distinguished Alumni recipient, presented to Dr. Matt Lavery based on demonstrated excellence in his career while contributing to innovative and transformative impacts within the community

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**RESEARCH &  
CREATIVE  
ACTIVITIES**

**RESEARCH INTERESTS**

- Methodological issues associated with applying quantitative statistical methods to complex sample data and the application of complex sample data to studying substantive research questions
- Program evaluation including evaluation of and quality in research reporting, postsecondary issues, and school reform

- Scholarship of Teaching & Learning (SoTL) (i.e., practitioner use of research to inform their practice)

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## BOOKS

Hahs-Vaughn, D. L. & Lomax, R. G. (2020). *An introduction to statistical concepts*. (4<sup>th</sup> ed.). New York, NY: Routledge/Taylor & Francis.

- 20 chapters including, among others: data representation; introduction to hypothesis testing: inferences about a single mean; inferences about the different between two means; inferences about proportions; bivariate measures of association; one-factor ANOVA; factorial ANOVA; ANCOVA; random- and mixed-effects ANOVA; hierarchical and randomized block ANOVA; simple and multiple regression; logistic regression; and mediation and moderation.
- Instructions on computing methods using R and SPSS are included for each procedure.
- Total pages: 1,168
- **Per publisher: Top 50 titles and 4<sup>th</sup> most successful introductory statistics text published by Routledge/Taylor and Francis; adopted in more than 200 courses and reaches over 6,000 students.**
- Website: <https://www.routledge.com/An-Introduction-to-Statistical-Concepts/Lomax-Hahs-Vaughn-Hahs-Vaughn-Lomax/p/book/9781138650558>

Hahs-Vaughn, D. L. & Lomax, R. G. (2020). *Statistical concepts: A second course*. (5<sup>th</sup> ed.). New York, NY: Routledge/Taylor & Francis.

- 10 chapters including, among others: one-factor ANOVA; factorial ANOVA; ANCOVA; random- and mixed-effects ANOVA; hierarchical and randomized block ANOVA; simple and multiple regression; logistic regression, and mediation and moderation.
- Instructions on computing methods using R and SPSS are included for each procedure.
- Total pages: 782
- Website: <https://www.routledge.com/Statistical-Concepts---A-Second-Course-5th-Edition/Hahs-Vaughn-Lomax/p/book/9780367204099>

Hahs-Vaughn, D. L. & Lomax, R. G. (2020). *Statistical concepts: A first course*. New York, NY: Routledge/Taylor & Francis.

- 10 chapters including, among others: data representation; introduction to hypothesis testing: inferences about a single mean; inferences about the different between two means; inferences about proportions; bivariate measures of association.
- Instructions on computing methods using R and SPSS are included for each procedure.
- Total pages: 440
- Website: <https://www.routledge.com/Statistical-Concepts---A-First-Course/Hahs-Vaughn-Lomax/p/book/9780367203993>

Hahs-Vaughn, D. L. (2016). *Applied multivariate statistical concepts*. New York, NY: Routledge/Taylor & Francis.

- 12 chapters including, among others, multiple linear regression; logistic regression; MANOVA: single, factorial, and repeated measures designs; discriminant analysis; cluster analysis; EFA; path analysis, confirmatory factor analysis, and SEM; multilevel linear modeling; and propensity score analysis
- Instructions on computing methods using SPSS and other statistical software are included for each procedure.
- Total pages: 648
- <https://www.routledge.com/Applied-Multivariate-Statistical-Concepts/Hahs-Vaughn/p/book/9780415842365>

Lomax, R. G. & Hahs-Vaughn, D. L. (2012). *Statistical concepts: A second course. (4<sup>th</sup> ed.)*. New York, NY: Routledge/Taylor & Francis.

- 9 chapters including, among others: one-factor ANOVA; factorial ANOVA; ANCOVA; random- and mixed-effects ANOVA; hierarchical and randomized block ANOVA; simple and multiple regression; logistic regression.
- Instructions on computing methods using SPSS are included for each procedure.
- Total pages: 532
- <https://www.routledge.com/Statistical-Concepts-A-Second-Course/Lomax-Hahs-Vaughn/p/book/9780415880077>

Lomax, R. G. & Hahs-Vaughn, D. L. (2012). *An introduction to statistical concepts. (3<sup>rd</sup> ed.)*. New York, NY: Routledge/Taylor & Francis.

- 19 chapters including, among others: data representation; introduction to hypothesis testing: inferences about a single mean; inferences about the difference between two means; inferences about proportions; bivariate measures of association; one-factor ANOVA; factorial ANOVA; ANCOVA; random- and mixed-effects ANOVA; hierarchical and randomized block ANOVA; simple and multiple regression; logistic regression.
- Instructions on computing methods using SPSS are included for each procedure.
- Total pages: 840
- <https://www.routledge.com/An-Introduction-to-Statistical-Concepts-Third-Edition/Hahs-Vaughn-Lomax/p/book/9780415880053>

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**ENCYCLOPEDIA  
CHAPTER**

**Hahs-Vaughn, D. L. (2023).** Foundational methods: Descriptive statistics: Bivariate and multivariate data (correlations, associations). In R. Tierney, F. Rizvi, K. Ercikan (Editors in Chief) and A. A. Rupp & D. McCaffrey (Volume Editors), *International encyclopedia of education* (Fourth Edition) (pp. 734-750). Oxford, England: Elsevier.

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**BOOK CHAPTER**

Bhardwaj, P., Hahs-Vaughn, D. L., Hernandez, F. E., & Scott, J. B. (2017). Career development strategies for mid-career faculty. In A. G. Welch, J. Bolin, & D. Reardon, (Eds.), *Mid-career faculty: Trends, barriers, and possibilities* (143-177). Koninklijke Brill: Leiden, The Netherlands.

Hahs-Vaughn, D. L. (2015). Propensity score analysis with complex survey samples. In W. Pan & H. Bai (Eds.), *Propensity score analysis: Fundamentals, developments, and extensions*. 236-264. New York, NY: Guilford.

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**EDITORIAL PUBLICATIONS**

Schwartz, J. B., Hahs-Vaughn, D. L., Nye, C. (2013). Intervention program improves literacy skills for students with severe developmental disabilities. *Evidence-Based Communication Assessment and Intervention*.

Hahs-Vaughn, D. L., Onwuegbuzie, A. J., Slate, J. R., & Frels, R. K. (2009). Editorial: Bridging research-to-practice: Enhancing knowledge through abstracts. *Research in the Schools*, 16 (2), i-vii.

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**REFEREED JOURNAL ARTICLES**

71. Garcia, J., **Hahs-Vaughn, D. L.**, Murray, M., Perry, C., Brazendale, K., Rice, D., & Fukuda, D. (accepted). The physical and psychosocial benefits of a family judo program for parents of children with Autism Spectrum Disorder: A pilot study. *Disability and Health Journal*.

**National/ International**

Rank: 21/106 (**Q1**) in health care sciences and services and 8/87 (**Q1**) in health policy and services (Source: 2022 Journal Citation Reports®)

**Published or In Press**

70. Harmon, K.K., Girts, R.M., Rodriguez, G., Beausejour, J.P., Pagan, J.I., Carr, J.C., Garcia, J., Roberts, M.D., **Hahs-Vaughn, D.L.**, Stout, J.R., Fukuda, D.H., Stock, M.S. (accepted). Combined action observation and mental imagery vs. neuromuscular electrical stimulation as novel therapeutics during short-term knee immobilization. *Experimental Physiology*.

**\* denotes graduate student**

69. Binger, C., \*Magallanes, P., San Miguel, V., Harrington, N., **Hahs-Vaughn, D. L.** (2024). How toddlers use core and fringe vocabulary: What's In an utterance? *American Journal of Speech-Language Pathology*. [https://pubs.asha.org/doi/10.1044/2024\\_AJSLP-23-00366](https://pubs.asha.org/doi/10.1044/2024_AJSLP-23-00366)

70. **Hahs-Vaughn, D. L.**, \*DeStefano, C. D., Charles, C. D., Little, M. (accepted). Challenges and adjustments in a multisite school-based randomized field trial. *American Journal of Evaluation*.

Rank: 92/265 (**Q2**) in social sciences, interdisciplinary (Source: 2022 Journal Citation Reports®)

This is the flagship publication of the American Evaluation Association

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71. Owens, R., Pavelko, S. L., & **Hahs-Vaughn, D. L.** (accepted). Growth of complex syntax: Coordinate and subordinate clause use in elementary school-aged children. *Language, Speech, and Hearing Services in Schools*.  
Impact factor (2022): 2.4 (Source: 2022 Journal Citation Reports®)  
Rank: 37/194 (**Q1**) in linguistics (Source: 2022 Journal Citation Reports®)
66. \*Beausejour, J.P., Bohlen, P.S., Harmon, K.K., Girts, R.M., Pagan, J.I., **Hahs-Vaughn, D.L.**, Herda, T.J., Stock, M.S. (2023). A comparison of techniques for verifying the accuracy of precision decomposition-derived motor unit firing rates and recruitment thresholds from surface EMG signals. *Experimental Brain Research*. doi: /10.1007/s00221-023-06694-7

Refereed journal articles continued...

65. Amrein-Beardsley, A., Lavery, M. R., Holloway, J., Pivovarova, M., & **Hahs-Vaughn, D. L.** (2023). Evaluating the validity evidence surrounding use of value-added models to evaluate teachers: A systematic review. *Education Policy Analysis Archives*, 31. <https://doi.org/10.14507/epaa.31.8201>
64. Garcia, J. & **Hahs-Vaughn, D. L.**, \*Shurack, R. (2023). Health behaviors, psychosocial factors, and academic engagement in youth with autism spectrum disorder: A latent class analysis. *Autism Research*, 16, 143-153. <http://doi.org/10.1002/aur.2843>  
Impact factor (2022): 4.7 (Source: 2022 Journal Citation Reports®)  
Rank: 8/52 (**Q1**) in behavioral sciences and 10/77 (**Q1**) in psychology, developmental
63. \*Cloude, E. B., \*Dever, D. A., **Hahs-Vaughn, D. L.**, Emerson, A. J., Azevedo, R., & Lester, J. (2022). Affective dynamics and cognition during game-based learning. *IEEE Transactions on Affective Computing*, 13 (4), 1705-1717. [10.1109/TAFFC.2022.3210755](https://doi.org/10.1109/TAFFC.2022.3210755)  
Impact factor (2022): 11.2 (Source: 2022 Journal Citation Reports®)  
Rank: 10/145 (**Q1**) in computer science, artificial intelligence; 2/24 (**Q1**) in computer science, cybernetics (Source: 2022 Journal Citation Reports®)
62. Miller, A., Clark, M.H., Donnelly, J., & **Hahs-Vaughn, D. L.** (2022). The relationship of student evaluations of teaching to future performance in a chemistry course sequence. *Journal of Chemical Education*, 99, 1336-1346. <https://doi.org/10.1021/acs.jchemed.1c01020>  
Rank: 17/43 (**Q2**) in education, scientific disciplines (Source: 2022 Journal Citation Reports®)
61. \*Lee, J. P., Binger, C., Harrington, N., Evelyn, S., Kent-Walsh, J., Gevartner, C., Richardson, J., **Hahs-Vaughn, D. L.** (2022). Aided language measures: Establishing observer agreement for communicators in early language phases. *American Journal of Speech-Language Pathology*, 31, (3), 1394-1411. [https://pubs.asha.org/doi/10.1044/2022\\_AJSLP-21-00341](https://pubs.asha.org/doi/10.1044/2022_AJSLP-21-00341)  
Rank 30/194 (**Q1**) in Linguistics and 5/27 (**Q1**) in audiology and speech-language pathology (Source: 2022 Journal Citation Reports®)



60. \*Cash, C. M., Cox, T. D., **Hahs-Vaughn, D. L.** (2021). Distance educators attitudes and actions towards inclusive teaching practices. *Journal of Scholarship of Teaching and Learning*, 21 (2), 15-42. <https://doi.org/10.14434/josotl.v21i2.27949>  
Acceptance rate: 24% (which places in **Q1**) per publisher, <https://scholarworks.iu.edu/journals/index.php/josotl/about>

Refereed journal articles continued...

59. \*Chen, Y., **Hahs-Vaughn, D. L.**, & Bai, H. (2021). The relationship between body mass index and children's mathematics performance: A growth curve model. *Early Childhood Education Journal*, 5, 89-104.  
<https://doi.org/10.1007/s10643-021-01283-1>  
Rank 262/739 (**Q2**) in education and educational research (Source: 2021 Journal Citation Reports®)
58. Binger, C., Renley, N., Babej, E., & **Hahs-Vaughn, D. L.** (2021). A survey of school-age children with highly unintelligible speech. *Augmentative and Alternative Communication*, 37 (3), 194-205.  
<https://www.tandfonline.com/doi/full/10.1080/07434618.2021.1947370>.  
Rank 2/27 (**Q1**) in audiology and speech pathology (Source: 2021 JCR)  
Impact factor: 3.870 (Source: 2022 Journal Citation Reports®)
57. \*Timpe, E., Kent-Walsh, J., Binger, C., **Hahs-Vaughn, D. L.**, Harrington, N., & Schwartz, J. (2021). Using the ImPAACT Program with preschoolers with down syndrome: A hybrid service-delivery model. *Augmentative and Alternative Communication*, 37 (2), 113-128.  
<https://www.tandfonline.com/doi/full/10.1080/07434618.2021.1921025>  
Rank 2/27 (**Q1**) in audiology and speech pathology (Source: 2021 JCR)  
Impact factor: 3.870 (Source: 2022 Journal Citation Reports®)
56. \*Harmon, K.K., \*Hamilton, A.S., \*Johnson, B.D., \*Bartek, F.J., \*Girts, R.M., \*MacLennan, R.J., **Hahs-Vaughn, D.L.**, Stock, M.S. (2021). Motor unit action potential amplitude during low-torque fatiguing contractions versus high-torque non-fatiguing contractions: A multilevel analysis. *European Journal of Applied Physiology*, 121, 1145-1157.  
<https://link.springer.com/article/10.1007/s00421-021-04606-7>  
Rank 38/88 (**Q2**) in sport sciences and 32/81 (Q2) in physiology (Source: 2021 Journal Citation Reports®)
55. Macielak, R. J., Marinelli, J. P., Spear, S. A., **Hahs-Vaughn, D.L.**, Link, M. J., Nye, C., Carlson, M. L. (2021). Hearing status and aural rehabilitative profile of 878 patients with sporadic vestibular schwannoma. *Laryngoscope*, 131 (6), 1378-1381. Doi <https://onlinelibrary.wiley.com/doi/10.1002/lary.29315>  
Rank 13/43 (**Q2**) in Otorhinolaryngology (Source: 20121Journal Citation Reports®)

Refereed journal articles continued...

54. Chan, S. A., Marinelli, J. P., **Hahs-Vaughn, D. L.**, Nye, C., Link, M. J., Carlson, M. L. (2021). Evolution in management trends of sporadic vestibular schwannoma from 1970 through 2019 using the Acoustic Neuroma Association patient registry. *Otology & Neurotology*, 42 (2), 300-305. [10.1097/MAO.0000000000002891](https://doi.org/10.1097/MAO.0000000000002891).  
Ranking: 2102/267 (**Q2**) in clinical neurology and 2/62 in otorhinolaryngology (**Q2**) (Source: 2021 Journal Citation Reports®)
53. Garcia, J. & **Hahs-Vaughn, D. L.** (2021). Health factors, sociability, and academic outcomes of typically developing youth and youth with autism spectrum disorder: A latent class analysis approach. *Journal of Autism and Developmental Disorders*, (4), 1346-1352.  
<https://link.springer.com/article/10.1007/s10803-020-04572-7>.  
Impact factor: 3.047 (Source: 2021 Journal Citation Reports®)  
Ranking: 20/78 (**Q2**) in psychology, developmental (Source: 2021 Journal Citation Reports®)
52. Marinelli, J. P., Spear, S. A., **Hahs-Vaughn, D. L.**, Macielak, R. J., Link, M. J., Nye, C., Carlson, M. L. (2020). Regional variation in vestibular schwannoma patient support group participation across the United States. *American Journal of Otolaryngology: Head and Neck Medicine and Surgery*, 41 (6), 102731. <https://pubmed.ncbi.nlm.nih.gov/32977061/>  
Ranking: 27/59 (**Q2**) in Otorhinolaryngology (Source: 2020 Journal Citation Reports®)
51. \*Telesca, L., Ehren, B. J., **Hahs-Vaughn, D. L.**, Kong, A., Zygouris-Coe, V. (2020). The effect of metalinguistic sentence combining on eighth grade students' understanding and written expression of comparison and contrast in science. *Journal of Speech, Language, and Hearing Research*. 63 (9), 3068-3083. [https://pubs.asha.org/doi/10.1044/2020\\_JSLHR-19-00086](https://pubs.asha.org/doi/10.1044/2020_JSLHR-19-00086)  
Ranked 8/33 (**Q1**) audiology and speech-language pathology category (Source: 2020 Journal Citation Reports®)  
This is an official journal of the American Speech-Language-Hearing Association
50. **Hahs-Vaughn, D. L.**, Swan, B., Clark, M.H. (2020). Information technology career preparation for rural areas. *Community College Journal of Research and Practice*, 44 (8), 595-607. [10.1080/10668926.2019.1626302](https://doi.org/10.1080/10668926.2019.1626302)  
Acceptance rate: 21-30% (Cabell's) (which places in **Q2**)

Refereed journal articles continued...

49. Flippin, M. & **Hahs-Vaughn, D. L.** (2020). Parent couples' participation in speech-language therapy for school-age children with autism spectrum disorder in the U.S. *Autism*, 24 (2), 321-337.  
<https://journals.sagepub.com/doi/10.1177/1362361319862113>  
Impact factor: 5.689 (Source: 2020 Journal Citation Reports®)  
Ranking: 5/86 (**Q1**) developmental psychology (Source: 2020 Journal Citation Reports®)

48. Murza, K. A., **Hahs-Vaughn, D. L.**, Buckley, C. & Cassel, T. (2019). Results of a year-long professional learning program for special educators and related service providers. *International Journal of Special Education*, 34 (1), 18-39. <https://eric.ed.gov/?id=EJ1237121>
47. Pfeiffer, D. L., Pavelko, S. L., **Hahs-Vaughn, D. L.**, Dudding, C. C. (2019). A national survey of SLPs' engagement in interprofessional collaborative practice in schools: Identifying predictive factors and barriers to implementation. *Language, Speech, and Hearing Services in Schools*, 50, 639-655. [https://pubs.asha.org/doi/pdf/10.1044/2019\\_LSHSS-18-0100](https://pubs.asha.org/doi/pdf/10.1044/2019_LSHSS-18-0100)  
 Rank: 3/33 (**Q1**) in audiology and speech-language pathology (Source: 2019 Journal Citation Reports®)  
 This is an official journal of the American Speech-Language-Hearing Association
46. \*Oh, S., **Hahs-Vaughn, D. L.**, & Hagedorn, B. (2019). Exploring the relationship between counseling students' cultural factors, academic aptitude, and counseling self-efficacy. *Counselor Education and Supervision*, 58 (4), 257-277. <https://onlinelibrary.wiley.com/doi/10.1002/ceas.12156>  
 Rank: 52/111 (**Q2**) in psychology, applied (Source: 2019 Journal Citation Reports®)
45. \*Coker, N. A., \*Varanoske, A. N., \*Baker, K. M., **Hahs-Vaughn, D. L.**, Wells, A.J. (2018). Predictors of competitive success of national-level powerlifters: A multilevel analysis. *European Journal of Sport Science*, 18 (5), 796-805. <https://doi.org/10.1080/24748668.2018.1519751>  
 Rank 29/83 (Q2) in sport sciences (Source: 2018 Journal Citation Reports®)  
 JIF percentile: 82.099

Refereed journal articles continued...

44. Pavelko, S. L., Lieberman, R. J., Schwartz, J. B., & **Hahs-Vaughn, D. L.** (2018). The contributions of alphabet knowledge, letter writing, and phonological awareness on name writing in typically developing children and children with specific language impairment. *American Journal of Speech-Language Pathology*, 27 (1), 166-180. <https://pubmed.ncbi.nlm.nih.gov/29351353/>  
 Ranked: 475 of 2145 (top 22%) in social sciences  
 Acceptance rate: 29% (per Cabell's)  
 Cabell's Classification Index for the discipline of Educational Psychology & Administration: 83%  
 Impact factor: 1.171 (Journal Citation Reports®)
43. \*Vatalaro, A., Culp, A. M., **Hahs-Vaughn, D. L.**, & Barnes, A. C. (2018). A quasi-experiment examining expressive and receptive vocabulary knowledge of preschool Head Start children using mobile media apps. *Early Childhood Education Journal*, 46 (2), 451-466. <https://doi.org/10.1007/s10643-017-0877-3>

Acceptance rate: 17% (per Cabell's)

42. **Hahs-Vaughn, D. L.**, \*Acquaye, H., \*Griffith, M. D., \*Jo, H., \*Matthews, K., & \*Acharya, P. (2017). Statistical literacy as a function of online versus hybrid course delivery format for an introductory masters statistics course. *Journal of Statistics Education*, 25 (3), 112-121.

<http://www.tandfonline.com/doi/pdf/10.1080/10691898.2017.1370363?needAccess=true>

This is an official journal of the American Statistical Association

Acceptance rate: 20%-30% (per Cabell's)

41. Pavelko, S. L., Lieberman, J., Schwartz, J., **Hahs-Vaughn, D. L.**, Nye, Chad. (2017). The development of writing skills in 4-year-old children with and without specific language impairment. *Clinical Linguistics & Phonetics*, 31, 7-9, 682-696.

<http://www.tandfonline.com/doi/full/10.1080/02699206.2017.1310298>

81<sup>st</sup> of 179 journals in Linguistics

Impact Factor of 0.617 and a 5-year Impact Factor of 0.745

Refereed journal articles continued...

40. Pavelko, S., Owens, R., Ireland, M., **Hahs-Vaughn, D. L.** (2016). Use of language sample analysis by school based SLPs: Results of a nationwide survey. *Language, Speech, and Hearing Services in Schools*, 47 (3), 246-258.

[https://pubs.asha.org/doi/10.1044/2016\\_LSHSS-15-0044](https://pubs.asha.org/doi/10.1044/2016_LSHSS-15-0044)

49<sup>th</sup> of 180 journals in Linguistics

Journal acceptance rate: 18% (per Cabell's Scholarly Analytics)

Impact factor (5 year): 1.882

Altmetric Attention Score: 19 (this puts this article in the top 25% of all research outputs scored by Altmetric)

39. Murza, K. A., Schwartz, J., **Hahs-Vaughn, D. L.**, Nye, C. (2016). Joint attention intervention for children with autism spectrum disorder: A systematic review and meta-analysis. *International Journal of Language & Communication Disorders*, 51 (3), 236-251. <https://pubmed.ncbi.nlm.nih.gov/26952136/>

Impact Factor: 1.471 (Source: 2014 Journal Citation Reports®)

Ranked: 22 of 171 in linguistics category

38. **Hahs-Vaughn, D. L.**, Dziuban, C. D., Young, Cynthia Y. (2015). The unknown unknowns: Challenges, opportunities, and recommendations for graduate students from the perspective of postsecondary administration. *International Journal of Adult Vocational Education and Technology*, 6 (4), 19-29.

<https://www.igi-global.com/gateway/article/142926>

37. Rivers, K. O., Schutz, L. E., Lobato, E. J., & **Hahs-Vaughn, D. L.** (2015). Prevalence of traumatic brain injury in postsecondary education. *ECHO: Journal of the National Black Association for Speech-Language and Hearing*, 10 (2), 89-95.
36. Jeanpierre, B. & **Hahs-Vaughn, D. L.** (2015). Design and validation of a science inquiry teacher selection instrument. *Journal of Education and Social Policy*, 2 (3), 1-7.  
<http://jespnet.com/journals/Vol 2 No 3 September 2015/1.pdf>  
 Acceptance rate: 25%-35%
35. Yanowitz, K. & **Hahs-Vaughn, D. L.** (2015). Adults' perceptions of children's science abilities and interest after participating in a family science night. *School Science and Mathematics*, 116 (1), 55-64.  
 Acceptance rate: 20% (per Cabell's)

Refereed journal articles continued...

34. Pavelko, S. L., Malani, M. D., Lieberman, R. J., & **Hahs-Vaughn, D. L.** (2015). Factors influencing undergraduate's choices in graduate school programs in communication. *Contemporary Issues in Communication Science and Disorders*, 42, 155-172.
33. \*Murza, K. A., Nye, C., Schwartz, J. B., Ehren, B. J., & **Hahs-Vaughn, D. L.** (2014). A randomized controlled trial of an inference generation strategy intervention for adults with Asperger syndrome. *American Journal of Speech-Language Pathology*, 23 (3), 461-473.  
[https://pubs.asha.org/doi/10.1044/2014\\_AJSLP-13-0012](https://pubs.asha.org/doi/10.1044/2014_AJSLP-13-0012)  
 Impact Factor: 2.448 (five-year impact: 2.897) (Source: 2014 Journal Citation Reports®)  
 Ranked: 3rd of 160 in linguistics category; 5th of 66 journals in rehabilitation category; 4th of 22 in audiology and speech-language pathology category
32. \*Miller, M. G., **Hahs-Vaughn, D. L.**, & Zygouris-Coe, V. (2014). A confirmatory factor analysis of teaching presence within online professional development. *Journal of Asynchronous Learning Networks*, 18 (1).  
<http://jaln.sloanconsortium.org/index.php/jaln/article/view/333>  
 Acceptance rate: 25%
31. McWayne, C.M., \*Cheung, K., & Wright, L. G. & **Hahs-Vaughn, D. L.** (2012). Patterns of school readiness among Head Start children: Meaningful within-group variability during the transition to kindergarten. *Journal of Educational Psychology*, 104 (3), 862-878. <https://psycnet.apa.org/record/2012-15961-001>  
 Impact Factor: 3.158 (Source: 2012 Journal Citation Reports®)  
 Acceptance rate: 14% (per Cabell's)
30. Bulotsky-Shearer, R. J., Wen, X., Faria, A. **Hahs-Vaughn, D. L.**, Korfmacher, J. (2012). National profiles of classroom quality and family involvement: A multilevel examination of proximal influences on Head Start children's school

readiness. *Early Childhood Research Quarterly*, 27 (4), 627-639.  
<https://doi.org/10.1016/j.ecresq.2012.02.001>  
Impact Factor: 2.192 (5 year impact factor: 2.456)  
Ranked: 10<sup>th</sup> in Education and Educational Research  
Source: 2010 Journal Citation Reports® (Thomson Reuters, 2011)  
Acceptance rate: 10-20%

Refereed journal articles continued...

29. Wen, X., Bulotsky-Shearer, R., **Hahs-Vaughn, D. L.**, Korfmacher, J. (2012). Head Start program quality: Examination of classroom quality and parent involvement in predicting children's vocabulary, literacy, and mathematics achievement trajectories. *Early Childhood Research Quarterly*, 27 (4), 640-653. <https://doi.org/10.1016/j.ecresq.2012.01.004>  
Impact Factor: 2.192 (5 year impact factor: 2.456)  
Ranked: 10<sup>th</sup> in Education and Educational Research  
Source: 2010 Journal Citation Reports® (Thomson Reuters, 2011)  
Acceptance rate: 10-20%
28. McWayne, C.M., **Hahs-Vaughn, D. L.**, Cheung, K., & Wright, L. G. (2012). National profiles of school readiness skills for Head Start children: An investigation of stability and change. *Early Childhood Research Quarterly*, 27 (4), 668-683. <https://doi.org/10.1016/j.ecresq.2011.10.002>  
Impact Factor: 2.192 (5 year impact factor: 2.456)  
Ranked: 10<sup>th</sup> in Education and Educational Research  
Source: 2010 Journal Citation Reports® (Thomson Reuters, 2011)  
Acceptance rate: 10-20%
27. Wen, X., Leow, C., **Hahs-Vaughn, D. L.**, Korfmacher, J., & Marcus, S. M. (2012). Are two years better than one year? A propensity score analysis of the impact of Head Start program duration on children's school performance in kindergarten. *Early Childhood Research Quarterly*, 27 (4), 684-694. doi:10.1016/j.ecresq.2011.07.006  
Impact Factor: 2.192 (5 year impact factor: 2.456)  
Ranked: 10<sup>th</sup> in Education and Educational Research  
Source: 2010 Journal Citation Reports® (Thomson Reuters, 2011)  
Acceptance rate: 10-20%
26. **Hahs-Vaughn, D. L.**, McWayne, C. M., Bulotsky-Shearer, R., Wen, X., Faria, A. (2011). Complex sample data recommendations and troubleshooting. *Evaluation Review*, 35 (3), 304-313.  
This article was cited as 'Most Read' on Evaluation Review's website (October 2011)  
Impact Factor: 1.196  
Ranked: 20 out of 89 in Social Sciences, Interdisciplinary  
Source: 2011 Journal Citation Reports® (Thomson Reuters, 2012)  
Acceptance rate: 20%

Refereed journal articles continued...

25. **Hahs-Vaughn, D. L.**, McWayne, C. M., Bulotsky-Shearer, R., Wen, X., Faria, A. (2011). Methodological considerations in using complex survey data: An applied example with the Head Start Family and Child Experiences Survey. *Evaluation Review*, 35 (3), 269-303.  
Impact Factor: 1.196  
Ranked: 20 out of 89 in Social Sciences, Interdisciplinary  
Source: 2011 Journal Citation Reports® (Thomson Reuters, 2012)  
Acceptance rate: 20%
24. Gill, M. G. & **Hahs-Vaughn, D. L.** (2010). Does it work? A guide to investigating the efficacy of interventions in educational research. *Current Issues in Education*, 13 (4). Retrieved from <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/312/60>  
Acceptance rate: 20%
23. Nye, C. & **Hahs-Vaughn, D. L.** (2010). Assessing methodological quality of randomized and quasi-experimental trials: A summary of stuttering treatment research. *International Journal of Speech-Language Pathology*, 12 (6), 1-12.  
Impact Factor: 1.00 Source: 2011 Journal Citation Reports®
22. \*Roman, M. A., Taylor, R. T., & **Hahs-Vaughn, D. L.** (2010). Retention index of the Community College Survey of Student Engagement (CCSSE): How meaningful is it? *Community College Journal of Research & Practice*, 34 (5), 386-401.  
Acceptance rate: 21-30% (per Cabell's)
21. **Hahs-Vaughn, D. L.** & Onwuegbuzie, A. J. (2010). Quality of abstracts in articles submitted to a scholarly journal: A mixed methods case study of Research in the Schools. *Library & Information Science Research*, 32, 53-61.  
Acceptance rate: 20% (per Cabell's)  
Impact Factor: 1.362 (5-year impact factor: 1.520) (Source: 2010 Journal Citation Reports®)
20. **Hahs-Vaughn, D. L.** & Nye, C. (2009). Understanding high quality research designs for speech language pathology. *Evidence-based Communication Assessment and Intervention*, 2 (4), 218-224.
19. **Hahs-Vaughn, D. L.** & Yanowitz, K. (2009). Who is conducting teacher research? *Journal of Educational Research*, 102 (6), 415-424.  
Acceptance rate: 18% (per Cabell's)  
Impact factor: .750 (5 year Impact Factor: 1.386)  
Ranked: 45/177 in in Education and Educational Research  
Source: 2010 Journal Citation Reports® (Thomson Reuters, 2011)

Refereed journal articles continued...

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18. Schwartz, J. B., **Hahs-Vaughn, D. L.**, \*Rivera, A., & \*Zadroga, C. (2008).

Finding, analyzing, and implementing a phonemic awareness intervention: Guidelines to a decision making process. *EBP Briefs*, 3 (3), 1-7.

17. Little, M. E. & **Hahs-Vaughn, D. L.** (2008). The implementation of content enhancement routines for improved content literacy for middle and secondary social studies students. *Journal of Personnel Evaluation in Education*, 20 (3), 261-280.
16. **Hahs-Vaughn, D. L.** & Scherrf, L. (2008). Beginning English teacher attrition, mobility, and retention. *Journal of Experimental Education*, 77 (1), 21-53.  
Acceptance rate: 8% (per managing editor)  
Impact Factor: 1.633 (5 year impact: 1.346) (Source: 2010 Journal Citation Reports®)
15. Scherrf, L. & **Hahs-Vaughn, D. L.** (2008). What we know about English language arts teachers: An analysis of the 1999-2000 SASS and 2000-2001 TFS databases. *English Education*, 40 (3), 174-200.  
Acceptance rate: 10% (per editor)
14. **Hahs-Vaughn, D. L.** (2007). Analyzing the ECLS-K for early elementary reading-related research. *Research in the Schools*, 14 (1), 1-18.  
Acceptance rate: 27% (per Cabell's)
13. **Hahs-Vaughn, D. L.** (2007). Using NCES national datasets for evaluation of postsecondary issues. *Assessment & Evaluation in Higher Education*, 32 (3), 1-16.  
Impact factor (2010): .734 (5-year Impact Factor: 1.243) (Source: 2014 Journal Citation Reports®)  
Acceptance rate: 21-30% (per Cabell's)
12. Sivo, S., Pan, C., & **Hahs-Vaughn, D. L.** (2007). Combined longitudinal effects of attitude and subjective norms on student outcomes in a web-enhanced course: A structural equation modeling approach. *British Journal of Educational Technology*, 38 (5), 861-875.  
Impact factor (2010): 2.139 (5-year Impact Factor: 1.681) (Source: 2014 Journal Citation Reports®)  
Acceptance rate: 9% (per Cabell's)

Refereed journal articles continued...

11. **Hahs-Vaughn, D. L.**, Zygouris-Coe, V., & \*Fiedler, R. (2007). A hybrid evaluation model for evaluating online professional development. *Technology, Pedagogy & Education*, 16 (1), 5-20.
10. Yanowitz, K. L. & **Hahs-Vaughn, D. L.** (2007). Changes in student-centered assessment by postsecondary science and non-science faculty. *Teaching in Higher Education*, 12 (2), 171-185.



9. **Hahs-Vaughn, D. L.** (2006). Weighting omissions and best practices when using large-scale data in educational research. *Association for Institutional Research Professional File* (101), 1-9.  
Acceptance rate: 25% (per AIR website)
8. **Hahs-Vaughn, D. L.** & Onwuegbuzie, A. (2006). Estimating and using propensity score analysis with complex samples. *Journal of Experimental Education*, 75 (1), 31-65.  
Impact Factor: 1.633 (5 year impact: 1.346) (Source: 2010 Journal Citation Reports®)  
Acceptance rate: 8% (per managing editor)
7. \*Albritton, F. P., \*Bendriss, R., & **Hahs-Vaughn, D. L.** (2006). Presentation software and visual imagery: The influence of language and culture on interpretation of abstract symbols. *Journal of Language for International Business*, 17 (2), 42-59.
6. **Hahs-Vaughn, D. L.** (2006). Analysis of data from complex samples. *International Journal of Research and Method in Education*, 29 (2), 163-181.  
Acceptance rate: 30% (per editor)
5. **Hahs-Vaughn, D. L.** & Lomax, R. G. (2006). Utilization of sample weights in single level structural equation modeling. *Journal of Experimental Education*, 74 (2), 161-190.  
Impact Factor: 1.633 (5 year impact: 1.346) (Source: 2010 Journal Citation Reports®)  
Acceptance rate: 8% (per managing editor)
4. **Hahs-Vaughn, D. L.** (2005). A primer for understanding and using weights with national datasets. *Journal of Experimental Education*, 73 (3), 221-240.  
Impact Factor: 1.633 (5 year impact: 1.346) (Source: 2010 Journal Citation Reports®)  
Acceptance rate: 8% (per managing editor)

Refereed journal articles continued...

3. **Hahs-Vaughn, D. L.** (2004). The impact of parent's education level on college students: An analysis using the Beginning Postsecondary Students Longitudinal Study 1990-92/94. *Journal of College Student Development*, 45 (5), 483-500.  
Impact factor (2010): .638 (5-year Impact Factor: .782) (Source: 2014 Journal Citation Reports®)  
Acceptance rate: 15% (per website)
2. Lomax, R. G. & **Hahs, D. L.** (2000). Portfolios in teacher education programs. *The Professional Educator*, 23 (1), 49-56.  
Acceptance rate: 27% (per managing editor)
1. **Hahs, D. L.** (1999). What have MBAs done for us lately? *Journal of Education for Business*, 74 (4), 197-201.  
Acceptance rate: 30-40% (per managing editor)

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**Published  
Conference  
Proceedings**

Marinelli, J. P., Spear, S. A., **Hahs-Vaughn, D. L.**, Macielak, R. J., Link, M. J., Feldman, A., Nye, C., Carlson, M. L. (2020). Regional variation in patient participation and treatment among Acoustic Neuroma Association survey respondents across the United States. *Journal of Neurological Surgery, Part B: Skull Base*, 81 (S01), 229. <https://www.thieme-connect.com/products/ejournals/abstract/10.1055/s-0040-1702752>

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**Manuscripts  
Submitted (Revise  
and Resubmit)**

Hahs-Vaughn, D. L., Moskal, P., Teixeira, K., Muhs, T., Bishop, C., Farotimi, O. P., Carassas, C. (revise and resubmit). Protocol for meta-analyses examining personalized adaptive learning in undergraduate mathematics. *Nordic Journal of Systematic Reviews in Education*.

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**NON-REFEREED  
JOURNAL ARTICLES**

Murza, K. A., Malani, M. D., **Hahs-Vaughn, D. L.** (2014). Using the common core state standards to guide therapy in the schools: Confidently accepting the challenge. *SIG 16 Perspectives on School-Based Issues*, 15, 125-133. doi:10.1044/sbi15.4.125

**National/  
International**

**Published**

\*Yao, Y., \*Tao, Y., Zygouris-Coe, V., Hahs-Vaughn, D., Baumbach, D. (2005). Qualitative evaluation of facilitators' contributions to online professional development. *Distance Learning*, 4 (2), 30-35.

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**GRANTS AWARDED  
(As Principal  
Investigator or  
Co-PI)**

**Motor Imagery for Treatment Enhancement and Efficacy (MI-TEE) in Persons with Apraxia of Speech**

PI: Lauren Bislick Wilson  
Role: Co-I  
Agency: National Institute on Deafness and Other Communication Disorders  
Award #: 1R21DC020548-01A1  
Amount: \$570,000  
Grant period: August 1, 2023 to July 31, 2026

The major goals of this project are to test the hypothesis that MI-TEE will be an accessible and feasible adjunct to speech therapy that, when combined with speech therapy, will increase rate of acquisition and maintenance of treatment effects compared to speech therapy alone.

**Personalized Adaptive Learning in Undergraduate Mathematics: A Meta-Analysis**

PI: Debbie L. Hahs-Vaughn (1.25 months)  
Agency: National Science Foundation (Division of Undergraduate Education)  
Award #: 2236074,  
[https://www.nsf.gov/awardsearch/showAward?AWD\\_ID=2236074&HistoricalAwards=false](https://www.nsf.gov/awardsearch/showAward?AWD_ID=2236074&HistoricalAwards=false)

Funding Opp: NSF 21-579 Improving Undergraduate STEM Education: Education and Human Resources

Amount: \$300,000

Grant period: January 1, 2023, to December 31, 2024

The proposed research will demonstrate the extent to which personalized adaptive learning (PAL) is effective in undergraduate mathematics courses and will provide insight on PAL for improving mathematics instruction. While PAL is increasingly adopted in postsecondary courses, there are very few systematic reviews/syntheses that examine PAL and none that have been found that examine PAL specifically for mathematics. This project will focus on two studies. 1) Examination of PAL within the population of undergraduate students enrolled in mathematics courses broadly, and 2) specifically in algebra. Each study will examine the overall student population as well as underserved students who struggle most with the math curriculum.

### **Enhancing Quality in Teacher Preparation in Mathematics Within Urban Partnerships**

Role—Co-PI (2.25 months, 0.25%)

PI—Mary Little

Award #: U336S180044

Project period: 10/1/2018 to 9/30/2023

Funding source and amount: U.S. Department of Education, \$3,001,406

Funding announcement: 84.336, Teacher Quality Partnership

The project developed, implemented, evaluated, and disseminated results from a rigorously designed multi-site randomized control trial of an enhanced internship experience for pre-services teachers that incorporated evidence-based practices, school-based clinical experiences, and culturally relevant practices, including a strong social/emotional support system. The study was designed to meet What Works Clearinghouse group design standards.

**AWARD WINNING:** One of two nationwide to receive the **Shirley S. Schwartz Urban Education Impact Awards**, presented October 2022 by the Council for Great City Schools. The award recognizes partnership programs between universities and urban school districts that have substantive impact in student learning. <https://www.ucf.edu/news/ucf-ocps-receive-national-award-for-teacher-preparation-and-leadership-partnership/#:~:text=Schwartz%20Urban%20Education%20Impact%20award,.substantive%20impact%20on%20student%20learning>

### **Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program Round 4 Evaluation Project: M-Path: Advanced Manufacturing Project**

PI: Bonnie Swan

Co-PIs: Debbie L. Hahs-Vaughn, M.H. Clark

Agency: Valencia College (U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training 3<sup>rd</sup> Party)

Amount: \$100,000 UCF (\$2,499,902 total grant funded)

Grant period: October 1, 2014 to September 30, 2018

Through this TAACCCT grant, Valencia College partnered with regional employers, public entities, industry associations, and philanthropic organizations to develop MPATH: Advanced Manufacturing, innovative educational pathways designed to serve the needs of the region's advanced manufacturing sector. In addition to development of an Advanced Manufacturing Specialist Certificate, a joint career pathway model works alongside related credit programs to couple new continuing education certification programs and labs with new college credit certificate and specialization programs in Advanced Manufacturing. As co-PI on this project, my research entailed conducting statistical matching of community college students who did and did not participate in the M-Path program to determine the effectiveness of the postsecondary program in outcomes such as employment, salary, and similar.

**Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program Round 3 Evaluation Project:**

**Florida XCEL-IT: Information Technology Careers for Rural Areas**

PI: Bonnie Swan

Co-PIs: Debbie L. Hahs-Vaughn, JoAnn Smith, Janan Smither, Stephen Sivo, M.H. Clark

Agency: College of Central Florida (U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training 3<sup>rd</sup> Party)

Amount: \$682,785 UCF (\$10,161,060 total grant funded)

Grant period: October 1, 2013 to October 30, 2017

The TAACCCT grant provides funding for the Florida XCEL-IT, a program for information technology careers for rural areas that is implemented through 7 Florida colleges. Implemented by the Department of Labor in partnership with the Department of Education, it assists higher education programs by funding projects to improve career training programs for workers who are eligible for training under the Trade Adjustment Act (TAA) for Workers program. TAACCCT Career training programs are designed to be completed in two years or less and help adults succeed in acquiring the skills necessary to get jobs that pay higher wages. As co-PI on this project, my research entails conducting statistical matching of community college students who did and did not participate in the XCEL-IT program to determine the effectiveness of the postsecondary program in outcomes such as employment, salary, and similar.

**Building Research Skills with Teacher Researchers: A School-wide Initiative**

PI: Debbie L. Hahs-Vaughn

Agency: UCF, Toni Jennings Special Initiative Award

Amount: \$3,000

Grant period: January 2012-May 2012

**A Prototype for Digital Archiving in K-12**

PI: Debbie L. Hahs-Vaughn

Co-PIs: Barry Mauer, Kerstin Hamann, Dawn Oetjen

Agency: UCF, Toni Jennings Special Initiative Award

Amount: \$6,000

Grant period: July 2007 to April 2008

**Analysis of Data from Complex Samples using LISREL**

PI: Debbie Hahs-Vaughn

Agency: UCF (in-house)

Amount: \$7,500  
Grant period: 2005-2006

**Strategies for Building Research Skills with Teacher-Researchers: A School-wide Initiative Focusing on Reading**

PI: Debbie L. Hahs-Vaughn  
Agency: UCF, Toni Jennings Special Initiative Award  
Amount: \$6,000  
Grant period: October 2005 to April 2006

**Teachers as Researchers: Infusion of SPSS in Action Research**

PI: Debbie Hahs-Vaughn  
Agency: UCF, Toni Jennings Special Initiative Award  
Amount: \$4,361  
Grant period: October 2004 to April 2005

**Teacher Knowledge, Instructional Practice, and Student Performance: A Collaborative Research Project**

PI: Vicky Zygoris-Coe  
Co-PI: Debbie Hahs-Vaughn  
Agency: U.S. Department of Education (through Florida State University Multi-University Reading, Mathematics, and Science Initiative)  
Amount: \$154,952  
Grant period: November 1, 2003 to October 31, 2004

Multi-University Reading, Mathematics and Science Initiative (MURMSI) is a statewide, multiyear research and development initiative designed to measurably improve teaching and learning in reading, mathematics and science in Florida's K-12 schools with a special emphasis on students considered at-risk due to economic or other conditions. MURMSI was a grant awarded by the U.S. Department of Education to the Learning Systems Institute, Office of the Provost, Florida State University (FY 04 award number U215K040242).

**Ronald E. McNair Postbaccalaureate Achievement Program**

PI: Debbie Hahs  
Agency: U.S. Department of Education (#P217A990139)  
Amount: \$760,000  
Grant period: 1999-2003

**Student Support Services**

PI: Debbie Hahs  
Agency: U.S. Department of Education (#P042A970195-00)  
Amount: \$867,379  
Grant period: 1997-2001

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**GRANTS AWARDED:  
RESEARCH  
(Project Personnel or  
Co-Investigator)**

**Measuring Aided Language Development**

PI: Binger, C.  
Co-Investigator: Debbie Hahs-Vaughn (0.60 FTE)  
Agency: National Institutes of Health (NIDCD)  
(Award R01DC021160-01A1)  
Amount: \$3,735,946  
Grant period: 4/1/2024 to 3/31/2029

**Meet the Helpers**

PI: Levin, J.  
Research Consultant: Debbie Hahs-Vaughn (1 week summer)  
Agency: Corporation for Public Broadcasting  
Amount: \$225,000  
Grant period: June 1, 2019-September 30, 2020

This study employs a standard two-arm parallel group randomized controlled trial (RCT) design with schools randomly assigned to receive the intervention (Meet the Helpers videos) or control with the goal of determining changes in students' knowledge, anxiety, and stress as a result of viewing the videos.

**Word by Word: Building Sentences with Preschoolers Who Use AAC**

PI: Binger, C. & Kent-Walsh, J.  
Co-Investigator: Debbie Hahs-Vaughn (0.16 FTE summer)  
Agency: National Institutes of Health (NIDCD; R01)  
Amount: \$2,781,276 (UCF allocation: \$1,457,203)  
Grant period: 2017-2022

**Teaching Preschoolers With Complex Communication Needs to Ask Inverted Yes-No Question Using an AAC iPad Application**

PI: Kent-Walsh, J.  
Co-Investigator: Debbie Hahs-Vaughn  
Agency: National Institutes of Health (NIDCD; R15)  
Amount: \$437,812  
Grant period: December 2015-February 2020

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**GRANTS SUBMITTED  
AND UNDER REVIEW  
(CO-INVESTIGATOR)**

**Resistance Training Specificity Among Older Adults**

PI: Matt Stock  
Co-Investigator: Debbie Hahs-Vaughn (0.10 FTE)  
Agency: National Institutes of Health (NIDCD; R01)

Amount: \$2,851,527  
Grant period: 9/1/2024 to 8/31/2029

**Age and Sex Differences in Neuromuscular Plasticity During Disuse and Rehabilitation**

PI: Kylie Harmon  
Co-Investigator: Debbie Hahs-Vaughn (0.33 FTE, years 3-5)  
Agency: National Institute on Aging (NIA; R01)  
Amount: \$2,490,784  
Grant period: 7/1/2024 to 6/30/2029

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**GRANTS AWARDED:  
SERVICE  
(Project Personnel)**

**Parramore Educational and Innovation District (PEID) Initiative**

Role—Member, Measurement & Evaluation Team

(PI—Sissi Carroll, Anna Drake)

Funded 2017-2018)

Funding source: Helios Education Foundation, \$350,000

Project: Research to help determine what resources best support residents from cradle through career while tracking progress at every level. During a 10-month planning process, the planning team will map the intersections of infrastructure, resources, educational needs, family community services and data required to realize our shared vision. The team will determine which academic approaches will best support goals of community child development centers and schools, and the children and families who are served by them. In months 11-15, researchers and grant-supported personnel will bring together coordinated efforts in each of the early childhood centers, schools, non-profit organizations, health facilities, faith-based organizations, businesses, city-owned facilities and other agencies. Ultimately, our goal is to support a seamless childhood through career ecosystem that will increase success rates for Parramore school children and positively impact the trajectories of Parramore families for generations to come.

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**GRANTS AWARDED  
  
(Serving as  
consultant/  
author, as noted, to  
write parts or all of  
the proposal  
although not listed  
as PI or  
Co-PI)**

**Graduate Teaching Fellows in K-12 Education**

Role—co-author

(PI—Beth Todd, Co-PIs—Clark Midkiff, Jill Shearin Driver, John Wiest;

Funded 2004-2006)

Funding source: National Science Foundation; \$1,585,616

**Teaching American History Program**

Role—intensive consultant/author

(PI—Tuscaloosa City School System; Funded 2003-2006)

Funding source: U.S. Department of Education; \$862,000

**McNair Scholars Program (TRIO)**

Role—consultant/co-author

(PI—Jacqueline Morgan; Funded 2003-08)

Funding source: U.S. Department of Education; \$1,000,000

\*Top 10% of grants awarded

**Community Technology Center**

Role—author

(PI—Willie Jones, Cleveland Avenue YMCA; Funded 2002-2003;

less than 6% (56/970) of applications were funded

Funding source: U.S. Department of Education; \$190,000

**School Leadership Program**

Role—consultant

(PI—Linda Beving; Funded 2002-2005)

Funding source: U.S. Department of Education; \$882,000

**Holt High School Juvenile Mentoring Program (JUMP)**

Role—author

(PI—Sharon Chambers-Gordon; Funded 2002-2005)

Funding source: Office of Juvenile Justice and Delinquency Prevention; \$220,000

**Understanding Islam and the Muslim World: A Student to Student Forum**

Role—consultant

(PI—Fran Oneal; Funded 2002-2003)

Funding source: NAFSA; \$1,050

**Arboretum Environmental Education Enhancements**

Role—author

(PI—Mary Jo Modica; Funded 2002-2003)

Funding source: Legacy; \$10,000

Science Education Technology Initiative—Computer Science

Role—consultant

(PI—David Cordes; Funded 2002-2003)

Funding source: U.S. Department of Education, congressionally mandated; \$440,000

**Science Education Technology Initiative—Physics/Astronomy**

Role—consultant

(PI—Stan Jones; Funded 2002-2003)

Funding source: U.S. Department of Education, congressionally mandated; \$200,000

**Geriatric Mental Health Research Center**

Role—consultant

(PIs—Cindy Roff & Lou Burgio; Funded 2002-2003)

Funding source: SAMHSA, congressionally mandated; \$500,000



Numerous others assisted in editorial, budget, or review capacity

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**INVITED WORKSHOP** Hahs-Vaughn, D.L. (2008, December). Using weights and other statistical analyses issues when working with complex survey data. Invited workshop at the Administration for Families & Children's National Head Start Secondary Data Grantees Research Conference, Washington, DC.

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**INVITED PRESENTATIONS & SYMPOSIUM** Hahs-Vaughn, D. L. (2014, April). I got the job. Now what? Success in Publishing for Early Career Scholars. Presentation at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Hahs-Vaughn, D. L. (2013, April). How to be a good journal reviewer. Presentation at the American Educational Research Association annual meeting at the invitation of Taylor & Francis Publishing, San Francisco, CA.

Lomax, R.G., Garfield, J.B., Mulvenon, S.W., Hancock, G., Belli, G., Zumbo, B.D., Fiala, K.A., **Hahs-Vaughn, D.L.** (2005, April). Promoting graduate student research in educational statistics and statistics education. Symposium panel presented at the American Educational Research Association annual meeting, Montreal, Canada.

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**CONFERENCE PROCEEDINGS** Campbell, L. O., Lambie, G., Bai, H. & **Hahs-Vaughn, D. L.** (2017). Investigating Summer Reading Percentile Changes in Comprehension among a National Sample of Fourth grade students. E. D' Angelo (Ed.), Proceedings of 20th European Conference on Literacy

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**REFEREED PRESENTATIONS**

\* denotes undergraduate or graduate student

**NATIONAL/INTERNATIONAL**

71. **Hahs-Vaughn, D. L.**, Moskal, P., Teixeira, K., Muhs, T., Farotimi, O. P., Carassas, C., Bishop, C. *Personalized adaptive learning in undergraduate mathematics: A meta-analysis*. American Educational Research Association 2024 Convention, Philadelphia, PA, United States. <https://convention2.allacademic.com/one/aera/aera24/>

70. Otero, K., Gunter, G., **Hahs-Vaughn, D.L.** (2024, March). *Middle school space science education: An investigation of self-efficacy, content knowledge, and STEM career interests* [Conference presentation]. National Association for Research in Science Teaching (NARST), Denver, CO, United States. <https://virtual.oxfordabstracts.com/#/event/4707/submission/1022>

69. Binger, C., \*Magallanes, P., San Miguel, V., Harrington, N., & **Hahs-Vaughn, D. L.** (2023, November). *How toddlers use core vocabulary: What's in an*

*utterance?* Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Boston, MA.

68. \*Beausejour, J.P., Bohlen, P.S., \*Harmon, K.K., \*Girts, R.M., Pagan, J.I., **Hahs-Vaughn, D.L.**, Herda, T.J., Stock, M.S. (2022, July). *A comparison of techniques for verifying the accuracy of motor unit firing rates from surface EMG signal decomposition*. National Strength and Conditioning Association national conference, New Orleans, LA.
67. \*Magallanes, P. & Binger, C., & **Hahs-Vaughn, D. L.** (2022, January). *What's in a toddler's utterance?* Poster presented at the annual convention of the Assistive Technology Industry Association, Orlando, FL.
66. **Hahs-Vaughn, D. L.**, \*DeStefano, C., Charles, C. D., Little, M. (2021, April). *Trials and tribulations: Challenges and adjustments in a multi-site school-based RCT*. Poster presented at the American Educational Research Association annual meeting, virtual.

National/international refereed presentations continued...

65. \*DeStefano, C., Charles, C. D., **Hahs-Vaughn, D. L.**, & Little, M. (2021, April). *Treatment fidelity procedures for a teacher candidate RCT internship intervention: Design, feasibility, and preliminary results*. In M. Chian & A. Skukauskaite (Chairs), *Educational Responsibilities in Problem-Based Education: Principles, Practices and Networks Creating and Supporting PBE* [Poster session]. American Educational Research Association annual meeting, virtual.
64. \*Chen, Y., **Hahs-Vaughn, D. L.**, & Bai, H. (2020, April). *An examination of the moderating effect of self-efficacy on the relationship between children's mathematics performance and body mass index*. Poster presented at the American Educational Research Association annual meeting, San Francisco, California. (Conference canceled)
63. Lavery, M. R., Amrein-Beardsley, A., Pivovarova, M., Holloway, J., Geiger, T., & **Hahs-Vaughn, D. L.** (2019, April). *Do Value-Added models (VAMs) tell the truth about teachers? Analyzing validity evidence from VAM scholars*. Paper presented at the American Educational Research Association annual meeting, Toronto, Canada.
  - Selected for inclusion in a special set of AERA Presidential cross-cutting sessions.
62. Chan, S. A., Marinelli, J. P., **Hahs-Vaughn, D. L.**, Link, M. J., Feldman, A., Nye, C., & Carlson, M. L. (2020, February). *Evolution in management trends of sporadic vestibular schwannoma from 1970 through 2019 using the Acoustic Neuroma Association patient registry*. Paper presented at the annual meeting of the North American Skull Base Society, San Antonio, TX.
61. \*Coker, N. A., \*Varanoske, A. N., \*Baker, K. M., **Hahs-Vaughn, D. L.**, Wells, A. J. (2018, July). *Predictors of competitive powerlifting success: A multilevel analysis*. Paper presented at the National Strength and Conditioning National

Conference, Indianapolis, IN.

60. \*Zhou, M, \*Scott, D., Zhao, C., & **Hahs-Vaughn, D. L.** (2018, April). *The Relationship between freedom of choice and control and life satisfaction: A multilevel model*. Presentation at the annual meeting of Chinese American Education Research & Development Association, New York, NY.

National/international refereed presentations continued...

59. Chen, B., Cavanagh, T., Dziuban, C., Moskal, P., Stull, C., Tojo, J., Kirkley, D., **Hahs-Vaughn, D. L.**, Shaban, M., Tidwell, C. (2017, November). *Implementing adaptive learning: Multiple perspectives from practitioners, leadership, and researchers*. Panel presentation at the annual meeting of the Online Learning Consortium.  
Best in Strand Award: Innovations, Tools, and Technologies Strand. This award is a special distinction given to the highest rated presentations.
58. Zadroga, C., Lieberman, R. J., **Hahs-Vaughn, D. L.**, Kent-Walsh, J. (2017, November). *Relationship between comprehension of expository text and language and literacy abilities in kindergarten children*. Poster session presented at the annual meeting of the American Speech-Language-Hearing Association, Los Angeles, CA.
57. **Hahs-Vaughn, D. L.**, \*Acquaye, H., \*Griffith, M. D., \*Jo, H., \*Matthews, K., \*Acharya, P. (2017, April). *Statistical literacy as a function of course delivery format*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.  
Outstanding Paper Award presented by the American Educational Research Association's Professors of Educational Research SIG
56. Lavery, M. R., **Hahs-Vaughn, D. L.**, Sivo, S. A., Bai, H., Amrein-Beardsley, A. (2017, April). *A priori analysis of errors rates in value added models*. Roundtable presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
55. Campbell, L. O., Lambie, G., **Hahs-Vaughn, D. L.**, Bai, H. (2017, April). *Investigating summer reading achievement through curriculum based measures among fourth grade students*. Poster presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
54. Murza, K. & **Hahs-Vaughn, D. L.** (2016, November). *The efficacy of a social skills program for adults with high-functioning autism: A pilot study*. Paper presented at the annual meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
53. \*Timpe, E., Kent-Walsh, J., Binger, C., **Hahs-Vaughn, D. L.**, Schwartz, J., Harrington, N., Lavadia, L., & Vazquez, J. (2016, November). *Effects of parent*

*instruction on the communicative turns of preschoolers with Down syndrome using AAC.* Paper presented at the annual meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.

National/international refereed presentations continued...

52. Pavelko, S., Nye, C., Schwartz, J., **Hahs-Vaughn, D. L.** (2016, June). *The development of writing skills in 4-year old children with language impairment.* Presented at the International Clinical Phonetics and Linguistics Association annual meeting, Halifax, Canada.
51. Hahs-Vaughn, D. L. (2016, April). *Challenges, best practices, and innovations in complex sample data analysis.* Symposium paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
50. \*Lavery, M. R., Holloway-Libell, J., Amrein-Beardsley, A., Pivovarova, **Hahs-Vaughn, D. L.** (2016, April). *Evaluating the validity evidence surrounding the use of student standardized test scores to evaluate teachers: A centennial, systematic mega-review.* Symposium paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
49. Little, M. E., **Hahs-Vaughn, D. L.**, Wenzel, T. (2016, April). *Intensifying reading interventions by teacher candidates within clinical experiences.* Poster presented at the annual meeting of the American Educational Research Association, Washington, DC.
48. \*Twyman, A., Schwartz, J., Kent-Walsh, J., **Hahs-Vaughn, D. L.**, Daly, T. (2015, November). *Investigation into the use of evidence-based interventions in classrooms for children with autism spectrum disorder.* Poster presented at the annual meeting of the American Speech-Language-Hearing Association annual meeting, Denver CO.
47. Yanowitz, K., **Hahs-Vaughn, D. L.** (2015, April). *Impact of participating in a family science night event on adults' perceptions of children.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
46. Yanowitz, K., **Hahs-Vaughn, D. L.**, McKay, T., Ross, A., & Carroll, R. (2015, April). *Junior and high school students' perceptions of the effect of attending science camp at one-year follow-up.* Paper presented as part of a symposium entitled: Toward social justice through expansion of STEM opportunities: The influence of afterschool and summer programs, at the annual meeting of the American Educational Research Association, Chicago, IL.

National/international refereed presentations continued...

45. Little, M. E. & **Hahs-Vaughn, D. L.** (2015, April). *Intensifying reading interventions with elementary students within a clinical setting.* Paper

presented at the annual meeting of the American Educational Research Association, Chicago, IL.

44. Murza, K. A., Schwartz, J., **Hahs-Vaughn, D. L.**, Nye, C. (2015, April). *Joint attention intervention for children with autism spectrum disorder: A systematic review and meta-analysis*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
43. Miller, A., Kinnally, W., **Hahs-Vaughn, D.L.**, Fisher, K. (2014, November). *The relationship between exposure to sexual media content and sexual attitudes and behaviors: A meta-analysis*. Poster presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN.
42. Little, M. E. & **Hahs-Vaughn, D. L.** (2014, November). *Professional learning communities and efficacy of middle school teachers*. Conversation session presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN.
41. **Hahs-Vaughn, D. L.** (2014, April). *Investigating the use of propensity score analysis with complex samples*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
40. Little, M. & **Hahs-Vaughn, D. L.** (2014, April). *Sustained professional learning for middle school mathematics teachers? Teacher efficacy and student results*. Roundtable presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
39. Murza, K., **Hahs-Vaughn, D. L.**, Schwartz, J., Nye, C. (2013, November). *Joint attention for autism: Results of a systematic review and meta-analysis*. Paper presented at the American Speech-Language-Hearing Association annual meeting, Chicago, IL.
38. Yanowitz, K., McKay, T., Ross, C. A., **Hahs-Vaughn, D. L.**, Carroll, E. R. (2013, May). *Changes in motivational levels after a science enrichment camp*. Paper presented at the American Psychological Society annual meeting, Washington, DC.

National/international refereed presentations continued...

37. **Hahs-Vaughn, D. L.** (2013, April). *Estimating and using propensity score analysis with complex samples*. Paper presented at the American Educational Research Association annual meeting, San Francisco, CA.
36. **Hahs-Vaughn, D. L.** (2013, January). *Statistical literacy as a function of online versus mixed mode course delivery formats for an introductory masters statistics course*. Paper presented at the Higher Education Teaching and Learning Association international annual meeting, Orlando, FL.
35. \*Malani, M., Ehren, B., **Hahs-Vaughn, D. L.**, Kent-Walsh, J., & Little, M. (2012, November). *Effects of an adolescent reading comprehension strategy with*

*digital texts*. Paper presented at the annual meeting of the American Speech-Language Hearing Association, Atlanta, GA.  
National/international refereed presentations continued...

34. \*Murza, K., Nye, C., Schwartz, J.B., Ehren, B., **Hahs-Vaughn, D.L.** (2012, September). *Inference abilities in asperger syndrome: the effects of a reading inference strategy for adults*. Poster presented at Randomised Controlled Trials in the Social Sciences annual conference, Heslington, York, United Kingdom.
  33. Bulotsky-Shearer, R., **Hahs-Vaughn, D. L.**, Faria, A., Wen, X. (2012, May). *An applied example of multilevel latent profile and growth modeling: Profiles of family involvement and classroom quality and growth in language and social skills for a nationally representative Head Start sample*. Paper presented at the Modern Modeling Methods annual conference, Storrs, CT.
  32. Little, M. & **Hahs-Vaughn, D. L.** (April, 2012). *Reading intervention research in secondary schools: Results of comprehensive scale-up implementation*. Paper presented at the American Educational Research.
  31. **Hahs-Vaughn, D. L.** (2011, April). *Estimating and using propensity score analysis with complex samples*. Paper presented at the American Educational Research Association annual meeting, New Orleans, LA.
  30. Bulotsky-Shearer, R. J., Wen, X., Faria, A., **Hahs-Vaughn, D. L.**, Korfmacher, J. (2011, April). *Multilevel latent profile analysis of family involvement and school readiness for a nationally representative Head Start children*. Paper presented at the American Educational Research Association annual meeting, New Orleans, LA.
- National/international refereed presentations continued...
29. Bulotsky-Shearer, R. J., Wen, X., Faria, A., **Hahs-Vaughn, D. L.**, Korfmacher, J. (2010, June). *National profiles of classroom quality and parent involvement: Multidimensional perspective on school readiness for Head Start children*. Poster presented at the National Head Start Association annual research conference, Washington, DC.
  28. **Hahs-Vaughn, D. L.** & Onwuegbuzie, A. J. (2010, April). *Quality of abstracts in articles submitted to a scholarly journal: A mixed methods case study of the journal Research in the Schools*. Paper presented at the American Educational Research Association annual meeting, Denver, CO.
  27. Bulotsky-Shearer, R., Wen, X., Korfmacher, J., **Hahs-Vaughn, D. L.** (2010, April). *A multidimensional examination of early childhood program quality: Combining classroom process quality and parent involvement to understand developmental and school readiness outcomes for early Head Start children*. Paper presented at the American Educational Research Association annual meeting, Denver, CO.
  26. McWayne, C. M., **Hahs-Vaughn, D. L.**, Cheung, K. (2010, April). *National profiles of school readiness for Head Start children: An investigation of*

*moderation, structural, and individual stability/change.* Paper presented at the American Educational Research Association annual meeting, Denver, CO.

25. **Hahs-Vaughn, D. L.** & O'Connell, A. (2009, April). *Analysis of complex samples using logistic regression and AM software.* Paper presented at the American Educational Research Association annual meeting, San Diego, CA.
24. \*Stevison, M. & **Hahs-Vaughn, D. L.** (2008, November). *A prototype for digital archiving in K-12: Transforming the educational experience with project-based learning via student-created digital archives.* Paper presented at the Association for Educational Communications and Technology annual meeting, Orlando, FL.
23. Little, M. & **Hahs-Vaughn, D. L.** (2007, October). *The implementation of Content Enhancement Routines for improved content literacy for middle and secondary social studies students.* Paper presented at the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) National Evaluation Institute, Orlando, FL.

National/international refereed presentations continued...

22. **Hahs-Vaughn, D. L.**, Wallace, T., & \*Stevison, M. (2007, October). *Review of measurement and effect size reporting in quantitative education dissertations.* Paper presented at the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) National Evaluation Institute, Orlando, FL.
21. **Hahs-Vaughn, D. L.** & Yanowitz, K. (2007, April). *Who is conducting teacher research?* Paper presented at the American Educational Research Association annual meeting, Chicago, IL.
20. **Hahs-Vaughn, D. L.** & Scherrf, L. (2007, April). *Beginning English teacher attrition and mobility.* Paper presented at the American Educational Research Association annual meeting, Chicago, IL.
19. Scherrf, L. & **Hahs-Vaughn, D. L.** (2006, November). *What we know about English language arts teachers: An analysis of the 1999-2000 SASS and 2000-2001 TFS.* Paper presented at the National Council of Teachers of English annual convention. Nashville, TN.
18. **Hahs-Vaughn, D. L.** (2006, April). *Teachers as researchers: Strategies for introducing statistical software with action research.* Roundtable presented at the American Educational Research Association annual meeting, San Francisco, CA.
17. **Hahs-Vaughn, D. L.** (2006, April). *Weighting omissions and best practices when using national datasets in educational research.* Paper presented at the American Educational Research Association annual meeting, San Francisco, CA.
16. **Hahs-Vaughn, D. L.** & Yanowitz, K. (2006, April). *Changes in student-centered*

*assessment by postsecondary science and nonscience faculty.* Paper presented at the American Educational Research Association annual meeting, San Francisco, CA.

15. King, A. O., Alderman, B., Feldheim, M. A., **Hahs-Vaughn, D. L.**, Ludwig, V., Newlin, M., Todd, A., & Young, D. (2005, November). *Library research modules in WebCT classes: A panel discussion.* Paper presented at the Sloan-C International Conference on Asynchronous Learning Networks annual conference. Orlando, FL.

National/international refereed presentations continued...

14. **Hahs-Vaughn, D. L.** (2005, April). *Using survey weights and design effects in complex samples.* Paper presented at the American Educational Research Association annual meeting, Montreal, Canada.
13. Little, M. & **Hahs-Vaughn, D. L.** (2005, April). *Design and analysis of the environment and confidence subscales of the action research questionnaire.* Roundtable presented at the American Educational Research Association annual meeting, Montreal, Canada.
12. Little, M., **Hahs-Vaughn, D.L.**, Hansen, J., Roser, L., Simpkins, B. (2004, December). *Professional development that shows results!* Paper presented at the National Staff Development Council annual conference, Vancouver Canada.
11. \*Yao, Y., \*Tao, Y., Zygouris-Coe, V., **Hahs-Vaughn, D. L.**, Baumbach, D., & Long, G. (2004, October). *Qualitative evaluation on facilitator's contributions to online professional development.* Paper presented at the Association for Educational Communications and Technology annual conference, Chicago, IL.
10. **Hahs-Vaughn, D. L.** & Yanowitz, K. L. (2004, August). *Pedagogical methods of postsecondary science faculty.* Poster presented at the American Psychological Association annual convention, Honolulu, HI.
9. **Hahs-Vaughn, D.L.**, \*Fiedler, R., & Zygouris-Coe, V. (2004, July). *A Hybrid Model for Evaluating Online Professional Development: Phase One Evaluation of the Florida Online Reading Professional Development (FOR-PD).* Paper presented at the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) National Evaluation Institute, Colorado Springs, CO.
8. **Hahs-Vaughn, D. L.** (2004, April). *Characteristics and caveats of NCES national datasets for postsecondary studies.* Paper presented at the American Educational Research Association annual meeting, San Diego, CA.



7. **Hahs, D. L.** (2003, April). *The utilization of sample weights in single-level structural equation modeling*. Paper presented at the American Educational Research Association annual meeting, Chicago, IL.
  6. **Hahs, D. L.** (2003, April). *The impact of parents' education level on college students*. Paper presented at the American Educational Research Association annual meeting, Chicago, IL.
- National/international refereed presentations continued...

5. **Hahs, D. L. & Lomax, R. G.** (2001, April). *A multiple sample structural equation model gender analysis of recent science and engineering doctorate recipients*. Paper presented at the American Educational Research Association annual meeting, Seattle, WA.
4. **Hahs, D. L.** (1999, October). *Portfolios: Reflection opportunities for freshman seminar students*. Paper presented at the American Association for Teaching and Curriculum annual meeting, Orlando, FL.
3. **Hahs, D. L.** (1998, October). *Generational learning styles: Can MTV and Elvis harmonize?* Paper presented at the American Association of Teaching and Curriculum annual meeting, Orlando, FL.
2. **Hahs, D. L.** (1998, October). *Capturing the globe: Bringing the world into your classroom*. Paper presented at the Association for Integrated Studies annual meeting, Detroit, MI.
1. **Hahs, D. L.** (1998, October). *Business school curriculum: Addressing industry needs through integrated study*. Paper presented at the Association for Integrated Studies annual meeting, Detroit, MI.

#### **REGIONAL**

1. Swan, B., **Hahs-Vaughn, D.L.**, Fidanzi, A., Serpa, A., \*DeStefano, C., & Clark, M. H. (2018, March). *Information technology careers for rural areas: Summative findings from the evaluation of a Florida TAACCCT project*. Paper presented at the Southeast Evaluation Association (SEA) 2018 Annual Workshop, Tallahassee, FL.
2. **Hahs-Vaughn, D. L.** (2011, February). *The relationship between statistical literacy and course delivery format*. Paper presented at the Eastern Educational Research Association annual meeting, Sarasota, Florida.
3. **Hahs-Vaughn, D. L. & Nye, C.** (2009, February). *Understanding high quality research designs for speech language pathology*. Paper presented at the Eastern Educational Research Association annual meeting, Sarasota, Florida.

Regional refereed presentations continued...

4. **Hahs-Vaughn, D.L.** & Onwuegbuzie, A. (2007, February). *Quality of abstracts in articles submitted to a scholarly journal: A mixed methods case study of Research in the Schools*. Paper presented at the Eastern Educational Research Association annual meeting, Clearwater, Florida.
5. **Hahs-Vaughn, D.L.**, Fish, R., & Onwuegbuzie, A. (2005, March). *The application of propensity score analysis to the ECLS-K*. Roundtable presented at the Eastern Educational Research Association annual meeting, Sarasota, Florida.
6. **Hahs-Vaughn, D.L.** & Zygouris-Coe, V. (2005, January). *Modeling teacher outcomes in the Florida Online Reading Professional Development (FOR-PD) with hierarchical linear models*. Paper presented at the Southeast Evaluation Association annual meeting, Tallahassee, Florida.
7. **Hahs-Vaughn, D.L.**, Zygouris-Coe, V., & \*Terilli, J. (2005, January). *Reading knowledge differences of Florida Online Reading Professional Development (FOR-PD) Teachers*. Paper presented at the Southeast Evaluation Association annual meeting, Tallahassee, Florida.
8. Zygouris-Coe, V., **Hahs-Vaughn, D.L.**, \*Wiggins, M., \*Terrilli, J. (2004, October). *Teachers' knowledge of reading and reading instruction as a determinant of grade level*. Paper presented at the Southeastern Regional Association of Teacher Educators annual meeting, Orlando, FL.
9. **Hahs-Vaughn, D. L.**, Zygouris-Coe, V., \*Fiedler, R., \*Yao, Y., Baumbach, D., & Long, G. (2004, January). *Evaluating online professional development: A plan for the Florida Online Reading Professional Development Project*. Paper presented at the Southeast Evaluation Association annual meeting, Tallahassee, FL.
10. **Hahs, D. L.** (2002, November). *The influence of parents' education levels on postsecondary students*. Paper presented at the Mid-South Educational Research Association annual meeting, Chattanooga, TN.
11. **Hahs, D. L.** (1999, November). *Undergraduate students in science: What do they want to be when they grow up?* Paper presented at the Mid-South Educational Research Association annual meeting, Point Clear, AL.

Regional refereed presentations continued...

12. **Hahs, D. L.** (1998, November). *Creating good graduate students: A model for success*. Paper presented at the Mid-South Educational Research Association annual meeting, New Orleans, LA.
13. **Hahs, D. L.**, Fields, M., and Coulter, R. (1996, May). *Innovative directions for business school curriculum: Addressing industry needs*. Paper presented at the Southwestern Marketing Association annual meeting, San Antonio, TX.

## STATE

1. \*Magallanes, P., Binger, C., Ellis, S., & **Hahs-Vaughn, D.L.** (2021, October). *What words are important when children talk?* Poster presentation at the annual convention of the New Mexico Speech-Language-Hearing Association. Online.
2. Swan, B., **Hahs-Vaughn, D.L.**, Fidanzi, A., Serpa, A., DeStefano, C., & Clark, M. H. (2018, November). *Evaluation findings from a large scale TAACCCT program for building capacity to provide specialized IT training in Florida.* Paper presented at the 63<sup>rd</sup> Annual Meeting of Florida Educational Research Association (FERA), St. Petersburg, FL.
3. Little, M. E., Wenzel, T., **Hahs-Vaughn, D. L.**, \*Patrusky, L., \*Smith, L. (2014, November). *Project "Safety NET:" Networking Educational Teams to meet the needs of all learners.* Paper presented at the Florida Educational Research Association annual meeting, Cocoa Beach, Florida.
4. **Hahs-Vaughn, D. L.**, Wallace, T., & Acharya, P. (2012, November). *Education dissertation consistency with recommended guidelines of measurement and effect size reporting.* Paper presented at the Florida Educational Research Association annual meeting, Gainesville, Florida.
5. \*Morehead, K. & **Hahs-Vaughn, D. L.** (2010, November). *Statistical literacy as a function of course format.* Paper presented at the Florida Educational Research Association annual meeting, Orlando, Florida.
6. \*Gardner, M. C., **Hahs-Vaughn, D. L.**, & Taylor, R. (2010, November). *Florida middle school principals acknowledge the seriousness of student cyberbullying.* Paper presented at the Florida Educational Research Association annual meeting, Orlando, Florida.

State refereed presentations continued...

7. Onwuegbuzie, A. J. & **Hahs-Vaughn, D. L.** (2009, November). *Quality of abstracts in articles submitted to a scholarly journal: A mixed-methods case study of the journal Research in the Schools.* Paper presented at the Florida Educational Research Association annual meeting, Orlando, Florida.
8. Wallace, T., **Hahs-Vaughn, D. L.**, & \*Stevison, M. (2008, November). *Education dissertation consistency with recommended guidelines for measurement reporting.* Paper presented at the Florida Educational Research Association annual meeting, Orlando, FL.
9. **Hahs-Vaughn, D. L.**, Wallace, T., & \*Stevison, M. (2008, November). *Education dissertation consistency with recommended guidelines for effect size reporting.* Paper presented at the Florida Educational Research Association annual meeting, Orlando, FL.

10. Gill, M. & **Hahs-Vaughn, D. L.** (2008, September). *Does it work? A guide to investigating the efficacy of interventions in educational research*. Paper presented at the Florida Association of Teacher Educators annual meeting, Orlando, FL.
11. Atallah, J., Kufel, M., Little, M. E., **Hahs-Vaughn, D. L.**, Hock, M. (2008, June). *FUSION reading: Evaluating the effects of a multi-component reading intervention on adolescent struggling readers*. Paper presented at the Just Read Florida conference, Orlando, FL.
12. **Hahs-Vaughn, D. L.** (2008, April). *Hierarchical linear modeling analysis of the relationship of statistical literacy, statistical reasoning, and statistical thinking to course delivery format for an introductory statistics class*. Paper presented at the University of Central Florida research week, Orlando, FL.
13. Zygouris-Coe, V. & **Hahs-Vaughn, D. L.** (2005, April). *Estimating school effects on teachers' knowledge of reading and reading instruction: Using HLM to estimate teacher knowledge in the Florida Online Reading Professional Development*. Paper presented at the Florida Reading Research Conference, Tallahassee, FL.
14. Zygouris-Coe, V. & **Hahs-Vaughn, D. L.** (2004, February). *Teacher knowledge, instructional practice, and student performance: A collaborative research project*. Paper presented at the Multi-University Reading, Mathematics, and Science Initiative, Tallahassee, FL.

State refereed presentations continued...

15. Pate, S. & **Hahs, D. L.** (1999, July). *Drowning in information while starving for knowledge*. Paper presented at the University of Southern Mississippi Reading Conference, Hattiesburg, MS.
16. **Hahs, D. L.** (1999, March). *The evolution of scientific method in interactive theories*. Paper presented at the University of Alabama Graduate Student Research Conference, Tuscaloosa, AL.

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## UCF RESEARCH CONFERENCES

Moskal, P., Teixeira, K., Muhs, **Hahs-Vaughn, D. L.**, Muhs, T., \*Farotimi, O. P., Bishop, C. & \*Carassas, C. (2024, Feb. 22). *Conducting a large systematic review: A view from the trenches*. College of Community Innovation and Education Research Showcase, Orlando, FL, United States.

\*Farotimi, O., \*DeStefano, C., & **Hahs-Vaughn, D. L.** (2023). *An enhanced preparation model (EPM) for improving educational outcomes: Measuring pre-service teachers' self-efficacy*. Presented at the Annual UCF Student Scholar Symposium, Orlando, FL.

Awarded **Judge's Choice Award** for outstanding presentation

\*Coker, N. A., \*Varanoske, A. N., \*Baker, K. M., **Hahs-Vaughn, D. L.**, & Wells, A. J. (2018, April). *Predictors of competitive powerlifting success: A multilevel analysis*. Poster presented at the University of Central Florida Graduate Research Forum,

Orlando, FL.

\*Matthews, K. & **Hahs-Vaughn, D.L.** (2018, April). *Focusing on growth: A model of graduation rate changes among Florida's state colleges*. Paper presented at the University of Central Florida Graduate Research Forum, Orlando, FL.

Awarded **2<sup>nd</sup> place** in the Fine Arts, Humanities, and Education category

\*Thripp, R., \*Nair, U., \*Ghosh, A., **Hahs-Vaughn, D.L.** (2018, April). *How does financial knowledge vary across U.S. states? A multilevel analysis of the 2015 National Financial Capability Study*. Paper presented at the University of Central Florida Graduate Research Forum, Orlando, FL.

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**EVALUATION &  
RESEARCH  
CONSULTATION**

An investigation of the effects of the Istation Reading program on the reading performance of elementary school students in the state of Florida.

The Morgridge International Reading Center (MIRC) at the University of Central Florida (UCF) was selected as the state of Florida's research center to establish a research protocol and to examine the effects of the Istation Reading program on the reading performance of students enrolled in grades pre-K – 5 in Florida schools beginning with the 2014 – 2015 school year.

Investigators: Robinson, S., Campbell, L., Lambie, G.,  
Hahs-Vaughn, D. L., Bai, H.

Funding agency: State of Florida

External Evaluator, Arkansas State University's Itest Project (CSI: Classroom Student Investigations)

PI: K. Yanowitz; Co-PIs: A. Ross, T. McKay

Funding agency: National Science Foundation  
(2012-2013 to 2015-2016; \$1,014,630)

External Evaluator, University of Central Florida's Exceptional Education Program's BRIDGES program for masters students funded by the Office of Special Education, U.S. Department of Education  
(2011-2013; \$500,000)

External Evaluator, National Science Foundation CAREER Award for Dr. Bobby Jeanpierre (2008-2009; 2011; \$691,955)

Director of Design & Analysis, Reading Intervention Research in Florida Grant  
(2007-2008)

Assisted in the design of the study, conducting statistical analyses, and writing results

Member, Evaluation Sub-committee, Project CENTRAL (2003-2008)

Florida Online Reading Professional Development (2003-2004)  
Wrote evaluation plan, compiled results, assisted in writing state reports,  
supervised doctoral student evaluation assistants

Cleveland Avenue YMCA Community Technology Center (2003-2004)  
Wrote evaluation plan, developed assessment instruments,  
compiled results, assisted in writing federal reports

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**FEDERAL OR STATE  
AGENCY SERVICE:  
FUNDING  
APPLICATION  
PROPOSAL  
REVIEWER**

Ad Hoc Reviewer, ECR Core, National Science Foundation (May 2024)  
Invited by the Program Director of the Division of Research on Learning,  
Directorate for STEM Education, based on my knowledge of educational research  
and expertise in analysis of complex sampling

**Panel Chair**, Secondary Analyses of Data on Early Care and Education, U.S.  
Department of Health and Human Services, Administration for Children and  
Families Office of Planning, Research, and Evaluation (May 2023)  
This program supports researchers conducting secondary analyses of data to  
address key questions of relevance to the goals and outcomes of programs  
administered by ACF, in particular the Child Care and Development Fund (CCDF)  
and Head Start/Early Head Start (HS/EHS).

Reviewer, Early Care and Education Research Scholars: Head Start Dissertation  
Grants, U.S. Department of Health and Human Services, Administration for  
Children and Families, Office of Planning, Research, and Evaluation (OPRE) (May  
2022)

The Early Care and Education Research Scholars: Head Start and Child Care  
Dissertation Grants support doctoral dissertation research addressing issues  
related to Head Start and childcare programs and policy. Both funding  
opportunities support work that utilizes rigorous research methods and informs  
policy and practice decisions and solutions.

Reviewer, National Science Foundation Directorate for Education and Human  
Resources (January 2022)

**Panel Chair**, Secondary Analyses of Data on Early Care and Education, U.S.  
Department of Health and Human Services, Administration for Children and  
Families Office of Planning, Research, and Evaluation (May 2020)  
This program supports researchers conducting secondary analyses of data to  
address key questions of relevance to the goals and outcomes of programs  
administered by ACF, in particular the Child Care and Development Fund (CCDF)  
and Head Start/Early Head Start (HS/EHS).

Reviewer, National Science Foundation Directorate for Education and Human  
Resources (May 2019)

Reviewer, Head Start Child Care Research Scholars Grant Program, U.S. Department of Health and Human Services, Administration for Children and Families (April 2018)

Child Care Research Scholars grants support dissertation research on child care policy issues in partnership with State Child Care and Development Fund (CCDF) lead agencies.

Reviewer (ad hoc), Methodology, Measurement and Statistics (MMS) (14-574), National Science Foundation (November 2016)

The Methodology, Measurement, and Statistics (MMS) Program is an interdisciplinary program in the Directorate for Social, Behavioral, and Economic Sciences that supports the development of innovative, analytical, and statistical methods and models for those sciences.

Reviewer, Head Start Child Care Research Scholars Grant Program, U.S. Department of Health and Human Services, Administration for Children and Families (July 2016)

Child Care Research Scholars grants support dissertation research on child care policy issues in partnership with State Child Care and Development Fund (CCDF) lead agencies.

Reviewer, Head Start Child Care Research Scholars Grant Program, U.S. Department of Health and Human Services, Administration for Children and Families (July 2011)

Child Care Research Scholars grants support dissertation research on child care policy issues in partnership with State Child Care and Development Fund (CCDF) lead agencies.

Reviewer, Graduate Assistance in Areas of National Need (GAANN), U.S. Department of Education (January 2007)

The GAANN program provides graduate fellowships to students pursuing doctoral degrees in areas of national need.

Reviewer, Fund for the Improvement of Postsecondary Education (FIPSE) Comprehensive Program, U.S. Department of Education (July 2006)

Comprehensive Program applications may address any topic having to do with the improvement of postsecondary education. This year's competition, focused on: a) Improving teacher preparation in science and mathematics; b) Promoting continuing academic progress from high school through college; and c) Developing administrative and instructional efficiencies to broaden access to high quality, affordable postsecondary education

Reviewer, Teacher Professional Continuum (TPC), National Science Foundation (November 2005)

Addresses critical issues and needs regarding the recruitment, preparation, induction, retention, and life-long development of K-12 science, technology, engineering, and mathematics (STEM) teachers. The program supports Research Studies, Resources for Professional Development, and Conferences and Symposia.

Reviewer, Multi-University Reading, Mathematics and Science Initiative (MURMSI), Learning Systems Institute, Florida State University (July 2005)  
MURMSI is a federally-funded project involving collaboration with multiple stakeholders designed to measurably improve teaching and learning in reading, mathematics, and science in Florida's K-12 schools, with a special emphasis on students considered "at risk" due to economic or other conditions. This project seeks to develop a deeper understanding of ways to improve reading, mathematics, and science education in Florida through strategically planned research and action plans

Reviewer, Graduate Assistance in Areas of National Need (GAANN), U.S. Department of Education (January 2004)  
The GAANN program provides graduate fellowships to students pursuing doctoral degrees in areas of national need.

Reviewer, Improving Literacy through School Libraries Program, U.S. Department of Education (May 2003)  
Promotes comprehensive local strategies to improve student reading achievement by improving school library services and resources.

Reviewer, Computer Science, Engineering, and Mathematics Scholarship Program (CSEMS), National Science Foundation (April 2002)  
Provides grants to colleges and universities to support scholarships for academically talented, financially needy students, enabling them to enter the high-technology workforce following completion of an associate, baccalaureate, or graduate-level degree in computer science, computer technology, engineering, engineering technology, or mathematics.

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**FEDERAL OR STATE  
AGENCY SERVICE:  
ALTERNATE  
FUNDING  
APPLICATION  
PROPOSAL  
REVIEWER**

Alternate reviewer, Child Care Administrative Data Analysis grant program, U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research & Evaluation (July 2013)  
These cooperative agreements fund research and evaluation activities that primarily involve the analysis of child care administrative data.

Alternate reviewer, Ronald E. McNair Postbaccalaureate Achievement Program, U.S. Department of Education (July 2007)  
This program prepares participants for doctoral studies through involvement in research and other scholarly activities. Participants are from disadvantaged backgrounds and have demonstrated strong academic potential. The goal is to increase the attainment of Ph.D. degrees by students from underrepresented segments of society.

Alternate Reviewer, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), U.S. Department of Education (August 2000)  
GEAR UP is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The five-year grant provide services at high-poverty middle and H.S. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through H.S.



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**TECHNICAL REPORTS**

**(Non-Refereed)**

**\* graduate student**

**Hahs-Vaughn, D.L.** & \*Omonkhodion, C. (December 2023). *Early Literacy School Pilot Program (ELSPP) Impact Study Report* (Report No. 77PASCOELSPP2022Y2F). University of Central Florida, Program Evaluation and Educational Research Group (PEER).

\*DeStefano, C., \*Farotimi, O., **Hahs-Vaughn, D. L.**, & \*Polera, C. (2023). *Enhancing quality in teacher preparation in mathematics within urban partnerships: Five-year cumulative report*. Teacher Quality Partnerships: Downtown Experience. Orlando, FL.

**Hahs-Vaughn, D. L.** & \*Omonkhodion, C. H. (2023). *Pasco County School District extended school day 2nd and 3rd grade impact study report (90PASCODIRIP2023.F1)*. University of Central Florida, Program Evaluation and Educational Research Group (PEER), Orlando, FL.

Swan, B., **Hahs-Vaughn, D.L.**, Musengwa, I., & \*Omonkhodion, C. H. (2023). *Pasco County School District: District Intensive Reading Initiative Pilot (DIRIP) evaluation report (Report No. 90PASCODIRIP2023.S)*. University of Central Florida, Program Evaluation and Educational Research Group (PEER).

\*DeStefano, C., **Hahs-Vaughn, D. L.**, \*Polera, C., & \*Farotimi, O. (2023). *Enhancing quality in teacher preparation in mathematics within urban partnerships: 2022–2023 annual report*. Teacher Quality Partnerships: Downtown Experience. Orlando, FL.

\*DeStefano, C., **Hahs-Vaughn, D. L.**, \*Polera, C., & \*Farotimi, O. (2022). *Enhancing quality in teacher preparation in mathematics within urban partnerships: 2021–2022 annual report*. Teacher Quality Partnerships: Downtown Experience. Orlando, FL.

\*DeStefano, C., Charles, C. D., & **Hahs-Vaughn, D. L.** (2021). *Enhancing quality in teacher preparation in mathematics within urban partnerships: 2020–2021 annual report*. Teacher Quality Partnerships: Downtown Experience. Orlando, FL.  
Charles, C. D., \*DeStefano, C., & **Hahs-Vaughn, D. L.** (2020). *Enhancing quality in teacher preparation in mathematics within urban partnerships: 2019–2020 annual report*. Teacher Quality Partnerships: Downtown Experience. Orlando, FL.

Matthews, K. J., \*DeStefano, C., & **Hahs-Vaughn, D. L.** (2019). *Enhancing Quality in Teacher Preparation in Mathematics within Urban Partnerships: 2018–2019 annual report*. Teacher Quality Partnerships: Downtown Experience. Orlando, FL.

Clark, M. H. , Swan, B., & **Hahs-Vaughn, D. L.** (2018). *Improving employment with educational pathways created by M-PATH: Advanced manufacturing—A comparative study of a TAACCCT grant. (Rep. No. VCDOLACT2014.Y4IS)*. Orlando, FL: University of Central Florida, Program Evaluation and Educational Research Group (PEER).

**Hahs-Vaughn, D. L.**, Swan, B. & Clark, M. H. (2017). *Florida XCEL-IT Information Technology Careers for Rural Areas: Comparative Impact Study Findings. (Rep. No.*

CFTAACCCT2013.Y4IS). Orlando, FL: University of Central Florida, Program Evaluation and Educational Research Group (PEER).

Swan, B., **Hahs-Vaughn, D. L.**, Fidanzi, A., Serpa, A., DeStefano, C., & Clarke, M.(2017). *Florida XCEL-IT: Information Technology Careers for Rural Areas: Final Evaluation Report. (Rep. No. CFTAACCCT2013.Y4F)*. Orlando, FL: University of Central Florida, Program Evaluation and Educational Research Group (PEER).

Swan, B., DeStefano, C., Middleton, A., **Hahs-Vaughn, D. L.**, & Terrio, S. (2014). *Florida XCEL-IT: Information technology careers for rural areas: Year 1 annual evaluation report. (Rep. No. CF\_TAACCCT2013.Y1S)*. Orlando, FL: University of Central Florida, Program Evaluation and Educational Research Group (PEER).

Little, M. & **Hahs-Vaughn, D. L.** (2009). *Results of the intervention research in secondary reading*. Orlando: University of Central Florida, Project CENTRAL.

**Hahs-Vaughn, D. L.** (2007). *Analyzing data. Handbook on using Excel for analyzing quantitative data submitted to the UCF/Orlando Science Center Holmes Partnership*. Orlando: University of Central Florida.

Little, M. & **Hahs-Vaughn, D. L.** (2006). *Results of a comprehensive plan for improved content literacy for secondary students: Palm Beach County Content Enhancement Routines research report*. Orlando: University of Central Florida, Project CENTRAL.

**Hahs-Vaughn, D. L.** (2004). *A how-to guide for SPSS basics*. Manuscript submitted to Project CENTRAL for staff use.

**Hahs-Vaughn, D. L.** & \*Terilli, J. (2004). *TREKA item analysis*. Orlando: University of Central Florida.

**Hahs-Vaughn, D. L.**, \*Yao, Y., & \*Fiedler, R. (2004). *Florida Online Reading Professional Development preliminary evaluation report*. Orlando: University of Central Florida, Department of Educational Research, Technology, and Leadership.

**Hahs-Vaughn, D. L.** (2003). *A teacher's guide to using the Wilcoxon signed-rank test in action research*. Manuscript submitted to Project CENTRAL to be used for in-service professional development.

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**WORKSHOPS/  
WEBINARS**

Hahs-Vaughn, D. L. (2023, May). *Methods in grant proposals*. Panel presentation at the University of Central Florida's College of Community Innovation and Education Faculty Research Institute.

Hahs-Vaughn, D. L. (2023, March). *Finding mentors*. Workshop presented to the University of Central Florida Faculty Excellence Associate Professor Mentoring Community.

Hahs-Vaughn, D. L. (2020, October). *Using Camtasia in instruction*. Presented at the University of Central Florida's Faculty Center for Teaching and Learning Technology Workshop.

Hahs-Vaughn, D. L. (2019, May). *Strategies for building a successful promotion dossier*. Presented at the University of Central Florida's summer faculty development institute.

Hahs-Vaughn, D. L. (2019, January). *Strategies for building a successful promotion dossier*. Presented to the University of Central Florida's associate professor mentoring community.

Hahs-Vaughn, D. L. (2017, June). *Lessons from a web vet*. Presentation at University of Central Florida's IDL6543 faculty web course, Orlando, FL.

Workshops/webinars continued...

Hahs-Vaughn, D. L. (2017, March). *Blended content and assignments*. Webinar presented as part of BlendKit through the University of Central Florida, Orlando, FL.

Invited speaker for "BlendKit" an open online (MOOC) faculty development course for an international cohort of hundreds of blended learning instructors and developers.

Hahs-Vaughn, D. L. (2016, May). *Lessons from a web vet*. Presentation at University of Central Florida's IDL6543 faculty web course, Orlando, FL.

Hahs-Vaughn, D. L. (2016, January). *Preparing to teach in a hybrid learning environment*. Invited presentation (one of only two faculty across campus) to speak to Windermere Preparatory School faculty and administrators. University of Central Florida, Orlando, FL.

Hahs-Vaughn, D. L. (2016, January). *Preparing your Research Excellence Award materials*. Presentation at the UCF Center for Success of Women Faculty Excellence Awards Workshop, University of Central Florida, Orlando, FL.

Hahs-Vaughn, D. L. (2015, March). *Blended content and assignments*. Webinar presented as part of BlendKit 2015 through the University of Central Florida, Orlando, FL.

Invited speaker for "BlendKit2015" an open online (MOOC) faculty development course for an international cohort of hundreds of blended learning instructors and developers.

Hahs-Vaughn, D. L. (2015, March). *Preparing your Teaching Incentive Program (TIP) materials*. Presentation at the UCF TIP and SoTL Awards Workshop, University of Central Florida, Orlando, FL.

Hahs-Vaughn, D. L. (2015, January). *Preparing your Research Excellence Award materials*. Presentation at the UCF Excellence Awards Workshop, University of Central Florida, Orlando, FL.

Hahs-Vaughn, D. L. (2014, May). *Blended content and assignments*. Webinar presented as part of BlendKit 2014 through the University of Central Florida, Orlando, FL.

Invited speaker for “BlendKit2014” an open online (MOOC) faculty development course for an international cohort of hundreds of blended learning instructors and developers.

Workshops/webinars continued...

Hahs-Vaughn, D. L. (2013, May). *Lessons from a web vet*. Presentation at University of Central Florida’s IDL6543 faculty web course, Orlando, FL.

Hahs-Vaughn, D. L. (2011, July). *Hybrid learning instruction*. Webinar presented as part of BlendKit 2011 through the University of Central Florida, Orlando, FL.

Invited speaker for “BlendKit2011” a five-week open, online faculty development course for an international cohort of nearly 200 blended learning instructors and developers offered from July-August 2011 as part of UCF/AASCU’s Next Generation Learning Challenges project (see <http://nextgenlearning.org/the-grants/wave-i-winners#41>). The recordings of the presentation remain a part of the “BlendKit Course” open courseware materials on the <http://BlendedLearningToolkit.org> website where they continue to be used regularly (see <http://blended.online.ucf.edu/blendkit-course-real-time-sessionsarchive>.)

Hahs-Vaughn, D. L. (2011, May). *Lessons from a web vet*. Presentation at University of Central Florida’s IDL6543 faculty web course, Orlando, FL.

Hahs-Vaughn, D. L. (2011, February). *Lessons from a web vet*. Presentation at University of Central Florida’s IDL6543 faculty web course, Orlando, FL.

Hahs-Vaughn, D. L. (2009, October). *Preparing presentation of your research for a Research Incentive Award*. Presentation at the Research Incentive Award Workshop, University of Central Florida, Orlando, FL.

Hahs-Vaughn, D. L. (2009, February). *Lessons from a web vet*. Presentation at University of Central Florida’s IDL6543 faculty web course, Orlando, FL.

Hahs-Vaughn, D. L. (2008, January). *Analyzing data using Excel 2007*. Presentation at the University of Central Florida/Orlando Science Center Holmes Partnership meeting, Orlando, FL.

Hahs-Vaughn, D. L. (2007, September). *Telling our stories through student outcome data: Ideas on building a research study*. Presentation at the University of Central Florida/Orlando Science Center Holmes Partnership meeting, Orlando, FL.

Hahs-Vaughn, D. L. (2006, September). *Lessons from a web vet*. Presentation at University of Central Florida’s IDL6543 faculty web course, Orlando, FL.

Workshops/webinars continued...

Hahs-Vaughn, D. L. (2004, October). *Lessons from a novice web vet*. Presentation at University of Central Florida's IDL6543 faculty web course, Orlando, FL.

Hahs-Vaughn, D. L. (2004, February). *A how-to guide for SPSS basics*. Workshop presented to University of Central Florida's Project CENTRAL staff and exceptional education doctoral students.

Hahs, D. L. (1999, June). *Crunching numbers: The down and dirty of quantitative research*. Invited lecture to Action Research in Education course, University of Alabama, Tuscaloosa, AL.

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**SOFTWARE BETA  
TESTER**

**SPSS Version 25 Beta Tester (November 2016)**

I was one of approximately 100 scholars nationwide that was selected to serve as a beta tester. Beta testers are tasked with testing out product enhancements and providing feedback for improvement.

**SPSS Version 24 Beta Tester (November 2015)**

I was one of approximately 100 scholars nationwide that was selected to serve as a beta tester. Beta testers are tasked with testing out product enhancements and providing feedback for improvement.

**SPSS Version 23 Beta Tester (November-December 2014)**

I was one of approximately 100 scholars nationwide that was selected to serve as a beta tester. Beta testers are tasked with testing out product enhancements and providing feedback for improvement.

**SPSS Version 22 Beta Tester (May-June 2013)**

I was one of approximately 100 scholars nationwide that was selected to serve as a beta tester. Beta testers are tasked with testing out product enhancements and providing feedback for improvement.

**SPSS Version 21 Beta Tester (May-June 2012)**

I was one of approximately 100 scholars nationwide that was selected to serve as a beta tester. Beta testers are tasked with testing out product enhancements and providing feedback for improvement.

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**BOOK  
ENDORSEMENTS**

Requested endorsement for marketing materials. Vogt, W. P., Gardner, D. C., & Haefele, L. M. (2012). *When to use what research design*. New York: Guilford.

Requested endorsement. Morgan, G. A., Leech, N. L., Gloeckner, G. W., & Barrett, K. C. (2010). *IBM SPSS for introductory statistics* (4<sup>th</sup> ed.). New York: Routledge/Taylor Francis.

Requested endorsement that appears on the back cover of the textbook. Schumacker, R. & Lomax, R. G. (2010). *A beginner's guide to structural equation modeling*. (3<sup>rd</sup> ed.) New York: Routledge/Taylor Francis.

This text is a "best-selling" textbook per the publisher.

Requested endorsement that appears on the back cover of the textbook. Heck, R. H., Thomas, S. L., & Tabata, L. N. (2010). *Multilevel and longitudinal modeling with IBM SPSS*. New York: Routledge/Taylor Francis.

This text is poised to make a significant impact in the field as it is the first textbook to illustrate how to use SPSS for multilevel modeling.

Requested endorsement that appears on the back cover of the textbook. Kline, R. B. (2010). *Principles and practice of structural equation modeling*. (3<sup>rd</sup> ed.). New York: Guilford.

This text is a "best-selling" textbook and is part of the Methodology in the Social Sciences Series which is edited by Dr. Todd D. Little.

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**BOOK REVIEWER**

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson.

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**BOOK CHAPTER REVIEWER**

Author not identified. (2015). *Practical propensity score methods*. SAGE.

Heck, R., Thomas, S., & Tabata, L. (2010). *Advanced multilevel and longitudinal modeling with IBM SPSS*. New York: Routledge/Taylor & Francis.

Kline, R. B. (2009). *Principles and practice of structural equation modeling*. New York: Guilford Press.

Heck, R., Thomas, S., & Tabata, L. (2008). *Multilevel modeling with IBM SPSS*. New York: Routledge/Taylor Francis.

Davey, A. & Savla, J. (2008). *Statistical power with missing data: A structural equation modeling approach*. New York: Routledge/Taylor Francis.

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**BOOK PROPOSAL REVIEWER**

Finch, H. (reviewed 2022). *Statistical analysis for application*. Boca Raton, FL: CRC Press.

Seligman, R. A. & Mitchell, L. A. (reviewed May 2020). *The student's survival guide for research methods in psychology*. Routledge/Taylor & Francis.

Finch, H. (reviewed 2019). *Applied regularization methods for the social sciences*. Boca Raton, FL: CRC Press.

Heck, R., Thomas, S. (reviewed 2017). *Introduction to structural equation modeling: Concepts and methods*. New York, NY: Springer Publishing.

Mulvenon, S. W. (reviewed 2014). *The philosophy, policy, and mathematics of effective educational assessment*. New York, NY: Routledge/Taylor & Francis.

Stapleton, L. M. (reviewed 2011). *A guidebook for using national and international probability sample datasets for research in education*. New York: Guilford Press.

Author not identified. (reviewed 2010). *Research methods and data analysis using SPSS*. Boca Raton, FL: CRC Press.

Author not identified. (reviewed 2010). *100 questions (and answers) about research methods*. Sage.

Author not identified. (reviewed 2007). *Statistics in psychological research*. Thomson Wadsworth.

Author not identified. (reviewed 2007). *The art & practice of statistics*. Thomson Wadsworth.

Author not identified. (reviewed 2005). *Action research: From design to practice*. Jossey Bass.

Author not identified. (reviewed 2005). *Applied educational research design: Methods, measurement, statistics, and interpretation of it all*. Sage.

Author not identified. (reviewed 2003). *Designing and conducting research in education and the social sciences*. Sage.

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**COURSE REVIEWER** AP Statistics course modules reviewed for Florida Virtual School (March-May 2009).

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**NATIONAL DATABASE EXPERIENCE**

Beginning Postsecondary Students Longitudinal Study 1990/1992/1994  
(Restricted license; National Center for Educational Statistics)

Early Childhood Longitudinal Study-Kindergarten Class of 1998-1999  
(Public use data; National Center for Educational Statistics)

Head Start Family and Child Experiences Survey (FACES) 1997 & 2000  
(Restricted license; Administration for Families and Children)

National Study of Postsecondary Faculty 1993 and 1999  
(Restricted license; National Center for Educational Statistics)

Schools and Staffing Survey (SASS) 1999-2000 and  
Teacher Follow-Up Survey (TFS) 2000-2001  
(Public use data; National Center for Educational Statistics)

Survey of Doctorate Recipients 1997  
(Restricted license; National Science Foundation)

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## TEACHING

### UNIVERSITY OF CENTRAL FLORIDA: GRADUATE COURSES TAUGHT

#### Statistics for Educational Data (EDF 6401; master's)

- Formats taught: online with adaptive learning, hybrid, face-to-face with web
- The purpose of this course is to familiarize students with foundational descriptive and inferential statistics (t tests, chi square tests, bivariate correlation coefficients) so as to enable one to select appropriate methods and be able to apply them. While students are not expected to become expert statisticians, it is expected that given a specific research situation, students will know which method(s) to consider, select an appropriate method, and be able to conduct an analysis of research data. Emphasis is on understanding concepts rather than on derivation of formula, although statistical theory is not excluded.
- I was the first faculty in the Methodology, Measurement, and Analysis program to develop a quantitative statistics course into a fully online course
- This course uses personalized (adaptive) learning. I was the first UCF faculty to use adaptive learning for a graduate level course, and one of about five faculty members that piloted adaptive learning at UCF. Adaptive learning uses algorithms to adapt the presentation of the instructional material according to students' learning needs based on responses to questions.
- Awards



- Received High Quality Online Course designation (2018) and will display a quality designation in the state of Florida's online course catalog
- Highlighted in 1st place winner of the 2017 Horizon Report Video Competition (Educause Learning Initiative):  
<https://vimeo.com/201201660>;  
<https://events.educause.edu/eli/annual-meeting/2017/agenda/2017-horizon-video-competition>
- My use of adaptive learning with this course was highlighted as a pioneering work in an EDUCAUSE research bulletin
- Nominated for Florida Distance Learning Consortium Course Showcase (January 2011)

#### Measurement & Evaluation in Education (EDF 6432; master's)

- Formats taught: web enhanced
- This course introduces students to basic test and measurement concepts and applications for the classroom. Topics include, among others, planning assessment, item types, authentic assessments, crafting performance tasks, formative and summative evaluation, grading student progress, test types, ethics.

#### Fundamentals of Graduate Research Methods (EDF 6481; master's)

- Formats taught: online, hybrid, face-to-face with web, face-to-face
- This course introduces students to the research process and prepares students to critically evaluate research in education.

#### Quantitative Foundations of Educational Research (EDF 7403; doctoral)

- Formats taught: online, mixed with adaptive learning, face-to-face with web
- This course introduces students to quantitative statistical concepts and prepares students to work with data and statistical ideas, using statistical procedures effectively in research. Topics include, among others, analysis of variance (ANOVA), factorial ANOVA, random and mixed effects ANOVA, hierarchical and randomized block ANOVA, simple and multiple linear regression, analysis of covariance.
- This course uses personalized (adaptive) learning. I was the first UCF faculty to use adaptive learning for this course and the first faculty to teach this course fully online. Adaptive learning uses algorithms to adapt the presentation of the instructional material according to students' learning needs based on responses to questions. All modules have incorporated personalized learning.
- Awards: Received Quality Blended Course designation (2021)
- Movies that correspond to slides for multiple linear regression have also been created.

#### Multivariate Statistics in Education (EDF 7406; doctoral)

- Formats taught: mixed
- This course familiarizes students with multivariate statistical methods emphasizing the implementation and interpretation of these methods. Procedures include discriminant analysis, logistic regression, latent class analysis, multivariate analysis of variance, multilevel modeling, confirmatory factor analysis, and complex samples.

#### Survey Research (EDF 7463; doctoral)

- Formats taught: mixed

- The purpose of this course is to familiarize students with the theory and practice of survey research as a means of data collection. This course is intended as a general introduction to survey research and as such, covers basic concepts related to survey methodology. The steps in conceptualizing, designing, and conducting a survey are covered. While introductory in some sense, the nature of this course is to move students toward a better understanding of survey research methodology with the continued goal of providing skills with which students can become a better consumer and producer of research, focusing on survey research. Topics include, among others, coverage and sampling, item construction, cognitive interviewing, survey modes, response rate and nonresponse, exploratory factor analysis, reliability and item analysis, confirmatory factor analysis.

**Research in Leadership I (EDF 7471; doctoral)**

- Formats taught: mixed
- This course builds on existing knowledge regarding research design and methods, further integrating students to the research process and continuing to build skills to critically evaluate and design rigorous research in education. Topics include, among others, causal inference, quasi-experiments (including propensity score analysis, regression discontinuity), measurement and testing, meta-analysis, value added research, ethics, reporting data and research.

**Multilevel Data Analysis (EDF 7474, doctoral)**

- Formats taught: face-to-face, mixed
- This course considers the statistical foundations of multilevel linear models and focuses on their application in education and the behavioral sciences.
- This course uses personalized (adaptive) learning. I was the first UCF faculty to use adaptive learning for this course. Seven of the ten (70%) content modules have incorporated personalized learning.

**Advanced Research Methods (EDF 7476, doctoral)**

- Formats taught: mixed
- This course delves deep into research methods and interacts with the material in multiple ways (e.g., reading research that has applied various research designs, thinking more deeply about how science works, and additional activities such as methodological critiques). The course concentrates on designing research first (i.e., designing a study given a research design or given a research scenario or data) and then selecting statistical procedures to support the research question and research design. Topics include, among others, experimental designs and archival designs (systematic reviews, meta-analysis, complex samples).

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**COURSES/  
CERTIFICATES  
DEVELOPED**

- **Advanced Quantitative Methodologies Graduate Certificate (doctoral level)**  
Approved in 2015, the graduate certificate provides advanced coursework for researchers of all disciplines to use quantitative data to answer complex research problems with sophisticated statistical procedures. This is UCF's first doctoral-level certificate program, and I spearheaded this effort.
- **Developed Advanced Research Methods (EDF 7476) into a service learning course**

Approved for service learning in May 2014, this is the first methodology course that has been developed into a service learning course.

- **Proposed Data Driven Decision Making for Instruction (EDF 6472)**  
Approved in 2011; the course is designed to help students understand how to design a research study, understand basic measurement principles, collect/analyze data, interpret results, report findings, and apply research-to-practice in applied settings.
- **Proposed Multilevel Data Analysis in Education (EDF 7474)**  
Approved in 2004
- **Proposed Application of Nonparametric and Categorical Data Analysis in Education (EDF 7410)**  
Approved in 2004

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**DOCTORAL  
DISSERTATION  
COMMITTEES**

68 total dissertation committees served that have successfully defended (currently serving on approximately 10 additional committees that are still in progress)

- 5 committees as chair
- 15 committees as co-chair
- 52 committees as member

**Dissertations successfully defended as CHAIR**

- Nair, U. (2022). Investigating covariate selection criteria: To draw causal inferences from observational data in the presence of unmeasured covariates using regression and propensity score methods.
- Lavery, M. (2016). A priori analysis of error and bias in value-added models.
- Gardner, C. (2014). An exploration of communication perceptions between elementary school staff and the parents of the children they serve.
- Stevison, M. (2009). Teaching presence at the Florida Online Reading Professional Development (FOR-PD) program: A confirmatory factor analysis.
- Norris, M. (2008). Bullying in central Florida middle schools.

**Dissertations successfully defended as CO-CHAIR**

1. Acharya, P. (2015). Modeling autocorrelation and sample weights in panel data: A Monte Carlo simulation study.
2. Harper, T. (2013). The relationship of participation in a summer transition program for at-risk ninth grade students and their progress towards on-time graduation.
3. Griffin, W. (2013). Improving on-time graduation for at-risk students: Perceptions of interventions intended to improve on-time graduation in one Florida school district.
4. Sanchez, J. (2013). The relationship of participation in a summer transition program for at-risk ninth grade students and their performance in algebra.

5. Smith, B. E. (2011). The role of social networking as a form of teacher personal professional development.
6. Trogan, A. L. (2011). A comparison of routes to certification: Instructional decisions and teacher preparation.
7. Dyer, K. (2011). A comparison of eighth grade reading proficiency on state assessments with the National Assessment of Educational Progress.
8. Bradshaw, L. (2010). Practices of high school principals regarding open enrollment in Advanced Placement courses and student performance results in 2009.
9. Connors, L. (2010). A comparison of 2007-2009 achievement for advancement via Individual Determination (AVID) students and non-AVID students in select central Florida high schools.
10. Gardner, M. (2010). Principals' perceptions of cyberbullying policies in selected Florida middle schools.
11. Schellhase, K. C. (2009). Are approaches to teaching and/or student evaluations of instruction scores related to the amount of faculty formal educational coursework?
12. Craddock, J. (2009). Interrater reliability of psychomotor skill assessment in athletic training.
13. McArdle, M. (2008). Leadership orientations of community college presidents and the administrators who report to them: A frame analysis.
14. Sanders, K. (2008). An analysis of Florida public community college foundation performance measures from 2002-2004.
15. Gaught, W. (2006). Central Florida high school principal's perceptions of the Florida School Indicators Report.

**Dissertations successfully defended as COMMITTEE MEMBER**

1. Marron, H. (2023). The role of autonomy, competence, and relatedness on college students' motivation and outcomes in fully online undergraduate programs.
2. Ledoyen, G. (2023). An exploration of the relationships among habitual exercise, emotion regulation, and quality of life in college students with ADHD: A mixed-methods study.
3. Futterer, J. N. (2023). Identifying patterns of approaches to learning in Head Start: A strength-based, ecological perspective. **[University of Miami]**
4. Otero, K. (2023). Middle school space science education: An investigation of self-efficacy, content knowledge, and STEM career interests.
5. Kim, T. (2023). Counselors' collectivism/individualism and working alliance: The role of self-differentiation and countertransference management using structural equation modeling.
6. Fakhro, D. (2023). Investigating the role of loss in refugee mental health: Exploration through the lens of ambiguous loss theory.
7. Sullivan, M. (2023). Using an interactional ethnographic perspective to explore insider perspectives when working with previously archived records.
8. Gao, X. (2022). A simulation study to compare the sensitivity of alternative fit indices to test measurement invariance.
9. Wright, G. (2022). Investigating a psychoeducational job search intervention among unemployed individuals.
10. Mendoza, S. (2022). The empathy reading project supporting parents and their children living with Autism spectrum disorder.

11. Kebreab, L. (2022). Investigating the relationship between high school students' mathematical sense of belonging and high school and postsecondary course completion.
12. Harmon, K. (2022). The effects of neural and mechanical interventions on muscle size versus function during short term immobilization of the lower limb.
13. Yuting, C. (2022). Data dimensionality reduction techniques: What works with machine learning models.
14. Haile, Gelawdiyos M.. (2021). The relationship between college students' level of alcohol use and their grit, personal growth initiative, and emotion regulation scores using structural equation modeling.
15. Zhou, Mingming. (2021). The impact of misspecification of within-person autocorrelated covariance structure on nonlinear latent growth curve models: A Monte Carlo simulation study.
16. Bittman, B. (2020). Social science teachers' comfort teaching a variety of controversial issues.
17. Thrupp, R. (2019). A survey of investing and retirement knowledge and preferences of Florida preservice teachers.
18. Matthews, K. (2019). Pooling correlation matrices subject to selection bias: Bridging meta-analysis frameworks.
19. Cash, C. (2018). Analyzing faculty attitudes and actions surrounding distance education accommodations and inclusiveness based on UDL principles.
20. Zhang, B. (2018). Water consumption of children in Head Start classrooms.
21. Guillemette, J. (2017). Can we improve student achievement through multiple interventions? A test of theory.
22. Mitchell, M. (2017). Effects of collaboration between speech-language pathologists and third-grade teachers on student vocabulary outcomes.
23. Trenta, S. (2017). Using a senior seminar during internship II as a means to increase self-efficacy, perceptions of preparedness, and internship experiences for elementary education teachers.
24. Zadroga, C. A. (2016). The relationship between comprehension of descriptive and sequential expository texts and reader characteristics in typically developing kindergarten children.
25. Timpe, E. M. (2016). Effects of a mixed-mode instructional program on the communicative turns of preschoolers who use augmentative and alternative communication.
26. Vatalore, A. (2015). A quasi-experiment examining expressive and receptive vocabulary knowledge of preschool Head Start children using mobile media apps.
27. Telesca, L. (2015). The effect of a metalinguistic approach to sentence combining on written expression in eighth grade science for students who struggle with literacy.
28. Carter, J. D. (2014). Multiple-case study and exploratory analysis of the implementation of value-added teacher performance assessment on eighth grade student achievement in Ohio, Pennsylvania, and Tennessee.
29. Davis, K. (2014). Comprehension of science text by African American fifth and sixth grade students: the effects of a metalinguistic approach.
30. Mela, C. A. (2013). An analysis of the School Board of Brevard County instructional personnel performance appraisal instrument and the validity of its components .

31. Malani, M. (2012). Effects of a reading strategy with digital social studies texts for eighth grade students.
32. Shelby, J. (2011). A comparison of eighth grade athletes and non-athletes academic achievement, time spent on homework, future educational goals, and socioeconomic status.
33. Murza, K. A. (2011). Effects of a reading inference strategy intervention on the reading and social inference abilities of adults with asperger syndrome.
34. Sasser, J. (2010). Elementary teachers' perceived mathematics anxiety and teaching efficacy in relationship to students' mathematics achievement.
35. Pepe, J. (2010). Student perceptions of general education courses.
36. Sullivan, L. (2009). Post-implementation success factors for enterprise resource planning systems in higher education institutions.
37. Putney, N. (2008). A descriptive study of digital communication tools used in online high school courses.
38. Pacheco, A. (2007). Cooperative education as a predictor of baccalaureate degree completion.
39. Zgonc, K. (2007). The impact of co-teaching on student learning outcomes in secondary social studies classrooms implementing content enhancement routines.
40. Mack, A. (2006). Differences in academic performance and self-regulated learning based on level of student participation in supplemental instruction.
41. Roman, M. (2006). Student retention in Florida community colleges: CCSSE's retention index and Florida accountability measures.
42. Trees, D. (2006). Leadership orientations of senior administrators at American metropolitan universities.
43. Holt, K. (2006). Constructs unique to two Volusia County elementary writing programs.
44. Van Dusen, L. (2005). Community college leadership in the 21<sup>st</sup> century.
45. Ernst, M. (2005). Relationship between adolescent behavior and civic engagement.
46. Recascino, A. (2005). Email utilization by university employees and its relationship to job satisfaction.
47. Campbell, J. (2005). Evaluating teacher performance in higher education: The value of student ratings.
48. Decker, B. (2005). The participation of occupational therapy faculty in clinical practice.
49. Weidman, D. (2005). Analysis of international student enrollments at a Florida public university.
50. Davis, L. (2005). An investigation of student success between Associate of Arts and non-Associate of Arts transfer students.
51. Fisher, T. (2005). A comparison of the perceived leadership characteristics of central Florida middle and high school principals and school achievement scores.
52. Vanderbleek, L. (2005). Couple play as a predictor of couple bonding, physical health, and emotional health.
53. Morgan, N. (2005). Characteristics associated with the effectiveness of resource development programs at Florida community colleges.
54. Hanna, R. (2005). Attainment of doctoral degree for American Indian and Alaskan Native women.

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**MASTER’S THESES  
COMMITTEES**

1. Gewin, A. (2014). Evaluating the effectiveness of culturally relevant substance abuse prevention in Ukraine.
2. Anderson, P.J. (2010). Understanding parent’s perceptions of their kindergarten children’s transition to school.
3. Chappell, J. (2010). Project CHILD and non-project CHILD school performance on FCAT reading, mathematics, and writing.
4. DeNoons P. (2007)

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**HONORS IN THE  
MAJOR  
(UNDERGRAD  
THESIS)**

1. Twyman, A. (2015). An investigation into the use of evidence-based interventions in classrooms for children with autism spectrum disorder.
2. Timson, M. (2010). Assessing efficacy of stuttering treatments using single-subject design research: A systematic review.

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**ADVANCED  
TRAINING &  
PROFESSIONAL  
DEVELOPMENT**

Meta-Analysis Training Institute (August 5-11, 2018, held at Loyola University, Chicago, IL)

- Competitive selection process; 35/150 accepted

Cost-effectiveness Cost Benefit Analysis Methods Training Course (2015 held at Teachers College, Columbia University)

- Competitive selection process; 22/60 accepted

Return on Investment Institute (2015)

American Educational Research Association Faculty Institute for the Teaching of Statistics with Large-scale Datasets Fellow (2011 held at Stanford University)

- Competitive selection process
- Served as faculty mentor during the institute

Hierarchical Linear Modeling (2008; instructed by B. McCoach and A. O’Connell; held at the University of Connecticut)

Quasi-Experimental Design and Analysis Workshop (2006; instructed by W. R. Shadish and T. D. Cook; held at Northwestern University)

- Competitive selection process

Advanced Structural Equation Modeling (2005; instructed by K. Joreskog and K. Bollen)

Hierarchical Linear Modeling (2004; instructed by S. Raudenbush)

American Educational Research Association Institute on Statistical Analysis for Education Policy Fellow (2004; instructed by S. Raudenbush and focusing on the Early Childhood Longitudinal Study-Kindergarten Class of 1998-1999)

- Competitive selection process

National Center for Education Statistics/Association for Institutional Research National Database Training Institute (2000)

- Competitive selection process

National Science Foundation Summer Institute (1999)

- Competitive selection process



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**SERVICE**

Secretary/Treasurer, American Educational Research Association (AERA) Advanced Studies of National Databases Special Interest Group (SIG) (two-year term; 2020-2021 and 2021-2022)

**PROFESSIONAL ORGANIZATION SERVICE:**

Secretary/Treasurer, American Educational Research Association (AERA) Multilevel Modeling Special Interest Group (SIG) (one-year term; 2018-2019)

**LEADERSHIP POSITIONS**

Secretary/Treasurer, American Educational Research Association (AERA) Structural Equation Modeling Special Interest Group (SIG) (two-year term; 2015-2016 and 2016-2017)

Secretary/Treasurer, American Educational Research Association (AERA) Educational Statisticians Special Interest Group (SIG) (two-year term; 2013-2014 and 2014-2015)

Member, American Educational Research Association's Advanced Studies of National Databases Special Interest Group Outstanding Dissertation Award Selection Committee (2012-2013)

Treasurer, Florida Educational Research Association (2011- 2012 and 2012-2013)

Nominations Committee Member for SIG Officers, American Educational Research Association (AERA) Educational Statisticians Special Interest Group (SIG) (2011 Annual Meeting)

Chair, American Educational Research Association (AERA) Advanced Studies of National Databases (ASOND) Special Interest Group (SIG) (2010 & 2011 Annual Meetings)

Responsibilities include general administration of the SIG; ensuring SIG bylaws are followed; acting as liaison between the SIG and AERA and the SIG and the SIG Executive Committee; and presiding over all meetings of the Executive Committee and at the AERA annual meeting.

Nominations Committee (with L. Stapleton & D. Pastor), American Educational Research Association (AERA) Educational Statisticians Special Interest Group (SIG) (2010 Annual Meeting)

Program Chair, American Educational Research Association (AERA) Advanced Studies of National Databases (ASOND) Special Interest Group (SIG) (2009 Annual Meeting)

Responsibilities included soliciting reviewers to review proposals; reviewing reviewers' qualifications; selecting and assigning reviewers to review proposals; monitoring progress of reviews; evaluating reviews and making decisions to accept/reject proposals; corresponding with submitters on decisions; creating sessions for the 2009 AERA program; selecting ASOND SIG business meeting speaker

American Evaluation Association Social Program Committee Member (2009)

Florida Educational Research Association Annual Conference Planning Committee Member & Local Arrangements Chair (2008 & 2009)

Reviewer, American Evaluation Association Quantitative Topical Interest Group proposals (2008)

Program Co-Chair (with Dr. Laura Stapleton), American Educational Research Association Advanced Studies of National Databases Special Interest Group (2008 Annual Meeting)  
Responsibilities included soliciting reviewers to review proposals; reviewing reviewers' qualifications; selecting and assigning reviewers to review proposals; monitoring progress of reviews; evaluating reviews and making decisions to accept/reject proposals; corresponding with submitters on decisions; creating sessions for the 2008 AERA program; selecting ASOND SIG business meeting speaker

Member, American Educational Research Association Educational Statisticians Special Interest Group Service Award Committee (2007-2008)

Editor, American Educational Research Association Educational Statisticians Special Interest Group Newsletter (with S. Sivo and L. Wittig; 2004-2014)

Member, Multi-University Reading, Mathematics and Science Work Group (2003-2004);  
The purpose was to develop and prioritize a research agenda for reading, mathematics, and science education in Florida and consisted of university faculty in education and arts and sciences, the Florida Department of Education, superintendent and principal associations, and educators in public school districts

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**PROFESSIONAL ORGANIZATION SERVICE:**

Member-at-Large, American Educational Research Association (AERA) Educational Statisticians Special Interest Group (SIG) (2024-2025)

**OTHER (PROPOSAL REVIEWER, SESSION CHAIR, SESSION DISCUSSANT)**

Member, Researcher of the Year Selection Committee, Florida Educational Research Association (2023 Annual Meeting)

Reviewer, American Educational Research Association Division D Graduate Student Council In-Progress Research Gala Proposals (2021 Annual

Meeting)

Panel Reviewer, American Educational Research Association  
(AERA) Advanced Studies of National Databases (ASOND) Special Interest  
Group (SIG) (2010-2023 Annual Meetings)

Member, Researcher of the Year Award Committee, Florida Educational  
Research Association (2017 Annual Meeting)

Member, Distinguished Paper Committee, Florida Educational Research  
Association (2017 Annual Meeting)

Panel Reviewer, American Educational Research Association  
(AERA) Division D (Quantitative Methodology) (2018 Annual Meeting)

Panel Reviewer, American Educational Research Association  
(AERA) Structural Equation Modeling Special Interest Group (SIG) (2017  
Annual Meeting)

Discussant, American Educational Research Association Advanced Studies of  
National Databases Special Interest Group Paper Session (2006-  
2008, 2013)

Proposal reviewer, Florida Educational Research Association (2011-2012,  
2014)

Discussant, American Educational Research Association Division D  
(Measurement & Research Methodology) (2011 Annual Meeting)

Panel Reviewer, American Educational Research Association  
(AERA) Educational Statisticians Special Interest Group (SIG) (2010, 2014-  
2018)

Reviewer, American Evaluation Association Quantitative Topical Interest  
Group proposals (2008)

Chair, American Educational Research Association Structural Equation  
Modeling Special Interest Group Paper Sessions (2005-2008)

Chair, American Educational Research Association Educational Statisticians  
Special Interest Group Paper Sessions (2004-2008)

Reviewer, American Educational Research Association National Databases  
Special Interest Group proposals (2004-2009)

Reviewer, American Educational Research Association Educational Statistics  
Special Interest Group proposals (2003-2009)

Reviewer, American Educational Research Association Division D Section 1,  
Educational Measurement, Psychometrics, and Assessment  
proposals (2003-2009)

Reviewer, American Educational Research Association Structural Equation Modeling Special Interest Group proposals (2002-2008)

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**EDITORIAL/ JOURNAL RESPONSIBILITY**

Executive Editor (Measurement, Statistics, and Research Design section), *Journal of Experimental Education* (2009–December 2013)

Five-Year Impact Factor: 1.346

Ranked in the top 30% of education and educational research journals based on current impact (64<sup>th</sup> out of 224 journals in this category) and five year impact factor (73<sup>rd</sup> out of 224 journals in this category)

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Editorial Board, *Methods in Psychology* (2019–present)

Editorial Board, *Journal of Experimental Education* (2004–2009, 2014–present)

Five-Year Impact Factor: 1.346

Ranked in the top one-third of education and educational research journals based on current impact (64<sup>th</sup> out of 224 journals in this category) and five year impact factor (73<sup>rd</sup> out of 224 journals in this category)

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Reviewer, *Communications in Statistics* (2015–present)

Reviewer, *Social Science and Medicine* (2014–present)

Impact factor (5-year): 3.568

SCImago Journal Rank (SJR): 1.789

Source normalized impact per paper (SNIP): 1.854

Reviewer, *British Medical Journal Open* (2014–present)

Impact factor: 2.063

Reviewer, *Literacy Research and Instruction* (2012–present)

Reviewer, *Educational Assessment, Evaluation and Accountability* (2012–present)

Reviewer, *Reading Research Quarterly* (2011–present)

Impact factor (5-year): 2.557

Ranking: Top 5% (10<sup>th</sup> of 219 in education and educational research)

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Reviewer, *Journal of Educational Psychology* (2010–present)

Publication of the American Psychological Association

ISI impact factor: 3.158

Ranking: Top 8% (4 of 51 in psychology-educational)

Reviewer, *Psychological Methods* (2008–present)

Publication of the American Psychological Association

ISI impact factor: 4.315  
Ranking: Top 7% (9 of 126 in psychology-multidisciplinary)

Reviewer, *Teacher's College Record* (2006-present)

Impact (5-year): 1.191

Ranking: Top 28% (61/219 in education and educational research)

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Editorial Review Board, *Research in the Schools* (2000-present)

2007 Research in the Schools Reviewer of the Year

Editorial Board, UCF Undergraduate Research Journal (2005-present)

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**EXTERNAL EVALUATION:  
TENURE & PROMOTION**

External evaluator, promotion, University of Virginia (summer 2023)

External evaluator, promotion, Kent State University (summer 2022)

External evaluator, promotion, University of Missouri (summer 2022)

External evaluator, promotion (associate instructional designer), University of Central Florida (summer 2018)

External evaluator, tenure and promotion, University of Missouri (summer 2017)

External evaluator, tenure and promotion, Kent State University (summer 2017)

External evaluator, tenure and promotion, Florida International University (summer 2017)

External evaluator, tenure and promotion, Syracuse University (fall 2016)

External evaluator, tenure and promotion, University of Louisville (summer 2014)

External evaluator, tenure and promotion, University of Missouri-Kansas City (summer 2012)

External evaluator, tenure and promotion, University of Massachusetts-Lowell (summer 2012)

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**UNIVERSITY STANDING  
COMMITTEE SERVICE  
(University of Central  
Florida)**

Member, Faculty Senate Research Council (an operational committee of the UCF Faculty Senate) (2019-2021)

Member, Florida Consortium of Metropolitan Research Universities Predictive Analytics Committee (2015-2017)

Faculty Senate At-Large Member (2015-2016)

Faculty Senate Personnel Committee (2015-2016)

Member, University Research Incentive Award (RIA) Selection Committee (2010)

Member, UCF Bookstore Advisory Committee (2005-2009)

Member, College of Education Undergraduate Admissions & Retention Committee (2004-2006; 2008-2009)

Member, Department of Educational Research, Technology, & Leadership Curriculum Committee (2004-2006)

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**COLLEGE STANDING  
COMMITTEE SERVICE  
(University of Central  
Florida)**

Specialization Area Advisor for Methodology, Measurement, and Analysis, Ed.D. Curriculum and Instruction Program (2021-present)

Member, RIA Review Committee (2019-2020, 2020-2021)

Alternate, Graduate Admissions and Retention Committee (2014-2015; 2015-2016)

Sabbatical Committee (2013-2014 to 2015-2016)

Alternate, Graduate Curriculum and Standards Committee (2012-2014)

Member, Faculty Council (2009-2012, 2016-2018)

Member, Research Incentive Award (RIA) Selection Committee (2010)

Member, Honors in the Majors Committee (2007-2009)

Member, Masters Admission and Retention Committee (2007-2010)

Member, Teaching Incentive Program (TIP) Selection Criteria & Procedures Committee (2007)

Chair, Undergraduate Admissions & Retention Committee (2006-2007)

Co-Vice Chair, Masters Admission and Retention Committee (2006-2007)

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**DEPARTMENT  
STANDING COMMITTEE  
SERVICE  
(University of Central  
Florida)**

Member, Educational and Human Sciences Instructor and Lecturer  
Promotion Committee (2014-2016)

Member, Department of Educational Research, Technology, & Leadership  
Curriculum Committee (2008-2009)

Chair, Department of Educational Research, Technology, & Leadership  
Curriculum Committee (2006-2009)

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**AD-HOC COMMITTEE  
SERVICE  
(University of Central  
Florida)**

Member, COACHE Strategy Development Committee (2022)

Tech Fee Committee (2018-2019; 2019-2020)

Faculty Salary Analysis Committee Statistical Modeling and Analysis Sub-  
Committee (2019-2020, 2020-2021)

Faculty Excellence Advisory Committee (2018-2021)

Member, COACHE Mentoring Subcommittee (Spring 2019)

Member, COACHE Strategy Setting Committee (Spring 2019)

Member, Performance Insight Pilot Testing Group (summer 2018)  
Performance Insight is a UCF-produced suite of data-based decision  
making tools designed to support faculty in monitoring and ensuring  
successful course performance within Canvas. A select group of faculty  
were asked to pilot the tool.

Member, Helios Eco System Planning Grant Evaluation Subcommittee  
(2018-2019)

Member, College of Education and Human Performance Task Force on  
Faculty Member Workloads (2017-2018)

Divisional Reviewer, Institutional Effectiveness, Operational Excellence and  
Assessment Support (2017-2018)

Member, Task Force on Faculty Excellence and UCF Global (fall 2017)

Member, Quality Enhancement Plan (QEP) Advisory Board (2016-2017,  
2017-2018)

Member, OneDrive Extended Pilot (May 2017)

Member, Office of Research and Commercialization Mentoring Program Selection Committee (April 2017)

Chair, COACHE Coordinator for Faculty Recruitment, Development, and Retention search committee (March 2017)

Member, COACHE Coordinator for the Administration of Promotion, Tenure and Awards search committee (March 2017)

Member, Marchioli Collective Impact Ideation Competition Selection Panel (March 2017)

The competition crowd-sourced the best ideas from faculty and staff across UCF to help reach UCF's strategic plan goals. Three awards of \$2500, \$1000 and \$500 will be presented to the top three ideas that have the potential to help UCF move the needle on innovation on a Collective Impact Strategic Plan metric.

Member, EOAA Director search committee (2016)

Member, Instructional Design Personnel Advisory Committee (IDPAC) (2016-2017)

The purpose of this committee is to review promotion files for instructional designers applying for promotion

Co-Chair, COACHE Nature of Work Strategy Setting Committee (spring and summer 2016)

Co-Chair, COACHE Recognition and Awards Priority Setting Committee (fall 2015)

Member, Foundations of Excellence (FoE) Transfer Study 'Transfer Engagement' Action Team Committee (2015-2016)

Co-Chair, Foundations of Excellence (FoE) Transfer Study 'Improvement Dimension' Committee (2014-2015)

\*I was one of only two non-administrative faculty invited to serve on this committee.

Since February of 2003, the Foundations of Excellence project, sponsored by the John N. Gardner Institute for Excellence in Undergraduate Education, has involved hundreds of two- and four-year colleges and universities across the country in developing the standards ("Foundational Dimensions®") that constitute a model first year. The foundation of this self-study is built on nine different "Dimensions," which serve as the intellectual framework for the FoE Process (Philosophy, Organization, Learning, Faculty, Transitions, All Students, Diversity, Roles and Responsibilities, Improvement). Each of the Dimensions has a committee. The IMPROVEMENT committee is all encompassing.



Executive Board Member, UCF School and Community Partnership  
(2013-present)

Member, Internal Grant Proposal Review Committee for the American  
Honda Foundation (September 2012)

Fellow, UCF Teaching Academy UCF School and Community Partnership  
(formerly the Holmes Partnership) (2012-2013; 2013-2014)

Judge, University of Central Florida Libraries Award for Excellence in  
Undergraduate Research (February 2012)

Judge, Cornerstone Social Entrepreneurship Competition (summer 2011)

Chair, search committee for Educational Research Instructor/Coordinator  
position (spring 2010)

Faculty Representative, College of Education, President Hitt's roundtable  
discussion on "The role of the research university in the citistate"  
(2009)

Faculty Fellow, Faculty Center for Teaching & Learning Department/School  
Liaison (2008-2010)

Member, planning committee for the College of Education's reception at  
the American Educational Research Association annual meeting  
(2008-2009)

Member, search committee for Educational Research Assistant/Associate  
tenure-track faculty position (spring/summer 2007)

Member, search committee for Wellness Research Center Coordinator  
(June 2006)

Faculty representative, Allocation of seats in UCF football stadium  
(2005-2006)

Member, search committee for Educational Research, Technology, &  
Leadership Assistant to the Chair position (summer 2005)

Member, Evaluation Sub-committee, Project CENTRAL (2003-2009)

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**UNIVERSITY SERVICE  
(University of Alabama)**

Member, Search Committee for Juvenile Mentoring Program Coordinator  
(January 2003)

Member, Cuba Working Group Fund Raising Committee (2002-2003)

Member, Undergraduate Programs and Services Committee (2001-2004)

Member, Admissions and Retentions Subcommittee (2001-2004)

Member, Arboretum Fund Raising Committee (2001-2003)

Member, McNair Scholars Program Advisory Board (2001-2003)  
McNair Scholars Program

Member, GEAR UP Partners (2001-2003)

Member, Search Committee for Financial Aid Counselor (February 2001),  
Office of Student Financial Aid

Chair, Search Committee for Student Support Services Academic  
Coordinator (July 2000)

Member, McNair Scholars Program Student Research Internship  
Selection Committee (April 2000)

Member, GEAR UP Task Force (March 2000-June 2000),

Chair, Search Committee for Student Support Services Counselor  
(February 2000)

Member, Center for Teaching & Learning Marketing Subcommittee  
(1999-2001)

Member, Electronic Thesis and Dissertation Committee (1999-2000)  
Graduate School

Co-chair, Search Committee for the Ronald E. McNair Scholars Program  
Manager (October 1999)

Member, Search Committee for the Learning Disability Services Manager  
(June 1998)

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## **SERVICE TO SCHOOLS**

Secretary, Founding & Governing Board of Directors, Galileo School for  
Gifted Learning (2010-present)

2015 American Psychological Association Golden Psi Award; presented  
annually to a school that exemplifies the application of psychology to  
academic growth and social emotional health.

The Galileo School, which opened in fall 2011, is a tuition-free public  
charter school located in Seminole County that serves gifted and talented  
children and children who wish to learn in that type of environment. As a  
founding board member, I assisted with: writing the charter application;  
creating bylaws; securing a facility; completing governance training;  
creating marketing materials/press releases and facilitating public relations  
and media efforts; searching and hiring a school director; fundraising  
efforts; writing position descriptions and assisting to secure student  
interns and other positions; and other. Currently I oversee the school's IRB

and perform data analysis on school data, in addition to serving on the Board of Directors.

PI, "Building Research Skills with Teacher Researchers: A School-wide Initiative" (2012)

This was a school-wide survey research initiative, involving the School Director as well as all eight classroom teachers, researching parent satisfaction and perceptions of the inaugural year of Galileo. The results of the project were used for school improvement as well as assist in focusing marketing efforts (e.g., providing material that can be used to highlight the positive aspects of the school). This project allowed the teachers and School Director to work collaboratively in research efforts and introduced teachers to research concepts including reliability and validity, principles for writing items for survey research, and analysis of data using Excel.

Co-Researcher, "A Prototype for Digital Archiving in K-12" project at Partin Elementary School (Seminole County, FL: (2007-2008)

This digital archiving project produced digital media (text, images, audio, and video) for enhancing exceptional education in public schools. By involving public school teachers and students, the project offered a means for creating an institutional archive for developing and archiving educational projects. Designed as a case study, this project serves as a prototype that can be used by other schools that wish to emulate the project.

\*Co-researchers included K. Hamann, D. Oetjen, B. Mauer

PI, "Teachers as Researchers" project at Partin Elementary School (Seminole County, FL) (2005-2006)

Through this Toni Jennings funded project, teachers had the opportunity to learn and develop research skills to conduct research focusing on literacy/reading to inform their practice and guide their professional development. The guiding research question was "do perceptions of and organizational support for teacher research differ school-wide, on average, as a result of participation in this professional development?" The nine-member Reading Leadership Team at Partin Elementary developed a research question, designed a study, and collected, analyzed, and interpreted quantitative data. The Reading Leadership Team then 'taught' techniques to the remaining teachers thus making this a school-wide initiative.

PI, "Teachers as Researchers" project at Partin Elementary School (Seminole County, FL) (2004-2005)

The focus of the Toni Jennings funded project was on infusion of quantitative statistics in action research: Using statistical software and quantitative statistics to delve into student data to better understand

where group differences exist between students, targeting at-risk and low academic performing students. Three teacher-researchers who were currently conducting action research participated in a facilitated learning process from which they had the opportunity to increase their skills in understanding how to use data to inform their practice.

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**SERVICE TO THE  
COMMUNITY**

Member, Tampa Bay Estuary Program (TBEP) Social Science Sub-Committee (2023-present)

Various activities that support the TBEP including recommendations on research, education, and outreach priorities for achieving the goals of their comprehensive conservation and management plan through a lens of social science theory and practice. This includes contributing to regional data collection efforts and development of open science reporting tools, providing counsel on research needs, identifying training needs for incorporating social science principles and tools into environmental planning and decision making, and helping facilities training events.

Advisory Board, Tangelo Park Community (Orange County, FL) (2004-present)

Various activities that support the Tangelo Park Community including attending the monthly meetings at Tangelo Park and representing UCF (along with the RITE Center) and serving as a committee member of the Intergenerational Study sub-committee. I was also directly involved in helping to gather data that was used to document the return on investment of the philanthropic efforts of Mr. Harris Rosen within the Tangelo Park Community. This entailed working directly with Orange County Public Schools and the Florida State Department of Education. Other responsibilities included creating and administering a mail survey (and submitting associated IRB paperwork and conducting focus groups for feedback) and analyzing this data for previous scholarship recipients as well as exiting high school seniors.

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**SERVICE TO THE  
FLORIDA DEPARTMENT  
OF EDUCATION**

FCAT Community Sensitivity Review Committee Member (April 19-20, 2004)

Reviewed potential reading passages and writing prompts as well as proposed test items for the new FCAT Writing+. The review focused on sensitive issues for the wide variety of cultural, regional, philosophical, and religious backgrounds of students in Florida and is one of the first levels of scrutiny for FCAT test items.

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**OTHER SERVICE**

Mentor, Dr. Shuang Lu (Social Work, University of Central Florida)

- William T. Grant Scholar’s Program Finalist (announcements in February 2024)
- This program supports career development for promising early career researchers and funds five-year research and mentoring plans that significantly expand researchers’ expertise in new disciplines, methods, and content areas
- <https://wtgrantfoundation.org/wp-content/uploads/2023/05/2023-Application-Guide-WTG-Scholars.pdf>

Mentor, Dr. Zachary Barnes (Special Education, Austin Peay State University)

- Referred to me by Dr. Laura Stapleton, Fellow of the American Educational Research Association (with more than 25,000 members, the largest educational research professional association in the country)
- AERA Research Grant using complex survey data (ECLS-K) (submitted November 2023 and under review)
- Responsibilities as research mentor: Advise on the analysis plan and interpretation of results to ensure conclusions are methodologically sound in the area of complex sampling

Mentor, Dr. Kimberly Murza (University of Northern Colorado), recipient of the American Speech Language Hearing Association’s Advancing Academic Research (AARC) Award (awarded 2016; 18 month award)

- One of 11 awardees nationwide
- The AARC award is intended to facilitate greater retention of pre-tenured Ph.D. level faculty in the discipline. The award provides a \$5,000 stipend to support mentored teaching and research activities that will be completed by Dr. Murza with guidance from her research and teaching mentors.

Reviewed a research study and provided professional comments on the rigor of a study for the Orlando Sentinel (December 6, 2004)

Member, Evaluation Committee, Tuscaloosa Family Resource Center’s Alabama Builds Champions After-School Program (2002-2003), Tuscaloosa, AL

Member, Springfield Chapter of Credit Unions Marketing Committee (1995-1996), Springfield, MO

**PROFESSIONAL  
ASSOCIATION  
MEMBERSHIPS**

American Educational Research Association (AERA)  
 Division D: Measurement and Research Methodology  
 Special Interest Group: Advanced Studies of National Datasets  
 Special Interest Group: Educational Statisticians  
 Special Interest Group: Multilevel Modeling  
 Special Interest Group: Systematic Reviews and Meta-Analysis