

First Doctoral Degree Fifth-Year Special Visit Attachments

Attachment 1: DPELFS Faculty

Table 1. DPELFS Graduate Group Members 2011-2012

<u>DPELFS Connection</u>	<u>First Name</u>	<u>Last Name</u>	<u>Faculty Status</u>
Graduate Group - Core	Dr. Laura	Alamillo	Tenured
Graduate Group - Core	Dr. David	Andrews	Tenured
Graduate Group - Core	Dr. Jacques	Benninga	Tenured
Graduate Group - Core	Dr. Carol Fry	Bohlin	Tenured
Graduate Group - Core	Dr. Roy	Bohlin	Tenured
Graduate Group - Core	Dr. Sharon	Brown-Welty	Tenured
Graduate Group - Core	Dr. Glenn	DeVoogd	Tenured
Graduate Group - Core	Dr. Elaine	Garan	Tenured
Graduate Group - Core	Dr. Juan Carlos	Gonzalez	Tenure-track
Graduate Group - Core	Dr. Debra	Harris	Tenured
Graduate Group - Core	Dr. Linda	Hauser	Tenure-track
Graduate Group - Core	Dr. Jason	Immekus	Tenure-track
Graduate Group - Core	Dr. Pamela	Lane-Garon	Tenured
Graduate Group - Core	Dr. Kenneth	Magdaleno	Tenured
Graduate Group - Core	Dr. James	Marshall	Tenured
Graduate Group - Core	Dr. James	Mullooly	Tenured
Graduate Group - Core	Dr. Diane	Oliver	Tenure-track
Graduate Group - Core	Dr. Julie	Olson	Tenured
Graduate Group - Core	Dr. David	Tanner	Tenured
Graduate Group - Core	Dr. Susan	Tracz	Tenured
Graduate Group - Core	Dr. Donald	Wise	Tenured
Graduate Group - Affiliated (B)	Dr. Barbara	Bartholomew	Tenured
Graduate Group - Affiliated	Dr. Paul	Beare	Admin.
Graduate Group - Affiliated (B)	Dr. Virginia	Boris	Full-time Non Tenure-track
Graduate Group - Affiliated (B)	Dr. Walter	Buster	Full-time Non Tenure-track
Graduate Group - Affiliated	Dr. William	Covino	Admin.
Graduate Group – Affiliated	Dr. Jeffrey	Cummins	Tenured
Graduate Group – Affiliated (B)	Dr. Bruce	Friedman	Tenured
Graduate Group – Affiliated (B)	Dr. Penelope	Swenson	Tenured
Graduate Group – Affiliated	Dr. Steven	Hart	Tenure-track
Graduate Group – Affiliated (B)	Dr. Jacquelyn	Kegley	Tenured
Graduate Group – Affiliated (B)	Dr. Carl	Kloock	Tenured
Graduate Group – Affiliated (B)	Dr. Patricia	Mulligan	Admin.
Graduate Group – Affiliated (B)	Dr. Randy	Schultz	Tenured

Graduate Group – Affiliated	Dr. John	Stark	Tenured
Graduate Group - Affiliated	Dr. Mahmoud	Suleiman	Tenured
Graduate Group – Affiliated	Dr. Colleen	Torgerson	Tenured
Graduate Group – Affiliated	Dr. Ronald	Unruh	Tenured - FERP
Graduate Group – Affiliated (B)	Dr. J.J.	Wang	Tenured
Adjunct	Dr. Terry	Bradley	Retired Superintendent
Adjunct	Dr. Rosa	Carlson	President, Porterville CC
Adjunct	Dr. Tom	Crow	Retired CC Chancellor
Adjunct	Dr. Jerri	Echeverria	Retired Provost/Vice Chancellor
Adjunct	Dr. Frank	Gornick	President, West Hills CC
Adjunct	Dr. Corey	Greenlaw	FCOE, Evaluations
Adjunct	Dr. Barbara	Hioco	Retired President, Reedley CC
Adjunct	Dr. Judith	Kuipers	Retired President, Fielding
Adjunct	Mr. Randy	Rowe	Vice Chancellor HR, SCCC District
Adjunct	Dr. Gregory	Taylor (JD)	General Counsel, SCCC District
Adjunct	Dr. Paul	Terry	Superintendent, Hanford Elem.

Note: “B” Denotes Bakersfield Faculty

Attachment 2: Budget Revenues and Expenditures for 2009 - 2012

Table 2. Revenues and Expenditures 2009 – 2012

	2009-2010	2010-2011	2011-2012
Revenue	\$1,199,716	\$1,286,476	\$1,496,935
Carry Forward	\$ 326,209	\$ 464,000	\$ 284,100
Total Revenue	\$1,525,925	\$1,750,476	\$1,781,035
HR and Benefits	(\$ 984,567)	(\$ 979,054)	(\$1,137,405)
Operating	(\$ 146,249)	(\$ 82,031)	(\$ 274,880)
Indirect Costs (Library, Grad Studies, Student Affairs, Academic Support, University Administration)	(\$ 395,000)	(\$ 335,000)	(\$ 504,640)
Total Costs	\$1,525,816	\$1,396,085	\$1,916,925
Surplus/Shortage	\$ 109	\$ 466,031	(\$ 135,890)

Attachment 3: DPELFS Orientation Agenda, Cohort 6

DPELFS Cohort 6 Student Orientation (Fresno Cohort)
Agenda

Thursday, August 9, 2012

Ropes Course/Jack L. Boyd Green Meadows Outdoor School

7:30 a.m.	Coffee/Breakfast snacks and board bus	Front of Education Building
8:00 a.m.	Leave for Ropes Course	
9:00 a.m.	Leadership/Team Building	Dr. Jose Lomeli
Noon	Lunch (provided on site)	
1:00 p.m.	Leadership/Team Building	Dr. Jose Lomeli
4:00 p.m.	Board bus for return to campus	Return to Lot C
5:00 p.m.	End of the First Day, and It Was Good!	

Friday, August 10, 2012

8:00 a.m.	Coffee/Breakfast snacks	Education Building, Room 140
8:30 a.m.	My Fresno State/Register for Classes	Taryn Harmon, Cohort 2 Graduate
9:00 a.m.	Blackboard Workshop	Marc Barrie, Cohort 4 Member
9:30 a.m.	Developing Norms and Values	Dr. Sharon Brown-Welty, Director
9:50 a.m.	Student Pictures (Alpha A – L)	
10:00 a.m.	Break – Bulldog Card Office	Joyal Building, Room 156
10:30 a.m.	Library Tour and Workshop	Carol Doyle, Madden Library
11:30 a.m.	Technology Tips	Rob Darrow, Graduate, Cohort 1
12:15 p.m.	360 Self-Assessment	Ann Mayse
12:30 p.m.	Lunch	Education Building, Room 140
1:00 p.m.	Meet DPELFS Faculty/Staff/KSOEHD Assistant Dean/President	

1:45 p.m.	Current/Graduate Doctoral Students	Marcy Guthrie Nan Barker Darlene Murray John Quinto (Grad) James Thornburg	Cohort 4 Cohort 5 Cohort 4 Cohort 2 Cohort 5
2:30 p.m.	DPELFS Guidelines/Expectations/Course Schedule/Embedded Fieldwork/Signature Pedagogy/Qualifying Exam/Dissertation	Dr. Sharon Brown-Welty DPELFS Staff	
2:50 p.m.	Student Pictures (Alpha M-Z)		
3:00 p.m.	Break		
3:15 p.m.	Celebrate What's Right with the World (Video)	Dr. Sharon Brown-Welty	
3:45 p.m.	Wrap-up and Evaluation	Dr. Sharon Brown-Welty	
5:30 p.m.	Reception	The University House	
8:00 p.m.	End of the Second Day, and It Was Good!		

Attachment 4: Dissertation Seminar Agendas

Dissertation Seminar Schedule of Topics Cohort 4, Spring 2012, Room 444

February 4, 2012

1. What a dissertation is and what a dissertation is not!
2. Dissertation process and timeline
3. Review and discussion of completed dissertations
4. Setting up your dissertation committee
5. Dissertation etiquette, handbook, and evaluation rubric
6. Discussion of the parts of the dissertation
7. Development of problem statement, purpose of the study and possible research questions and generally discuss potential methodologies

Assignment: 1) Develop possible problem statement, purpose and research questions; 2) Put together dissertation committee (chair first), and, 3) Attend a preliminary defense

March 3, 2012

1. Guest speakers (faculty on areas of research)
2. Guest speakers (graduates on tips to stay on top of the dissertation)
3. Discuss problem statements, purpose, research questions
4. Human Subjects (IRB) process for your dissertation (review of forms)
5. APA Style Review
6. Writing a literature review for a dissertation

Assignment: 1) Work on good draft of problem statement, purpose, research questions, theoretical frameworks, and methodology, 2) Complete all IRB certificates and submit them to Diane Rivera-Pasillas, and 3) Begin drafting literature review

April 21, 2012

1. Guest speaker (Chuck Radke) Using the dissertation template
2. Guest speaker (Patrick Newell) Library resources
3. What to expect at your preliminary defense (and then final defense)
4. Review forms to be completed
5. Other issues

Assignment: 1) Meet with dissertation chair regularly, 2) Complete first three chapters before September 1, 2012, and 3) Schedule your preliminary defense

Attachment 5: Graduate Assistants

Table 3. Graduate Assistants and Assigned Supervisors 2008 - 2012

2008-2009	2009-2010	2010-2011	2011-2012
Harmon, T (Mayse)	Harmon (Mayse)	Harmon (Mayse)	Ayala (Mayse)
	Ayala (Mayse)	Brogan (Mayse and Wise)	Brogan (Mayse)
	Brogan (Mayse)	Ayala (Mayse and Immekus)	Gonzalez (Tanner)
		Boland (Immekus)	Hufft (Wise)
			Law (Mayse and Immekus)
			Maldonado (Gonzalez)
			Murray (Harmon)
			Rodriguez (Tracz)
			Vieria (Cummins)

Note: Mayse and Harmon are DPELFS Staff

Attachment 6: Student Financial Grant Awards from the Ed Doc Grants

Table 4. Ed. Doc Grants 2011 - 2012

Name	Aid Year	Term(s)	\$ Offer	\$ Accept	\$ Disbursed
Student 1	2012	Spring	3000	3000	3000
Student 2	2012	Fall	3764	3764	3764
		Spring	3369	3369	3369
Student 3	2012	Spring	2000	2000	2000
Student 4	2012	Fall	2044	2044	2044
		Spring	5645	5645	5645
Student 5	2012	Fall	2169	2169	2169
		Spring	5645	5645	5645
Student 6	2012	Fall	3764	3764	3764
		Spring	3764	3764	3764
Student 7	2012	Spring	5645	5645	5645
Student 8	2012	Spring	2975	2975	2975
Student 9	2012	Fall	3764	3764	3764
		Spring	3764	3764	3764
Student 10	2012	Spring	2000	2000	2000
Student 11	2012	Fall	5645	5645	5645
		Spring	5645	5645	5645
Student 12	2012	Fall	3764	3764	3764
		Spring	3764	3764	3764
Student 13	2012	Fall	5645	5645	5645
		Spring	5645	5645	5645
Student 14	2012	Fall	2206	2206	2206
		Spring	5645	5645	5645
Student 15	2012	Fall	5645	5645	5645
		Spring	5645	5645	5645
Student 16	2012	Fall	5645	5645	5645
		Spring	5645	5645	5645
Student 17	2012	Fall	3764	3764	3764
		Spring	5645	5645	5645
Student 18	2012	Spring	2975	2975	2975
Student 19	2012	Fall	1200	1200	1200
		Spring	5645	5645	5645
Student 20	2012	Spring	2000	2000	2000
Student 21	2012	Fall	5645	5645	5645
		Spring	5645	5645	5645

Student 22	2012	Spring	2000	2000	2000
Student 23	2012	Fall	5645	5645	5645
		Spring	5645	5645	5645
Student 24	2012	Fall	1886	1886	1886
		Spring	5645	5645	5645
Student 25	2012	Spring	2975	2975	2975
Student 26	2012	Spring	2975	2975	2975

Total

\$173,141

Attachment 7: DPELFS Student Research and Travel Awards

Table 5

2009-10 Budget - Doctoral Student Allocations for Research and Travel

7/8/09	Abode, Idia	Character & Peace Conf, San Diego	237.38
1/5/10	Abode, Idia	Diss Grant	95.00
3/3/10	Abode, Idia	Diss Grant	54.47
1/20/10	Akhavan, Nancy	CVELI Conf	125.00
1/5/10	Alvarado, Johnny	Diss Grant	500.00
4/15/10	Banelos, Diana	Council for the Study of CC, Seattle, WA	804.73
6/10/09	Blackwood, Jothany	CPED Convening, Palo Alto	963.81
6/8/10	Blackwood, Jothany	CPED Convening, Orlando, FL	1,147.30
11/18/09	Bousquet-Heyne, Bridget	UCEA Conf, Anaheim	1,000.00
1/5/10	Boyer, Kimberly	Diss Grant	500.00
1/5/10	Brannon, Teneecia	Diss Grant	150.00
11/18/09	Brogan, Amy	UCEA Conf, Anaheim	797.62
1/20/10	Brogan, Amy	CVELI Conf	125.00
1/20/10	Castillo, Robyn	CVELI Conf	125.00
1/20/10	Cole, Kimberly	CVELI Conf	125.00
1/20/10	Conner, Shelly	CVELI Conf	125.00
4/15/10	Conner, Shelly	Council for the Study of CC, Seattle, WA	1,168.56
1/20/10	Culver-Dockins, Natalie	CVELI Conf	125.00
7/14/09	Darrow, Rob	Character & Peace Conf, San Diego	498.95
1/20/10	Harmon, Taryn	CVELI Conf	125.00
1/20/10	Hufft, Bradley	CVELI Conf	

			125.00
11/18/09	Huft, Bradley	UCEA Conf, Anaheim	753.73
1/5/10	Ireland, Melissa	Diss Grant	500.00
1/20/10	Jacobo, Amber	CVELI Conf	125.00
11/18/09	Karsevar, Kent	UCEA Conf, Anaheim	977.83
1/20/10	Karsevar, Kent	CVELI Conf	125.00
1/5/10	Lawrence, Shannon	Diss Grant	200.00
1/20/10	Lawrence, Shannon	CVELI Conf	125.00
1/20/10	Martinez, Steven	CVELI Conf	125.00
1/20/10	McCarthy, Mary Ann	CVELI Conf	125.00
1/20/10	Mora, Andrea	CVELI Conf	125.00
1/20/10	Mosley, Alison	CVELI Conf	125.00
1/20/10	Nolasco, Monica	CVELI Conf	125.00
7/8/09	Oxford, Ron	Character & Peace Conf, San Diego	262.38
1/5/10	Ramirez, Adrian	Diss Grant	500.00
4/11/10	Ramirez, Adrian	Natl Migrant Ed Con, Anaheim	1,337.94
1/20/10	Reynosa, Angelica	CVELI Conf	125.00
1/20/10	Rodriguez, Carmen	CVELI Conf	125.00
1/5/10	Sanchez, Mark	Diss Grant	145.00
1/20/10	Sanchez, Mark	CVELI Conf	125.00
1/5/10	Smith, Tracy	Diss Grant	260.00
1/20/10	Soria, Perla	CVELI Conf	125.00
1/20/10	Tatsumura, Janell	CVELI Conf	125.00
11/18/09	Tenbergen, Klaus	UCEA Conf, Anaheim	654.31
1/20/10	Varanini, Adrian	CVELI Conf	

			125.00
1/20/10	Whyte, Jennifer	CVELI Conf	125.00
1/20/10	Wilcoxson, Jesse	CVELI Conf	125.00
11/18/09	Williams, Tara	UCEA Conf, Anaheim	619.62
11/18/09	Yergat, Jessica	UCEA Conf, Anaheim	843.12
Total Spent			\$17,971.75

2010-11 Budget - Doctoral Student Allocations for Research and Travel

4/8/2011	Abode, Idia	AERA Conference	1372.05
1/20/2011	Alvarado, George	Diss Grant	530.00
1/13/2011	Anderson, Cheryle	CVELI Exemplary Practices Education Conf	75.00
10/5/2010	Barrie, Marc	Carnegie Project	1141.12
6/5/2011	Barrie, Marc	Carnegie Project	998.08
6/8/2010	Blackwood, Jothan	Carnegie Project	1147.30
4/7/2011	Blizzard, Devin	AERA Conference	2197.00
1/13/2011	Boland, Eileen	CVELI Exemplary Practices Education Conf	75.00
4/10/2011	Boyer, Kim	AERA Conference	854.45
1/13/2011	Brogan, Amy	CVELI Exemplary Practices Education Conf	75.00
1/13/2011	Cardoza, Deanna	CVELI Exemplary Practices Education Conf	75.00
1/24/2011	Castillo, Robyn	Diss Grant	100.00
1/13/2011	Cervantes, Ann-M	CVELI Exemplary Practices Education C CVELI Exemplary Practices Education	75.00
1/13/2011	Cole, Kim	CVELI Exemplary Practices Education Conf	75.00
1/13/2011	Culver-Dockins, Nat.	CVELI Exemplary Practices Education	75.00
9/30/2010	Curtis, Carol	Diss Grant	1000.00
6/10/2011	Darrow, Rob	Bakersfield On-line Project	55.00
2/4/2011	Enquist, Christina	Diss Grant	600.00
1/13/2011	Gonzalez, Laura	CVELI Exemplary Practices Education Conf	75.00
1/13/2011	Guthrie, Marcelline	CVELI Exemplary Practices Education Conf	75.00
1/13/2011	Harmon, Taryn	CVELI Exemplary Practices Education Conf	75.00

9/30/2010	Harmon, Taryn	Diss Grant	217.00
		CVELI Exemplary Practices Education	
1/13/2011	Jacobo, Amber	Conf	75.00
		CVELI Exemplary Practices Education	
1/13/2011	Karsevar, Kent	Conf	75.00
		CVELI Exemplary Practices Education	
1/13/2011	Leininger, Lisa	Conf	75.00
9/30/2010	Leininger, Lisa	Diss Grant	410.00
		CVELI Exemplary Practices Education	
1/13/2011	Maldonado, Lorena	Conf	75.00
1/11/2011	Montanez, Christine	Diss Grant	1000.00
		CVELI Exemplary Practices Education	
1/13/2011	Morris, Stephen	Conf	75.00
		CVELI Exemplary Practices Education	
1/13/2011	Mosley, Alison	Conf	75.00
		CVELI Exemplary Practices Education	
1/13/2011	Nkosi, Janine	Conf	75.00
		CVELI Exemplary Practices Education	
1/13/2011	Nolasco, Monica	Conf	75.00
		CVELI Exemplary Practices Education	
1/13/2011	Prochnow, Marla	Conf	75.00
4/27/2011	Ramirez, Adrian	Bakersfield Admissions Committee	254.46
		CVELI Exemplary Practices Education	
1/13/2011	Reynosa, Angelica	Conf	75.00
12/21/2010	Soria, Matilda	Diss Grant	1976.00
		CVELI Exemplary Practices Education	
1/13/2011	Soria, Perla	Conf	75.00
4/10/2011	Tanner-McBrien, L	AERA Conference	1147.44
		CVELI Exemplary Practices Education	
1/13/2011	Tatsumara, Janelle	Conf	75.00
4/7/2011	Tenbergen, Klaus	AERA Conference	1573.19
		CVELI Exemplary Practices Education	
1/13/2011	Varanini, Adrian	Conf	75.00
4/7/2011	Varanini, Adrian	Diss Grant	550.00
		CVELI Exemplary Practices Education	
1/13/2011	Vue, Tachua	Conf	75.00
2/8/2011	Vue, Tachua	Diss Grant	550.00
1/5/2011	Watson, Jennifer	Diss Grant	500.00
		CVELI Exemplary Practices Education	
1/13/2011	White, Jennifer	Conf	75.00
		CVELI Exemplary Practices Education	
1/13/2011	Williams, Tara	Conf	75.00
		CVELI Exemplary Practices Education	
1/13/2011	Woods, Rosmary	Conf	75.00
		CVELI Exemplary Practices Education	
1/13/2011	Yergat, Jessica	Conf	75.00

12/8/2010	Yergat, Jessica	Diss Grant	1000.00
5/2/2011	Yergat, Jessica	Diss Grant	356.00
Total Spent			\$21,629.09

**2011-12 Budget - Doctoral Student
Allocations for Research and Travel**

5/1/2012	Allison, Timothy	CVELI PLC Workshop	162.50
1/27/2012	Anderson, Cheryle	Diss Grant	75.00
1/31/2012	Anderson, Cheryle	CVELI Exemplary Practices Education Conf	75.00
10/2/2012	Barrie, Marc	Carnegie Project Travel	1,791.88
1/31/2012	Boesch, Julie	CVELI Exemplary Practices Education Conf	75.00
1/31/2012	Boland, Eileen	CVELI Exemplary Practices Education Conf	75.00
1/31/2012	Cardoza, Deanna	CVELI Exemplary Practices Education Conf	75.00
1/31/2012	Cavazos, Blanca	CVELI Exemplary Practices Education Conf	75.00
5/3/2012	Chamberlin, Anna	CVELI PLC Workshop	87.50
5/1/2012	Cohrs, Merriellen	CVELI PLC Workshop	162.50
5/15/2012	Cole, Kimberly	Diss Grant	480.00
1/31/2012	Cooper, Donna	CVELI Exemplary Practices Education Conf	75.00
1/31/2012	Culver-Dockins, Natalie	CVELI Exemplary Practices Education Conf	75.00
1/31/2012	Gonzalez, Laura	CVELI Exemplary Practices Education Conf	75.00
1/31/2012	Guthrie, Marcelline	CVELI Exemplary Practices Education Conf	75.00
6/28/2011	Harmon, Taryn	Research Reimb	49.30
5/15/2012	Harmon, Taryn	Reimb-AERA Poster	152.85
9/14/2011	Hufft, Bradley	Travel Research	367.55
11/14/2011	Karsevar, Kent	Diss Grant	149.00
11/29/2011	Karsevar, Kent	Diss Grant	

			250.00
2/13/2012	Karsevar, Kent	Diss Grant	120.00
1/31/2012	Kerr, Michelle	CVELI Exemplary Practices Education Conf	75.00
4/10/2012	Leininger, Lisa	Poster for Am Coll Sports Medicine Conf	124.54
5/29/2012	Leininger, Lisa	Am Coll Sports Medicine Natl Conf	1,492.00
1/31/2012	Loete, Cari	CVELI Exemplary Practices Education Conf	75.00
5/3/2012	MacQuarrie, Becky	CVELI PLC Workshop	87.50
12/15/2011	McCarthy, Mary Ann	Diss Grant	500.00
1/31/2012	Morillo, Janell	CVELI Exemplary Practices Education Conf	75.00
1/31/2012	Morris, Stephen	CVELI Exemplary Practices Education Conf	75.00
5/3/2012	Park, Valerie	CVELI PLC Workshop	87.50
5/3/2012	Ramirez, Gabriel	CVELI PLC Workshop	87.50
1/31/2012	Reyes, Jose	CVELI Exemplary Practices Education Conf	75.00
1/31/2012	Rizzo, Sophia	CVELI Exemplary Practices Education Conf	75.00
5/1/2012	Rizzo, Sophia	CVELI PLC Workshop	162.50
11/15/2012	Rodriguez, Carmen	Diss Grant	1,000.00
1/31/2012	Sanchez, Cruz	CVELI Exemplary Practices Education Conf	75.00
5/3/2012	Scherrer, Andrew	CVELI PLC Workshop	87.50
5/3/2012	Skrotzki, Gretchen	CVELI PLC Workshop	87.50
5/23/2012	Soria, Matilda	Reimb-AERA Poster	219.68
1/31/2012	Soria, Perla	CVELI Exemplary Practices Education Conf	75.00
1/31/2012	Suleiman, Hana	CVELI Exemplary Practices Education Conf	75.00
5/3/2012	Suleiman, Hana	CVELI PLC Workshop	87.50
1/31/2012	Tenhet, Troy	CVELI Exemplary Practices Education Conf	75.00

2/10/2012	Whyte, Jennifer	Diss Grant	900.00
5/18/2012	Whyte, Jennifer	Intl Student Affairs Conf CVELI Exemplary Practices	1,237.42
1/31/2012	Williams, Tara	Education Conf	75.00
3/21/2012	Williams, Tara	Diss Grant	500.00
11/3/2011	Woods, Rosmary	Diss Grant CVELI Exemplary Practices	300.00
1/31/2012	Young, Evelyn	Education Conf	75.00
4/13/2012	Montanez, Christine	AERA	2,125.00
4/13/2012	Yerget, Jessica	AERA	2,125.00
4/13/2012	Marcellin, Jodee	AERA	1,696.86
4/13/2012	Harmon, Taryn	AERA	2,073.09
4/13/2012	Soria, Matilda	AERA	1,682.73
4/19/2012	Curtis, Carol	Council Study of Community Coll Conf	1,052.96
4/18/2012	Nolasco, Monica	Council Study of Community Coll Conf	1,386.89
Total Spent			\$24,526.75

Table 6

Doctoral Student Presentations at Conferences Funded by DPELFS

Student Name	Date of Conference	Name of Conference	Place of Conference
Abode, Idia	June 29-30, 2009	AERA – SIG Infusing Character Education and Peace Education into Teacher Preparation Programs	University of San Diego San Diego, CA
Banuelos, Diana	April 16-17, 2010	Council for the Study of Community Colleges 52 nd Annual Meeting, Expanding Opportunities, Opening Doors: Connecting Community College Research to Policy and Practice	Washington State Convention and Trade Center Seattle, WA

Conner, Shelly	April 16-17, 2010	Council for the Study of Community Colleges 52 nd Annual Meeting, Expanding Opportunities, Opening Doors: Connecting Community College Research to Policy and Practice	Washington State Convention and Trade Center Seattle, WA
Oxford, Ron	June 29-30, 2009	AERA – SIG Infusing Character Education and Peace Education into Teacher Preparation Programs	University of San Diego San Diego, CA
Ramirez, Adrian	April 11-14, 2010	National Association of State Directors of Migrant Education 2010 National Migrant Education Conference, Inspiring Dreams, Changing Lives—The Cause Endures	Anaheim Marriott Hotel Anaheim, CA
Abode, Idia	April 8- 12, 2011	American Educational Research Association (AERA) 2011 Annual Meeting, Inciting the Social Imagination	New Orleans Marriott New Orleans, LA
Blizzard, Devin	April 7-9, 2011	Council for the Study of Community Colleges 53 rd Annual Meeting	New Orleans Marriott at the Convention Center New Orleans, LA
Boyer, Kimberly	April 8- 12, 2011	American Educational Research Association (AERA) 2011 Annual Meeting, Inciting the Social Imagination	New Orleans Marriott New Orleans, LA
Tanner-McBrien, Laura	April 8- 12, 2011	American Educational Research Association (AERA) 2011 Annual Meeting, Inciting the Social Imagination	New Orleans Marriott New Orleans, LA
Tenbergen, Klaus	April 7-9, 2011	Council for the Study of Community Colleges 53 rd Annual Meeting	New Orleans Marriott at the Convention Center New Orleans, LA
Curtis, Carol	April 19-21, 2012	Council for the Study of Community Colleges 2012 Annual Conference	Orlando World Center Marriott Orlando, FL
Harmon, Taryn	April 13-17, 2012	AERA 2012 Annual Meeting: Non Satis Scire: To Know Is Not Enough	Vancouver Convention Center Vancouver, British Columbia, Canada

Leininger, Lisa	May 29-June 2, 2012	American College of Sports Medicine 59 th Annual Meeting and World Congress on Exercise is Medicine	Moscone Convention Center San Francisco, CA
Marcelline, JoDee	April 13-17, 2012	AERA 2012 Annual Meeting: Non Satis Scire: To Know Is Not Enough	Vancouver Convention Center Vancouver, British Columbia, Canada
McGee, Carl Dean	April 13-17, 2012	AERA 2012 Annual Meeting: Non Satis Scire: To Know Is Not Enough	Vancouver Convention Center Vancouver, British Columbia, Canada
Montanez, Christine	April 13-17, 2012	AERA 2012 Annual Meeting: Non Satis Scire: To Know Is Not Enough	Vancouver Convention Center Vancouver, British Columbia, Canada
Nolasco, Monica	April 19-21, 2012	Council for the Study of Community Colleges 2012 Annual Conference	Orlando World Center Marriott Orlando, FL
Soria, Matilda	April 13-17, 2012	AERA 2012 Annual Meeting: Non Satis Scire: To Know Is Not Enough	Vancouver Convention Center Vancouver, British Columbia, Canada
Whyte, Jennifer	May 18-25, 2011	2011 International Conference on Student Affairs	China University of Geo Sciences Wuhan, China

Attachment 8: DPELFS Graduation Rates

Table 6

Graduation Rates for Cohorts 1, 2, and 3 in Fresno

Cohort	# Students Admitted	# Students Dropped Out	# Students Graduated	% Graduated	Reason for Dropping Out
Cohort 1	23	1	21	91%	Family Illness
Cohort 2	25	0	24	96%	One student still enrolled
Cohort 3	25	1	17	68%	7 students still enrolled

Attachment 9: Timeline for Graduating in 3 Years for Cohort 4

Dissertation Timeline for **On-Time Graduation (3 years!)** for Cohort 4

September 3, 2012	September 17 – October 30, 2012	November 1 – November 30, 2012	December 1, 2012 – January 31, 2013	February 1 – February 27, 2013	March 1 – March 30, 2013	April 1, 2013	April 21 – May 3, 2013
All Three Chapters Completed and sent to Committee for Review 3 weeks before the Preliminary Defense	Preliminary Defense	a) Changes Made to First 3 Chapters and Submitted for APA Review: b) Submit HS Forms; Wait for HS Approval before Collecting Data	Collect Data	Enter Data into File, Clean Data, Perform Data Analysis	Write Chapters 4 and 5	Distribute Entire Dissertation to Committee for Review 3 weeks before the Final Defense	Final Defense

Attachment 10: Qualifying Examination and Dissertation Rubrics and Results

Higher Ed EDL 202 QE Question and Rubric (201)

Your task as the new President of COGV is to maintain and improve faculty morale and performance during a period of increased expectations and diminished resources. Due to the urgency created by the budget problems, you must implement change quickly but you must also build trust and create a collaborative culture. Using the research on change and reform theory describe the processes you would use to develop capacity and resiliency with the staff and the community during this period of economic stress. How will you select and prioritize the reform initiatives that focus on the most critical areas for improvement? How will you create a coherent context for change that makes sense to all involved in the process including faculty, staff, and the community?

Rubric: EDL 202	
2: Exceeds Expectations	Candidate stresses systemic reform and the role of visionary leadership and cites sources (Fullan, Marzano, and others) to support recommendations. The answer cites research on the impact of collaboration on change effectiveness and describes the role of the leader in holding the system accountable while maintaining morale. The candidate includes within the answer an understanding of the importance of collaborative planning coupled with the need to make controversial and decisive actions. The priorities for change will focus on inclusion of the community stakeholders as part of the reform strategies.
1: Meets Expectations	To meet expectations the candidate will reference systemic change, the need for the leader to be inclusive in planning, and the importance of understanding the needs of staff and community. There must be some reference to the importance of the use of a decision making model that recognizes that leaders must make controversial decisions while still building a collaborative culture. Some mention of the literature on change theory should be included in the answer
0: Fails to Meet Expectations	The answer is unsatisfactory if it does not show an understanding of inclusion of faculty and community members in promoting systemic change. A failure to cite any awareness of the role of the leader in promoting collaboration, inclusion of a wide community in building sustainability, and development of a systemic plan would be evidence for not accepting the answer.

PreK-12 EDL 202 QE Question and Rubric (2011)

Your task as the new principal is to bring about change that will lead to an improved culture based on high expectations for staff, students, and community members. Using the research on reform strategies to describe how you will positively change the norms and behaviors of the staff and students. How will you select and prioritize the strategies and initiatives that focus on the most critical areas for improvement? How will you create a coherent context for change that makes sense to all involved in the process?

Rubric: EDL 202 PreK-12	
2: Exceeds Expectations	Candidate stresses systemic reform and the role of visionary leadership and cites sources (Fullan, Marzano, and others) to support recommendations. The answer cites research on the impact of collaboration on change effectiveness and describes the role of the leader in holding the system accountable while developing a strong corporate culture. The candidate includes within the answer an understanding of appropriate use of strategies to bring about improved morale through a process of simultaneous loose-tight coupling. The priorities for change will reforming the culture describe models of inclusion and may reference the candidate's field work experiences in the 202 course. The answer will include references to professional learning communities and use of data to inform practice.
1: Meets Expectations	To meet expectations the candidate will reference systemic reform strategies, the need for the leader to be inclusive in planning, and the importance of understanding the needs of a community experiencing leadership changes. There must be some reference to the importance of the use of collaboration, teamwork, professional learning communities and the shift from a focus on adult needs to the needs of the learner. Some mention of the literature on change theory and reform strategies should be included in the answer.
0: Fails to Meet Expectations	The answer is unsatisfactory if it does not show an understanding of collaboration strategies within the context of changing culture.. A failure to cite any awareness of the role of the leader in promoting collaboration, inclusion of a wide community in building sustainability, and development of a systemic plan would be evidence for not accepting the answer.

EDL 201 Organizational Theory in Complex Organizations - Qualifying Examination Questions

PreK-12

As the new principal of Lincoln Middle School, you need to assess the virtues and drawbacks of the organization in order to make informed, well-thought-out decisions.

Question – Using Bolman and Deal's four frames (Structural, Human Resources, Political and Symbolic) discuss how you would analyze the organization using each of these to address one internal weakness and one external opportunity. This discussion needs to end with an integration of the frames into a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis.

Scoring Rubric: EDL 201 Prek-12

2 Exceeds	<p>Responses clearly identify the four frames in Bolman and Deal’s Book as it applies to the Case Study. This discussion clearly addresses one internal weakness and one external opportunity</p> <p>Response concludes with a comprehensive SWOT Analysis that identifies many items from each of the following categories: facilities, parent involvement, staff, finances and performance.</p> <p>Responses include a clearly stated rationale about why it is important to understand the campus context.</p>
1 Meets	<p>Response includes fewer than the four frames in Bolman and Deal’s Book as it applies to the Case Study. The discussion vaguely addresses one internal weakness and one external opportunity.</p> <p>Response concludes with a SWOT Analysis that identifies 1-2 items from each of following categories: facilities, parent involvement, staff, finances, and performance.</p> <p>Response includes a vague rationale about why it is important to understand the campus context.</p>
0 Falls Short	<p>Response is vague, omits or has limited reference to any of the essential factors as listed above. The SWOT Analysis is poorly constructed with incorrect items identified. No decisions are identified and all the frames noted above are not included in the discussion.</p>

Higher Education

As the new President of the College of the Grand Valley, you need to assess the virtues and drawbacks of the organization in order to make informed, well-thought-out decisions. Organizational analysis is necessary before making any of these decisions.

Question – Discuss how you would use at least four of the theories Morgan writes about in Images of Organization to understand the organization. Address at least one internal weakness and one external opportunity. This discussion needs to end with an integration of the frames into a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis.

Scoring Rubric: EDL201 Higher Education

2 Exceeds	<p>Responses clearly identify at least four of the theories Morgan writes about as it applies to the Case Study. This discussion clearly addresses one internal weakness and one external opportunity.</p> <p>Response concludes with a comprehensive SWOT Analysis that identifies many items from each of the following categories: student enrollment, facilities, staff and faculty, finances performance, and leadership expectations.</p> <p>Responses include a clearly stated rationale about why it is important to understand the campus context.</p>
1 Meets	<p>Response includes fewer than four of the theories Morgan writes about as it applies to the Case Study. The discussion vaguely addresses one internal weakness and one external opportunity.</p> <p>Response concludes with a SWOT Analysis that identifies 1-2 items from each of following categories: student enrollment, facilities, staff and faculty, finances performance, and leadership expectations.</p> <p>Response includes a vague rationale about why it is important to understand the campus context.</p>
0 Falls Short	<p>Response is vague, omits or has limited reference to any of the essential factors as listed above. The SWOT Analysis is poorly constructed with incorrect items identified. No decisions are identified and all the frames noted above are not included in the discussion.</p>

EDL 204, Advanced Quantitative Methods
PreK-12 Question

A small group of parents is very distraught about the recent suicides at Lincoln Middle School and has come to visit you with their concerns. They want to know more about the mental health of the students, the potential for conflict and violence, the relationships among different ethnic groups, and above all, the educational progress of their children. You promise to conduct some research to learn more about these topics. What specific research question(s) would you ask to address these topics? What data/variables would you collect, how are these measured, and what kind(s) of statistical analyses would you use to answer your research questions. Be sure to be comprehensive and detailed in your answer.

HE Question

A recent article published by a local newspaper reported that students who get financial aid often stop attending their classes when they receive their checks. The administration of College of the Grand Valley hopes to counter this bad press and is interested in examining the impact of increased student financial aid; the representation of gender, ethnicity and SES in financial aid awards; and student outcomes. What specific research question(s) would you ask to address these topics? What data/variables would

you collect, how are these measured, and what kind(s) of statistical analyses would you use to answer your research questions. Be sure to be comprehensive and detailed in your answer.

**Qualifying Exam Rubric
EDL 204**

<u>Question Component</u>	<u>2</u>	<u>1</u>	<u>0</u>
Problem Conceptualization/ Research Question	Clear and insightful conceptualization of the problem, precise research question leads to appropriate analysis	Adequate conceptualization, research question addresses all or most of the problem	Poor/incomplete conceptualization of the problem, inadequate research question or one that does not address the real problem
Data Measurement	Suitable variables clearly identified with appropriate measurement information provided	Most of the variables identified are appropriate, measurement information is mostly correct	Appropriate variables are not clearly identified or measurement process incorrect
Statistical Analyses/ Other Analyses	Comprehensive and appropriate statistical analyses identified	Most statistical analyses proposed are adequate	Incorrect statistical analyses proposed, analyses are not appropriate for research question or types of variables specified

Dissertation Rubric Results

Table 7: Dissertation Committee Scores for First Three Cohorts (Scale 1 – 5)

Cohort	Grad Yr.	1. Intro	2. Review of Literature	3. Methods/ Approach	4. Results/ Outcomes	5. Discussion/ Summary/ Conclusions	6. Writing Quality
1	2010	4.58	4.46	4.46	4.29	4.25	4.21
2	2011	4.53	4.68	4.42	4.40	4.30	4.40
3	2012	4.75	4.71	4.69	4.61	4.43	4.61
AVG		4.62	4.62	4.52	4.43	4.33	4.40

Table 8: Outside Reviewer's Dissertation Review Results (Scale 1- 5)

Cohort #	1.Intro	2. Review of Literature	3. Methods/ Approach	4. Results/ Outcomes	5. Discussion/ Summary/ Conclusions	6. Writing Quality
Cohort 1 Avg. (N= 4)	4.75	4.25	4.75	4.50	4.38	4.25
Cohort 2 Avg. (N=5)	4.60	4.30	5.00	5.00	5.00	5.00
AVG	4.68	4.28	4.88	4.75	4.69	4.63

Table 9: Comparison of Dissertation Committee and Outside Reviewer's (Scale 1 – 5)

Cohort #	1.Intro	2. Review of Literature	3. Methods/ Approach	4. Results/ Outcomes	5. Discussion/ Summary/ Conclusions	6. Writing Quality
Cohort 1 Avg. Committee	4.58	4.46	4.46	4.29	4.25	4.21
Cohort 1 Avg. Outside Review	4.75	4.25	4.75	4.50	4.38	4.25
Cohort 2 Avg. Committee	4.53	4.68	4.42	4.40	4.30	4.40
Cohort 2 Avg. Outside Review	4.60	4.30	5.00	5.00	5.00	5.00