California State University, Fullerton
Program Review for Centers & Institutes
2012-2015

Center/Institute Name   Center for Research on Educational Access and Leadership (C-REAL)

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Year Established   2008

Year of Last Review   N/A

Date of Submission   March 15, 2015

Logo

Missions and Goals

Mission Statement

The Center for Research on Educational Access and Leadership (C-REAL) is a data-driven, solution-focused interdisciplinary research center in which PK-20 educational institutions in the Orange and Los Angeles counties partner with the College of Education at California State University, Fullerton (CSUF) to identify and respond to local problems and issues in educational institutions. Both short- and long-term solutions are identified primarily through program evaluation and assessment to address the complex challenges of education specific to educational leadership, practices, policy, and change.

Short-Term Goals

- Contribute to and support the Educational Leadership Doctoral Program
- Develop and support educational programs align with creating and nurturing the college research culture
- Support the Educational Leadership Department's Master of Science in Education specializations
- Provide support for doctoral student research by providing consultation for dissertations and supplemental class instruction
- Provide doctoral students and other students with the opportunity to engage in educational research and grant writing
- Provide professional development in assessment and evaluation to faculty, partners, and educational agencies
- Provide immediate and concise recommendations for program and policy improvement to partners
- Increase dissemination of Center research findings and doctoral student/alumni problems of practice at professional conferences
- Collaborate with international partners on local and global issues

Long-Term Goals

- Increase dissemination of doctoral student and alumni research in scholarly journals through the Center Alumni Publishing Program (CAPP)
- Increase Center faculty affiliates across the college to support an interdisciplinary approach to solving educational problems
- Establish a full-time Endowed Distinguished Scholar
- Develop an ongoing visiting scholars program

University/College/Department Goals

The Center's goals are aligned with all university, college, and department goals. The Center encourages the holistic development of students to prepare them for workforce needs in a global society, while also engaging students in High Impact Practices. In modeling the Ed.D program's philosophy, C-REAL focuses on investigating problems of practice. The intent is to address practical outcomes to improve student learning and success at all levels of education, thereby closing the achievement/opportunity gap. Generally, the Center partners with faculty from diverse backgrounds to conduct, consult, and publish research in their expert areas. Lastly, C-REAL partners with many CSUF departments to help write evaluation components of their grants. Feedback from grant reviewers indicates that Center evaluation plans have been commended for sophisticated research designs and thorough methodologies contributing to the successful funding of grants (i.e. GEAR UP, NOCA HCOP, and CSUF HEP, AHEAD).

Activities

The Center activities can be classified in three categories: educational programs, research projects, and services (see Appendix A).

Educational Programs- The Center's educational program (i.e. Colloquium series, research symposium, and Hot Topic Roundtable Discussions) support the College of Education in sustaining a strong research culture. The National Council for Accreditation of Teacher Education Review has commended the Center for contributions to the Ed.D Program and the College. Furthermore, the Center is an active participant in the College of Education's "Education Week" in November. The Center programs offered during this week are colloquia-like sessions that encourage research engagement as a high impact practice or discussions focused on educational problems.

Services- The Center primarily offers services to support Ed.D students through the dissertation process and research classes. The Center offers ongoing professional development for research training and practice such as focus group training and Dedoose qualitative analyses training. Furthermore, the Center offers evaluation services and consultation to the Educational Leadership department, COE faculty, CSUF faculty, Student Affairs units, and external entities.

Research Projects- The Center partners with on- and off-campus agencies to provide assessment and evaluation research services supporting 40 projects (see Appendix B). Notably, funding through these projects support doctoral, graduate and undergraduate students and findings from these projects have elicited conference presentations and scholarly publications (see highlights and accomplishments section).

The Center's activities align with the University Strategic Plan (USP) detailed below:

> USP 1: Regarding USP 1, the Center employs 10-25 student research assistants (including doctoral students) and an additional 5-10 students who complete their fieldwork, practicum, or academic internships (see Appendix C). Students collaboratively work on research projects, participate in on-going professional development, and engage in other activities that prepare them for further education and endeavors in a global society.

> USP 2: Students engage in research, which qualifies as a High Impact Practice (HIP). The Center intentionally recruits underrepresented students who have not been afforded the opportunity to engage in research as a HIP. As a result, the students realize their potential as researchers. Due to their participation in C-REAL, students are exposed to other options for campus engagement and encouraged to participate in campus activities beyond the Center, such as student clubs, an undergraduate research competition, McNair Scholars, and the Maywood Education Fair. Students engage in HIPs and through this research enterprise gain needed skills and experiences. Additionally, the Center assists partners in effectively serving their clientele through evaluation research. Formative evaluation methods yield program recommendations that support best practices in serving underrepresented communities.

> USP 3: Because the Center works with educational equity, access and justice issues, faculty from diverse backgrounds work collaboratively with students to conduct research projects (see Appendix D). Faculty who are involved with the Center report high levels of satisfaction in working with Center students and programs, especially engaging with doctoral students.

USP 4: The Center has successfully solicited external and internal funding. These funds have been secured through various sources including donor/ gifts, grant evaluations, institutional grants, fundraisers, and service contracts. Our future plans include securing more external funding through grants, sponsors, and donations from C-REAL and Ed.D Program alumni.

Organizational Structure and Governance

The Center has an Executive Committee and an Advisory Board that meet once a semester. The Executive Committee consists of College of Education Faculty as well as donors and educational leaders. No more than 6 members serve on the Executive Committee. The current Executive Committee consist of K-12 superintendents, faculty, community college chancellors, and student affairs administrators. The Executive Committee has been particularly helpful in promoting the work of the Center and providing input for Center activities/programs.

The Advisory Board generally consists of the Executive Committee, faculty, community sponsors, and educational leaders. The current Advisory Board consists of faculty (CSUF & others), administrators in K-12 schools, and administrators from local community college districts. Advisory Board members engage in discussions about Center direction, growth, and function. This group serves as a sounding board for the Dean of the College of Education and the Director of C-REAL concerning effective methods of reaching Center goals.

Resources and Sustainability

The Center is housed on the main CSUF campus in College Park, Room 620. This space consists of three offices and a conference room with an open-space area with six work stations. The conference room serves a dual purpose for meetings and four work stations. Two offices house the Director and a doctoral research assistant in one office and the Program Analyst and a work-study student in the other. Each work station and office has computers and telephone available, and there are two laptops and one Xerox machine available to support Center work. The third office houses our Distinguished Lecturer in P-12 Educational Leadership. This office is used by student workers when available. There is also a shared storage area adjacent to the office space.

In terms of sustainability, the funding of the Center is provided through multiple sources, including the Ed.D program, subcontracts for evaluation and assessment work based on external funds, and service contracts for assessment and evaluation work done to support other educational offices both on and off-campus (see Table 1). In 2014-15, the director was on a semester sabbatical, so no new evaluation projects were started. Most recently, pursuing grants to support the Center has been the priority. The Center supports the master's and doctoral programs in the Department of Educational Leadership. For the master's program, we support the graduate assistantship program for the Master of Education, Higher Education specialization (MSHE) and the Maywood service-learning project. We provide independent study for master and undergraduate students. Finally, our doctoral graduates are provided support through a guided writing group to publish their dissertation's in professional journals.

It is our intention to continue to serve both internal and external constituents, especially our students, by working toward securing external funding for work connected to Maywood and graduate student training in research in cooperation with STEM disciplines. We have three grant sources that span 5-7 years of funding, and we anticipate bringing in more funds and sponsors. New efforts in Men of Color Initiatives are promising and should yield additional external funds from $24,000 for startup funds to a multi-year funding opportunity with ten partners. With continued support from internal and external partners and anticipated grant funding, the Center will remain a financially solvent unit supporting the

doctoral program and providing much needed services to the College of Education, Student Affairs Division, and external partners, locally and nationally.

Sources of Financial Support	2012-2013	2013-2014	2014-2015
Evaluation Funds	$240,000	$227,278	$121,867
Ed.D Program *(including one full time staff)*	$ 95,218	$ 95,000	$ 95,000
Additional Contracts	$27,206		
Philanthropic	$15,000	$50,180*(anniversary events)	
Total	$377,424	$372,458	$216,867

Table 1: Center Funding Sources

Highlights and Accomplishments

The Center conducted a self-study in 2014 to examine the experience of student researchers. Findings revealed that C-REAL as an organization and its leadership has helped students develop critical thinking and research skills as well as supported students in their career and educational endeavors (see Appendix E).

Aligned with the Center's mission and goals, C-REAL has contributed to the College's research culture and supported the doctoral program. During this review period the Center has sponsored 31 monthly colloquia featuring COE faculty and doctoral students and alumni (see Appendix F). The Center also sponsored 25 monthly Round Table Hot Topic (RTHT) discussions featuring faculty's research in progress (see Appendix F). These forums have offered meaningful discussions, dialogues, and collaborations between faculty, students, and alumni that demonstrate multiple methods to solve educational problems.

In addition to educational programming, the Center supports the Ed.D Inquiry Classes in terms of data analysis skill building. In many cases, individual (on average 8 doctoral students for one and one half hours a week per semester)and small group follow-up sessions/study groups (on average 10 study and reviews sessions a month) with doctoral students occur to support classroom instruction. Furthermore, the Center has developed multiple longitudinal databases (7 databases including K-20 data) utilized for master and doctoral student classes.

Another highlight for the Center is its work with partners to increase research activities and publications. Special events and celebrations were held for the Center's 5th year anniversary in 2013 (see Appendix G). During 2012-2015, many awards and recognitions were bestowed on the Center for educational programs being offered and student-centered engagement.

C-REAL has provided direct service to the college by evaluating new initiatives such as co-teaching and the teacher pathway project. Both of these initiatives have become cornerstones to the college delivery of teacher training and pipeline initiatives.

Awards and Recognitions
- March 2013 Employer Support of the Guard and Reserve
- October 2014 Certificate of Congressional Recognition from the Congress of the United States, House of Representatives for the City of Maywood Education Fair
- October 2014 State of California, Senate Certificate of Recognition
- August 2014 National Association of Student Personnel Administrators Student Leadership Award

- May 2015 Dr. Person received the first CSUF Diversity Research Award based on her work through the Center

Academic Accomplishments

The Center has significantly enhanced its academic accomplishments during this 3-year review period. Center leadership, together with student research assistants and partners, has successfully disseminated research findings at professional conferences for educational research and higher education. A total of 37 presentations were completed during this review period. Additionally, a total of 44 evaluation reports were written for partners who including recommendations for program improvements. Of the 44 reports that were disseminated, 3 have been written for publication in journals. A total of 11 publications are underway or have been submitted for peer-review and are expected to be published (see Appendix H).

Planning and Strategic Outlook

We continue to cultivate new partners both domestic and international to serve both internal and external constituents by working toward securing external funding for work connected to Maywood and graduate student training in research in cooperation with STEM disciplines. New efforts in building a national Men of Color database for best practices are promising and should yield additional external funds from $42,000 for startup funds to a multi-year funded opportunity with multiple partners.

With continued support from internal and external partners and anticipated grant funding, the Center will remain a financially solvent unit supporting the doctoral program and providing much needed services to the CSUF College of Education, Student Affairs Division, and external partners, locally and nationally. What is needed is a redefining of the Center's relationship to the University. Our short-term goals remain the same but in terms of long-term goals, consideration should be given to strategically moving the Center to a place of independent status with the University. This can result in positive impacts for long-terms growth, including the restoration of so that National Science Foundation (NSF) grants evaluations that were lost.

The Center will continue to develop the Maywood project and work toward duplication of this successful effort after six years of implementation with the Educational Leadership MSHE program. This project has the potential to impact the state, and it is our desire to replicate the education fair at as many CSU sites as possible. This endeavor will strengthen the outreach efforts to serve low-income underserved communities across the state. At this point, external funding is being sought to implement this project. At the base of the Center is eliminating the achievement gap. Our long-term strategies emphasize the pre-college knowledge track (GEAR UP and Maywood), underserved student persistence (Men of Color Initiative, Migrant Education, STEM), and training in assessment and evaluation (community college training seminars). Finally dissemination of Center work will continue through conference presentations and publications.

Educational Programs-The Center hosts a number of educational programs that supports the Educational Leadership Department in sustaining a strong research culture among faculty and students.

Name	Occurrence
Faculty & Doctoral Student Research Colloquium Series	Monthly
Research Symposium	Annually
Roundtable Hot Topic Discussion Series	Monthly
Educational Professional Institutes	As requested
Promoting Evaluation Research Support and Institutional Staff Training-PERSIST	2014/As Requested
Scholars in Residence	As requested
Maywood Education Fair	Annually
High School Summer Research Institute	Summer 2013 & 2014
Russian Educational Institute	2010
Next Steps EDU	2014-2015
Education Week	Annually since 2014

Services- The Center primarily offers services to students enrolled in educational leadership department academic programs. However, the Center offers employment opportunities to students outside of the college of education as well as provides on-going training and development for them. Further, the Center offers evaluation services and consultation to CSUF and outside entities.

Services for Educational Leadership Department	Services/Opportunities for Employed Students	Services for CSUF and Outside Entities
• Tutoring in SPSS, dedoose, and qualitative data management • Use center as a study space during after-hours and weekends • Use center computers to use statistical software	• Lead research projects and acts as liaison with partners • Weekly professional development • Opportunity to present at national conferences and publish findings in academic journals	• Assessment and Evaluation for Grant Programs and Services • Diversity Training • Train the Trainer for Evaluation/Assessment • Program Evaluation Training • Leadership Training and Development • Field Work, Practicum, and Internship Opportunities

Appendix B: List of All Research Projects (Past & Present)

Research Projects- The Center also partners with on- and off-campus agencies to provide assessment and evaluation research services (see current project list below). C-REAL partners with on- and off-campus entities to develop short and long-term solutions that are identified primarily through program evaluation and assessment to address the complex challenges of education specific to educational leadership, practices, policy, and change. Notably, findings from these projects have elicited conference presentations and scholarly publications (see highlights and accomplishments section). Since Center opening, there have been a total of 40 projects (see Appendix B).

Research Project	Partners	Length of Project
Current Projects		
North Orange County Allied and Other Health Careers Opportunity Program -NOCA HCOP	Cypress College, OCAPICA, and CSUF	2015 – 2018
Advancing Health Equity and Diversity -AHEAD	La Habra High School and CSUF	2013 - 2016
National Resource Center for Asian Languages -NRCAL	Garden Grove Anaheim School District and CSUF College of Education	2015- 2019
Three grants-Gaining Early Awareness and Readiness for Undergraduate Programs- GEAR-UP	Anaheim Union High School District and Educational Partnerships, CSUF	2008 - 2022
Korean Summit Evaluation	Division of Administration and Finance, CSUF	2015 - 2016
CSUF High School Equivalency Program- HEP	Agricultural sites in Orange and San Bernardino Counties	2016 – 2019
Encouraging New Graduate and Gaining Expertise in Science, Technology, Engineering, and Mathematics –ENGAGE in STEM	Santa Ana Community College, Fullerton Junior College, and CSUF	2013 – 2016
Bachelors Initiative	North Orange County Community College District	2016 - 2018
California Institute for Regenerative Medicine (CIRM) Bridges to Stem Cell Research (BSCR)	College of Natural Sciences & Mathematics, CSUF	2010 - 2016
Male Minority Initiative (MMI) Database	President's Roundtable	2008- Ongoing
Veteran Resource Center Evaluation	CSUF Division of Student Affairs	2016
Past Projects		
The Leadership Project	College of Education	2012-2014
Maywood Leadership Project	College of Education	
Addressing the Achievement Gap Summit Evaluation	CSUF Division of Student Affairs	2009
Project CREATE- Children Reaching Excellence in the Arts and Academics Through Engagement	Schools First Center for Critical Thinking and Creativity and Fullerton Anaheim Unified School District	2010 - 2015
South African Professionalization of Student Affairs in Higher Education	South African Association of Senior Student Affairs Professionals (SAASSAP) and University of the Western Cape	2010 – 2013
Southern California Ecosystem Research Program- SCERP	CSUF College of Natural Sciences and Mathematics	2011 – 2014
Southwest Community College Project	Los Angeles Community College District	2012 - 2013
Teacher TRAC	Cerritos College	2009 – 2012
Talent Expansion in Science and Technology: An Urban Partnership	Mt. San Antonio College, Santa Ana College	2010 – 2013
Undergraduate Research Opportunity Program –UROP Evaluation	Cal State Long Beach	2014 - 2015
CSUF Veterans Resource Center Evaluation	CSUF Veteran Resource Center	2011 – 2016
CSUF Children's Center	CSUF Associated Students Incorporated	2012-2013
Chinese Scholars Program	College of Education	2014 & 2016
Closing the Latino Achievement Gap Evaluation	CSUF Division of Student Affairs	2013
Co-Teaching	College of Education	2012 – 2013
College Pathways Partnership	College of Education	2012-2014
CSUF AB 540 Students	CSUF Division of Student Affairs	2011-2015
El Viento	El Viento	2012-2013

Expanding Math Access for All-EMA2	CSUF	2011-2012
iFalcon	Cerritos College	2010-2015
Future Scholars Evaluation	CSUF Division of Student Affairs	2014
Male Success Initiative	CSUF Division of Student Affairs	2014-2015
Student Life and Leadership	CSUF Division of Student Affairs	2014-2015
New Student Orientation at CSUF	CSUF Division of Student Affairs	2013
NSF Grant- Studying Undergraduate Experience in Computer Science and Engineering	CSUF College of Engineering and Computer Science	2011
Project After School Program Educational Network -ASPEN	CSUF	2012-2013

Appendix C: Student Staff

Year	Semester	Paid Student Staff	Interns/Volunteers/ Fieldwork
2012	Fall	24	5
	Spring	19	2
	Summer	22	0
2013	Fall	20	0
	Spring	23	1
	Summer	24	1
2014	Fall	19	0
	Spring	18	0
	Summer	18	0
2015	Fall	20	0
	Spring	19	3
	Summer	18	0

Appendix D: Faculty Consultants and Partners

Year	Faculty/Partner Names	Partnership
2012-2013	**Faculty**: Dr. John Hoffman Dr. Angela Locks (CSULB) Dr. Arnold Holland Dr. Eugene Fujimoto Dr. Jerome Hunter **Affiliates:** Adriana Badillo Melba Schneider Castro Marshall Washington Dr. Steven Clifford Dr. Bill Hoese Dr. Nilay Patel Dr. Teresa Crawford	 GEAR UP Leadership Study GEAR UP Longitudinal Data GEAR UP GEAR UP MMI iFALCON Project SCERP Project Stem Cell Project CREATE
2013-2014	**Faculty**: Dr. Ron Oliver Dr. Angela Locks (CSULB) Dr. Estela Zarate Dr. Maria Oropeza Dr. Ding –Jo Currie **Affiliates:** Adriana Badillo Melba Schneider Castro Dr. Christine Lathem Marshall Washington Deanna Merino-Contino Dr. Steven Clifford Dr. Bill Hoese Dr. Nilay Patel Dr. Teresa Crawford Steve Bautista	 GEAR UP Leadership Study GEAR UP Longitudinal Data Project ENGAGE Project ENGAGE GEAR UP GEAR UP AHEAD MMI Future Scholars Project iFALCON Project SCERP Project Stem Cell Project CREATE ENGAGE
2014-2015	**Faculty**: Dr. Ron Oliver Dr. Angela Locks (CSULB) Dr. Estela Zarate Dr. Maria Oropeza Dr. Ding- Jo Currie **Affiliates:** Adriana Badillo Melba Schneider Castro Dr. Christine Lathem Marshall Washington Lui Amador Dr. Natalie Tran Dr. Nilay Patel Steve Bautista	 GEAR UP Leadership Study GEAR UP Longitudinal Data Project ENGAGE Project ENGAGE GEAR UP GEAR UP AHEAD MMI Veterans Project Project NRCAL Stem Cell ENGAGE

California State University, Fullerton
Center for Research on Educational Access and Leadership

Going beyond the dream: Developing Undergraduate and Graduate Students into Scholar-Practitioners

2014

Dawn Person, Ed.D
Michelle García, M.S.
Yvonne García, M.S.

Introduction

The Center for Research on Educational Access and Leadership (C-REAL) is a data-driven and solution-focused research center. Established in 2008, it is where PreK-18 educational institutions in Orange and Los Angeles Counties have partnered with the College of Education at California State University, Fullerton (CSUF) to identify and respond to local problems and issues in schools. C-REAL provides both short and long-term solutions that are theory and data informed to address complex educational challenges.

C-REAL is student led and looks to transform communities within higher education through two approaches: 1) assessment, evaluation, and research to over 25 grants and programs both on and off campus and 2) fostering the development of future change agents by creating access for underrepresented undergraduate, graduate, and doctoral students to engage in educational research while developing career, leadership, and life management skills. Staff work in conjunction with faculty from the Educational Leadership Department on most research projects, however, students are responsible for all data coordination, analysis, and report writing with the leadership and support of the inaugural Director of the Center, Dr. Dawn Person and inaugural Program Coordinator Michelle García.

Dr. Person and Michelle are both student affairs professionals who have a plethora of experience in higher education as well as in scholarly research and activities. Dr. Dawn Person is also a professor in the Educational Leadership Department where she teaches in the Master of Science in Education with a concentration in Higher Education and the Doctorate of Education Program in Higher Education Leadership for Community Colleges and Universities. Noteworthy in the success of the center's ability to transform communities is the unique collaboration of C-REAL and the Educational Leadership Department at CSUF.

Literature Review

Research has examined the benefits of exposing undergraduate students to research; these benefits range from more confidence in research abilities to an increased understanding of career options (Adedokun, et al., 2012; Harsh, Maltese, and Tai, 2011; Kloser, Brownell, Shavelson, Fukami, 2013). Willis, Krueger, and Kendrick (2013) compared students' perceptions before and after completing an Engineering research program at Southern Methodist University. Willis, et al. (2013) found that after the program, which consisted of peer mentoring, hands-on research, and colloquiums, students reported more positive perceptions of engineering research and a greater understanding of the Engineering field. Kloser, Brownell, Shavelson, & Fukami (2013) found similar results with Biology students. Students who participated in a research program that allowed them to work with authentic research methods (such as working with lab equipment and hypothesis testing) improved their laboratory skills and increased their confidence in their ability to perform laboratory tasks.

While further research also supported the benefits of research participation for undergraduate students, it also identified specific factors that contributed to its effectiveness in bolstering students' academic careers. Adedokun, et al. (2012) examined the processes (i.e. influences and experiences) and the elements of those processes that drove undergraduate STEM students to continue in their field. Students reported having increased professional credentials, greater awareness of career choices, and improved clarity of career options. Elements of these processes included academic networking opportunities, improved research skills, and community support. Additionally, Harsh, Maltese, & Tai (2011), conducted a longitudinal study which examined the long-term effects of undergraduate research opportunities. Participants consisted of researchers and graduate students who took surveys regarding elements of their undergraduate research experiences that aided transitions into their careers. Some of the most frequently reported factors to participants' academic and career successes included exposure to hands-on research

opportunities and increased confidence in their research abilities. Overall, this study, as well as the others mentioned above creates a solid case for the benefits of undergraduate research opportunities.

Research Projects

C-REAL's projects and activities allow staff to experience such advantages of hands-on research. The center houses projects and educational programs focused on addressing the achievement and opportunity gaps in educational settings. While 25 projects (see Appendix A) exist in the center, there are two projects within the center that are largest; Project C.R.E.A.T.E. (Children Reaching Excellence in the Arts and Academics through Engagement) and GEAR UP (Gaining Awareness and Readiness for Undergraduate Programs).

Project C.R.E.A.T.E. is a collaborative effort between the SchoolsFirst Center for Creativity and Critical Thinking in partnership with the Fullerton School District and C-REAL. The purpose of this federally funded project is to infuse elementary school curricula with the arts and measure the impact on student achievement in other school subjects, such as math and reading. Through an experimental design and program evaluation, C-REAL assesses the project outcomes to determine the influence of art programs on student achievement, motivation, and self-perception as learners over a four-year period.

GEAR UP is an educational development program that prepares low-income students for postsecondary education and supports the building of a college going culture in middle schools and high schools. The program is funded by the U.S. Department of Education, and is housed in the Educational Partnerships Office at CSUF and the Anaheim Unified School District. C-REAL provides a holistic evaluation of this program using multiple methods of data collection that engage students, parents, teachers, and community partners in measuring program effectiveness and identifying best practices in partnerships, leadership, and student response to instruction.

Educational Programs

In terms of educational programming, C-REAL is responsible for the development and implementation of monthly Research Colloquia and Roundtable Hot Topic Discussions that are open to the whole campus community. Research Colloquium Series showcase scholarship and best practices in education and share insights, perspectives, and ideas that may aid educators in serving learners and their communities. Both faculty and students are invited to present at Colloquia that include a brief summary (i.e., background, methodological design, findings, etc.) of their research and discussing the topic with fellow colleagues and students. The Roundtable Hot Topic Discussions are designed to address current educational issues or a special interest topic specific to the presenter's research. Both programs bring faculty, staff, and students together to discuss a variety of educational issues/topics.

C-REAL staff have also facilitated three research institutes; two summer institutes, geared towards high school students in educational research, were implemented for two weeks at a time. One other institute (Project P.E.R.S.I.S.T. [Promoting Evaluation Research Support and Institutional Staff Training]) enhanced the assessment and evaluation knowledge and abilities of community college educators.

Furthermore, C-REAL sponsored several one-time events in honor of their 5th year anniversary in the 2013-2014 academic year. The first event was a conference titled: *Sexual Orientation and Gender Identity: On Your Campus/In Your Classroom*. This conference focused on understanding bisexuality, issues impacting the transgender community, and student development and historical oppression of folks who identify as LGBTQ. The next event hosted the CSUF University Provost, Dr. José L. Cruz, Educational Leadership Faculty, Dr. Carol Lundberg, and Executive Director of Ed Trust West, Valerie Cuevas to discuss E*quity and Outcomes: Institutional Strategies for Improving Access and Success for Underrepresented Students.* Lastly, a play titled *The Meeting,* was a fictional encounter between Martin Luther King, Jr. and Malcom X. This play

was organized to raise funds for student travel to present at multiple psychology, education, and student affairs conferences.

One final program that C-REAL implements annually is a Research Symposium. This Symposium is organized in collaboration with the Educational Leadership Department to showcase the research of doctoral and graduate students through a poster session.

Student Engagement and Development

Research shows that students, both undergraduate and graduate students, benefit immensely from engaging in research during their educational experiences. Many times these opportunities come as a result of faculty reaching out to high achieving students in their classrooms. Faculty usually mentor students through research and offer their student mentees to be part of conference presentations or manuscript publications. Faculty mentors guide students through these academic processes to support students academically and encourage them to receive terminal degrees. These types of prospects are more common at Research Institutions where there are funds to support research assistants. However, often times students who are first-generation and/or students of color are not presented with opportunities for a multitude of reasons (Blake, Liou-Mark, & Chukuigwe 2013). Furthermore, these opportunities are usually not allotted at state schools and are mostly faculty led.

C-REAL intentionally recruits and hires a diverse set of students who come from a wide variety of backgrounds in order to create a strong learning community. While some students have had more exposure to research through faculty-led labs or McNair scholars, there are many students who have no experience in a research setting. In particular, C-REAL attempts to expose students who have the potential to be scholars and researchers, but otherwise would not get the research experience. In this way it requires that students work collaboratively to learn from one another to be successful researchers.

For example, a student, Yvonne, who had no research experience, had a low grade point average, but had the passion to work with communities of color and be an agent of change was hired. While Yvonne was not an expert researcher she was challenged and supported, when ready, by leadership and peers to delve deeper in her academic abilities (Sanford, 1966). She was put in charge of a research project that required for her to engage with community leaders from a largely Latino population who were educationally underserved. This project fulfilled her passion as well as required her to challenge herself to accomplish research processes such as Institutional Review Board, protocol development, communicate with community leaders, qualitative analysis, and report writing. In nature, the research that C-REAL engages students in goes from clear directions and instruction (IRB, protocol development, etc.) to students thinking critically and being innovative (data analyses, reporting writing, etc.). This allows student growth from a developmental instruction perspective (Knefelkamp, 1999) where you move from defined structure to less defined structure, from little diversity to more options. Most students move from needing instructions to being creative and innovative in their approaches as well as offer recommendations when there are issues that need to be addressed within project.

Aside from students developing cognitively, students begin to be more introspective of their psychosocial identities as the projects they work on are usually with underrepresented and/or marginalized communities (undocumented students, men of color at community colleges, etc.). Specifically, reports and publications are written from an asset-based approach (Yosso, 2005) rather than from a deficit framework, especially when discussing students' academic achievement. This approach requires that students deconstruct ideas and assumptions they have about achievement, success and people of color. Furthermore, because students in the center are from diverse backgrounds and disciplines, students themselves during breaks or social events get into discussions about power and privilege dynamics, this is often a peer facilitated discussion that encourages staff

within the center to think more about their biases, assumptions, and prejudices. Students are also provided opportunities to participate in professional development through conferences, on-campus events, and bi-weekly structured professional development sessions, all of which student's time is compensated for. These professional developments consider students' holistic needs and development.

In addition to students being researchers, leadership from the center also offer opportunities for leadership development. In particular, the center hosts a retreat each semester and monthly check-in meetings with students to create academic, personal, and professional goals as well as assess students' progress in meeting their goals. Leadership staff are intentional about creating spaces and offering support to students in reaching these goals that students set for themselves each semester. Moreover, students are given the opportunity to be student supervisors or cluster leads in which they are responsible for checking in with staff on their goals and overseeing a cluster of projects, respectively.

Methods

During late August and early September, previous and current C-REAL staff members responded to an electronic survey. This survey aimed for the center to gain an overall understanding of the different roles or activities staff members participated in and staff members' confidence prior to and since working at C-REAL. This evaluation will help to highlight the role that C-REAL plays in developing student skills, and gaining skills around the mission of the office. Participants rated their confidence in different areas, such as data analysis, professional skills, and program evaluation.

Participants

Participants included females ($n = 20$) and males ($n = 12$) from varying ethnic backgrounds. Most staff members identified as Mexican American (34.4%, $n = 11$); however, some also identified as Asian American/Asian (21.9%, $n = 7$), African American/Black (15.6%, $n = 5$), and White/Non-Hispanic (12.5%, $n = 4$). Two staff members identified as Other Latino (6.3%), two also identified as Other (6.3%), and one staff member identified as American Indian/Alaskan Native (3.1%). Staff members predominantly fell into the range between the age 26-30 (37.5%, $n = 12$), while others included the ranges of 23-25 (28.1%, $n = 9$), 18-22 (25%, $n = 8$), and 31 or older (9.4%, $n = 3$). Additionally, staff members class standing remained almost equally representative of Masters (51.6%, $n = 16$) and Undergraduate (38.7%, $n = 12$) students. Some doctoral students (9.7%, $n = 3$) also served as research assistants. Finally, one staff member did not specify their class standing.

Findings

Staff members engaged in leadership opportunities while working in C-REAL. The overwhelming majority (88%, $n = 28$) of staff members had the opportunity to co-lead (75%, $n = 24$) or lead (71.9%, $n = 23$) in project evaluations. Moreover, about one third of participants ($n = 11$) served as a cluster lead, where they oversaw a group of projects, while working at C-REAL. Additionally, 40.6% ($n = 13$) of participants travelled to professional conferences to disseminate research findings on behalf of C-REAL. These respondents included undergraduate, masters, and doctoral students. More specifically, one student indicated, "C-REAL helped me to realize how to apply what I have learned... It also empowered me to take action and make impacts on educational/inequality issues as a leader."

Confidence and Skill Level

Respondents determined their confidence level prior to working at C-REAL with regard to data, interpersonal leadership, creating recommendations and models, and being able to understand and discuss educational issues (see Figure 1). Students' confidence levels significantly increased in

all measures assessed. Specifically, when participants responded to a question regarding their confidence in interpreting data, students felt significantly more confident after working in C-REAL ($M = 3.06$, $SD = .73$) compared to when they first started [$M = 1.97$, $SD = .91$; $t(30) = 6.47$, $p < .001$]. Moreover, one student described, "With the experience I have gained in research, I am able to apply it at my current position to help my company achieve data driven results of our success."
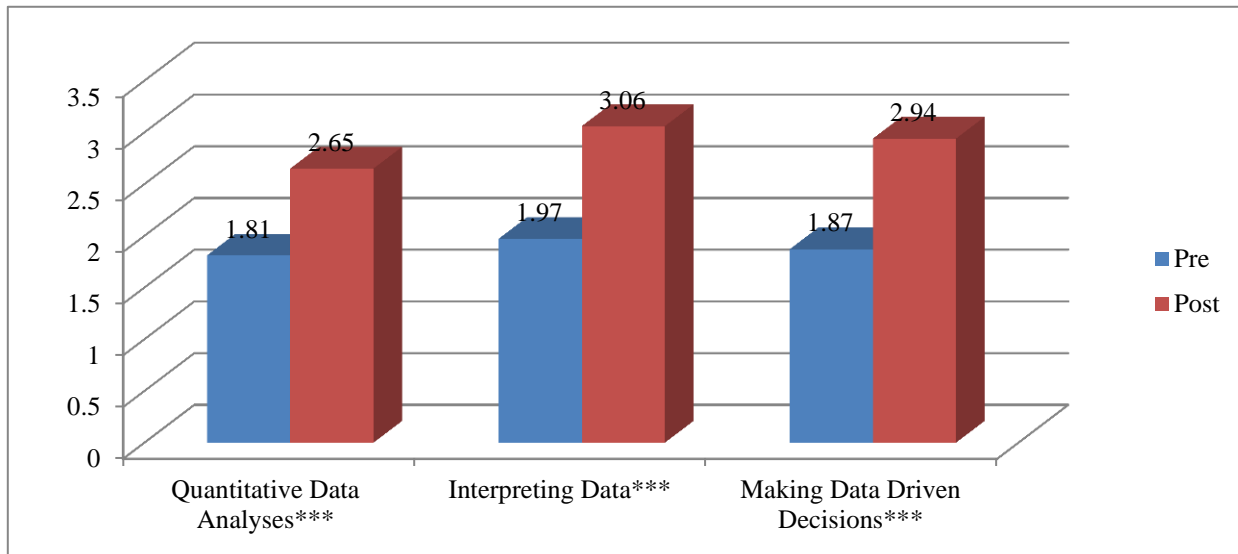

Figure 1. Confidence in working with data.

Students' also displayed improvements in interpersonal and leadership skills (see Figure 2). More specifically, participants displayed more confidence in their ability to lead a team, $t(30) = 4.81$, $p < .001$. Similarly, students reported becoming more comfortable with public speaking. Participants noted becoming significantly stronger in their public speaking skills ($M = 3.06$, $SD = .77$) compared to when they began working in C-REAL [$M = 2.10$, $SD = .91$; $t(30) = -7.17$, $p < .001$]. One former student noted:

> C-REAL has exponentially increased my confidence as it relates to decision making, public speaking, being an integral part of a team, and leading a team. Furthermore, as it relates to working with students I am immensely confident in my skills to challenge students in a way that supports their academic, personal, and professional goals.
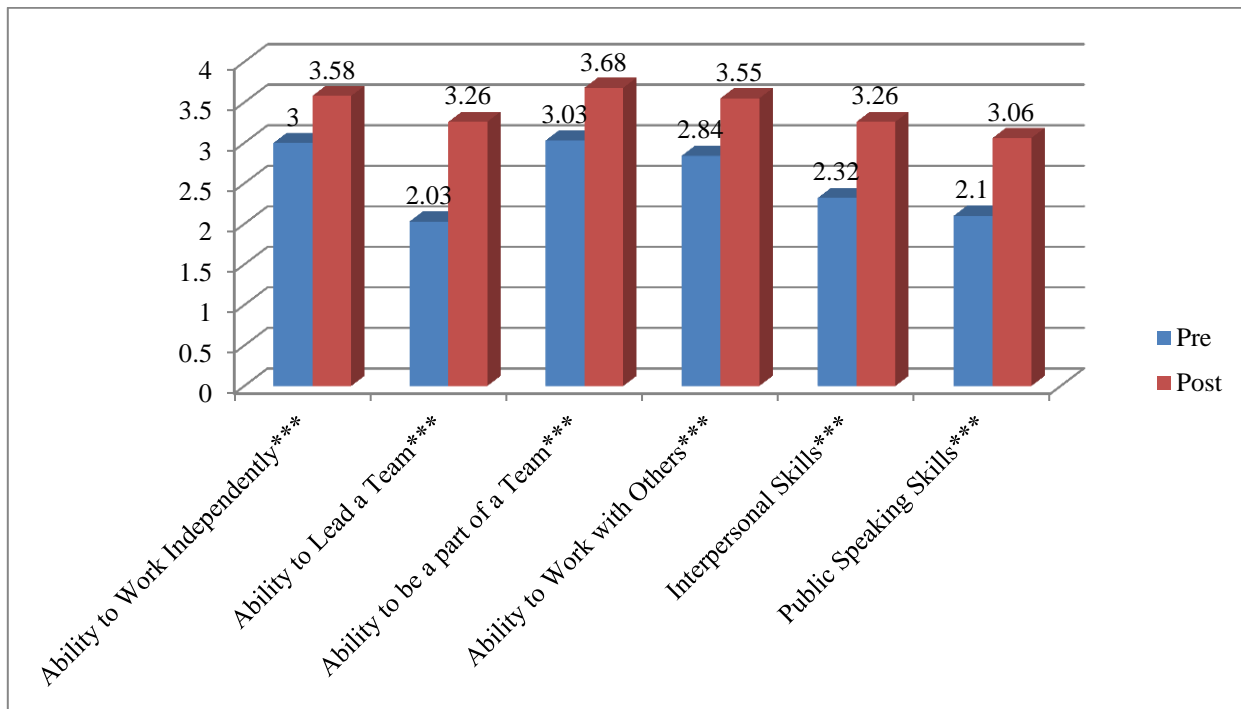
Figure 2. Confidence in leadership and interpersonal skills.

Participants reported having increased confidence in understanding and discussing educational topics: social justice, inequalities, and the achievement gap (see Figure 3). More specifically, students had significant gains in their understanding of the educational achievement gap, $t(30) = 5.29$, $p < .001$. Similarly, participants reported understanding systemic educational inequalities significantly more after working at C-REAL ($M = 3.13$, $SD = .81$) than before [$M = 1.90$, $SD = .87$, $t(30) = -8.48$, $p < .001$]. One student commented on the achievement gap, "I always wanted to do something to get more underrepresented students in higher education but through k-12 work, however, at C-REAL I discovered Student Affairs and have grown passionate about working in this realm of education."
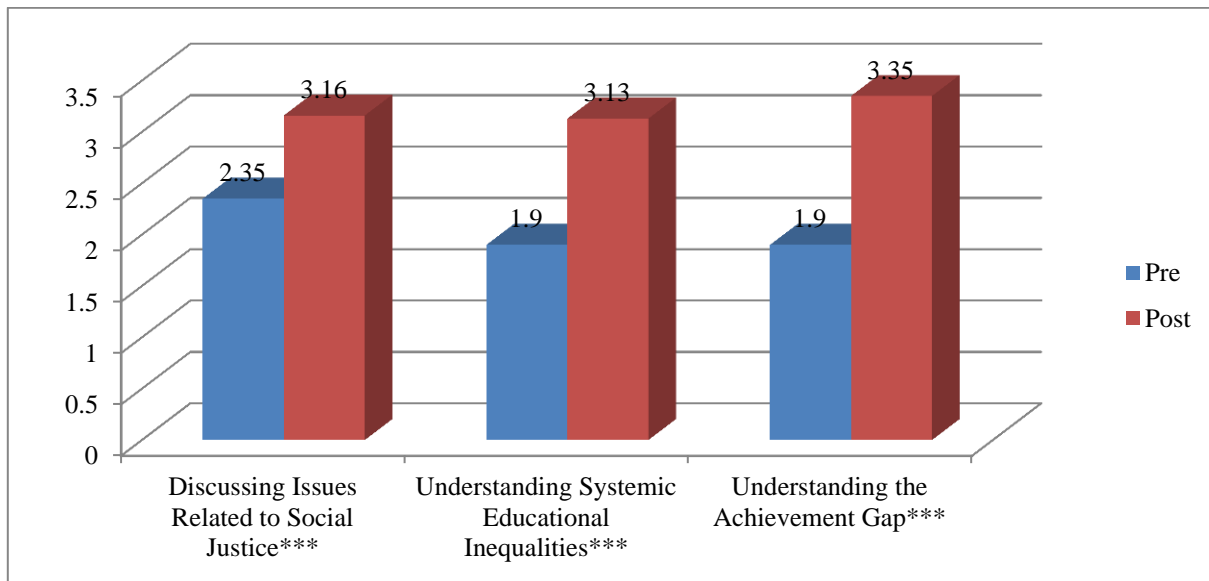
Figure 3. Confidence in understanding and discussing educational topics.

Lastly, participants' responses indicated significant increases in confidence with regard to program evaluation models (see Figure 4). Students also improved their ability to make recommendations for program improvement based on empirical data and previous literature, $t(30) = 9.7$, $p < .001$. Moreover, participants reported having more confidence in creating evaluation models after becoming a part of C-REAL ($M = 2.45$, $SD = 8.50$) than before [$M = 1.23$, $SD = .43$, $t(30) = -7.41$, $p < .001$. One student commented on a specific evaluation project, "C-REAL was the first place where I was given the utmost faith to complete a project that wasn't just for practice- it was part of a large scale evaluation with multiple layers."
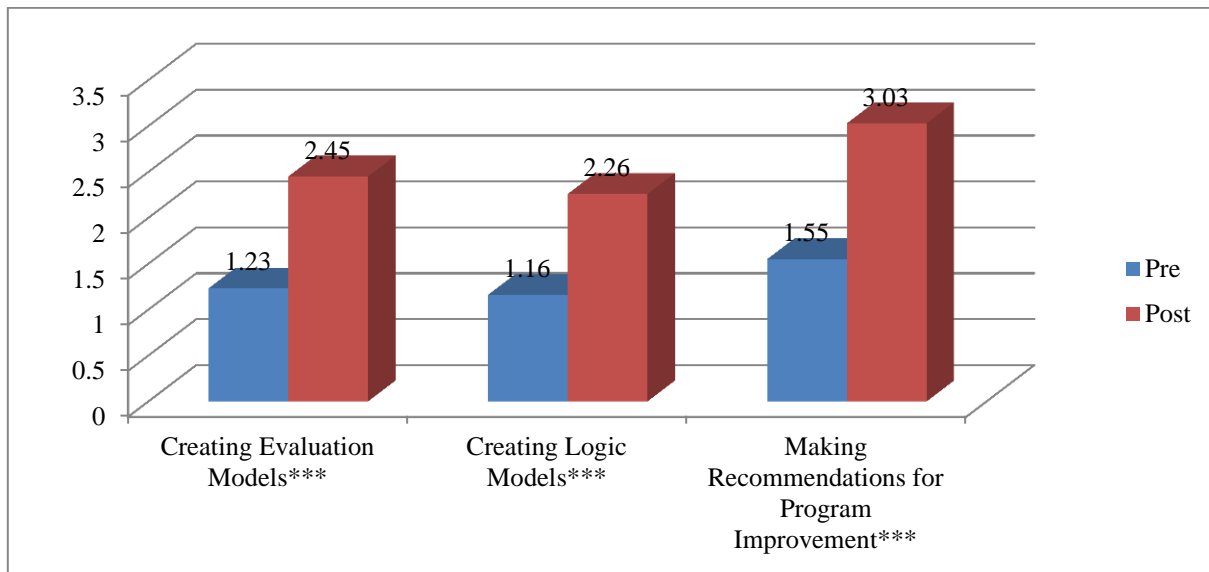
Figure 4. Confidence in program evaluation models.

Professional Development

Respondents identified the most effective professional development sessions for aiding staff members' professional development. Most participants (78.1%, *n* = 25) reported the session on interviewing and focus groups as being the most effective. Additionally, nearly half of the participants (43.8%, *n* = 14) found the report writing session to be effective as well. Participants viewed other professional development sessions on topics, such as Atltas.ti, SPSS, data entry and analysis, APA, and conference preparation as also effectively helping staff members develop professionally. Because professional development topics vary by semesters, some staff members may not have attended some professional development sessions (See Figure 5).One student commented specifically on how C-REAL prepared them for a Ph.D. program, "thanks to C-REAL, I am much more aware of how to develop (by participating in activities, research, and publications) throughout my Ph.D. program so that I can be prepared for the job market."

Progress Towards Goals

Lastly, participants noted C-REAL's progress towards goals. All staff members *strongly agreed* (75%, $n = 23$) or *agreed* (25%, $n = 8$) that C-REAL has helped students feel a sense of belonging at CSUF. Similarly, the majority of staff members either *strongly agreed* or *agreed* that C-REAL has brought together faculty, graduate students, and undergraduate students to provide quality work (68.8%, $n = 22$; 28.1%, $n = 9$; respectively). Additionally, participants *strongly agreed* or *agreed* that C-REAL has helped students develop professionally (65.6%, $n = 21$; 34.4%, $n = 11$; respectively) and holistically (56.3%, $n = 18$; 40.6%, $n = 13$; respectively). (See Figure 6). One student commented on how C-REAL helped him or her to grow as a professional, "I am more confident in talking about my abilities and networking with others. I also believe attending multiple conferences and being given the opportunity to reach my potential has helped me be a better student affairs professional."

A majority of respondents agreed that the Professional Development sessions were beneficial to developing positive skills that students could use in their future. Individuals also agreed that C-REAL achieved success with regard to accomplishing the missions and goals set by the office. Looking at the results from questions that assessed staff confidence before and after working with C-REAL, many individuals reported gaining confidence in areas of data analysis and program evaluation. Specifically, a significant number of respondents said they were now comfortable with quantitative and qualitative data analysis, and also more confident with interpreting data after working with C-REAL. One participant noted the importance of qualitative analysis, "Everything I learned at C-REAL was valuable, but if I had to choose one it would be qualitative analysis. I am a huge supporter of personal testimony and oral history. This method of evaluation allows me to capture meaningful data through these powerful tools."

Participants also responded to open-ended questions regarding such topics as fulfilling experiences at C-REAL, challenges encountered, useful support or training received at C-REAL,

the effect C-REAL had on how they view themselves as professionals, how working at the center influenced their career development, the strengths and challenges of C-REAL, and some recommendations for improvement of the center.

Experiences

Respondents referenced plenty of fulfilling experiences during their time at C-REAL. One participant stated, "The most fulfilling experience has been developing as a person. I have learned so much from the responsibilities I have been given at C-REAL. I have become better at writing, communicating, and managing my time." Another participant reported, "I feel that through the experiences I had at C-REAL I became more well-rounded with regarding to my writing and presenting abilities, as well as learned new methods for data analysis and project execution. It is an experience that I would not trade for anything in the world."

Many referenced leading projects as a fulfilling experience. Participants found that having this opportunity contributed to their growth and challenged them in positive ways. One respondent said, "The most fulfilling experience for me at C-REAL was the opportunity to be the lead on a project. It gave me the opportunity to test my leadership skills, which I needed to work on a lot. It also challenged my self-confidence which is something I constantly struggle with. In being given this opportunity, even after all the hard work and stress, seeing the project come together and the outcome of it was really a fulfilling experience."

Another commonly cited fulfilling experience was conducting research. One respondent said, "Having the opportunity to do the mid-year evaluation with the University of the Western Cape was my most fulfilling experience in that Dr. P personally invited me to accompany her and conduct the evaluation. It was the first evaluation I did on my own, including the write up, and I was ecstatic to see it become published." Staff members often found that research provided them with networking and presentation opportunities in addition to fulfillment. As one respondent stated,

"At the time, I found great joy in executing projects over a year long period. This allowed me to participate in all stages of the research processes, which was highly fulfilling. Additionally, I found that I was able to effectively network with students and faculty from various institution, and I had the opportunity to present research at national conferences."

Support and Training

Regarding useful support and training received while working at C-REAL, some cited SPSS and report writing training as useful. However, plenty considered support from various co-workers as being very helpful. As cited by one respondent, "The most useful support came from the mentorship I received by my peers. Although faculty certainly serve a critical role in student's development it was amazing to see how much we could learn from one another regardless of degree in progress or seniority. The culture was one that valued the experiences of the collective." Another respondent echoed this sentiment, stating "Thee most useful support that I received at C-REAL was the other staff members without a doubt. The great thing about the center is that there is always someone around to bounce ideas off, get critiques from, or help you with a mental roadblock by taking a different mental approach to the issue. The comradery and increased competency that you gain with your particular group you come in with has been, to this day, one of the most meaningful personal and professional experiences I've ever had."

Challenges

Participants were asked to recall some challenges they encountered while working at the center. A commonly cited challenge was a difficulty in communicating with other faculty and fellow staff. As one participant recalled, "The challenges I've encountered at C-REAL include knowing when and how to ask for help, communicating effectively with my cluster leads, and keeping tasks organized within my projects." Plenty also faced a lack of information on projects, with one respondent stating, "Another challenge that I faced was not understanding how the whole

project came together and what it should look like at the end; the closer I came to the finish line of the project, the more it became clear what it should look like." Other challenges included confidence issues and a lack of organization, as described by one participant: "At first, the biggest challenge I encountered at C-REAL was finding my place there. I felt that there was a lack of direction, which caused me to feel consistently unsure about my work."

Self-Concept and Career Development

Participants were also asked about the effects C-REAL had on their how they view themselves as professionals. A commonly cited change concerned respondents' self-confidence in research, communication, and interpersonal skills. One participant stated, "CREAL gave me more confidence in myself as a student, researcher, and professional." Another commented, "I have become more confident in my abilities as a professional; I feel that I can more easily walk into a room and converse with faculty and graduate students thanks to my experience at the office. I see C-REAL as an accelerated learning program of sorts; students can spend a couple of months enriched in this education-focused community and walk out more professional and advanced in their skills compared to other students."

Another area of interest in the survey was how working at C-REAL influenced the participants' career development. Participants found that the opportunity to conduct research at the center was a large source of influence. Many cited that these opportunities clarified their understanding of research, and bolstered their experience with working on projects. Said one participant, "The experience I had at C-REAL gave me the practice necessary in order to move forward toward my ultimate professional goal. Through the practical application I received at the center I became more aware of logic and evaluation models, strategic planning, and various types of data analysis that could be applied to any discipline." Building on this, working at the center also clarified participants' career directions. Many staff members reported that the opportunities offered

at C-REAL opened their eyes to the possibilities of research as a career. One respondent commented, "My experience at C-REAL has given me the opportunity to try research as an option for a lifelong career. I thoroughly enjoy research and collaborating with others. Had it not been for C-REAL, I don't know if I would have thought of research as an choice for my future career endeavors."

Strengths and Weaknesses

Participants were also asked about some strengths and weaknesses of the center. A frequently cited strength of C-REAL was the rich amount of opportunities that the center provided, especially with regards to research. One participant described these opportunities in-depth, stating, "The strengths of C-REAL are developing students professionally and providing the students with so many valuable opportunities. Specifically, opportunities to attend conferences, present at conferences, lead projects, write reports, work independently and collectively, and gain experience." Another frequently cited strength of C-REAL was the connectedness and supportiveness of the staff. One participant stated, "Some of the best support I received was from other individuals/ student-staff members that had been a part of C-REAL for longer and were able to give me feedback and support when I first started working in the office." A few respondents regarded the staff as being akin to a family, with one respondent commenting, "I view C-REAL as a second family. I think of us as a community of learners working together for a common mission in C-REAL. I love how unified it feels and I think it's great how new employees are easily assimilated into this family."

With regards to drawbacks of the center, a commonly cited weakness lay in the organization of employees. Specifically, participants regarded turnover rates as a common problem at the center. One participant stated, "The challenge comes with limited permanent staff. Since this is a student run center there is high turnover. Furthermore, the few full time staff carry the burden of supporting

the academic and professional develop as well as the functions of the office with minimal support."

The amount of work and projects was another cited drawback. As one employee described, "I think managing the different tasks in the 20 hour week period can be challenging. I think this pushes students to hand their tasks off and then this leads to the task not getting completed because someone does not follow up with each other or ask the person if he/she has time to take on the task."

Recommendations

Lastly, participants provided recommendations for improvements they would like to see at the center. Plenty expressed a desire for more training, especially for new staff and for research skills. One respondent reflected this desire: "Incorporate more basic skills training during new hire training, such as how to organize a dataset, how to transcribe, how to write a report etc. Leads may want to develop a checklist on major items to look for while having meetings with team members to ensure all things are on track and constructive feedback are given on a regular basis."

<center>**Discussion**</center>

The purpose of the study was to investigate the effect C-REAL had on students' professional, leadership, personal, and career development as well as in their academic and research skills. This is the first time C-REAL performed an internal evaluation to gauge the impact it has had on former and current staff members. The research questions driving this evaluation are 1) How is the center reaching its goals of: a) Helping students develop professionally? b) Bringing together faculty, graduate students, and undergraduate students in order to provide quality work c) Reducing the achievement gap between groups of students and support efforts that will better ensure access and success for all; 2) Which professional development sessions were most effective for previous/current staff members?; 3) How has C-REAL impacted previous/current staff

members' professional career?; and 4) Identify previous/current staff members' level of confidence in certain skill sets.

The findings significantly demonstrate a positive impact on participants' confidence level in areas, such as leadership skills, interpersonal skills, and public speaking skills. The data demonstrates the positive influence C-REAL has had on student staff members, which shows the potential that centers like C-REAL can have on the learning and development of students. For the most part, students who work at C-REAL are high-achieving and driven individuals who are willing to learn and willing to support their peers in this student-centered space. The center is student led with a diversity of staff members who come with various backgrounds and different levels of understanding and conducting research. An overwhelming majority of staff members have engaged in leadership positions while working at C-REAL, which has provided them with an opportunity to improve their abilities to make recommendations for program improvements.

These results support the study conducted by Harsh, Maltese, & Tai (2011) that shows how students' academic, career, and research abilities were positively influenced by having hands-on research opportunities as well as conducting assessment and evaluation. This internal evaluation provides an insight and further supports previous research that research opportunities for students who have the potential to develop and grow cognitively. Another factor that greatly influences the center's dynamics and environment is the holistic approach in supporting and challenging student staff members as they engage in a research setting to develop them into becoming scholars and researchers. It should be taken into consideration that students lead the different research projects and make recommendations based on data and work closely with faculty, staff, and other stakeholders under the supervision of the director and coordinator. This level of autonomy might vary in other similar research programs and centers, but can be adapted in other spaces with well-structured lines of communication.

Conclusion

Overall, the preliminary findings revealed congruence with the center's goals of transforming communities within higher education through assessment, evaluation, and research. The center houses 25 research projects all aimed at informing best practices and recommendations for programs within PreK-12 and higher education. The student driven center has provided students with opportunities to collectively transform the local higher education environment.

Similarly, C-REAL is also meeting its goal of fostering development from future change methods as assessed through survey and written responses from both current and former employees. More specifically, C-REAL has provided underrepresented undergraduate, masters, and doctoral students with opportunities to conduct and inform research and best practices as revealed by demographic data. Moreover, the center has also met its goals concerning providing students with leadership opportunities to further develop their leadership skills, opportunities to become more familiar with data and interpretation, and opportunities to expand upon their interpersonal and public speaking skills through presenting at conferences and professional development sessions.

Aside from meeting progress towards the primary goals, the students' that comprised the center also reported additional benefits not a part of the strategic plan. C-REAL has also served as an avenue for students to understand and discuss various educational topics: the achievement gap, systemic educational inequalities, and social justice. Additionally, the center's professional development sessions have allowed students' to grow and view themselves as professionals, as opposed to merely students. Overall, preliminary findings indicated progress towards achieving C-REALs goal to transform communities within higher education through assessment, evaluation, and research as well as fostering the development of future change agents.

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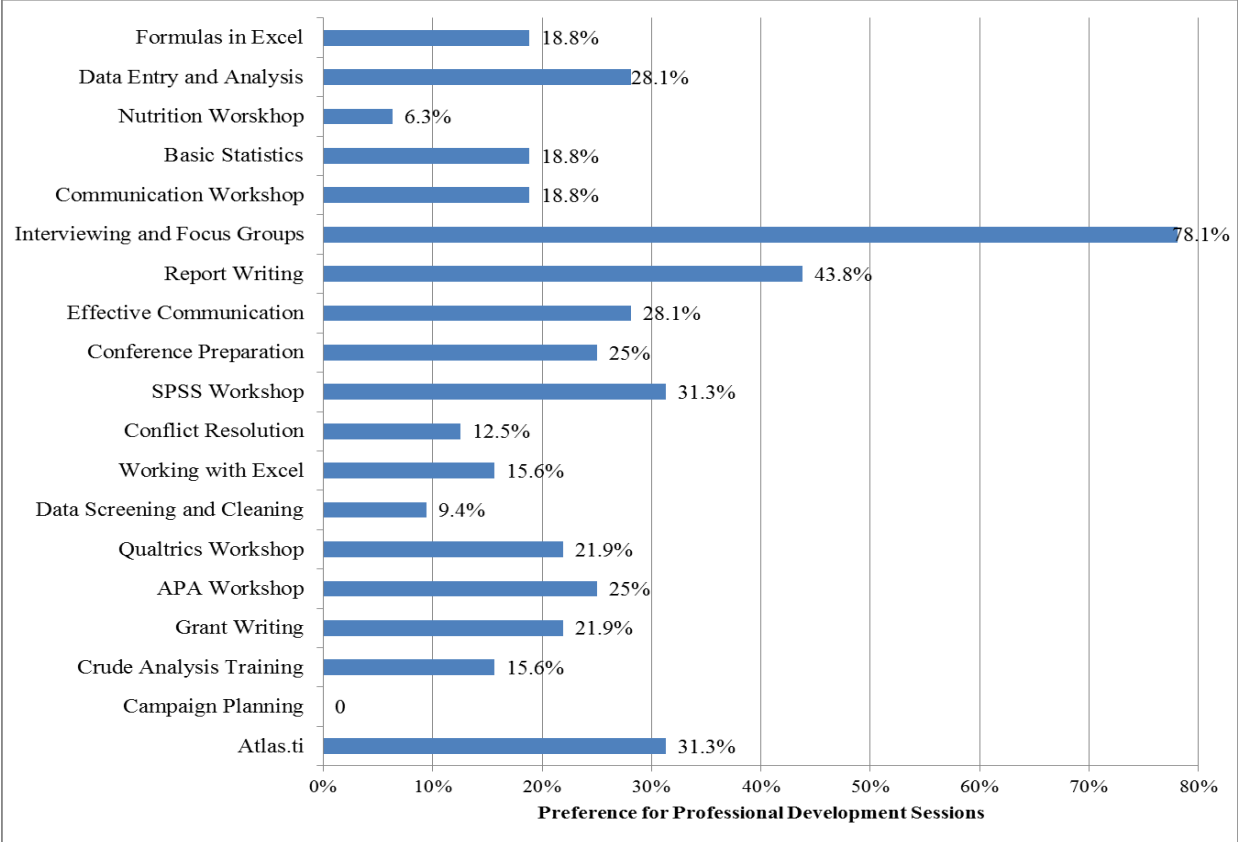
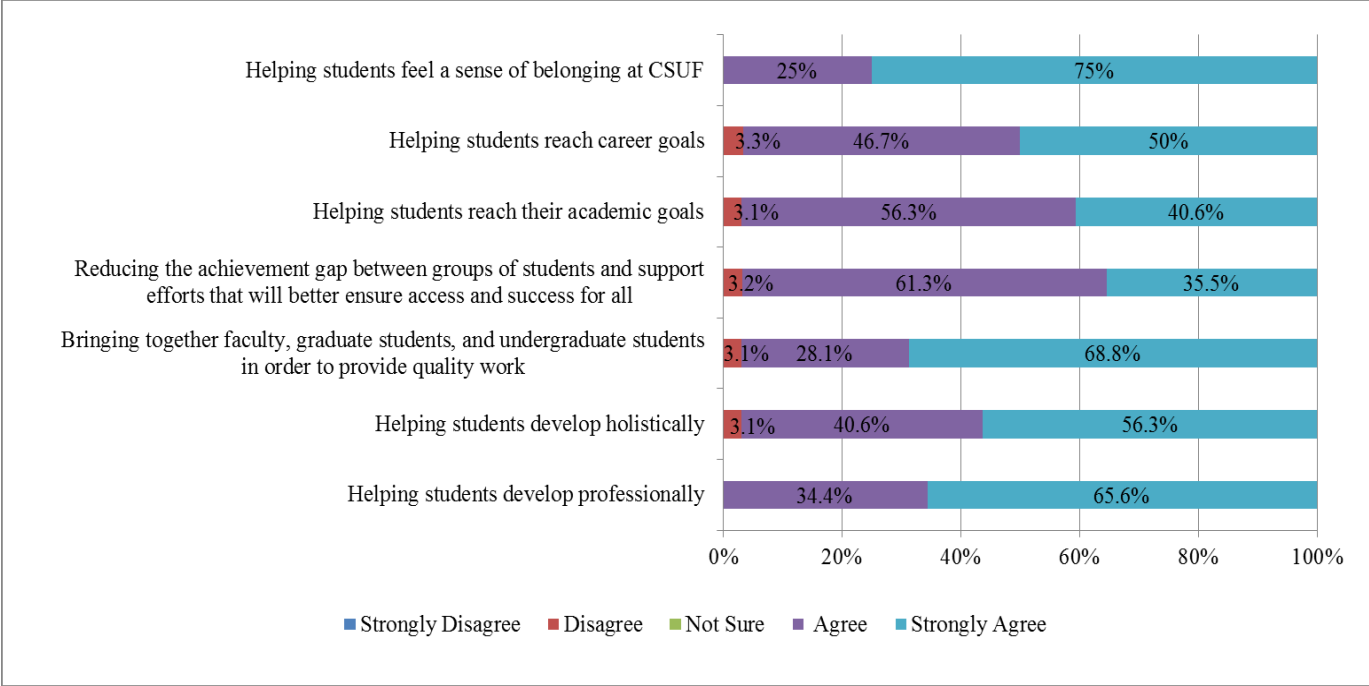*Figure 5.* Preference for professional development sessions

Figure 6. Perceptions of C-REAL meeting its goals

Below is the list of faculty members and students who participated in the 2011-2012 colloquium series:

- September 7, 2011

   o Dr. Terri Patchen, Elementary & Bilingual Education; "What Sticks: How Students Transfer Science Learning from One Classroom to Another"

   o Dr. Dana Hester, Professor of Biology at Citrus College; "Faculty Validation and Student Success"

- October 5, 2011

   o Dr. Pablo Jasis, Elementary & Bilingual Education; "Latino Immigrant Families: School Engagement, Empowerment and the Development of a Collective Imagination"

   o Kirk Kirkwood, doctoral student; "Algebra Matters: A Study of African-American Male Algebra 1 Students in a Suburban Middle School"

- November 2, 2011

   o Dr. Amy Cox-Petersen, Elementary & Bilingual Education & Dr. Maria Grant, SECTEP Director; "Professional Learning for Informal Science Educators: Collaborative Learning Through Professional Development"

   o Suzette Lovely, doctoral student; "An Investigation of Dispositions and Expectations of Millennial Teachers: A Multiple Case Study"

- December 7, 2011

   o Dr. Lynda Randall, Secondary Education; "An Investigation of Student Perceptions of Effective Instruction in an Online General Education Course"

- Shariq Ahmed, doctoral student; "Graduate Student and Faculty Perceptions of Online Learning at CSUF"

- February 1, 2012

  - Dr. Erica Bowers, Reading; "*Providing a 'Pocket Tutor': Being explicit about before, during and after metacomprehension*"

  - Lisa Montagne, doctoral student; "Student Learning Outcomes and Pedagogy in Face-to-Face and Online College Courses"

- March 14, 2012

  - Dr. Janice Myck-Wayne, Special Education & Dr. Kristen Stang, Special Education; "An Examination of the Role of Reflection in the Fieldwork Experience"

  - Huu Nguyen, doctoral student; "California Community College Educational Leader's Perception of Lifelong Learning"

- April 4, 2012

  - Dr. Suzanne Robinson, Special Education; "Class-wide Implementation of Positive Behavior Support"

  - David Poole, doctoral student; "Leadership Practices that Contribute to Extended Presidential Tenure and the Development of High-Performing Community Colleges"

- May 2, 2012

  - Dr. Grace Cho, Secondary Education; "Transformation from English Learners to Bi-literate Professionals"

  - Gregory Merwin, doctoral student; "Characteristics of Effective Pedagogy of Third Grade English Learners in Language Arts: An Exploratory Case Study"

Below is the list of faculty members and students who participated in the 2012-2013 colloquium series:

- September 5th, 2012

    o Dr. Sharon Chappell, Elementary & Bilingual Education; *The Arts and Emergent Bilingual Youth: Building Creative, Critical Programs in School and Community Contexts.*

    o Dr. Trena Salcedo, Graduate in Ed.D program; *Homogeneous Grouping: Does it Improve Reading Achievement?*

- October 3rd, 2012

    o Dr. Miguel Zavala, Secondary Education; *Decolonizing Research Strategies: Lessons from Grassroots Research on the Privatization and Militarization of Schools in the Los Angeles and San Diego Unified School Districts.*

    o Alex Gonzalez, Doctoral student; *Higher Education Enrollment in Parental Influence in Migrant Families: A Multiple Case Study.*

- November 7th, 2012

    o Dr. Jennifer Goldstein, Educational Leadership; *Making Observation Count: Key Design Elements for Meaningful Teacher Observation as a Component of Multiple Measures Teacher Evaluation Systems.*

    o Michelle Le Patner, Doctoral student; *The Federal Transformation Intervention Model in Persistently Lowest Achieving High Schools: A Mixed-Methods Study.*

- December 5th, 2012

    o Dr. Cynthia Gautreau and Dr. Michelle VanderVeldt, Elementary & Bilingual Education; *An Evaluation of the Expanding Math Access for All Project.*

- Arnette Edwards, Doctoral student; *The Issue with Basic Skills Math from a Student's Perspective.*

- Kirk Kirkwood, doctoral student; *Algebra Matters: An Ethnographic Study of Successful African America Male Algebra 1 Students in a Suburban Middle School.*

- February 6th, 2013

  - Dr. Natalie Tran, Secondary Education; *Exploring Mindfulness in the Classroom.* Also presented with Dr. Tran were: Sangeetha Carmona, Doctoral student; Jessica Turner Hernandez, Credential student;

  - Parisa Soltani, Doctoral student; *Student Learning in Student Services: A Non-Cognitive Research Study.*

- March 6th, 2013

  - Dr. Melinda Pierson, Special Education; *Globalization in the Curriculum---Ideas for International Collaboration.*

  - Jessie Chou, Doctoral student; *International Student Learning Experiences in Taiwanese Higher Education.*

- April 10th, 2013

  - Dr. Ding-Jo Currie, Educational Leadership; *Women of Color Leadership---findings from Personal Experience and the Kaleidoscope Leadership Institute.*

  - Paula Ferri-Milligan, Doctoral student; *The American Association of Community Colleges (AACC) Leadership Competencies as Gauged through the Voices of Female Academic Senators.*

- May 1st, 2013

- Ms. Sandra Alaux, Secondary Education; Dr. Barbara Glaeser, Special Education; Dr. Jennifer Ponder, Elementary and Bilingual Education; and Dr. Vita Jones; *Co-Teaching: A Model for Teacher Preparation Success.*

- Gina Armendariz, Doctoral student; *Acceptability of Response to Intervention Model versus Severe Discrepancy Model in the identification of Students with a specific Learning Disability.*

Below is the list of faculty members and students who participated in the 2013-2014 colloquium series:

- September 4th, 2012

    - Dr. Lisa Winstead, Elementary and Bilingual Education; *Developing Teacher Awareness through Critical Reflection of Teaching Conceptions and Practices*

    - Dr. William Wallace, Ed.D, Alumni; *California Accountability Policy and Intensification: A Quantitative Study of Teachers' Perceptions.*

- October 2nd , 2012

    - Dr. Carol Lundberg, Department of Educational Leadership; *Predictors of Learning for College Students from Five Different Racial/Ethnic Backgrounds: More Similar than Different.*

    - Eddie Perez, Ed.D student, CSUF; *Exploring students' perceptions of academic mentoring and coaching experiences*

- November 6th , 2012

    Dr. Victoria B. Costa & Dr. Debra Ambrosetti, Department of Secondary Education; *What does a 21st Century Professor Teaching 21st Century Students in a 21st Century Learning Environment Look Like? And, how do we get there?*

- December 4th, 2012

  o Dr. Ding Jo Currie, Educational Leadership Department; *A Critical Leadership competency-Political Skills in Balancing the Access Accountability and Public Relation Triad*

  o Luis M. Magallon Garcia & Angela Hoppe Nagao, Ed.D student; *A Case Study on Latino/a Community College Students' Perceptions Toward an Orientation Program*

- February 5th, 2013

  o Dr. Julian Jefferies, Reading Department; *Fear of Deportation in the Everyday Routine of a School: Implications for Administrators and Teachers to Break the Circle of Silence in Schools*

  o Dr. Diane Kenfield, Ed.D, Alumni; *Approaches to High School Algebra 1*

- March 5th, 2013

  o Dr. Vita Jones, Department of Special Education; *A Focus on Resiliency: Young Children with Disabilities*

  o Dr. Annette Letcher, Ed.D Alumni*; Diverse Perspectives: African American Faculty Perceptions of Organizational Culture at Community Colleges*

- April 9th, 2013

  o Dr. Pablo Jasis, Department of Elementary and Bilingual Education; *The Activism of Latino Parents in Schools: From Alienation to Collaboration*

  o Yvette Moss, Ed.D Candidate*, Department of Educational Leadership; The role of mentoring and career advancement: A phenomenological study examining black female mid-level community college administrators.*

- May 7th, 2013

- o Dr. Debra Cote, Department of Special Education; *Teaching Problem Solving Skills to Elementary Age Students with Autism.*

- o Tony Hwang, Ed.D; A Correlational Study on the Cultural Composition of Social *Support Networks and the Acculturative Stress of International Students.*

2014-2015 Collolquia

Date	Presenter	Topic
September 3	Faculty: Dr. Hunter Student: Dr. Lancaster	Practical Application of Scholarship and Research: From Scholarship to Institutional Improvement The Influence of Classroom Engagement on Community College Student Learning: A Quantitative Analysis of the Role of Faculty in Facilitating Student Success
October 1	Faculty: Fullerton Junior High School District	iPersonalize
November 5	Faculty: Dr. Kim Norman Student: Xiaoyu	*Pre-service Teachers' Beliefs and Development of Inquiry Pedagogy: A Partnership Model for University Credential Courses* *Factors that motivate faculty to participate in professional development activities*
December 3	Faculty: Faculty: Dr. Cynthia Gautreau Faculty: Dr. Barbara Glaeser Faculty: Dr. JoAnn Carter-Wells Student: Kareem Savoy	Effective Inclusion of Video Conferencing in Graduate Online Courses Rigor vs. Time with Intelligent Tutoring Systems: A Study of Instructional Benefits for students with Persistent Deficits in Mathematics
February 4	Faculty: Dr. Erica Howell Student: Shelli Wynants	Examining the student teacher relationship for children with and without disabilities. Teacher/Student Relationships & Universal Design

March 4		Reading achievement and ELLs and response intervention Model "Family literacy community of practice: Community mapping and critical teacher inquiry"
May 6	Faculty: **Dr. Nick Henning** *Secondary Education* "Toward an Ethnic Studies pedagogy: Implications for K-12 schools from the research"	Toward an Ethnic Studies pedagogy: Implications for K-12 schools from the research
	Student: **Professor Natalie Sartin,** *Ed.D Candidate* *Department of Africana Studies* *California State University, Long Beach* "Lifting as We Climb: An Exploratory Study of the Critical Methods and Approaches of the Late Nineteenth Century African American Woman Activist Educator"	Lifting as We Climb: An Exploratory Study of the Critical Methods and Approaches of the Late Nineteenth Century African American Woman Activist Educator

2011-2012 RTHT Schedule

Presenters/Titles	Discussion Topic
Dr. John Hoffman, Faculty Educational Leadership & Katherine Saunders, Graduate Assistant, C-REAL	*The Mentoring Matrix: In Search of More Meaningful Mentoring Relationship*
Dr. Susan Sy, Faculty, Psychology Department & Allyson Furry, Student Assistant, C-REAL	*Parental Expectations & Pressures: How much is too much for College Students?*
Dr. Dawn Person, Faculty Educational Leadership and Co-Director, C-REAL & Yvonne Garcia, Student Assistant, C-REAL	*Increasing Educational Attainment and Aspiration in an Underserved Community: The Perception of Community Leaders*
Dr. Natalie Tran, Faculty Secondary Education, Sara Trevino, & Reina Galvez	*Examining the Effects of School-Based Mentoring Program on Social Network Development Among Youth Over Time*
Dr. Teresa Crawford, & Rachel Finigan	*The Arts in Education: A renewed commitment*
Dr. Leigh Barton & Kimberly Carranza	*Critical Issues and Leadership Competencies in Prek-12 Education*

2012-2013 RTHT Schedule

Date	Presenters/Titles	Discussion Topic
Sept19, 2012	Dr. **Dawn Person**, Faculty Educational Leadership & **Derrick Bines, Taelor Lewis, Noemy Medina**, Graduate Assistant, C-REAL	*The retention of African American Males in Community Colleges and the initiatives set in place to rectify and close the gap*
Oct 17, 2012	Dr. Nawang Phuntsog, Faculty, Elementary and Bilingual Education Department	*Linguistic Code-switching Practices of Bilingual Tibetan teachers in India*
Nov 14, 2012	Dr. Lisa Montagne, English instructor	*Best Practices in Designing Doctorates in Education*
Feb 20, 2013	Dr. Esiquio Uballe, Associate Dean, Student Life; Laura Patricia Minero, graduate assistant, C-REAL	*Undocumented Student Persistence and Emergence Through Change in Policies*
Mar 20, 2013	Dr. Eugene Fujimoto, Educational Leadership Faculty; Rikka Venturanza, Master's Degree Student	*Why are all the Asian kids sitting in the front of the room? An Examination of the Model Minority Myth*
Apr 17, 2013	Dr. JoAnn Carter-Wells, Director, MS in Instructional Design and Technology; Dr. Lynda Randall, Professor, Secondary Education and Originator/Creator, CSUF ELearning Consortium	*Issues and Research in Online Readiness: Students and Faculty*

2013-2014 RTHT Schedule

- September 18, 2013

  Dr. Erica Bowers, Chair of Department of Reading Education; *Examining Instructional Practices & Student Process: Writing with Upper Elementary English Language Learners*

- October 16, 2013

  Dr. Miguel Zavala, Department of Secondary Education; Dr. Alex Gonzalez, Migrant Office of Education; *Building Healthy University-Community Partnerships Alongside Migrant Families: A Conceptual Framework for Working With Respeto*

- November 20, 2013

Dr. Janice Myck-Wayne, Department of Special Education, CSUF. *Community Mapping in Action: Applications for Teaching Diverse Learners*

- February 19, 2014

  Dr. Tiffany Rodriguez, Department of Special Education. *Ethics in Special Education Classrooms: Balancing the Teacher-Para-educator Relationship with Doing What is Right*

- March 19, 2014

  Dr. Natalie Tran, Department of Educational Leadership. *Cultivating Mindfulness in Middle School Classrooms*

- April 16, 2014

  Dr. Dawn Person, Department of Educational Leadership. Allyson Furry, Graduate Assistance, C-REAL. *Creating Successful Habits: iFALCON (Habits of Mind) as a Means for Academic Success at Hispanic Serving Institutions (HIS)*

2014-2015 Round Table Hot Table

Date	Presenter	Topic	Time & Room	Contact
September 17	Faculty: Loretta Donovan	Modeling Student-Centered Use of Technology in Your Teacher Education Courses: No experience necessary	12:00 – 1:00 pm CP550	ldonovan@fullerton.edu
October 15	Faculty: Catherine Maderazo	Literacy, Mobile Devices and 21st Century Readers:	12:00 – 1:00 pm CP550	cmaderazo@fullerton.edu

		Building competency through literacy and technology rich interactions		
October 23	Special Guest: Dr. James Lennertz	Vergara v. California: Sending Teacher Tenure to Time Out	12:00-1:00 pm CP550	jelennertz@gmail.com
November 19	Faculty: Dr. Vita Jones and Dr. Person	Australian Trip	12:00 – 1:00 pm CP550	vjones@fullerton.edu dperson@fullerton.edu
February 18 **Cancelled: Presenter was ill**	Faculty: Dr. Rosario Ordonez-Jasis	Family literacy community of practice: Community mapping and critical teacher inquiry	12:00 – 1:00 pm CP550	rordonez@fullerton.edu
March 18	Special Guest: Dr. Borsting		12:00 – 1:00 pm CP550	
April 15	Faculty: Dr. Timothy Green tgreen@fullerton.edu		12:00 – 1:00 pm CP550	*follow up with him for the presentation title

Appendix G: 5th Year Celebratory Events

In honor of the Center's fifth year anniversary three special events were hosted to expand the conversation of educational access and equity as well as raise funds to support the Center. Below are the three celebratory events:

The LGBT Symposium was held on December 6, 2013 in the Embassy Suites, Brea, CA. The theme was *Sexual Orientation and Gender Identity: On your campus, in your classroom.* C-REAL invited four nationally recognized speakers to be session presenters. Speakers included; Dr. Ronni Sanlo who is an Author and Publisher of Purple Book Publishing; Dr. Vincent Vigil who at the time was the Director of Campus Organizations at UCI; Dr. Mimi Hoang who is a Psychologist at Loyola Marymount University; and Masen Davis who is Executive Director of the Transgender Law Center in San Francisco, CA.

"The Meeting" was held on April 29, 2014 in the Clayes Performance Arts Center which is a play based on a fictional encounter between Malcom X and Dr. Martin Luther King, Jr. on ideology and purpose.

A special edition Educational Symposium was held on February 26, 2014 in the Titan Theater with a theme of *Equity and Outcomes: Institutional Strategies for Improving Access and Success for Underrepresented Students.* Experts in the field were asked to participate as presenters including Dr. José L. Cruz, Provost at CSUF, Dr. Carol Lundberg, and Professor of Educational Leadership at CSUF, and Valeria Cuevas with Ed Trust in Oakland, CA.

Appendix H: Publication List

Academic Year	Published Manuscripts *	Publications In Progress	Unpublished anuscripts	Presentations at Conferences	Conferences Attended
2012-2013	0	2	12	8	• American Educational Research Association (AERA) • American College Personnel Association (ACPA)
2013-2014	3	4	23	12	• AERA • ACPA • National Council for Community Education Partnerships (NCCEP) • Western Psychological Association (WPA) • National Association of Student Personnel Administrators (NASPA) • American Association of Hispanics in Higher Education (AAHHE)
2014-2015	0	11	9	17	• ACPA • International Conference of Education • NASPA National Conference • NASPA Western Regional Conference • NCCEP Annual Conference • NCCEP Capacity Building • WPA
Total	**3**	**11**	**44**	**37**	20

Table 2: C-REAL's academic accomplishments from 2012-2015

Publications List

Person, D., Gutierrez Keeton, R., Medina, N., Gonzalez, J. I., & Minero, L. P. (2016). Effectively serving

AB 540 and undocumented students at a Hispanic Serving Institution. *Journal of Hispanic Higher*

Education, 15(2), 1-17.

Person, P., García, Y., Nguyen, K., Saunders, K., Fujimoto, E., & Hoffman, J. (2014). Increasing

educational attainment and aspiration in an underserved community: The perspective of urban

community leaders. *The Urban Review*,46(3), 493-506.

Person, D., Saunders, K., Oganesian, K. (2014). Building South African women's leadership: A cohort

model for the PhD in student affairs. *Journal of Student Affairs in South Africa*, 2(1).

Fujimoto, E., Garcia, Y., Medina, N., Perez, E. (2013). Alternatives to the school-to-prison pipeline: The

role of educational leaders in developing a college going culture. *Association of Mexican*

American Educators Special Theme Issue, 7(3), 85-95.

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Dean's Review:
Center for Research on Educational Access and Leadership (C-REAL)

Claire Cavallaro, Dean, College of Education
April 15, 2016

Mission and Goals:

The mission and goals of the Center are aligned with university, college, and department goals and priorities. By engaging in solution-focused interdisciplinary research and evaluation, the Center supports important partnerships with the PK-20 educational community and contributes to the research culture of the College of Education, and in particular, the Doctor of Education program.

Activities:

The Center is very productive and has engaged in a range of activities including educational programs (e.g., colloquium series, research symposium, roundtable discussions) that support a research culture in the College of Education; consultation and program evaluation services for internal and external constituents; and research support for doctoral students and faculty. The Center's level of activity is quite robust and has been consistent during the period of review. For example, the Center has conducted 40 research and evaluation projects, most of which are externally funded and provide opportunities for student and faculty participation. With approximately 20 students and five faculty participating in the Center every semester, it is a vibrant hub of activity within the College.

Organizational Structure and Governance:

C-REAL has an Executive Committee and an Advisory Board that meets every semester and advises the Center Director regarding strategies for achieving the Center's goals. Specific outcomes of Executive Committee and Advisory Board guidance are not described in the report.

Resources and Sustainability:

The Center is supported through the College of Education, the Doctor of Education program, and grants and contracts. The College of Education provides an office suite in the College Park building, along with workstations and equipment. The Center operates with funding from the Doctor of Education program (approximately $95,000 per year, or 30% of its budget); grants and contracts for program evaluation projects (approximately 61% of its budget

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annually); and other contracts and philanthropic donations (approximately 8% of its budget on average). External funding decreased each year of the period of review, and the Center report suggests that that decline was related to the Center Director being on sabbatical during the 2014-15 academic year.

The outlook for sustainability is positive. The future level of activity will depend upon the Center's success in obtaining external funding from grants and contracts, as well as the continued availability of funding from the Doctoral program. The Center is aggressively seeking external funding to support its priorities, with assistance of the College of Education Research Grants Specialist.

Highlights and Accomplishments:

The Center's 2014 self-study provides rich data regarding the impact of the Center on student researchers. This is strong evidence of the Center's alignment with University goals and priorities related to student success. The Center has received several external recognitions including a National Association of Student Personnel Administrators Student Leadership Award.   The Center review also provides evidence of publications, unpublished manuscripts, and conference presentations, indicating that the Center supports the college and university goal of promoting faculty and student research and engagement.

Planning and Strategic Outlook:

The review describes the Center's plans and outlook for the next three-year period, and those goals are well aligned with the Center's goals.   A formal strategic planning process is not described. The Director's vision for "moving the Center to a place of independent status in the University" will require further exploration. Such a move would need to be considered carefully in relation to the mission and goals of the Center, particularly as it supports the doctoral program and research culture in the College of Education.

Conclusion

C-REAL is an asset to the College and the University, and the Founder and Director, Dr. Dawn Person, is commended for her vision and tireless leadership. The Center provides important services that support the success of our doctoral students and alumni, and it provides an opportunity for undergraduate and graduate students across the University to participate in the high impact research experiences, with mentoring and support from faculty, staff and advanced students. Finally, it serves the PK-20 educational community through research and evaluation support, as well as a commitment to educational access and leadership.

<u>**Center Program Review 2012-2015**</u>

Response to Dean Cavallaro's Review:

April 25, 2016

As a Center, we would like to acknowledge the leadership and support Dean Cavallaro has provided to the Center. Since the inception of the Center, Dr. Cavallaro has helped us negotiate and find solutions to challenges concerning student employment, multiple funding sources, and physical space for the Center. She has also been extremely supportive of the Director's vision to influence educational practices through research, assessment, and evaluation.

Our short-term strategic goal is to explore establishing an independent cost center affording us the option to partner as evaluators with our CSUF colleagues who pursue National Science Foundation (NSF) projects. As the Dean pointed out, it is time to establish a new strategic plan for the Center; this will take place summer 2016. This strategic plan will align with university, college, and department goals and focus on our short- and long-terms goals. We will also continue to aggressively seek research grants to conduct advanced statistical analyses on longitudinal datasets as well as grants to fund the Maywood Education Fair.

Finally, we will evaluate the effectiveness of CREAL from the perspective of our clients. This data will afford us the opportunity to modify our work to better inform clientele and disseminate findings and best practices.