College of Education
Department of Educational Leadership

Program Performance Review
for the
Master's of Science in Education,
Higher Education Emphasis (MSHE)

Spring, 2016

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Master's of Science in Education, Higher Education Emphasis (MSHE)

Program Overview

The Master of Science in Education, Higher Education Emphasis (MSHE) program is a 30.0 unit master's degree designed to prepare entry-level professionals and career changers to assume professional roles that support student learning and development. Graduates of this program might work in offices such as orientation, housing, residential life, TRIO, minority and international affairs, financial aid, academic advising, alumni relations and similar college or university offices. Students typically complete the program in five semesters, each consisting of two courses (6.0 units), which is considered full-time for this program. Students complete the program in cohorts and follow a lock-step curriculum with no course electives. Most students are employed either in full-time jobs or in graduate assistant positions offered by Cal State Fullerton and several other regional universities in junction with the program. During their five terms, students are required to complete 400 hours of fieldwork, which are embedded in two second-year courses, and they must attend at least one regional and one national professional conference related to student affairs. There are two required culminating projects for the program: an e-portfolio that students complete throughout the program and a close-book comprehensive exam taken at the conclusion of the program.

Response to PPR Content Requirements for the Self-Study

I. Department/Program Mission, Goals, and Environment	
A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the university mission, goals and strategies.	**CALIFORNIA STATE UNIVERSITY, FULLERTON** **Mission Statement** Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. Our affordable undergraduate and graduate programs provide students the best of current practice, theory, and research and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities, and contribute productively to society. We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural, and economic development of our region. **University-wide Student Learning Goals (UPS 300.003)** Preamble: As a result of engaging with the curriculum and co-curricular activities at California State University, Fullerton, CSUF graduates will:

I. Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.
II. Think critically, using analytical, qualitative and quantitative reasoning, to apply previously learned concepts to new situations, complex challenges, and everyday problems.
III. Communicate clearly, effectively, and persuasively, both orally and in writing.
IV. Work effectively as a team member or leader to achieve a broad variety of goals.
V. Evaluate the significance of how differing perspectives and trends affect their communities.
VI. Recognize their roles in an interdependent global community

COLLEGE OF EDUCATION

Mission

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Vision

We aspire to be transformational leaders who advance the readiness of all learners to actively participate in an ever-changing, diverse, and digital world.

Core Values

1. We value learning as a lifelong journey that transforms us.
2. We value theory, research, and the professional literature as guiding the learning process and informing professional practice.
3. We value responsibility to self and to the group.
4. We value diversity because it enriches the whole.
5. We value multiple pathways to learning that include the use of technology.
6. We value critical inquiry and seeking necessary change.
7. We value authentic and reflective assessment.

DEPARTMENT OF EDUCATIONAL LEADERSHIP

Department Wide Mission Statement

Our mission is to prepare school leaders who demonstrate strategic, instructional, organizational, political, and community leadership; and to provide the community a source of scholarship and assistance in interpretation and application of scholarship. The goals of the department are to prepare educational leaders who demonstrate a wide array of knowledge, skills, attributes, and commitment.

MSHE Program Mission Statement

The purpose of this concentration is to prepare entry-level professionals to assume roles that support student learning and development as well as institutional agents and programs in the holistic development of all students.

	MSHE Learning Domains[1] *Leadership (ULG 1, 4; CAS 5A., 5B.4)* Higher education master's degree students will become leaders who are able to apply fundamental leadership and organization theories along with core management skills (e.g., planning, environmental scanning, legal compliance, risk management, use of technology, budgeting, and human resource management) to student affairs practice as reflected in case study analysis as well as in practicum and fieldwork experiences. *Social Justice & Advocacy (ULG 1, 5, 6; CAS 5B.1-3)* Higher education master's degree students will become social justice advocates who are able to draw upon a deepened understanding of their own cultures, the cultures and characteristics of college students, and institutional structures in order to develop educational programs that promote educational access and success for all students, especially those from historically underrepresented populations of students. *Education (ULG 1, 2; CAS 5A., 5B.1-3, 5C.)* Higher education master's degree students will become educators who are able to draw upon an analysis and evaluation of the historical and philosophical foundations of the student affairs profession as well as major student development theories (psychosocial, cognitive, moral, life span, typological, and college impact) in order to develop educational programs that promote student development and learning. *Assessment & Evaluation (ULG 2; CAS 5B.5)* Higher education master's degree students will become professionals who are able to demonstrate their understanding of student affairs scholarship in the analysis, synthesis, and evaluation of current research, who can design processes to assess student learning and development in the co-curriculum, and who can plan and implement formative and summative program evaluations and research projects. *Personal & Professional Development (ULG 3, 4; CAS 5B.1., 5B.3., 5C.)* Higher education master's degree students will become practitioners who articulate a clear philosophy of student affairs, and who systematically draw upon personal reflection regarding their strengths and weaknesses as well as upon feedback from mentors to enhance their personal and professional development.
B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been	In an effort to reflect changes in the literature since 2010, the ACPA/NASPA Joint Task Force on Professional Competencies inn 2015 shifted one of the competencies away from Equity, Diversity, and Inclusion and renamed it "Social Justice and Inclusion." This semantic change reflects an effort toward active pursuit of social justice, moving beyond awareness of diversity and focusing on action that creates justice. The MSHE students were introduced to this change, and the Educational Research course includes multiple readings, discussion, and a final project that addresses, among other things, an institutional assessment that measures and shape socially just outcomes. Social justice

[1] Program faculty at California State University, Fullerton, along with consulting practitioners, have built the higher education emphasis of the M.S. in Education program around five core learning domains reflecting best practices as articulated by the Council for the Advancement of Standards (CAS). Each domain is mapped to both University Learning Goals (ULGs) and CAS curriculum standards (http://standards.cas.edu/getpdf.cfm?PDF=E86DA70D-0C19-89ED-0FBA230F8F2F3F41).

external factors that impact the program. (Community/ regional needs, placement, and graduate/ professional school).	had been a focus of the course prior to this shift in ACPA/NASPA Competencies, but its inclusion as an element of the final project is new with the Spring 2016 term. Another shift was the creation of a technology competency focusing on technology used for educational purposes. The MSHE requires students to demonstrate their competence in the five core domains of the program through an e-portfolio, which was in place prior to this change. The ACPA/NASPA Joint Task Force changed references to student "attitudes" to student "dispositions." MSHE faculty use this same language in discussion of student issues. During weekly meetings, we discuss, among other things, issues regarding student dispositions. Other growing issues that should maybe inform our work: (a) sexual assault and bystander responsibility, (b) gun violence on campus.
C. Identify the unit's priorities for the future.	Our priorities for the future are: 1. Maintain enrollments of cohorts reflecting a wide range of diversity, inclusive of, but not limited to age, race/ethnicity, ability, national origin, citizenship, sexual orientation, gender identification, socioeconomic status, and religion. 2. Develop greater initiative and responsibility on the part of students. We hope to observe this in (a) greater participation in NASPA or ACPA, including leadership roles; (b) fewer requests for late exceptions to MSHE requirements and policies; and (c) fuller participation in professional development activities. 3. Students should become greater advocates for their own learning. This will be evident in the learning contracts for fieldwork and course-related e-portfolio entries (which should reflect their personal learning goals for classes). 4. Globalize our curriculum – provide global internships/study abroad opportunities during intersessions.
D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/ program (e.g. new student groups regionally, nationally,	The MSHE Program was designed as a year-round program with courses offered during three terms (fall, spring, and summer). The summer term was authorized to remain under state support even though managed by UEE due to its original design as a year-round degree program.

internationally, new delivery modes, etc).	
II. Department/Program Description and Analysis	
A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?	No substantial curricular changes have occurred since the initial launch of the program in January, 2009.
B. Describe the structure of the degree program (e.g. identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.	**Overview** The MSHE Program is designed to prepare entry-level professionals and career changers to assume professional roles that support student learning and development. Graduates of this program might work in offices such as orientation, housing, residential life, TRIO, minority and international affairs, financial aid, academic advising, alumni relations, and similar college or university offices. The program consists of 30 units completed in a cohort program over five semesters offered in a year-round sequence. No prerequisites beyond the completion of a bachelor's degree from an accredited institution are required for admission, and the program does not require the GRE or any other examination. The program includes two culminating projects: (a) an e-portfolio that students develop throughout their five semesters and (b) a comprehensive examination that must be passed at the end of the program. **Coursework** *First Fall* • EDAD 521 History and Philosophy of Higher Education (3.0): Evolution of U.S. higher education, considering the diversity of the system, internal and external influences, and the evolution and development of student affairs and student learners. • EDAD 503 Organizational Leadership (3.0): Uses organizational theory and leadership studies to understand schools and how to bring about change in schools. Organization, structure, and cultural context of schools and the study of techniques used to guide, motivate, delegate, build consensus, and lead others in the achievement of goals.

First Spring

- EDAD 510 Introduction to Educational Research (3.0): Introduction to the major forms of quantitative and qualitative research used in education. How to select an appropriate research method; characteristics of sound research. Making reasoned judgments as consumers of research; selecting appropriate information collection strategies as school leaders.
- EDAD 522 College Students' Characteristics and Cultures (3.0): Students in postsecondary education in the United States. Major demographic groups (race, class, ethnicity, age, ability, sexual orientation, gender, etc.) and their experiences with access, equity, campus cultures, and retention at two- and four-year institutions.

Summer

- EDAD 523 Student Learning and Development (3.0): Student development theory in college, considering traditional and non-traditional students and learning outcomes. Theoretical assumptions and the practical application of theory to diverse student learners and the role of theory in student affairs practice.
- EDAD 524 Diversity, Access, and Equity (3.0): Diversity, access, equity, multiculturalism, and pluralism as concepts in education. Understanding of these concepts and their applications to student affairs and higher education through a historical lens.

Second Fall

- EDAD 505B Instructional Leadership in Higher Education (3.0): Instructional leadership in higher educational settings and the role of the student development educator in advocating, nurturing, and sustaining a culture that supports student learning and development.
- EDAD 568 Fieldwork (3.0): At least 200 hours at two different sites demonstrating competence in applying theory to practice, assessment, evaluation, and program design and implementation, supervised by an approved educational leader who provides feedback for learning and growth as a student affairs educator/leader.

Second Spring

- EDAD 595 Professional Seminar (3.0): Application of technology for effective communication, verbal and written, and individual and group interactions on-line and face-to-face. Applying computers to work in student affairs/higher education settings.
- EDAD 568 Fieldwork (3.0): At least 200 hours at two different sites demonstrating competence in applying theory to practice, assessment, evaluation, and program design and implementation, supervised by an approved educational leader who provides feedback for learning and growth as a student affairs educator/leader.

	Culminating Projects The culminating experience for students in the M.S. in Education Administration, Higher Education emphasis, will consist of a comprehensive exam and the completion of an e-portfolio that documents student learning in the program. <u>*E-Portfolio*</u> Students may develop and maintain their e-portfolio using blogging software of their choice, though basic technical support and training is provided for students who wish to use the Google suite of tools (Blogger, Google Docs, Picasa, etc.). At a minimum, the e-portfolio will consist of: 1. The student's philosophy of student affairs; 2. A professional resume; 3. A reflective narrative addressing each of the five core learning domains (250-500 words each); 4. A collection of evidence from inside and outside the classroom that documents student learning in each of the five core learning domains. Students must develop at least three entries per semester. One entry should address classroom learning, and additional entries should address a range of learning experiences connected to out-of-class experiences such as assistantships, fieldwork, co-curricular programs, professional conferences, employment, or volunteer work. Each entry must include (a) clearly articulated learning outcomes, (b) rubrics or strategies for evaluating learning, (c) evidence documenting student learning and/or accomplishment, and (d) a reflection on learning and next steps. The development of e-portfolio entries is scaffolded throughout the program with higher levels of structure, support, and feedback in the first two semesters and prompts or requirements for the completion of entries in classes in all five semesters. Faculty use a rubric (Appendix VI) to evaluate final e-portfolios at the end of the program. <u>*Comprehensive Examination*</u> The comprehensive examination is a written examination that students must pass as a culminating experience for the program. Students are expected to provide a comprehensive scholarly response to case-style questions; their answers should demonstrate their knowledge base, critical thinking and writing skills, and ability to apply theory to practice as reflective scholar-practitioners. The examination receives a double-blind evaluation by program faculty using a common scoring rubric (Appendix VII). Students sit for the comprehensive exam near the end of their final semester in the program; students must successfully pass all courses from the first four semesters with a minimum "C" grade and a 3.0 cumulative and study plan GPA.
C. Using data provided by the office of Analytic Studies/ Institutional Research discuss student demand for the	Student demand for the program has remained strong from its inception. Cohorts have been filled each year, in spite of a rigorous admissions process. Over the past 6 years, the program has averaged 38 students in a cohort. Additionally, in 2015 we enrolled 17 students from Shanghai, China in a grant-funded program, increasing our reach into international settings. In terms of graduation rates, nearly 84% of students enrolled in the first 6 cohorts in the program graduated (2009-2013; 2 cohorts admitted in 2009), with no significant differences by gender or racial/ethnic groups. 76% those 172 graduates were students of color. An area of growth for us is to bring more men into the program; 71% of students in the program up to this point have identified as female.

unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree.	
D. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program.	Demand for the MSHE Program is strong as demonstrated in the high number of applications (See Table 1). In 2010, 2011, and 2012, the program admitted double cohorts of students to help offset declining enrollments in the rest of the department and maintain departmental FTES levels (See Table 6). However, due to a decline in graduation rates (among other factors), faculty—in consultation with the higher education advisory board—decided to return to admission of a single cohort beginning in 2013. The program has observed an increase in graduation rates since 2013, and the rest of the department has rebounded in admissions FTES with increased enrollment in P-12 master's degree programs. The established target student-faculty ratio (SFR) for the program is 18.0, which the program has achieved in five of its eight cohorts (See Table 5.b). The SFR for Cohort 1 was 16.8 and the SFR for Cohort 2 was 17.4. Thus, it took a couple of years to build up to the target SFR. Further, following the initial move from a double cohort to a single cohort in 2013, the SFR dropped to 16.8. MSHE faculty have adjusted the size of course sections to ensure that the 18.0 SFR has been achieved since then. The size of the current cohorts of MSHE students is sufficient to constitute a community of scholars. This is evident in graduation rates, student participation in professional conferences (including presentations with faculty), and student success following graduation.
E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuance.	Curriculum is discussed at our annual faculty retreat when we review our program structure and learning goals. Most recently, this time has been utilized to integrate new faculty into the team by reviewing all courses, course-level learning outcomes, and discussing various interconnections between courses offered simultaneously each semester. We constantly refine our courses and pedagogy at our weekly faculty meetings as well. Our primary topic at these meetings is our students, as our team approach to instruction and support has contributed to our high graduation rate. We have a strong curricular foundation, and do not have any plans at this time for any noteworthy expansions or contractions of our program. As discussed previously, we intend to continue to revise an update the curriculum in light of emerging issues and with continued attention to the globalization of the student affairs profession.

Relate these plans to the priorities described above in section I. C.	At the same time, we recognize the need to develop our alumni affairs. We have many strong and loyal alumni who often seek ways to contribute and give back to the program. We must increase our attention here to better utilize this important resource.
F. Include information on any Special Sessions self-support programs offered by the department/ program.	Not applicable.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

Because student learning is central to our mission and activities, it is vital that each department or program includes in its self study a report on how it uses assessment to monitor the quality of student learning in its degree program(s) and/or what plans it has to build systematic assessment into its program(s). Please provide information on the following aspects, and if applicable, please feel free to include relevant documents in the Appendices.

A. Describe the department/ program assessment plan (e.g. general approach, time table, etc.) and structure (e.g. committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.	All program assessment efforts are organized around the MSHE Program's five core learning domains. As documented in Section 1.A., the five learning domains are mapped to both University Learning Goals and the CAS curricular standards for graduate programs in student affairs. Additionally, course objectives and culminating projects are mapped to the learning domains, and the domains serve as the structure for additional assessments (e.g., the mid-point competency survey). In addition to assessment efforts, program effectiveness is monitored primarily in terms of student entry data and graduation rates. These data are disaggregated by gender and race and reviewed annually by program faculty and the higher education advisory board. Plans are in place to begin analyzing course grades (disaggregated by gender and race) as soon as University analytical tools make this practice available for graduate programs (See the curriculum map in Appendix VIII). The following is a summary of current assessment and evaluation activities: 1. Entry Data (GPA, Interview rubric) 2. Cohort-Level Analysis of Course Grades 3. Mid-Point Competency Survey 4. E-Portfolio consisting of three entries per term scored by a rubric 5. Comprehensive Exam scored (double-blind) by committee utilizing a rubric

B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.	*Leadership (ULG 1, 4; CAS 5A., 5B.4)* 1. Entry Data (rubric-scored interview) 2. Analysis of Course Grades[2] (503, 505, 595) 3. Mid-Point Competency Survey 4. E-Portfolio (rubric scored) 5. Comprehensive Exam (rubric scored) *Social Justice & Advocacy (ULG 1, 5, 6; CAS 5B.1-3)* 1. Entry Data (rubric-scored interview) 2. Analysis of Course Grades (521, 523, 524, 505) 3. Mid-Point Competency Survey 4. E-Portfolio (rubric scored) 5. Comprehensive Exam (rubric scored) *Education (ULG 1, 2; CAS 5A., 5B.1-3, 5C.)* 1. Entry Data (rubric-scored interview) 2. Analysis of Course Grades (521, 523, 568) 3. Mid-Point Competency Survey 4. E-Portfolio (rubric scored) 5. Comprehensive Exam (rubric scored) *Assessment & Evaluation (ULG 2; CAS 5B.5)* 1. Analysis of Course Grades (510, 522, 568) 2. Mid-Point Competency Survey 3. E-Portfolio (rubric scored) 4. Comprehensive Exam (rubric scored) *Personal & Professional Development (ULG 3, 4; CAS 5B.1., 5B.3., 5C.)* 1. Entry Data (rubric-scored interview) 2. Analysis of Course Grades (521, 568, 595) 3. Mid-Point Competency Survey 4. E-Portfolio (rubric scored) 5. Comprehensive Exam (rubric scored)
C. Describe whether and how assessment results have been used to improve teaching and learning practices, and/or overall departmental effectiveness.	**Mid-Point Competency Survey** *Purpose* Near the end of their second term in the MSHE Program, students complete a self-inventory of knowledge, skills, and professional dispositions. These are organized around the five program domains and based on the Professional Competencies for Student Affairs Professionals as developed by ACPA and NASPA, the two largest professional associations serving the student affairs profession. Each student receives a copy of their results, to be reviewed with their faculty advisor as a part of the preparation for fieldwork experiences completed in year two. Thus, this instrument serves an important formative evaluation purpose for students working in consultation with their faculty advisors.

[2] Analyses of course grades, disaggregated by gender and race will commence once University tools make this practice available to graduate programs.

Please cite specific examples.	*Analysis* The survey asks students to self-assess their (a) knowledge and skills, (b) professional dispositions, and (c) professional experience related to 8-10 items aligned with each of the program's five learning domains. The survey uses a 5-point scale as follows: 1 = exceptional (mid-level professional), 2 = strong (entry-level professional), 3 = satisfactory (graduate student), 4 = limited (potential growth area), 5 = insufficient (requires significant work). Note that lower scores reflect higher ratings. Scores are compiled and a mean average is calculated for each domain. *Findings* On *Leadership* domain items, the mean averages were as follows: knowledge/skill = 2.61, disposition = 2.63, experience = 2.78. Thus, students tend to assess themselves between satisfactory and strong in terms of knowledge, skill, and dispositions, but closer to satisfactory in terms of experience. On *Education* domain items, the mean averages were as follows: knowledge/skill = 2.76, disposition = 2.76, experience = 3.08. The pattern for education items was the same as for leadership items, though the overall scores were slightly lower. As an interpretation, it makes sense that students' scores would be slightly lower for the education items because they have not yet taken EDAD 523: Student Learning and Development. On *Social Justice and Advocacy* domain items, the mean averages were as follows: knowledge/skill = 2.59, disposition = 2.55, experience = 2.78. These self-assessment scores are quite similar to those of the *Education* domain. As with *Education*, the fact that these scores are slightly lower than leadership makes sense as the students have not yet taken EDAD 524: Diversity, Access, and Equity. On *Assessment and Evaluation* domain items, the mean averages were as follows: knowledge/skill = 2.93, disposition = 2.99, experience = 2.34. These are the lowest scores for the five domain areas. As context, students are completing EDAD 510: Educational Research at the time of the administration of the survey, and significant additional attention goes to the application of assessment and evaluation content in both EDAD 523: Student Learning and Development and EDAD 505: Instructional Leadership. On *Personal and Professional Development* domain items, the mean averages were as follows: knowledge/skill = 2.09, disposition = 2.10, experience = 2.21. These are the highest scores for any of the domains. Though seemingly positive numbers, it may be that students' self-assessments in this area are overly optimistic. *Implications for Practice* Students' self-assessments are generally consistent with expectations for them at the end of the second term in the MSHE Program. The lower scores for the *Education* and *Social Justice and Inclusion* domains should be addressed through EDAD 523: Student Learning and Development and EDAD 524: Diversity, Access, and Equity, which are offered in the following term. The lower scores for experience in both domains should be addressed beginning in the fall term with EDAD 505: Instructional Leadership (which includes a large-scale theory-to-practice oriented service-learning project) and EDAD 568: Fieldwork. Likewise, students should bolster their knowledge and skills in

Assessment and Evaluation through second year coursework. The scores for the *Personal and Professional Development* domain are higher than expected. Whereas this may reflect strong progress by the students, faculty advisors will use this as a point of emphasis during one-on-one interactions with students during the coming year.

Once greater access to student demographics and grades become available, those data should be compared to students' scores on these items and utilized for disaggregation.

E-Portfolio

Purpose

The first culminating experience for the MSHE Program is an E-Portfolio that students complete throughout the program (a minimum of three entries per term for five terms). Entries within the E-Portfolio are aligned with each of the five program domains.

Analysis

At the conclusion of the program, E-Portfolios are scored using a rubric. Currently, only pass/no pass scores are tracked for assessment purposes, though students earn a grade for their recent E-Portfolio entries in EDAD 521, EDAD 522, and the Fall term of EDAD 568. In the Spring term of EDAD 568, the grade covers the final three entries, having a resume posted, and the five domain narratives. The rubric informs the grading throughout the MSHE Program.

Findings

To date, 100% of students in the MSHE Program have successfully met E-Portfolio requirements, though approximately 10% of students have required revisions prior to securing a passing score.

Implications for Practice

While these are very positive results, the faculty have decided to conduct more in-depth analyses moving forward. Beginning with students completing the E-Portfolio in Spring 2016, scores will be further broken down using each of the outcomes included in the rubric.

Comprehensive Exams

Purpose

The second culminating experience for the MSHE Program is a comprehensive exam, which is scored with a rubric spanning all of the program's learning objectives. For program review purposes, special attention is afforded to the alignment with the *Leadership* and *Education* learning domains.

Analysis

Student scores (pass/no pass) for the comprehensive exam are tracked in the aggregate and disaggregated by gender and race.

Findings

In each year since the beginning of the program, at least 80% of MSHE students have passed the comprehensive exam on their first attempt. Only 3 of 179 students to date have failed to pass the comprehensive exam on the second attempt, which results in an

	overall pass rate of 98.3%. There are not statistically significant differences by gender or race in the pass rate of students on the comprehensive exam. *Implications for Practice* While these are very positive results, the faculty have decided to conduct more in-depth analyses moving forward. Beginning with students completing the comprehensive exam in Spring 2016, scores will be further broken down into a four-point scale (4 = pass with distinction; 3 = pass; 2 = pass with reservation/consultation; 1 = fail), and the scores on each of the outcomes included in the rubric will be tracked and analyzed. **Cohort-Level Analysis of Grades** The MSHE Program is built on a strong conceptual framework that drives the content of the 10 courses in the program. Because of this, the design of the assessment framework for the program relies in part on analysis of course grades in the aggregate and as disaggregated by student characteristics such as gender and race. This program evaluation design was based on the promise of a University-provided database or dashboard that would allow for this level of data analysis. However, as of the time of this report, this level of data analysis cannot be completed without separately looking up the grades and demographic characteristics of each student individually. Once this level of analysis is more readily available, student data for EDAD 522: College Students' Characteristics and Cultures and EDAD 524: Diversity, Access, and Equity will be tracked and analyzed—these are the two courses aligned with the *Social Justice and Advocacy* learning domain (Program-Level Learning Objective). **Graduation Rate** *Analysis* Student graduation rates have been tracked and disaggregated by gender and race since the inception of the MSHE Program (See Appendix I, Table 3). Results are reported to program faculty and to the higher education advisory board. *Findings* Overall, the graduation rates for the MSHE Program have been exceptional. In both Cohort 1 and Cohort 2, two students faced medical-related challenges that forced them to withdraw, or these cohorts would have experienced 95% and 92% graduation rates respectively. In 2010-2012, the MSHE Program admitted double cohorts (41-45 students per year). Through these years, the program experienced a steady decline in graduation rate with fewer students withdrawing due to non-academic reasons. In consultation with the higher education advisory board, the MSHE faculty determined in 2013 to begin admitting single cohorts of approximately 30 students. The 2013 cohort experienced an increase to an 84% graduation rate, and it may yet graduate one more student, which would yield an 87% graduation rate. Now in its final semester of the program, the 2014 Cohort is on track to graduate 100% of it students, and the fall-to-spring retention for the 2015 Cohort was strong.
D. Describe other quality indicators identified by the	**Maywood Service Learning Project** The outcomes of the Maywood Education Fair thus far have been significant. As students develop their assessment and evaluation skills during this process, we know that:

department/ program as evidence of effectiveness/ success other than student learning outcomes (e.g. graduation rate, number of students attending graduate or professional school, job placement rates, etc.).	• Community participation in the Fair has increased ten-fold in 6 years • Student participants consistently report advanced outcomes in useful information provided • Parent/guardian participants consistently show increased understanding of their role in their children's academic success While the assessment and evaluation process for each annual Maywood Education Fair is very thorough, we can improve in tracking our progress from year to year. For example, our students raise and award college scholarship funding each year, but we have not had the time or resources to track the progress of these scholarship awardees. **Graduation and Placement Rates** The graduation rate for students in the MSHE Program has been consistently strong (83.9% overall) with no statistically significant differences in the graduate rate by gender or race (See Table 3). The MSHE Program currently does not systematically track student placement in doctoral programs or professional positions in student affairs. Neither does the program track persistence by graduates in the student affairs profession. That being said, in the short history of the program, graduates have gone on to pursue advanced graduate study at several Cal State University institutions, UCLA, Bowling Green University, and Harvard University, among others. A high proportion of graduates have entered student affairs positions, and several are now in director-level professional roles. Employing institutions include Research 1 Universities (Stanford University, Iowa State University, UCLA, UCI, UCR, USC, etc.), numerous Cal State University institutions (CSUF, CSULA, CSULB, CSUSB, etc.), numerous community colleges (Citrus College, Fullerton College, Mt. San Antonio College, Rio Hondo College, Santa Ana College, etc.), and a number of regional private institutions (Loyola Marymount, Fuller Theological Seminary, the University of La Verne, Whittier College, Pomona College, etc.)
E. Many department/ programs are offering courses and programs via technology (e.g. on-line, etc.) or at off campus sites and in compressed schedules. How is student learning assessed in these formats/ modalities?	EDAD 568: Fieldwork is the only course in the MSHE Program currently offered in a hybrid format. EDAD 568 was offered concurrently in hybrid and face-to-face formats in 2009-2010 and 2010-2011. The side-by-side offering of the course allowed for direct comparisons between the formats to ensure comparable student achievement. Analyses included review of student opinion questionnaire (SOQ) scores and focus groups conducted with students. No significant differences emerged in the SOQs. Focus group feedback was varied with some students preferring each format. MSHE faculty decided to continue to offer EDAD 568 in a hybrid format to expose each cohort of students to this learning modality.

IV. Faculty	
A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure tract faculty lines (e.g. new hires, retirements, FERP's, resignations, and how these changes may have affected the program/ department's academic offerings. Describe tenure density in the program/ department and the distribution among academic rank (assistant, associate, professor).	Not only is the MSHE Program a new program in the College of Education at Cal State Fullerton, it is a program that has required hiring a new set of faculty as there were few faculty at Cal State Fullerton in 2009 with the requisite disciplinary knowledge and expertise. Faculty hires and the density of tenured and tenure-track faculty are reported in Table 5.a. Data regarding the proportion of courses taught by full-time equivalent faculty (FTEF) as well as student-faculty ratios are presented in Table 5.b. Faculty diversity and additional data regarding courses taught by tenured/tenure-track faculty, full-time lecturers, and adjunct instructors are presented in Table 5.c. These data reflect intention growth as well as a clear commitment to developing a racially diverse community of faculty scholars for the program. It is worth noting that 43.8% of the courses delivered to Cohort 5 were taught by adjunct instructors (this was the highest proportion in the history of the program), and Cohort 5 had the lowest overall graduation rate (78.6%). Four full-time faculty have departed from the program. Dr. Christina Lunceford departed at the end of the 2009-2010 academic school year to accept an appointment at Bowling Green University. Dr. Ronni Sanlo taught as a full-time lecturer in a temporary hire appointment following the departure of Dr. Lunceford. She retired after teaching for two years. Dr. Kenneth Gonzalez departed at the end of the 2014-2015 academic year to assume a career advancement as the Director of the Ed.D. Program offered jointly by the University of San Diego and California State University, San Marcos. Dr. Jerome Hunter served as a full-time "distinguished lecturer" from 2008 through the end of the 2014-2015 academic year before retiring. All other full-time faculty (tenure-track and full-time lecturers) have been retained.
B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the	The Department of Educational Leadership is currently conducting a search for a tenure-track faculty member. This position will replace the full-time lecturer position added as a temporary hire for the 2015-2016 academic year. Assuming that the search is successful, the new tenure-track faculty member should receive 6.0 new faculty release units for 2016-2017 and 2017-2018. Following that two-year period, it is projected that the demand for part-time instruction will be less than the number of units required to support a full-time tenure-track line.

discipline, the career objectives of students, the planning of the university, and regional, national or global developments.	
C. Describe the role of full-time or part time faculty and student assistants in the program/ department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.	Tables 5.a., 5.b., and 5.c. present number and proportion of courses taught by tenured/tenure-track faculty, full-time lecturers, and adjunct instructors. No instruction is provided by teaching assistants. The MSHE Program places heavy reliance on a cohort model and is built on a "lock-step" curriculum. Thus, there is limited freedom in determining the content of courses as each subsequent course builds systematically on content delivered in prior courses. Faculty maintain full academic freedom in decisions about how to teach the content of the courses. To maintain consistency in the curriculum, MSHE faculty meet weekly on Wednesdays for at least two hours, and the curriculum is a standing agenda item. Additionally, the MSHE faculty hold an annual retreat each summer to review curricula and assignments to ensure that they are consistent and reflect current trends in the field.
D. Include information on instructor participation in Special Sessions self-support programs offered by the department/ program.	Not applicable.

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students.	**Advising MSHE Majors – Faculty – All departmental faculty serve as advisors.** The MSHE Program is structured so that there are multiple forms of support available to students. At the start, the MSHE faculty graduate advisor, the student affairs advisor for the Department of Educational Leadership, and MSHE faculty provide pre-application and pre-admission advising through student appointments and email communication. Once admitted, students participate in a mandatory, in-depth orientation developed by the MSHE faculty. The faculty, staff, and collaborating CSUF student affairs professionals address the demands and stresses of the MSHE Program and the effects on students in their personal and professional lives. Students are assigned a faculty advisor at the time of matriculation to the program. It is the responsibility of students to schedule at least one meeting with their advisor during each term of the program. Additionally, the Student Affairs Advisor for the Department of Educational Leadership is a student affairs professional who provides general advisement to students, especially as related to course registration and graduation requirements. Faculty meet weekly in departmental staff meetings to discuss the academic progress and professional development of students and engage in "intrusive" advising when necessary. Faculty have individual meetings with students and some host group meetings. **24/7 Advising** Advising support is always available via the MSHE Community on TITANium. The site is a central repository of resources, information, and paperwork for MSHE students. Among the forms and resources maintained there are the following: • Information regarding student orientations and retreat • Information about program requirements including the E-Portfolio and the Comprehensive Exam • Writing guides addressing APA, grammar, and the mechanics of Microsoft Word • Handouts from orientations, retreats, and workshops • Information about the Higher Education Leadership Organization (HELO), a student organization that supports master's degree students in student affairs.
B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research,	**Undergraduate Research** The Center for Research on Educational Access and Leadership (C-REAL) is a data-driven, solution-focused research center that strives to develop strategies to address the complex challenges of educational access and leadership through practice, policy, and change. A partnership between local educational agencies, schools, and colleges, and the College of Education faculty and graduate students, C-REAL serves as a strong foundation for quality work. The Center's vision and mission include Global Issues, Diversity, Assessment, Evaluation, Leadership, Access, and Social Justice.

collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.	C-REAL conducts research on access, equity, and success for P-20 student populations and P-20 educational leadership. C-REAL also carries out program assessment and evaluation for a broad range of education and community partners, with the goal of helping them assess program effectiveness, make program improvements, and identify promising practices. C-REAL provides a number of educational programs, ranging from the College of Education colloquium series to international partnership exchange programs and professional development workshop series for local and international partners. C-REAL conducts various evaluations on projects addressing a variety of educational issues. Current issues include Cultural Student Initiative, College Student Success, Elementary Education Programs, and Pathways to Higher Education. **Research in EDAD 522: College Student's Characteristics and Cultures**, students complete a qualitative research project and are given the opportunity to work with faculty to develop conference presentations for the major student affairs professional associations. Students are also invited to join faculty to work on collaborative research projects that often lead to publication submissions and professional association presentations at national and regional conferences. Students regularly present at NASPA and ACPA national and regional conferences. **Service Learning - EDAD 505: Instructional Leadership** The Maywood Education Fair is a partnership between the Department of Educational Leadership at California State University, Fullerton, the Center for Research on Educational Access and Leadership (CREAL), and the City of Maywood, California. Graduate students from the Master's of Science in Higher Education (MSHE) Program at California State University, Fullerton (CSUF) coordinate, organize, and implement the fair in partnership with elected officials, city officials, and community members in the City of Maywood. The Maywood Education Fair is a service learning project incorporated in the Instructional Leadership class of the MSHE Program. Previously, the planning of the Education Fair officially began in August at the beginning of the semester, however small logistical decisions have been made by faculty, past co-leads, and students who consider volunteering to be part of the transition committee at the beginning of the summer. The Maywood Education Fair serves as an opportunity for MSHE students to utilize what they have learned throughout their four semesters within the program in the overall development of the fair. Co-leads are chosen toward the end of the summer semester. Generally, the co-leads meet to discuss each student's participation and contribution to the Education Fair. Yosso's (2006) work around Community Cultural Wealth (CCW), along with Paulo Friere's (2005) Pedagogy of the Oppressed make up the conceptual framework used in the development of the fair. For the 2014 Maywood education fair, students ensured each intervention was structured around Program concepts such as student development theory, leadership theory, and Critical Race Theory.

Funding for the Maywood Education Fair is sourced through fundraising efforts and a $9,157 Instructional Related Activities (IRA) Grant provided by California State University, Fullerton's Associated Students, Inc. (ASI). More specifically, fundraising efforts are used to provide scholarships for students within the Maywood community, as well as supplies the IRA Grant is not permitted to cover.

Internships
The MSHE Program has partnered with the Division of Student Affairs at Cal State Fullerton to provide a range of 10- and 20-hour graduate assistant (G.A.) positions for students. Students in these positions receive a competitive hourly wage, but the assistantship positions do not include waivers of tuition fees. Students in G.A. positions are expected to participate in monthly professional development workshops provided by the Division of Student Affairs. MSHE students who are not in G.A. positions may attend the professional development workshops voluntarily.

Fieldwork
In the second year of the program, students must complete 400 hours of fieldwork—200 hours in each of two sections of EDAD 568: Fieldwork. Students are required to complete their hours at two separate institutions working in two different functional areas. Students participate in a variety of learning initiatives designed in collaboration with the faculty supervisor (instructor) and the fieldwork site supervisor. Site supervisors are selected for their student affairs educational preparation and years of leadership experience in the field. In this 2015-2016 academic year, the 32 members of MSHE Cohort 7 had fieldwork placements at 25 colleges and universities in the region and worked with 51 site supervisors.

Leadership Opportunities: Higher Education Leadership Organization (HELO)
HELO is a student-run organization that supports Cal State Fullerton students in the MSHE Program. HELO provides a range of programs for students, including E-Portfolio training sessions, professional development activities, social events, alumni networking, and end-of-program ceremonies. The MSHE Program requires that students participate in a student or professional organization that directly supports their ongoing personal and professional development as students and student affairs professionals, and HELO membership fulfills this requirement.

These activities are supported by funding from the Associated Students, Inc. In addition, students pay dues to support the organization. HELO provides opportunities for peer leadership and students hold the following positions:

1) President
2) Vice President
3) Treasurer
4) Secretary

There is 100% participation from the first year cohort and all but one student is active from the second year cohort.

The Student Affairs Adviser serves as the primary advisor to HELO and faculty participate in panels, events, and association meetings.

VI. Resources and Facilities	
A. Itemize the state support and non-state resources received by the program/ department during the last five years.	Table 6 summarizes state support for the MSHE Program. Funding for the program has been steady and sufficient to ensure ongoing program quality. Additionally, the Division of Student Affairs has supported the MSHE Program since its inception by providing graduate assistant employment for students interested in assistantships. As a point of reference, 39 graduate assistantships at $10 an hour, 20 hours a week, and 32 weeks per year reflects an annual investment of $250,000 in the MSHE Program. Many Student Affairs offices pay more than $10 per hour and additionally provide students with support for professional development (e.g., attendance at ACPA and NASPA professional conferences). This is a significant source of support for the MSHE Program. MSHE students receive support on research-related activities from the Center for Research on Educational Access and Leadership (C-REAL). C-REAL is a data-driven, solution-focused interdisciplinary research center where P-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, practice, policy, and change. In addition to providing all MSHE students with research support, a number of MSHE students participate in C-REAL research projects as graduate assistants or as volunteers seeking to gain additional research experience. MSHE faculty have regularly applied for instructional related activity (IRA) support from CSUF's Associated Students, Inc. (ASI). Funds from IRA grants have been used to support retreats for new students, fieldtrips, and elements of the annual Maywood Project. Additionally, the Higher Education Leadership Organization (HELO) is a student organization associated with the MSHE Program that accesses ASI funds to support the annual Research Fair and Rites of Passage Ceremony for graduating MSHE students. Lastly, in Fall 2014, MSHE faculty secured a $676,000 grant from the City of Shanghai, China through a collaborative effort with Shanghai Normal University (SHNU) to fund the MSHE Program for a cohort of up to 20 students from Shanghai. This grant included line items to support College and Department indirect costs as well as line items to support programming for SHNU and domestic student interactions and learning experiences.
B. Identify any special facilities/ equipment used by the program/ department such as laboratories, computers,	The MSHE Program does not require any special labs or facilities. All full-time faculty in the program have individual offices furnished with desks, computers, bookshelves, etc. Though classroom space is at a premium at Cal State Fullerton, MSHE faculty have generally been able to secure suitable classrooms and computer labs to support instruction.

large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.	
C. Describe the current library resources for the program/ department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.	Because the MSHE Program is new, the Pollak Library has a limited number of hard-copy books reflecting the disciplinary areas of higher education and student affairs. That being said, because of funding from the Doctor of Educational Leadership program, Pollak Library has been able to secure access to a comprehensive range of online indexes, databases, and journals that support faculty and students in the MSHE Program.
VII. Long-Term Plans	
Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity.	The department's long-term planning builds upon the strong foundation established over the last seven years. Progress is dependent upon availability of resources. The following are the areas the program has identified for strategic growth: 1. International Partnerships. The recent beginning of a cohort of MSHE students from Shanghai, China has enabled the department to truly see the value of global perspectives for the program. Long-term, we hope to develop relationships with educators in Mexico and other international partners to enhance our work. 2. Graduate Assistantship Program. Our graduate assistantship program has benefited from our relationship with the Division of Student Affairs at CSUF. Our long-term goal is to continue to develop this partnership and to increase the number and quality of our graduate assistantship positions at neighboring institutions. 3. Fieldwork Opportunities. While maintaining high quality and expectations for fieldwork supervisors and sites, we plan to expand the range of fieldwork opportunities and institution types, including more in the Los Angeles County region. 4. Increase Student Presentations at Professional Conferences. We plan to increase student presentations at annual national and regional conferences, including ACPA, NASPA, and others. 5. Alumni Tracking and Involvement. As a preliminary step, we intend to develop an system of tracking alumni using LinkedIn. We plan to increase involvement of students and alumni. Potential areas for involvement include attendance at and/or participation in program-sponsored events and conference receptions

	and serving as collaborators/co-authors in journal publications, New Directions chapters, etc.
Explain how long-term plan implements the University's mission, goals and strategies and the unit's goals.	The long-term plans identified in the above section address three of the College of Education's four major goals. These include (with examples in parentheses): 1) Just, Equitable, and Inclusive Education (e.g., faculty development effort); 2) Local, Regional and International Partnerships (e.g., global perspectives through international partners); and 3) Faculty Roles and Responsibilities (e.g., increase student and alumni presentations and publications). Further, the department's long-term goals align with the University strategic plan. These strategic plan goals include (with department examples in parentheses): • Increase by 25% the number of CSUF students participating in international, service learning, internship, community engagement, or other innovative instructional experiences that prepare students for professional endeavors in a global society (e.g., increase scope and type of institutions in graduate assistantships and fieldwork) • Identify, expand, and provide resources to curricular and co-curricular programs that advance students' recognition of roles they play in an interdependent global community (e.g., expand global partnership opportunities) • Reduce by at least half the current 12% achievement gap between underrepresented and non-underrepresented students (e.g., faculty development in just, equitable, and inclusive educational leadership) • Increase participation in High-Impact Practices (HIPs) and ensure that 75% of CSUF students participate in at least two HIPs by graduation (e.g., increase student and alumni participation in research leading to conference presentations and journal submissions)
Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.	The department will utilize its annual retreat to assess progress in these long-term goals, and adjust our efforts according to this annual assessment. The following are potential measures for use as a part of this annual review: 1. International Partnerships. We expect to measure progress in this area not only through student success numbers, but also through exposure to and learning of global perspectives for all students in the program. 2. Graduate Assistantship Program. We hope to develop relationships with 3-4 additional neighboring colleges and universities, including public and private, 2-year and 4-year schools. 3. Fieldwork Opportunities. Our goal is to expand fieldwork functional areas such as international student services, study abroad, and others. We will assess the current breadth of offerings to inform our direction. The number of fieldwork opportunities should remain commensurate with the number of students within the program so as to maintain strong relationships with our partners. 4. Increase Student Presentations at Professional Conferences. We have begun a process of tracking student participation as co-authors and co-presenters at the department level. As this tracking system does not yet include a mechanism for tracking student-only presentations or for disaggregation presentations by program within the Department of Educational leadership, such enhancements

	will be a necessary next step in order to meet this goal. Once the system is developed, baselines will be identified and future targets established. 5. Alumni Tracking and Involvement. The program intends develop LinkedIn pages organized for the program and by cohort by the end of the 2016-2017 academic year. This tool will be used to begin tracking alumni involvement, identifying baselines, and setting targets for future involvement.
Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?	Performance as related to strategic areas for growth will be, in part at least, resource dependent. The following outlines resources that will be needed to accomplish the stated goals: 1. International Partnerships. The Shanghai cohort of students for the MSHE program was fully funded by a grant. Program faculty will required continued support for grant-writing (e.g. staff support provided by the College of Education Development Specialist, a profession staff position). 2. Graduate Assistantship Program. The graduate assistantship program is currently primarily funded by the Division of Student Affairs at Cal State Fullerton (off-site campuses fund their graduate assistant position and rely on Cal State Fullerton for coordination support and professional development). Departmental support for this program is currently provided largely through C-REAL. Long-term, support for this program will likely better reside under the umbrella of the Student Affairs Advisor, an SSP position that supports the Department of Educational Leadership. This support will need to come from a skilled student affairs professional in order to manage both logistics and professional relationships with high-level student affairs administrators within the University. 3. Fieldwork Opportunities. A greater proportion of the responsibility for providing fieldwork opportunities rests with the faculty graduate advisor for the MSHE program as well as with the faculty who teach the EDAD 568: Fieldwork courses. Additional administrative support will be necessary to achieve this goal. This may come through the form of graduate assistants working in the Department. 4. Increase Student Presentations at Professional Conferences. Additional administrative support (e.g. graduate assistants) will be necessary to fully develop and implement the tracking system. Once in place, ongoing monitoring can be completed by the faculty advisor for the MSHE program. This person will hold responsibility for working with faculty to achieve this goal. 5. Alumni Tracking and Involvement. As with student presentations at professional conferences, additional administrative support (e.g. graduate assistants) will be necessary to fully develop and implement the alumni tracking system on LinkedIn. Once in place, this tool can be utilized by the faculty advisor for the MSHE program, in collaboration with other faculty and the student affairs advisor, to facilitate increased alumni engagement.

Appendices Connected to the Self Study

Appendix I: Graduate Degree Programs

Table 1. Graduate Program Applications, Admissions, and Enrollments

Year – Cohort #	Applications	Admissions	% Admitted	Enrolled	% Enrolled
2009 – Cohort 1[a]	N/A	N/A	N/A	N/A	N/A
2009 – Cohort 2	N/A	N/A	N/A	N/A	N/A
2010 – Cohort 3[b]	76	47	61.8	42	89.4
2011 – Cohort 4[b]	94	52	55.3	47	90.4
2012 – Cohort 5[b]	114	47	41.2	42	89.4
2013 – Cohort 6	105	34	32.4	31	91.2
2014 – Cohort 7	114	35	30.7	32	91.4
2015 – Cohort 8[c]	135	53	39.3	47	88.7

[a] The first cohort was admitted in January, 2009; all succeeding cohorts began in fall of the year listed in this column

[b] The MSHE Program enrolled double cohorts in 2010, 2011, and 2012

[c] These data include numbers for the Shanghai cohort: 25 applications, 19 admitted (76%), and 17 enrolled (89.5%)

Table 2. Graduate Program Enrollment in FTES

Academic Year/Cohort Breakdown	Headcount		FTES	
2008-2009				
Cohort 1	19		9.5	
Total		19		9.5
2009-2010				
Cohort 1	17		8.5	
Cohort 2	25		12.5	
Total		42		21.0
2010-2011				
Cohort 2	19		9.5	
Cohort 3	45		22.5	
Total		64		32.0
2011-2012				
Cohort 3	42		21.0	
Cohort 4	45		22.5	
Total		87		43.5
2012-2013				
Cohort 4	37		18.5	
Cohort 5	42		21.0	
Total		79		39.5
2013-2014				
Cohort 5	36		18.0	
Cohort 6	31		15.5	
Total		67		33.5
2014-2015				
Cohort 6	27		13.5	
Cohort 7	32		16.0	
Total		59		29.5
2015-2016				
Cohort 7	32		16.0	
Cohort 8	30		15.0	
Shanghai Cohort	17		8.5	
Total		79		39.5
TOTAL ADMITTED		286		143.0

Note. With the exception of the 2008-2009 academic year, headcount and FTES enrollments are based on fall term enrollments. Cohort 1 began in Spring 2009; therefore, the 2008-2009 headcount and FTES numbers are based on spring term enrollments.

Table 3. Graduate Student Graduation Rates

Cohort/Entry Year	Female	Male	Other	African American	Asian/ Pacific Islander	Latino/Hispanic	White	Multiracial	Other	Total	Cohort Graduates/ Graduation Rate
1 / 2009[a]	16	3	0	0	2	6	9	0	2	19	16 84.2%
2 / 2009	17	8	0	5	5	4	7	4	0	25	21 84.0%
3 / 2010[b]	35	10	0	8	9	12	13	3	0	45	39 86.7%
4 / 2011[b]	33	12	0	4	10	19	8	4	0	45	37 82.2%
5 / 2012[b]	27	14	1	5	6	19	11	1	0	42	33 78.6%
6 / 2013	21	10	0	5	9	11	5	0	0	31	26 83.9%[d]
7 / 2014	24	8	0	6	4	16	2	2	2	32	
8 / 2015[c]	29	17	1	8	25	11	3	0	0	30	
Total	202 70.6%	82 28.7%	2 0.7%	41 14.3%	70 25.4%	98 34.3%	58 20.3%	14 4.9%	4 1.4%	269	172 83.9%
Grad. Rate (Cohorts 1-6)	111/ 128 86.7%	35/48 72.9%	1/1 100%	21/27 77.8%	36/40 90.0%	65/71 91.5%	41/52 78.8%	8/12 66.7%	0/2 0.0%	172/ 205 83.9%	

Notes. Chi-square analyses demonstrate no statistically significant differences in graduation by gender ($\chi^2 = 4.93$, $p = .09$) and race ($\chi^2 = 8.80$, $p = .07$).

[a] The first cohort was admitted in January, 2009; all succeeding cohorts began in fall of the year listed in this column

[b] The MSHE Program enrolled double cohorts in 2010, 2011, and 2012

[c] The MSHE Program enrolled an additional cohort of 17 students from Shanghai, China in Fall 2015

[d] Two additional students from this cohort may still graduate; thus, the final graduation rate for this cohort will fall between 83.9% and 90.3%

Table 4. Master's Degrees Awarded

Year	Master's Degrees Awarded
2010	7
2011	30
2012	33
2013	35
2014	25
2015	29

Note. Degrees awarded by year do not match directly with the number of graduates per cohort (Table 3) because some students take longer than five terms to complete their degree.

Appendix II: Faculty

Table 5.a. Full-Time Instructional Faculty, FTEF, FTES, SFR

Year	Tenured	Tenure Track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	Actual FTES
2008-09	1	2	0	0	1	9.5
2009-10	1	2	0	0	1	21.0
2010-11	1	2	0	0	2	32.0
2011-12	1	3	0	0	3	43.5
2012-13	1	4	0	0	2	39.5
2013-14	2	3	0	0	2	33.5
2014-15	2	3	1	0	3	29.5
2015-16	3	1	0	0	3	39.5

Table 5.b. FTEF and SFR by Cohort

Cohort # / Entry Year	Courses Taught by Tenure/Tenure-Track Faculty	Courses Taught by Lecturers or Adjuncts	FTEF	FTES[a]	SFR
1 / 2009	9	1	2.45	41.3	16.8
2 / 2009	6	9	3.30	57.5	17.4
3 / 2010	7	17	5.15	105.0	20.4
4 / 2011	9	15	5.25	102.5	19.5
5 / 2012	8	16	5.20	93.8	18.0
6 / 2013	9	10	4.25	71.3	16.8
7 / 2014	11	7	4.15	80.0	19.3
8 / 2015[b]	7	18	5.35	117.5	22.0

Notes.

[a] FTES numbers by cohort are estimates based on entering and graduating enrollments.

[b] Faculty assignments for Cohort 8 are based on preliminary projections and are subject to change.

Table 5.c. Proportion of Courses Taught by Tenured/Tenure-Track, Lecturers, Adjuncts, and Faculty of Color

Cohort # / Entry Year	Tenure or Tenure-Track	Full-Time Lecturers	Adjunct Instructors	Faculty of Color	Graduation Rate
1 / 2009[a]	90.0%	10.0%	0.0%	80.0%	84.4%
2 / 2009	40.0%	23.3%	36.7%	53.3%	84.0%
3 / 2010[b]	29.2%	33.3%	37.5%	33.3%	86.7%
4 / 2011[b]	37.5%	29.2%	33.3%	45.8%	82.2%
5 / 2012[b]	33.3%	22.9%	43.8%	45.8%	78.6%
6 / 2013	47.4%	31.6%	21.1%	63.2%	83.9%[d]
7 / 2014	61.1%	38.9%	0.0%	44.4%	--
8 / 2015[c]	10.0%	60.0%	30.0%	30.0%	--
TOTAL	41.6%	30.6%	27.8%	47.9%	83.9%

Notes.

[a] The first cohort was admitted in January, 2009; all succeeding cohorts began in fall of the year listed in this column

[b] The MSHE Program enrolled double cohorts in 2010, 2011, and 2012

[c] The MSHE Program enrolled an additional cohort of 17 students from Shanghai, China in Fall 2015

[d] Two additional students from this cohort may still graduate; thus, the final graduation rate for this cohort will fall between 83.9% and 90.3%

Appendix III: Resources

Table 6. Program Resources

Year	Ed. Leadership State Support	Ed. Lead. Total FTES	MSHE FTES	% MSHE	MSHE State Support	MSHE State Support/FTES
2008-09	$1,272,481	75.0	9.5	12.7	$161,605	$17,011
2009-10	$1,609,052	84.3	21.0	24.9	$400,654	$19,079
2010-11	$1,335,229	80.3	32.0	39.9	$532,756	$16,649
2011-12	$1,418,444	72.5	43.5	60.0	$851,066	$19,565
2012-13	$1,046,880	59.5	39.5	66.4	$695,128	$17,598
2013-14	$1,293,974	59.5	33.5	56.3	$728,507	$21,746
2014-15	$1,253,375	57.3	29.5	51.5	$645,488	$21,881
2015-16	N/A	74.0	39.5	53.4	--	--

Note. MSHE state support values are estimates based on a calculation of the MSHE percentage of total FTES multiplied by the total state support allocated to the Educational Leadership Department.

Appendix IV: Curriculum Map

Table 7. Alignment of Courses and Learning Experiences to the Five Learning Domains

Course/ Learning Experience	Leadership	Education	Social Justice & Advocacy	Assessment & Evaluation	Personal & Professional Development
Entry Data					
Candidate Interview	X	X	X		X
Semester 1					
EDAD 503: Org. Leadership	X				
EDAD 521: Hist. & Phil.		X			X
Semester 2					
EDAD 510: Ed. Research				X	
EDAD 522: College Students			X	X	
Mid-Point Competency Survey	X	X	X	X	X
Semester 3					
EDAD 523: Stud. Dev.		X	X		
EDAD 524: Diversity			X		
Semester 4					
EDAD 505: Instr. Lead.	X		X		
EDAD 568a: Fieldwork		X		X	X
Semester 5					
EDAD 568b: Fieldwork		X		X	X
EDAD 595: Prof. Sem.	X				X
Culminating Experiences					
Comprehensive Exam	X	X	X	X	X
E-Portfolio	X	X	X	X	X

Appendix V: E-Portfolio Scoring Rubric

M.S. in Higher Education: E-Portfolio Rubric

Rubric Ratings:

- Advanced: Outstanding work, consistent with an A or A+ grade
- Competent: - Strong work, consistent with an A- or B+ grade
- Basic: Adequate work, consistent with a B or B- grade
- Requires Improvement: Inadequate work, consistent with a C grade or lower - students will not pass until these concerns are minimally brought to a "basic" standard

Professionalism and Appearance	E-Portfolio Entries	Domain Narratives	Résumé
Advanced	• The appearance of the portfolio is exceptional and balances visual appeal, creativity, and professionalism • The e-portfolio is easy and intuitive to navigate; all the links are current and correct • The e-portfolio has no spelling errors and no grammatical errors	• The appearance of the narratives is exceptional and balances visual appeal, creativity, and professionalism • All the links to portfolio content are current, correct, and easy to navigate • The narratives have no spelling errors and no grammatical errors	• The résumé is highly professional in its appearance • The résumé is well-organized and easy to read; the format emphasizes critical content • The résumé demonstrates strong use of language and has no spelling or grammatical errors
Competent	• The appearance of the portfolio balances visual appeal, creativity, and professionalism • The e-portfolio is easy to navigate; all the links are current and correct • The e-portfolio has no spelling errors and no significant grammatical errors	• The layout of each narrative is visually appealing and easy to read • All the links to portfolio content are current and correct • The narratives have no spelling errors and no significant grammatical errors	• The résumé is highly professional in its appearance • The organization of the résumé is strong and easy to read • The résumé has no spelling or grammatical errors
Basic	• The appearance of the portfolio balances visual appeal and professionalism • The e-portfolio is generally easy to navigate; all the links are current and correct • The e-portfolio has no spelling errors though there are occasional grammatical errors	• There are no visual distractions in the overall layout of each narrative • Links to portfolio content are current and correct, but are visual distractions • The narratives have no spelling errors though there are occasional grammatical errors	• The résumé looks professional • The résumé is generally well-organized and easy to read • The résumé has no spelling errors only minor grammatical errors (e.g. passive voice, split infinitives, etc.)
Requires Improvement	• The appearance of the portfolio lacks visual appeal and/or professionalism • The e-portfolio is difficult to navigate and includes links are not current or correct • The e-portfolio has spelling errors and/or significant grammatical errors	• The organization of the narratives is difficult to follow • The narratives include links that are not current and/or correct • The narratives have spelling errors and/or significant grammatical errors	• The résumé lacks professionalism • The organization of the résumé is difficult to read and/or follow • The résumé has spelling errors and/or significant grammatical errors

Content and Evidence			
	E-Portfolio Entries	**Domain Narratives**	**Résumé**
Advanced	• The portfolio includes 20 or more entries (4+ per term) • Entries are appropriately matched to domains; there is an even balance in the number of entries mapped to each domain • All entries are comprehensive (SLOs, descriptions, rubrics, reflections, etc.) and include strong evidence of learning and accomplishment	• The narratives are thoughtful, demonstrate exceptional critical thinking, and integrate the student's philosophy of student affairs • The student provides an average of 3 or more scholarly citations and 3 or more links to portfolio evidence for each narrative • The student's future goals are clear, specific, and measureable; content and time lines are stretching, though realistic	• The content of the résumé is focused and highly efficient • The student uses strong action verbs, keywords, and data to emphasize accomplishments rather than simply listing job duties
Competent	• The portfolio includes 16-19 entries • Most entries are appropriately matched to domains - some may reflect a "stretch"; there is an even balance in the number of entries mapped to each domain • Most entries are complete and include strong evidence of learning and accomplishment	• The narrative is thoughtful and demonstrates solid critical thinking • The student provides an average of 2 scholarly citations and 2 links to portfolio evidence for each narrative • The student's future goals are clear, specific, measureable, and realistic, and they include time lines	• The content of the résumé is focused - thorough yet concise • The student uses strong action verbs and keywords to emphasize accomplishments rather than simply listing job duties
Basic	• The portfolio includes 15 entries (3 per term) • Most entries are appropriately matched to domains - some may reflect a "stretch"; some domains receive much less attention than others • At least 9 entries are comprehensive and include strong evidence of learning and accomplishment	• The narrative is thoughtful • The student provides an average of 1 scholarly citation and 1 link to portfolio evidence for each narrative • The student's future goals are clear, specific, measureable, and realistic	• The student includes an appropriate amount of content in the résumé - neither too much nor too little • The student uses strong action verbs and keywords appropriate for his/her objective
Requires Improvement	• The portfolio includes less than 15 entries • Some entries are incorrectly matched to domains and/or some domains are not addressed well through the portfolio entries • Less than 9 entries are comprehensive and/or include strong evidence of learning and accomplishment	• The narrative lacks depth • The student provides an average of less than 1 scholarly citation or an average of less than 1 link to portfolio evidence for each narrative • The student's future goals are not clear, specific, measureable, and/or realistic	• The student's résumé is either sparse in its content or includes excessive or irrelevant content • The student primarily provides long lists of job duties and does not use strong action words or keywords in his/her résumé

Self-Awareness and Reflection			
	E-Portfolio Entries	Domain Narratives	Résumé
Advanced	• The majority of the student's portfolio entry assessments and reflections aptly recognize both accomplishments and opportunities for growth • The student uses reflections and self-assessments to inform subsequent goals and outcomes for portfolio experiences • The student uses reflections and self-assessments to track and monitor his/her development through the program	• The student integrates reflection on professional and educational experiences with her/his philosophy of student affairs • The student demonstrates a strong awareness of her/his strengths, accomplishments, limitations, and growth areas, as well as an understanding of the inter-relationships between these	• The student demonstrates both confidence and an accurate self-appraisal of professional capability through her/his résumé; it is neither over-stated nor under-stated
Competent	• The majority of the student's portfolio entry assessments and reflections aptly recognize both accomplishments and opportunities for growth • The student uses reflections and self-assessments to inform subsequent goals and outcomes for portfolio experiences	• The student demonstrates a strong ability to reflect upon her/his professional and educational experience • The student demonstrates a strong awareness of her/his strengths, accomplishments, limitations, and growth areas	• The student's résumé accurately reflects his/her professional capabilities; it is neither over-stated nor under-stated
Basic	• The majority of the student's portfolio entry assessments and reflections aptly recognize both accomplishments and opportunities for growth	• The student demonstrates an adequate ability to reflect upon her/his professional and educational experience • The student demonstrates adequate awareness of her/his strengths, accomplishments, limitations, and growth areas	• The student's résumé reasonably reflects her/his professional capabilities; it is neither over-stated nor under-stated
Requires Improvement	• The student often fails to accurately or reflectively address both accomplishments and opportunities for growth through portfolio entries	• The student fails to demonstrate the ability to reflect upon professional and/or educational experience in a meaningful manner • The student's narratives demonstrate a lack of awareness of strengths, accomplishments, limitations, and/or growth areas	• The student's résumé either over-states or under-states his/her professional capabilities

Appendix VI: Comprehensive Exam Scoring Rubric

Comprehensive Exam Rubric (A.M.) - M.S. in Higher Education

Content Knowledge (10 points)		Score:
Content Areas	• History/philosophy • Current issues and trends • Legal issues and ethics • Diversity and social justice • Structures/ functional areas • Psychosocial theories • Cognitive-structural theories • Typological theories • Person-environment theories • College impact theories • Student subpopulations • Student success research • Leadership and organization theories • Curricular design/practice • Research and evaluation	Comments:
10	The student demonstrated a high degree of both breadth (at least 12 of the 15 content areas) and depth (at least 5 content areas) in her/his answer.	
9	The student demonstrated adequate breadth (10 of the 15 content areas) and depth (at least 3 content areas) in his/her answer.	
8	The student demonstrated either breadth (10 content areas) or depth (3 content areas), but not both.	
0-7	The student failed to demonstrate either breadth (10 content areas) or depth (3 content areas), or the student's answer was marked by notable inaccuracies.	

Sources and Citations (10 points)		Score:
Content Areas	• History and philosophy • Organizational leadership • Student cultures and characteristics • Student development theory • Diversity and social justice • Instructional leadership • Research, evaluation, and assessment	Comments:
10	The student's citations (author and dates) were accurate and reflected the breadth of the course content areas.	
9	The student's citations were accurate and generally included dates. While the student did not miss significant works that should have been cited, he/she did not fully draw upon the breadth of literature from the course content areas.	
8	The student's author citations were accurate but generally did not include dates. In some instances, the student missed opportunities to cite significant works related to his/her answer.	
0-7	The student's citations were marked by inaccuracies or reflected significant gaps where the student missed opportunities to cite core content.	

Application of Scholarly Theory and Literature to Practice (20 points)		Score:
Theory Domains	• History/philosophy • Leadership/organization theory • Social justice literature • Student development and learning theories • College impact theory • Student success research • Literature addressing instruction and pedagogy • Research, evaluation, and assessment	Comments:
20	The student drew upon theory and/or literature from at least 6 of the 8 theory domains to inform practice; the student further demonstrated high proficiency in applying theory to practice in at least 2 theory domains.	
18-19	The student drew upon theory and/or literature from at least 4 of the 8 theory domains to inform practice, the student further demonstrated high proficiency in applying theory to practice in at least 1 theory domain.	
16-17	The student drew upon theory and/or literature from at least 4 of the 8 theory domains to inform practice; while the student drew appropriate connections between theory and practice, these connections lacked specificity and/or tangible examples or action steps.	
0-15	The student's applications were (a.) not paired with theory, (b.) inaccurately paired with theory, and/or (c.) nominally paired with theory (e.g. simply citing Astin when using the word "involvement").	

Comprehensive Exam Rubric (P.M.) – M.S. in Higher Education

Content Knowledge (10 points)				Score:
Content Areas	• History/philosophy • Current issues and trends • Legal issues and ethics • Diversity and social justice • Structures/ functional areas	• Psychosocial theories • Cognitive-structural theories • Typological theories • Person-environment theories • College impact theories	• Student subpopulations • Student success research • Leadership and organization theories • Curricular design/practice • Research and evaluation	**Comments:**
10	The student demonstrated a high degree of both breadth (at least 12 of the 15 content areas) and depth (at least 5 content areas) in her/his answer.			
9	The student demonstrated adequate breadth (10 of the 15 content areas) and depth (at least 3 content areas) in his/her answer.			
8	The student demonstrated either breadth (10 content areas) or depth (3 content areas), but not both.			
0-7	The student failed to demonstrate either breadth (10 content areas) or depth (3 content areas), or the student's answer was marked by notable inaccuracies.			

Sources and Citations (10 points)				Score:
Content Areas	• History and philosophy • Organizational leadership • Student cultures and characteristics	• Student development theory • Diversity and social justice	• Instructional leadership • Research, evaluation, and assessment	**Comments:**
10	The student's citations (author and dates) were accurate and reflected the breadth of the course content areas.			
9	The student's citations were accurate and generally included dates. While the student did not miss significant works that should have been cited, he/she did not fully draw upon the breadth of literature from the course content areas.			
8	The student's author citations were accurate but generally did not include dates. In some instances, the student missed opportunities to cite significant works related to his/her answer.			
0-7	The student's citations were marked by inaccuracies or reflected significant gaps where the student missed opportunities to cite core content.			

Application of Scholarly Theory and Literature to Practice (10 points)				Score:
Theory Domains	• History/philosophy • Leadership/organization theory • Social justice literature	• Student development and learning theories • College impact theory • Student success research	• Literature addressing instruction and pedagogy • Research, evaluation, and assessment	**Comments:**
10	The student drew upon theory and/or literature from at least 6 of the 8 theory domains to inform practice; the student further demonstrated high proficiency in applying theory to practice in at least 2 theory domains.			
9	The student drew upon theory and/or literature from at least 4 of the 8 theory domains to inform practice, the student further demonstrated high proficiency in applying theory to practice in at least 1 theory domain.			
8	The student drew upon theory and/or literature from at least 4 of the 8 theory domains to inform practice; while the student drew appropriate connections between theory and practice, these connections lacked specificity and/or tangible examples or action steps.			
0-7	The student's applications were (a.) not paired with theory, (b.) inaccurately paired with theory, and/or (c.) nominally paired with theory (e.g. simply citing Astin when using the word "involvement").			

Analytical and Critical Thinking (20 points)		Score:
20	In addition to synthesizing the content, the student regularly presented critically minded evaluations of theoretical content. The student considered the strengths and limitations of various theories in her/his applications of theory to practice.	Comments:
18-19	The student's answer went beyond simply presenting content from various course content areas by synthesizing themes and tensions that cut across this content. The student acknowledged these tensions and themes when applying theory to practice.	
16-17	The student's content knowledge and applications of theory to practice were generally accurate and sound, but the student failed to draw connections between various theories or content areas in her/his answers.	
0-15	The student failed to answer the exam question or did not draw upon program content and theory to inform her/his answer.	

Diversity and Social Justice (20 points)		Score:
20	The student's answer explicitly and intentionally aimed to critically empower students and address hegemonic institutional structures and policies.	Comments:
18-19	The student considered multiple student populations and stakeholders in her/his answer. The student addressed community-level considerations including potential cross impacts of recommendations and the possible impact on marginalized groups.	
16-17	The student's answer extended beyond consideration of a single subpopulation or functional area of student affairs and, minimally, the student's recommendation did not serve to further marginalize or oppress any students or student groups.	
0-15	The student failed to demonstrate sensitivity to the social justice aspects of the case and her/his answer may have served to reinforced structures of privilege and marginalization.	

Logical, Practical Assessment and Evaluation (10 points)				Score:
Content Areas	• Needs assessment • Evaluation questions • Student learning outcomes	• Use of scholarly literature • Measurement design and methodology	• Appropriate evaluation criteria/rubrics • Validity • Dissemination plans	Comments:
10	In addition to addressing most of the content areas, the student drew upon appropriate theoretical foundations.			
9	The student's answer was generally comprehensive addressing a majority of the content areas. The application of these components in practice was clearly delineated, but not grounded in the theoretical foundations of evaluation practice.			
8	The student demonstrated a basic understanding of assessment and evaluation processes, but failed to develop a comprehensive assessment or evaluation plan.			
0-7	The student failed to demonstrate an understanding of basic evaluation processes and presented misinformation (e.g. confused quantitative and qualitative methods) in her/his answer. Applications were generally vague and unclear.			

Writing Clarity and Logic (10 points)		Score:
10	The student's answer was logical and well organized. Transitions within and between paragraphs and sections of the answer were strong. The student's writing was generally free of spelling and grammatical errors.	Comments:
9	The student's answer was generally logical and well organized, though some paragraphs and sections of the paper were stronger than others. Transitions between some sections of the answer were choppy. The answer included occasional spelling and grammatical errors.	
8	The student used headings and some general form of an outline to organize her/his thoughts, but content within sections was occasionally erratic and transitions between sections were choppy. There were intermittent spelling and grammatical errors throughout the answer.	
0-7	The student did not appear to organize his/her answer around any form of an outline; transitions were weak and there were frequent spelling and grammatical errors throughout the paper.	

Analytical and Critical Thinking (20 points)		Score:
20	In addition to synthesizing the content, the student regularly presented critically minded evaluations of theoretical content. The student considered the strengths and limitations of various theories in her/his applications of theory to practice.	Comments:
18-19	The student's answer went beyond simply presenting content from various course content areas by synthesizing themes and tensions that cut across this content. The student acknowledged these tensions and themes when applying theory to practice.	
16-17	The student's content knowledge and applications of theory to practice were generally accurate and sound, but the student failed to draw connections between various theories or content areas in her/his answers.	
0-15	The student failed to answer the exam question or did not draw upon program content and theory to inform her/his answer.	

Diversity and Social Justice (20 points)		Score:
20	The student's answer explicitly and intentionally aimed to critically empower students and address hegemonic institutional structures and policies.	Comments:
18-19	The student considered multiple student populations and stakeholders in her/his answer. The student addressed community-level considerations including potential cross impacts of recommendations and the possible impact on marginalized groups.	
16-17	The student's answer extended beyond consideration of a single subpopulation or functional area of student affairs and, minimally, the student's recommendation did not serve to further marginalize or oppress any students or student groups.	
0-15	The student failed to demonstrate sensitivity to the social justice aspects of the case and her/his answer may have served to reinforced structures of privilege and marginalization.	

Self-Awareness and Point of View (20 points)		Score:
20	The student demonstrated self-awareness and a point of view by discussing how her/his life history has shaped her/his views when answering the question; the student demonstrated connections between personal reflection and practice.	Comments:
18-19	The student demonstrated adequate self-awareness by discussing how his/her life history has shaped his/her views about education when answering the question; the connections	
16-17	The student demonstrated a tendency or ability to engage in reflection, but the connections between reflection and practice were more implicit than explicit.	
0-15	The student failed to demonstrate an ability or tendency to engage in reflection; the student seemed to lack self-awareness in her/his answer.	

Writing Clarity and Logic (10 points)		Score:
10	The student's answer was logical and well organized. Transitions within and between paragraphs and sections of the answer were strong. The student's writing was generally free of spelling and grammatical errors.	Comments:
9	The student's answer was generally logical and well organized, though some paragraphs and sections of the paper were stronger than others. Transitions between some sections of the answer were choppy. The answer included occasional spelling and grammatical errors.	
8	The student used headings and some general form of an outline to organize her/his thoughts, but content within sections was occasionally erratic and transitions between sections were choppy. There were intermittent spelling and grammatical errors throughout the answer.	
0-7	The student did not appear to organize his/her answer around any form of an outline; transitions were weak and there were frequent spelling and grammatical errors throughout the paper.	

Appendix VII: Curriculum Vitae of Faculty

Curriculum vitae are included for full-time faculty within the Department of Educational Leadership who have a direct role related to the instruction, advising, and/or planning and evaluation of the MSHE program:

- Meri Beckham, Ed.D., Full-Time Lecturer p. 42
- Ding-Jo Currie, Ph.D., Distinguished Lecturer p. 51
- John L. Hoffman, Ph.D., Associate Professor p. 59
- Carol Lundberg, Ph.D., Professor p. 77
- Rebecca Gutierrez-Keeton, Ph.D., Full-Time Lecturer p. 86
- Eugene Fujimoto, Ph.D., Assistant Professor p. 92
- Dawn R. Person, Ed.D., Professor p. 102

Meri Hicks Beckham
Full-Time Lecturer
College of Education
California State University, Fullerton
Fullerton, CA 92834
657-278-8059
mbeckham@fullerton.edu

Please check the one that applies and complete the requested information.

	Tenure Track faculty – **full-time in COE or other college** (if other college, please list: _____) Tenured? Yes No
	Tenure Track faculty – **part-time in COE** (please specify department & College:_____) (e.g., Earth Science, NSM) Tenured? Yes No
X	Full-time lecturer – **full-time in COE or other college** (if other college, please list: _____)
	Full-time lecturer -- **part-time in COE and part-time in other college** (if other college, please specify department & College:_____) (e.g., Foreign languages, HSS)
	Part-time lecturer – **for COE only**
	Part-time lecturer – **part-time in COE** (e.g., you teach one class in TESOL and a methods course in secondary education.) List other department and College: _____

Date of employment at CSUF: August 18, 2011

Highest degree earned: EdD

Area(s) of expertise: Higher Education, Community College, Academic Counseling

Courses you typically teach: College Student Development Theory, Counseling the Adult College Student, Career Exploration, College Success, First-Year Experience, History and Philosophy of Higher Education, College Students' Characteristics and Cultures, Higher Education Fieldwork, IRB Approval and Proposal Defense, Seminar in Educational Research Design and Implementation

Number of years Higher Education teaching: Part-time in 7 academic years, full-time 3.5 years

Briefly describe your experiences in higher education settings in the last five years:

Semester	Role/Responsibility
Spring 15	Teaching full-time in the CSUF higher education master's and doctoral programs (*College Students' Characteristics & Cultures, Higher Education Fieldwork, Seminar in Educations Research Design & Implementation*); Acting Coordinator for the CSUF MSHE Program; Advisor for CSUF MSHE Program student organization (HELO); Community college counselor – General (15%)
Fall 14	Taught full-time in the CSUF higher education master's and doctoral programs (*History & Philosophy of Higher Education, Higher Education Fieldwork, Seminar in Educational Research*

	Design & Implementation); Co-advisor for CSUF MSHE Program student organization (HELO); Community college counselor – General (15%)
Summer 14	Taught 6 units in the CSUF higher education doctoral program (*IRB Approval & Proposal Defense*); Community college counselor – General (15%)
Spring 14	Taught full-time in the CSUF higher education master's and doctoral programs (*College Students' Characteristics & Cultures, Integrated Seminar*, dissertation chair and committees); Community college counselor – General (15%)
Fall 13	Taught full-time in the CSUF higher education master's and doctoral programs (*History & Philosophy of Higher Education, Higher Education Fieldwork*, dissertation chair and committees); Community college counselor – General (15%)
Summer 13	Taught 6 units in the CSUF higher education doctoral program (*IRB Approval & Proposal Defense*); Community college counselor – General (15%)
Spring 13	Taught full-time in the CSUF higher education master's and doctoral programs (*College Students' Characteristics & Cultures, Higher Education Fieldwork*, dissertation chair and committees)
Fall 12	Taught full-time in the CSUF higher education master's and doctoral programs (*History & Philosophy of Higher Education, Higher Education Fieldwork*, dissertation chair and committees)
Summer 12	Taught 6 units in the CSUF higher education doctoral program (*IRB Approval & Proposal Defense*)
Spring 12	Taught full-time in the CSUF higher education master's and doctoral programs (*College Students' Characteristics & Cultures, Higher Education Fieldwork*, dissertation committees)
Fall 11	Taught full-time in the CSUF higher education master's and doctoral programs (*History & Philosophy of Higher Education, Higher Education Fieldwork*, dissertation committees)
Spring 11	Taught 6 units in the CSULB higher education master's program (*Counseling the Adult*); Community college counselor – Nursing students (60%)
Fall 10	Community college counselor – Nursing students (60%); workshop on personality and learning for community college adult re-entry students
Summer 10	Taught 3 units in the CSUF higher education master's program (*Student Learning & Development*); Community college counselor – Nursing students (60%)
Spring 10	Community college counselor – Nursing students (60%)
Fall 09	Community college counselor – Nursing students (60%); workshops for community college students on time management, test-taking, APA style, and preparing for finals

Education

Ed.D., University of California, Irvine/California State University, Long Beach - 2009
Educational Administration and Leadership
Dissertation: *Unconventional Learning: How* Perceiving *Students Succeed in College*

M.S., California State University, Long Beach - 2000
Counseling: Student Development in Higher Education

B.S., California State University, Dominguez Hills - 1991
Nursing

A.S., Long Beach City College - 1982
Nursing

Ed.M., Harvard University - 1975
Education

B.A., University of California, Irvine - 1974
Social Ecology: Human Development

Professional Experience

Full-Time Lecturer, Department of Educational Leadership, 2011-present
College of Education
California State University, Fullerton

Adjunct Counselor, Counseling Department, 2013-present
Cerritos College

Adjunct Counselor, Counseling Department, 2007-11
College of the Canyons

Retention Specialist, Nursing Department, 2008-2011
College of the Canyons

Part-Time Lecturer, Advanced Studies in Education and Counseling, 2011
College of Education
California State University, Long Beach

Part-Time Lecturer, Department of Educational Leadership, 2010
College of Education
California State University, Fullerton

Director of Learning Services, Student Services, 2003-2006
Concordia University Irvine

Associate Director of Academic Advising, Student Services, 2001-2003
Concordia University Irvine

Faculty and Administrative Load

Spring 2015	*EDAD 522*	*College Students' Characteristics & Cultures*	*(3)*
	EDAD 568	*MSHE Fieldwork*	*(6)*
	EDD 697	*Seminar for Ed Research Design & Implementation*	*(3)*
	MSHE	*Program Coordination*	*(3)*
Fall 2014	*EDAD 521*	*History & Philosophy of Higher Education*	*(6)*
	EDAD 568	*MSHE Fieldwork*	*(6)*
	EDD 697	*Seminar for Ed Research Design & Implementation*	*(3)*
Summer 2014	*EDD 670F*	*IRB Approval & Proposal Defense*	*(6)*
Spring 2014	*EDAD 522*	*College Students' Characteristics & Cultures*	*(3)*
	EDD 626B	*Integrative Seminar in Higher Ed/CC Issues*	*(3)*
	EDD 698	*Dissertation Research*	*(4)*

	C-REAL/EdD	*Alumni Publication Project*	*(3)*	
	Service to EDAD		*(.5)*	
Fall 2013	*EDAD 521*	*History & Philosophy of Higher Education*	*(3)*	
	EDAD 568	*MSHE Fieldwork*	*(4.5)*	
	EDD 698	*Dissertation Research*	*(6)*	
	C-REAL/EdD	*Alumni Publication Project*	*(3)*	
Summer 2013	*EDD 670F*	*IRB Approval & Proposal Defense*	*(6)*	
	EDD 699	*Independent Study*	*(6)*	
Spring 2013	*EDAD 522*	*College Students' Characteristics & Cultures*	*(6)*	
	EDAD 568	*MSHE Fieldwork*	*(1.5)*	
	EDD 698	*Dissertation Research*	*(6)*	
	C-REAL/EdD	*Alumni Publication Project*	*(3)*	
Fall 2012	*EDAD 521*	*History & Philosophy of Higher Education*	*(6)*	
	EDAD 568	*MSHE Fieldwork*	*(1.5)*	
	EDD 698	*Dissertation Research*	*(6)*	
	C-REAL/EdD	*Alumni Publication Project*	*(3)*	
Summer 2012	*EDD 670F*	*IRB Approval & Proposal Defense*	*(6)*	
	EDD 698	*Dissertation Research*	*(6)*	
Spring 2012	*EDAD 522*	*College Students' Characteristics & Cultures*	*(6)*	
	EDAD 568	*MSHE Fieldwork*	*(3)*	
	EDD 698	*Dissertation Research*	*(6)*	
Fall 2011	*EDAD 521*	*History & Philosophy of Higher Education*	*(6)*	
	EDAD 568	*MSHE Fieldwork*	*(3)*	
	EDD 698	*Dissertation Research*	*(6)*	
Spring 2011	*COUN 516*	*Counseling the Adult College Student*	*(6)*	*CSULB*
Summer 2010	*EDAD 523*	*Student Learning & Development*	*(3)*	*CSUF*

Scholarly and Creative Activity

Refereed journal articles (please list) Total: 2

Beckham, M. H. (2012). Building momentum: The unconventional strengths of *Perceiving* college students. *Journal of Psychological Type*, *72*(2), 27-40.

Gillerman, H., & Beckham, M. H. (1991). The postpartum early discharge dilemma: An innovative solution. *Journal of Perinatal and Neonatal Nursing, 5*(1), 9-17.

Books (please list) Total: _____

Book chapters (please list) Total: _____

Book reviews (please list) Total: _____

Peer reviewed presentations at international and national conferences (please list) Total: _____

Peer reviewed presentations at state and regional conferences (please list) Total: _____

Invited presentations (please list) Total: 23

Beckham, M. H. (2014, December). *Leadership and teamwork your way: Myers-Briggs type basics*. Invited workshop presented to Student Speech Therapists & Audiologists Nurturing Cultural Enrichment (STANCE) at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2014, October). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to UNIV 100 at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2014, April). *Understanding* Perceiving *Art students: The other way*. Invited workshop presented to College of Arts Faculty at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2014, March). *Finding the fit: Learning (and life) strategies that work for you*! Invited workshop presented to College of Arts Clubs Executive Board at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2014, March). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2014, February). *Teamwork and leadership your way: Myers-Briggs type basics*. Invited training for Human Resources Department at Concordia University Irvine, Irvine, CA.

Beckham, M. H. (2014, January). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Club Sports Executive Board at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2013, November). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2013, October). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2013, April). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2013, March). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2013, January). *Scholarly words and APA style*. Invited workshop presented to CSUF Educational Leadership doctoral students at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2012, November). *Simple gifts: How personality affects your life*. Invited workshops presented to Southern California Youth Workers of the ELCA, El Camino Pines, CA.

Beckham, M. H. (2012, November). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2012, October). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2012, April). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2012, March). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2012, February). *Unconventional learning: How Perceiving students succeed in college*. Invited poster presentation at CSUF Ed.D. Program Research Symposium, Fullerton, CA.

Beckham, M. H. (2011, December). *Learning your way: Myers-Briggs psychological type concepts and applications*. Invited workshop presented to UNIV 100 students at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2010, November). *Finding the fit: Learning and life strategies that work for you*. Invited workshop presented to adult re-entry students at College of the Canyons, Santa Clarita, CA.

Beckham, M. H. (2010, April). *Do what you love: Careers that fit your personality*. Invited workshop presented to high school student and parents at College of the Canyons Discovering Careers Day, Santa Clarita, CA.

Beckham, M. H. (2008, Spring). *Myers-Briggs psychological type concepts and applications*. Invited workshop series presented to Counseling Department faculty and staff at College of the Canyons, Santa Clarita, CA.

Beckham, M. H. (2005, March). *From observation to explanation: The other way*. Invited presentation at the CSU/UCI Regional Research Symposium at CSU Long Beach, Long Beach, CA.

Other presentations (please list) Total: 7

Beckham, M. H. (2011, August). *Unconventional learning: How* Perceiving *students succeed in college*. Poster presentation at the 2011 Association for Psychological Type International Conference, San Francisco, CA.

Beckham, M. H. (2010, May). *Learning your way: Myers-Briggs psychological type concepts and applications*. Workshop presented to Nursing students at College of the Canyons, Santa Clarita, CA.

Beckham, M. H. (2009, August). *Unconventional learning: How* Perceiving *students succeed in college*. Poster presentation at the 2009 Association for Psychological Type International Conference, Dallas, TX.

Beckham, M. H. (2007, July). *Unconventional learning: How* Perceiving *students succeed in college*. Poster presentation at the 2007 Association for Psychological Type International Conference, Baltimore, MD.

Beckham, M. H. (2006, November). *The other way: Myers-Briggs* Perceiving *and learning in college students*. Poster presentation at the Association for the Study of Higher Education Annual Conference, Anaheim, CA.

Beckham, M. H. (2005, July). *The other way: Myers-Briggs* Perceiving *and learning in college students*. Poster presentation at the 2005 Association for Psychological Type International Conference, Portland, OR.

Beckham, M. H. (1999, July). *Effects of training in Myers-Briggs personality type concepts and applications on self-esteem and valuation of individual differences.* Poster presentation at the 1999 Association for Psychological Type International Conference, Phoenix, AZ.

Other (please list) Total: _____

Service

Professional

Community

University

CSUF Student Mental Health Initiative - Faculty Liaison in the College of Education, 2012-present
MSHE Program Coordinator (Acting), Spring 2015
Higher Education Leadership Organization (HELO) Advisor, Spring 2015
MSHE Candidate Selection Process, Spring 2015
Higher Education Leadership Organization (HELO) Co-Advisor, Fall 2014
MSHE Candidate Selection Process, Spring 2014
MSHE Candidate Selection Process, Spring 2013
MSHE Candidate Selection Process, Spring 2012

Honors and Awards

2014 Honored Educator – CSUF College of Education
2011 Isabel Briggs Myers Award for Outstanding Research in the Field of Psychological Type

Professional Associations and Development

Association for Psychological Type International (APTi)

Association for the Study of Higher Education (ASHE)

California Community College Counselors Association (CCCCA)

College Student Educators International (ACPA)

Student Affairs Administrators in Higher Education (NASPA)

CSUF disABILITY Task Force Online Disability Awareness Program for Faculty – *Universal Design for Learning: Embracing Diversity and Accessibility* – Completed December 2014

Indicate the number of scholarly works, as defined by Boyer's definition of scholarship.

	Discovery #	Integration #	Application #	Teaching #	Total #
Refereed journal articles		1	1		2
Book chapters					
Book reviews					
Books					
Presentations at state, regional, national, international conferences		8			8
Funded grants					
Other projects, research, writings					
Total #		9	1		

Boyer's Conceptualization of Scholarship

According to Boyer, this broad conception of scholarship includes four forms:

Scholarship of discovery is the traditional type of research (basic research) that involves the pursuit of knowledge for its own sake and the discovery of new knowledge. Examples of this type of scholarship are typical and include publications in refereed journals, books, etc. that describe original research, presentations at professional meetings that do the same, grants obtained to conduct such research, etc.

Scholarship of integration involves interpreting and drawing insights from the facts and findings of original research, drawing them together, integrating and summarizing them, and creating new conclusions, implications, and interpretations from the integration. Examples of this type of scholarship included publications in refereed journals, books, etc., that describe the integration of professional knowledge, presentations at professional meetings that do the same the writing of textbooks and nonacademic writings which integrate the knowledge base, grants obtained to conduct such scholarship, etc.

Scholarship of application involves exploring the dynamic between theory and action in applying the professional knowledge base in solving practical problems in practical settings in rigorous ways. This form of scholarship attempts to relate the service role of faculty to scholarship. Examples of this type of scholarship include efforts to help solve practical problems in educational settings by applying professional theory, conceptions, methods, and findings, such as action research projects, grants obtained to conduct such scholarship, etc.

Scholarship of teaching involves the highly complex, dynamic activity of constructing, creating, sharing, and communicating the knowledge base to "students". To do so effectively requires a deep knowledge and understanding of the topic as well as constant reflection and review of the topic and the teaching-learning experience.

CURRICULUM VITA – Ding-Jo H. Currie

Department of Educational Leadership
California State University, Fullerton
2600 Nutwood Ave. Fullerton, 92831

EDUCATION

DEGREES

- Ph.D., International/Intercultural Education, University of Southern California, LA, CA
- M.S., Personnel Counseling, Wright State University, Dayton, OH
- B.S., Mathematics, Manchester College, Manchester, IN
- B.S., Psychology, Manchester, College, Manchester, IN

CERTIFICATES

- Certificate, National Institute for Leadership Development
- Certificate, Executive management Practices Program, California State University, Long Beach

SCHOLARSHIP

Peer-Reviewed Publications

PUBLICSHED

Currie, D.H., & Magallon Garcia, L. Hoppe-Nagao, A., Medrano, E., & Lowe, J. (Spring 2015) The case study method of scholar practitioner, Sage.

ARTICLES CURRENTLY UNDER DEVELOPMENT OR REVIEW

Currie, D. H., & Daniel Choi, Magallon Garcia L. (In development). Emerging issues and leadership competencies. Community College Review

Currie, D. H. (In development) Curriculum design for the educational doctorate and practicing leaders. Community College Review

Currie, D. H. (In development). The access, accountability, and community relations triad: The perceptions of leaders on balancing multiple competencies. Community College Review.

Currie, D.H. (In development). Lifting the Veil: The Asian American Women Leadership Development Pathway. Higher Education Leadership.

SELECTED CONFERENCE AND SPEAKING PRESENTATIONS (2005 -2015)

Currie, D. H. (April 2015). The importance of Diversity, Presentation for Chief Instructional Officers Conference, California State Chancellor's Office.

Currie, D. H. (March 2015). Leadership Examined, Workshop Presentation for Asian Pacific Americans in Higher Education Conference

Currie, D. H. (March 2014). Leadership Development, Workshop presentation for Asian Pacific Americans in Higher Education Conference.

Currie, D. H. (March 2014)/ Community College Leadership, Presentation for Executive Leadership Academy, Center for Studies in Higher Education, UC Berkeley.

Currie, D. H. & Magallon, Luis, (December 2013). Leadership and Student Support, Presentation for Colloquium Series, College of Education, CSUF

Currie, D. H. (May, 2014) Keynote Speaker, SCE Asian American Pacific Islander Heritage Celebration.

Currie, D.H. (2013, March). Global education. Presentation at Executive Leadership Academy, The Center for Studies in Higher Education, UC Berkeley.

Currie, D.H. (2013, October). Women in leadership. College of Education Research Colloquium, California State University, Fullerton.

Currie, D.H. (2013, April). Diversity and Leadership in the 21st century community college. Pre-Conference Workshop, American Association of Community Colleges.

Currie, D. H. (2013, April). Higher education leadership competencies. Presentation at the annual meeting of the American Association of Community Collages.

Currie, D.H., (2012, November). Educational Leadership, Presentation to Japanese University Trustees.

Currie, D.H., (2012, October) Retirement transitions in higher education. Presidential Roundtable, American Council on Education.

Currie, D.H., (2012) Academic success in the era of post-Blackness. Presentation at the annual meeting of the African American Male Education Network and Development (A2MEND).

Currie, D.H., (2012) Wanted: Future leaders of higher education. McFarland Lecture, San Diego State University.

Currie, D.H., (2012) The future of higher education. Keynote address for the Women in Leadership Luncheon, University of California, Irvine.

Currie, D.H., (2012) AAPI student success. AAPI Summit, California State University.

Currie, D.H., (2012) API President's Roundtable. Roundtable presentation and the annual meeting of the American Council for Education

Currie, D.H., (2009). Educating for global connections and local commitment. At Home in the World Conference, American Council for Education.

Currie, D.H., (2008). Bridging the gap between multiculturalism and internationalization. Closing Keynote, American Council on Education Symposiums.

Currie, D.H., (2008). Distance learning best practices. Council of College and Military Educators.

Currie, D.H., (2008). Diversity in community college leadership. Community College Leadership Development Institute, Sand Diego University.

Currie, D.H., (2008). Community College and democracy: A case study. Council of Europe, Strasburg, France

Currie, D.H., (2007). Lessons of Leadership. Opening Keynote, California Community College Leadership Academy.

Currie, D.H., (2007). Shaping the future. Global Conference, Milken Institute

Currie, D. H., (2007) International business. Keynote address for Asian Women Entrepreneurs.

TEACHING

California State University Fullerton – Distinguished Lecturer

EDAD 503:	Organizational Leadership
EDD 600:	Organizational Theory
EDD621B:	Higher Education/Community College Systems, Structures, and Cultures
EDD626B:	Integrative Seminar
EDD670DE:	Research Support Seminars
EDD798:	Dissertation
EDD799:	Independent Study

Leadership Training

Leadership Institute For Tomorrow (LIFT), Program Coordinator, (2015 – present)
Kaleidoscope Leadership training Coordinator (1993-2013)
Executive Leadership Academy, Center for Study in Higher Education, University of California Berkeley (2010-present)
Berkeley Institute of Higher Education, University of California Berkeley (2011, 2016)
Denver Summer Institute, Higher Education Resources and Services, (2010)
Future Leaders Institute, American Association of Community Colleges (2003-2008)
Bryn Mawr Summer Institute, Higher Education Resources and Serviced (2007)
Women of Color Summit (2006) American Council on Education, Center for Advancement of Racial and Ethnic Equity. (2006)

DISSERTATION CHAIRED

Adebayoo-Ige, M. (2016, Anticipated). Immigrant Nigerian women and formal education: Exploring their narratives in American Higher Education Institutions. Doctoral Dissertation, California State University, Fullerton.

Jones, N. (2016, Anticipated). ADT cohorts – what keeps them from working: a mixed method approach. Doctoral Dissertation, California State University, Fullerton.

Robinson, K. (2015). Career perspectives: African American community college presidents' leadership development through GYO leadership program. Doctoral Dissertation, California State University, Fullerton.

Magallon Garcia, L. (2015). Latin@ transfer students' identity negotiation and visualization of invitational spaces. Doctoral Dissertation, California State University, Fullerton.

Hwang, T. (2014). A correlational study on the cultural composition of social support networks and acculturative stress for international students. Doctoral Dissertation, California State University, Fullerton.

Grossman, D. (2014). California community colleges' utilization of the Accrediting Commission for Community and Junior Colleges' rubric for evaluating institutional effectiveness in program review and planning. Doctoral Dissertation, California State University, Fullerton.

Feri-Milligan, P. (2013). Perceptions of effective leaders: The American Association of Community Colleges' leadership competencies assess through the voices of female academic senators. Doctoral Dissertation, California State University, Fullerton.

Cunningham, A. (2012). Paradoxes and play: An emergent theory of how community college librarians sustain library instruction programs. Doctoral Dissertation, California State University, Fullerton.

SERVICE

UNIVERSITY COMMITTEES

- Search Committee for AVP of Human Resources (2012-2013)

COLEGE COMMITTEES

- Higher Education Symposiums Planning Committee (2012)
- College of Education Task Force on International Partnerships (2012-Present)

DEPARTMENT/PROGRAM

- EDD Admissions Committee Chair (2012- Present)
- MSHE Advisor (2012-Present)
- Higher Education Advisory Committee (2012-Present)

- Higher Education Steering Committee (2014- Present)

PROFESSIONAL CONSULTATIONS

- International Education Consultant, Coastline College, Education Bound US (2011-2013)
- Miranda Associates, Overcoming Obstacles to Full Participation of Trainees in Bilingual Vocational Training Program, (1982-1983)

INTERNATIONAL, NATIONAL, AND STATE LEADERSHIP

Community College Advisory Panel, Chair, College Board
Commission Member, American Council of Education
Commission Member, Federal Joint Legislative Commission
Committee Member, President's Advisory Committee, ACCT
Center for Global Integrated Education, Board member
Delegation Co-Leader, NGO Fourth World Conference on Women
State Matriculation Advisory Committee
Facilitator, National Kaleidoscope Leadership Workshop
Program Coordinator, China Study Abroad Program

CURRENT NATIONAL AND LOCAL BOARD LEADERSHIP

Board Member, Manchester University
Board Member, Higher Education Resources Services Board
Board Member, Air University, United States Air Force
Board Member, Coastline Foundation
Board Member, Women on The Move Network
Board Member, El Vento Foundation
Board Chair, United Chinese Learning Center
President, Lingnan Foundation

PROFESSIOANL EXPEREINCE

California State University, Fullerton

- Distinguished Lecturer, Higher Education Leadership (2015 - present)
- Professor, Higher Education Leadership (2011-2015)

Coast Community College District

- Chancellor (2009-2011)

Coastline Community College

- President (2002-2009)

Rio Hondo College

- Assistant Superintendent/Vice President, Economic and Community Development (1997-2002)

Saddleback College

- Assistant to the Vice President of Instruction (1995-1997)
- Associate Professor of Sociology, History, and Psychology (1991-1997)
- Matriculation Coordinator (1991-1995)

Long Beach City College

- Coordinator, Refugee/GAIN Program (1983-1990)
- Associate Professor, Career Development (1982-1985)
- Counselor (1980-1983)

Vista Unified School District, Vista, CA

- Mathematics Instructor (1977-1978)

Canterbury School, Ft. Myers, FL

- Mathematics Instructor (1977-1978)
- Counselor (197-1978)

AWARDS

- Outstanding International Alumni Honor Award, Wright State University (2013)
- Lotus Award, Asian Women Entrepreneurs (2012)
- Outstanding Alumni Honor Award, Manchester University (2012)
- Educational Leadership Award, African American Male Education Network Development (2012)
- Women of Distinction Ruby Award (2010)
- Visionary of the Year Award (2010)
- Dr. Consuelo Nieto Award (2009)
- Small Business Administration District Director's Award (2007)
- Woman of the Year in Community Colleges (2005)

- Outstanding Educator Award (2004)
- Leadership America Award (1998)
- Student Empowerment Award (1995)
- Women Helping Women Award, Soroptimist International (1985)
- Outstanding Chinese Educator Award (1982, 1983)

CURRICULUM VITA – JOHN L. HOFFMAN

Department of Educational Leadership
California State University, Fullerton
2600 Nutwood Avenue
Fullerton, CA 92831

EDUCATION

Ph.D., Educational Policy & Administration – Higher Education, University of Minnesota, 2000
M.A., Educational Policy & Administration – Counseling and Personnel, University of Minnesota, 1997
B.S., Secondary Education – Physics and Theology, Concordia University Seward, 1994
B.A. Business Administration, Concordia University Seward, 1994

SCHOLARSHIP

PEER-REVIEWED PUBLICATIONS

ARTICLES IN PRESS

Abu-Ghazaleh, N., & Hoffman, J. L. (in press). Interaction effects of campus racial composition and student racial identification. *Community College Journal of Research and Practice.* doi: 10.1080/10668926.2015.1090358

Hoffman, J. L., & Vorhies, C. (in press). Leadership 2.0: The impact of technology on leadership development. *New Directions in Student Leadership*.

Kirtman, L., Bowers, E., & Hoffman, J.L. (in press). Engaged scholarship: (Re)focusing on our mission. *Metropolitan Universities.*

Soltani, P., Gutierrez-Keeton, R., & Hoffman, J. L. (in press). Non-cognitive variables and student learning in Extended Opportunity Programs and Services. *Community College Journal of Research and Practice*.

PUBLISHED JOURNAL ARTICLES

Bell, D., Hackett, C. D., & Hoffman, J. L. (2016). Student satisfaction and success in a low-income community college environment. *Journal of Applied Research in Community Colleges, 23*(1), 1-16.

Coria, E., & Hoffman, J. L. (2016). Financial aid tipping points: An analysis of aid and academic achievement at a California community college. *Community College Journal of Research and Practice, 40*(2), 160-170. doi: 10.1080/10668926.2014.993441

Rabitoy, E. R., Hoffman, J. L., & Person, D. R. (2015). Supplemental instruction: The effect of demographic and academic preparation variables on community college student academic achievement in STEM-related fields. *Journal of Hispanic Higher Education, 14*(3), 240-255. doi: 10.1177/1538192714568808

Person, D. R., Garcia, Y., Fujimoto, E., Nguyen, K., Saunders, K., & Hoffman, J. L. (2014). Increasing educational attainment and aspiration in an underserved community. *The Urban Review*, *46*(3), 493-506. doi: 10.1007/s11256-014-0282-9

Rabitoy, E. R., Hoffman, J. L., & Person, D. R. (2012). Supplemental instruction on a community college campus: The effect of demographic and environment variables on academic achievement. *Journal of Applied Research in the Community College, 20*(1), 6-16.

Hoffman, J. L., & Bresciani, M. J. (2012). Identifying what student affairs professionals value: An analysis of professional competencies listed in job descriptions. *Research and Practice in Assessment, 7*(1), 26-40.

Dickerson, A. M., Hoffman, J. L., Anan, B. P., Brown, K. F., Vong, L. K., Bresciani, M. J., Monzon, R., & Hickmott, J. (2011). A comparison of senior student affairs officers and student affairs preparatory faculty expectations of entry-level professionals' competencies. *The Journal of Student Affairs Research and Practice, 48*(4), 463-479. doi: 10.2202/1949-6605.627

Hoffman, J. L., & Bresciani, M. J. (2010). Assessment work: Examining the prevalence and nature of learning assessment competencies and skills in student affairs job postings. *The Journal of Student Affairs Research and Practice, 47*(4), 495-512. doi: 10.2202/1949-6605.6082

Hoffman, J. L. (2010). An organization's search for meaning: A humanistic existential theory of organizational meaning and voice. *The Journal of Psychological Issues in Organizational Culture, 1*(2), 40-63. doi: 10.1002/jpoc.20019

Hoffman, L., Hoffman, J. L., Dillard, K., Clark, J., Acoba, R., Williams, F., & Jones, T. T. (2008). Diversity and the God Image: Examining cultural difference in the experience of God for a college-age population. *The Journal of Psychology and Theology*, *36*(1), 26-41.

Hoffman, J. L., & Lowitzki, K. (2005). Predicting college success with high school grades and test scores: Limitations for minority students. *The Review of Higher Education*, *28*(4), 455-474. doi: 10.1353/rhe.2005.0042

Hoffman, J. L. (2005). Getting involved: A typology of student involvement at a Christian university. *Growth, the Journal of the Association for Christians in Student Development*, *5*(5), 16-28.

Hoffman, J. L. (2002). The impact of student cocurricular involvement on student success: Racial and religious differences. *The Journal of College Student Development, 43*(5), 712-739.

FUNDED GRANTS

Hoffman, J. L. (2015). Cohort offering of the Master's of Science in Education, Higher Education Emphasis Program for students from Shanghai Normal University. $676,721 Grant (CSUF Agreement No. IA14-40) Awarded by the City of Shanghai in Collaboration with Shanghai Normal University.

CHAPTERS IN SCHOLARLY BOOKS

Bresciani, M. J., Hoffman, J. L., Baker, J., & Barnes, J. (2014). Looking ahead: Moving toward a more holistic approach to assessment. In M. Moore-Gardner, K.A. Kline, & M.J. Bresciani (Eds.) *Assessing student learning in community college student support and academic services: Tools and strategies straight from the practitioners* (pp. 154-174). Sterling, VA: Stylus.

Hoffman, L., Hoffman, J. L., Hoffman, J. L. S., & Cleare-Hoffman, H. P. (2010). Culture, religion, and spirituality: How spirituality saved religion. In J.H. Ellens (Ed.), *The healing power of religion: How faith helps humans thrive* (Vol. 2; pp. 191-206). Santa Barbara, CA: Praeger.

PROFESSIONAL CONFERENCE PAPERS AND POSTER PRESENTATIONS (PEER REVIEWED)

Nguyen, J., & Hoffman, J. L. (2016, March). *Attrition of Asian Pacific Islander entry-level student affairs professionals*. Presentation at the Annual Meeting of NASPA: Student Affairs Administrators in Higher Education, Indianapolis, IN.

Person, D. R., Garcia, Y., Ayala, C., Ibarra, C., & Hoffman, J. L. (2016, March). *A peer mentorship nursing program to support undergraduate student success*. Presentation at the Annual Meeting of NASPA: Student Affairs Administrators in Higher Education, Indianapolis, IN.

Person, D. R., Garcia, Y., Alexander, T., Porron, L., & Hoffman, J. L. (2016, March). *Methods of promoting success of male students of color in post-secondary education*. Presentation at the Annual Meeting of NASPA: Student Affairs Administrators in Higher Education, Indianapolis, IN.

Abu-Ghazaleh, N., & Hoffman, J. L. (2015, April). *How the interaction of students' racial identification and community college racial composition affect students' engagement and persistence: A correlational inferential study*. Scholarly research paper presented at the Annual Meeting of the Council for the Study of Community Colleges, Fort Worth, TX.

Bell, D. A., & Hoffman, J. L. (2014, April). *Student satisfaction and success in a low-socioeconomic community college environment*. Scholarly research paper presented at the Annual Meeting of the Council for the Study of Community Colleges, Washington, DC.

Guzman, S., & Hoffman, J. L. (2014, April). *Student perceptions of the value of community college counseling*. Scholarly research paper presented at the Annual Meeting of the Council for the Study of Community Colleges, Washington, DC.

Soltani, P., & Hoffman, J. L. (2014, April). *Non-cognitive variables and student learning in Extended Opportunity Programs and Services*. Scholarly research paper presented at the Annual Meeting of the Council for the Study of Community Colleges, Washington, DC.

Yocum Gaffney, D., & Hoffman, J. L. (2014, March). *The lived experiences of college students with mental health challenges: A grounded theory analysis*. Presentation at the Annual Meeting of NASPA: Student Affairs Administrators in Higher Education, Baltimore, MD.

Coria, E., & Hoffman, J. L. (2013, April). *An analysis of the relationship between the board of governors fee waiver and student success at Rio Hondo College*. Paper presented at the Annual Meeting of the Council for the Study of Community Colleges, San Francisco, CA.

Hoffman, J. L., & Whipple, M. (2012, November). *Transforming learning through inspired assessment*. Presentation at the Annual NASPA: Student Affairs Administrators in Higher Education Region V-VI Conference, Waikoloa, HI.

Hoffman, J. L., Jarnagin, L., Young, S., & Saunders, K. (2012, March). *Igniting leadership through meaningful mentoring relationships: Research and applications*. Presentation at the Annual Meeting of NASPA, Phoenix, AZ.

Hoffman, J. L., Young, S., & Saunders, K. (2011, November). *The mentoring matrix: In search of more meaningful mentoring relationships*. Presentation at the Annual Meeting of NASPA, Region V-VI, San Diego, CA.

Sheridan, D., Hoffman, J. L., Fitzgerald Henck, A., & Saunders, K. M. (2011, April). *Persistence in doctoral study: Factors that motivate and propel Ed.D. students in higher education toward degree attainment*. Presentation at the WASC Academic Resource Conference, San Francisco, CA.

Hoffman, J. L., Person, D. R., Chou, C. H., & Cuellar, M. (2011, March). *What competencies are employers really looking for?* [Sponsored Session – New Professionals and Graduate Student Knowledge Community] Presentation at the Annual Convention of NASPA: Student Affairs Administrators in Higher Education, Philadelphia.

Sheridan, D., Hoffman, J. L., Peña, E., & Person, D. R. (2010, April). *Sustainability in doctoral education: Factors that motivate and propel Ed.D. students in higher education toward degree attainment*. Presentation at the WASC Academic Resource Conference, Long Beach, CA.

Hoffman, J. L., Rendón, L., Saggio, J., Jun, A., & Collins, C. (2009). *Initiating a dialogue between spirituality and religion in higher education*. Symposium presented at the Annual Convention of the Association for the Study of Higher Education, Vancouver, Canada.

Hoffman, L., Knight, S. K., Boscoe-Huffman, S., Hoffman, J. L., Arms, M., Peterson, B., & Galaska, D. (2009, August). *The impact of common religious statements on LGBT psychological health. Poster session presented at* the 117th Annual Convention of the American Psychological Association Annual Convention, Toronto, Canada.

Boscoe-Huffman, S., Hoffman, L., Knight, S. K., Hoffman, J., Peterson, B., & Galaska, D. (2008, August). *Religious belief and perceptions of psychological health in LGBT individuals.* Poster session presented at the 116th Annual Convention of the American Psychological Association Annual Convention, Boston, MA.

Hoffman, L., Knight, S. K., Hoffman, J. L., et al. (2007, August). *Examining the interplay of religious, spiritual, and homosexual dynamics of psychological health: A preliminary investigation.* Poster presentation at the annual meeting of the American Psychological Association, San Francisco.

Hoffman, L., Hoffman, J. L., Dillard, K., Clark, J., Acoba, R., Williams, F., & Jones, T. T. (2005, April). *Cultural diversity and the God Image: Examining cultural difference in the experience of God.* Paper presented at the International Convention of the Christian Association of Psychological Studies, Dallas, TX.

Hoffman, L., Hoffman, J. L., Robison, B., & Lawrence, K. (2005, April). *Modern and postmodern ways of knowing: Implications for therapy and integration.* Paper presented at the International Convention of the Christian Association of Psychological Studies, Dallas, TX.

CONSULTATIONS AND PROGRAM REVIEWS

Hoffman, J. L. S., & Hoffman, J. L. (2016, January). *Professional development for just, equitable, and inclusive student affairs practice*. Full-day professional development consultation. Occidental College, Los Angeles, CA.

Hoffman, J. L. S., & Hoffman, J. L. (2016, March). *Professional development for just, equitable, and inclusive educational practice*. One and one half day professional development consultation with academic deans, department chairs, and leadership. Claremont Graduate University, Claremont, CA.

Hoffman, J. L., & King, T. (2014, January). *GEAR UP leadership evaluation report: Preliminary report*. Unpublished program evaluation report. Center for Research in Educational Access and Leadership, California State University, Fullerton, CA.

Hoffman, J. L., & Perez, E. (2012, December). *GEAR UP leadership evaluation report: Midpoint evaluation*. Unpublished program evaluation report. Center for Research in Educational Access and Leadership, California State University, Fullerton, CA.

Mitchell, P., & Hoffman, J. L. (2012, October). *California State University, Fresno: WASC Special Visit*. Special Visit for the 5 Year Review of the Doctor of Education Program.

Person, D. R., Tran, N., Hoffman, J. L., & Associates. (2012, April). *Capacity building in higher education research for Vietnam National University-Ho Chi Minh City*. Professional development training for VNU faculty and administrators, California State University, Fullerton, CA.

Hoffman, J. L. (2010, November). *GEAR UP leadership evaluation report: Preliminary report*. Unpublished program evaluation report. Center for Research in Educational Access and Leadership, California State University, Fullerton, CA.

Hoffman, J. L. (2010, October). *Honolulu Community College: Division of Student Affairs – Site-Based Professional Development Consultant* [Academic Impressions].

Hoffman, J. L., & Williams, H. B. (2009, May). *Pepperdine University: Program review report for the office of intercultural affairs*. Center for Research in Educational Access and Leadership (C-REAL), California State University, Fullerton, CA.

Hoffman, J. L. (2009). *Kapi'olani Community College: Division of Student Affairs – Site-Based Professional Development Consultant* [Academic Impressions].

OTHER CONFERENCE AND SPEAKING PRESENTATIONS

Meyer, S., Loffredo, V., Hoffman, J. L., Kenney, K., Meents-DeCaigny, E., & Gordon, S. (2016, March). *ACPA/NASPA professional competencies for student affairs educators update*. Presentation at the Annual Meeting of NASPA: Student Affairs Administrators in Higher Education, Indianapolis, IN.

Hoffman, J. L. (2015, November). *Building professional competency to be a force of change for the future*. Presentation at the NASPA Mid-Level Professionals Institute. Oakland, CA.

Hoffman, J. L., Meier, E., Woods, A., & Davis, P. (2015, October). *Teaching competencies for 21st century learners*. Webcast presentation for the Western Interstate Commission for Higher Education: WICHE Cooperative for Educational Technologies. Boulder, CO.

Perillo, P., & Hoffman, J. L. (2014, May). *ACPA/NASPA professional competencies*. Webcast for Higher Education, Student Affairs Live.

Hoffman, J. L., & King, T. (2014, October). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the Western Regional Careers in Student Affairs Conference. Azusa Pacific University, Azusa, CA.

Hill, S., Giokaris, G., Hoffman, J. L., Pletka, R., & Vurdien, R. (2014, June). *Training tomorrow's workforce*. Panel presentation at the Fullerton Chamber of Commerce Annual Education Summit, Fullerton, CA.

Hoffman, J. L. (2014, April). *Research on community college leadership, law, and policy*. Scholarly research session chair at the annual meeting of the Council for the Study of Community Colleges, Washington, DC.

Hoffman, J. L. S., & Hoffman, J. L. (2014, April). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the California State University, Fullerton Student Social Justice Summit, Fullerton, CA.

Koluder, J. S., O'Brien, J., Hoffman, J. L., Slusher, B., Pendakur, S., Borunda, R., & Knox, R. (2014, February). *Looking to transition: How to reinvent yourself for success*. Panel presentation at the NASPA Southern

California Drive-In Conference, "Rise Above the Competition: Navigating the Job Search Process," Chapman University, Orange, CA.

Hoffman, J. L. (2013, November). *From vision to voice: Your career in the places where angels fear*. Featured speaker at the National Association of Campus Activities West Regional Conference, Ontario, CA.

Hoffman, J. L., Nguyen, J., & Sotoa, S. (2013, November). *When life meets student affairs*. Presentation at the National Association of Campus Activities West Regional Conference, Ontario, CA.

Hoffman, J. L. S., & Hoffman, J. L. (2013, October). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the Western Regional Careers in Student Affairs Conference. California State University, Long Beach, CA.

Hoffman, J. L., & Case, J. (2013, July). *Outcomes-based assessment for career services, counselors, and advisors*. Conference Faculty for the Academic Impressions Conference, Memphis, TN.

Bresciani, M. J., Hoffman, J. L., & Henning, G. (2012, November). *Improving student affairs assessment*. Conference Faculty for the Academic Impressions Conference, Atlanta, GA.

Hoffman, J. L. (2012, October). *Comparing the expectations of senior student affairs officers and student affairs preparatory faculty for entry-level professionals' competencies*. Presentation at the South African Association of Senior Student Affairs Professionals (SAASSAP) Conference, Bloemfontein, South Africa.

Hoffman, J. L., Schnorr, D., & Blum, J. (2012, October). *The Ed.D. at the CSU*. Presentation at the California State University High School Counselor Conference. Ontario, CA.

Hoffman, J. L. S., & Hoffman, J. L. (2012, October). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the Western Regional Careers in Student Affairs Conference. California State University, Pomona, CA.

Hoffman, J. L., & Hoffman, J. L. S. (2012, October). *Sculpting race: Using developmental theory to inform peer advising*. Presentation at the Orientation Training for Peer Advisors. University of California, Riverside.

Hoffman, J. L., & Case, J. (2012, July). *Outcomes-based assessment for career services*. Conference Chair for the Academic Impressions Conference, Providence, RI.

Crawford, D., Hoffman, J. L., Pérez-Franco, M., Talesh, R., & Vergara, D. (2012, April). *Administrator panel: The diversity of today's college students*. Panel presentation at the NASPA Region VI Southern California Drive-In Conference, San Marcos, CA.

Hoffman, J. L. S., Hoffman, J. L., Bhattar, R., Jimenez, S., & Skurnik, J. (2012, April). *Culturally proficient inclusion in education: Embracing our LGBTQIA and gender fluid communities: Panel session.* California Lutheran University LGBTQIA Symposium, Thousand Oaks, CA.

Bresciani, M. J., Hoffman, J. L., & Henning, G. (2011, October). *Improving student affairs assessment*. Conference Faculty for the Academic Impressions Conference, San Antonio, TX.

Hoffman, J. L. (with Shibata, M., & Jarnagin, L.). (2011, July). *Outcomes-based assessment for career services*. Conference Chair for the Academic Impressions Conference, Denver, CO.

Hoffman, J. L. (2011, May). *Evaluating academic support services for continuous improvement*. Post-conference faculty for the Academic Impressions Conference, San Diego, CA.

Bresciani, M. J., & Jenefsky, C. (2010, November). *Outcomes-based program review workshop*. [Community college coach] WASC Educational Seminar, San Jose, CA.

Bresciani, M. J., Hoffman, J. L., & Henning, G. (2010, October). *Improving student affairs assessment*. Conference Faculty for the Academic Impressions Conference, La Jolla, CA.

Hoffman, J. L. S., & Hoffman, J. L. (2010, October). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the Western Regional Careers in Student Affairs Conference. California State University, Fullerton, CA.

Hoffman, J. L., (2010, July). *Assessment as a social justice practice*. Keynote address, Knowledge is Power VI Conference, California State University, Fullerton, Fullerton, CA.

Hoffman, J. L. (with Shibata, M.). (2010, July). *Outcomes-based assessment for career services*. Conference Chair for the Academic Impressions Conference, San Francisco, CA.

Cavallaro, C., Hoffman, J. L., & Holland, A. (2010, May). *Globalization in the College of Education: The Russian initiative*. College of Education Colloquium Series, California State University, Fullerton, CA.Hoffman, J.L., Fujimoto, E., & Choi, J. (2010, September). *Effective leadership decision-making in addressing the achievement gap*. College of Education Colloquium Series, California State University, Fullerton, CA.

Gradilla, A., Cortez, C., Hoffman, J. L., Sharpe, M., Dela Vara, F., Martinez, M., Long, M., & Davis, K. (2010, February). *Sustainable futures: Careers and diversity*. Presentation at the Sustainable Futures: Diversity and Green Initiatives in Graduate Education Forum, California State University, Fullerton, CA.

Bresciani, M. J., & Jenefsky, C. (2010, February). *Outcomes-based program review workshop*. [Community college coach] WASC Educational Seminar, Long Beach, CA.

Hoffman, J. L. (2009, November). *Pre-conference institute*. Faculty for the Dorthy J. Keller Graduate Student/New Professional Institute of the NASPA Region V-VI Professional Conference, San Jose, CA.

Hoffman, J. L., & Hoffman, J. L. S. (2009, October). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the Western Regional Careers in Student Affairs Conference. The University of San Diego, San Diego, CA.

Hoffman, J. L. S., & Hoffman, J. L. (2009, Sept. 9). *When a kiss is not just a kiss: Sexual assault and rape awareness*. Presentation given to the incoming first-year students at Whittier College, Whittier, CA.

Hoffman, J. L. (2009, July). *First-year student programs assessment workshop.* Conference Chair for the Academic Impressions Conference, Boston, MA.

Hoffman, J. L. (with Smart, J.) (2009, July). *Outcomes-based assessment for career services.* Conference Chair for the Academic Impressions Conference, Boston, MA.

Mink Salas, K., Jarnagin, L. M., Alcantara, R., Ragazzo, A., & Hoffman, J. L. (2009, July). *Assessment in student affairs: The why, what, and how of assessing the cocurriculum*. Session at the Knowledge is Power V Student Affairs Professional Development Conference, California State University, Fullerton, CA.

Mink Salas, K., Alcantara, R., Hoffman, J. L., Jarnagin, L. M., & Ragazzo, A. (2009, March). *Assessment in student affairs: The why, what, and how of assessing the cocurriculum*. Opening plenary session at the 13th Annual Western Assessment Conference, Fullerton, CA.

Hoffman, J. L. (2008, December). *Outcomes-based assessment for career services: Advanced applications.* Web-based conference.

Hoffman, J. L. (2008, November). *Residence life assessment workshop.* Conference Chair for the Academic Impressions Conference, Austin, TX.

Hoffman, J. L., & White, L. (2008, November). *Pre-conference institute*. Co-faculty for the Dorthy J. Keller Graduate Student/New Professional Institute of the NASPA Region V-VI Professional Conference, Long Beach, CA.

Hoffman, J. L. S., & Hoffman, J. L. (2008, November). *Using human sculpture to understand racial identity development*. Presentation at the Regional NACA Conference. Ontario, CA.

Hoffman, J. L., & Hoffman, J. L. S. (2008, October). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the Western Regional Careers in Student Affairs Conference. The University of California, Irvine, Irvine, CA.

Hoffman, J. L. (2008, October). *Cocurricular assessment for dummies (and other highly effective professionals)*. Presentation at the Western Regional Careers in Student Affairs Conference. The University of California, Irvine, Irvine, CA.

Hoffman, J. L., Smart, J., & Ickes, L. (2008, July). *Outcomes-based assessment for career services.* Conference Chair for the Academic Impressions Conference, Memphis.

Hoffman, J. L. (2008, May). *Assessing your student success center.* Post-Conference Workshop, Academic Impressions Conference, Chicago.

Hoffman, J. L. (2008, April). *How to submit a program or poster session proposal*. Presentation at the NASPA Region VI Professional Development Drive-In Conference, Orange Coast Community College, Costa Mesa, CA.

Hoffman, J. L., Smart, J., & Ickes, L. (2007, October). *Outcomes-based assessment for career services.* Conference Chair for the Academic Impressions Conference, Phoenix, AZ.

Hoffman, J. L. (2007, June). *Designing and implementing comprehensive cocurricular assessment programs*. Presentation at the NASPA Region VI Assessment Drive-In Conference. Chapman University, Orange, CA.

Hoffman, J. L. (2007, June). *From Assessment to Practice: Using Cocurricular Certificate Programs to Enhance Student Learning*. Presentation at the International Assessment and Retention Conference, St. Louis, MO.

Hoffman, J. L. (2007, June). *From Theory to Assessment: Using Student Development Theory to Design SLOs, Assessments, and Rubrics*. Presentation at the International Assessment and Retention Conference, St. Louis, MO.

Gutierrez, C., Hoffman, J. L., Martinez, D. R., & Hanson, C. (2007, April). *How to decide: If, when, and which graduate school*. Panel presentation at the Southern California Forum for Diversity in Graduate Education, Santa Barbara, CA.

Sheridan, D., & Hoffman, J. L. (2007, April). *Is doctoral study for you? Self-authorship and your professional future*. Presentation at the WACUHO Conference. Palm Springs, CA.

Hoffman, J. L., & Hoffman, J. L. S. (2006, October). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the Western Regional Careers in Student Affairs Day, California State University, Fullerton.

Hoffman, J. L. (2006, October). *Cocurricular assessment for dummies (and other highly effective professionals)*. Presentation at the Western Regional Careers in Student Affairs Day, California State University, Fullerton.

Hoffman, J. L., & Young, S. (2006, June). *Implementing a comprehensive assessment program: Can I get one hour a month?* Presentation at the International Assessment and Retention Conference, Phoenix, AZ.

Ross, L., Gutierrez, C., Stanton, S.M., Hoffman, J.L., & Martinez, D.R. (2006, April). *How to decide: If, when, and which graduate school.* Panel presentation at the Southern California Forum for Diversity in Graduate Education, Los Angeles, CA.

Hoffman, J. L., & Franco, M. (2005, October). *Assessment in student affairs*. Presentation at the Western Regional Careers in Student Affairs Day, California State University, Long Beach.

Hoffman, J. L., Hoffman, J. L. S., & Coleman, A. (2005, March). *Surprise and sense-making: Using assessment to improve student of color retention*. Presentation at the national conference of the National Association of Student Personnel Administrators, Tampa, FL.

Hoffman, J. L., (2005, February). *Designing learning experiences: Teaching critical thinking online*. Invited speaker/workshop facilitator, the Graduate School of Concordia University, Seward, NE.

Hoffman, J. L. (2004, June). *Surprise and sense-making: An organizational model for improving student of color retention*. Presentation at the National Student Affairs Assessment and Retention Conference of the National Association of Student Personnel Administrators, Scottsdale, AZ.

Hoffman, J. L., & Hoffman, J. L. S. (2004, March). *Sexual assault: What college women need to know*. Invited speakers at the national meeting of Lambda Theta Nu (Latina Sorority), Northridge, CA.

Ingebretsen, E. J., & Hoffman, J. L. (2003, March). *Sexual minorities on religious campuses*. Invited presenter at the American Association of University Professors conference on Academic Freedom at Religiously Affiliated Colleges and Universities, San Diego, CA.

Hoffman, J. L. (2002, January). *Loving your enemies: A history, a vision, and a dream*. Invited chapel speaker for Martin Luther King Day, Azusa Pacific University, Azusa, CA.

Hoffman, J. L., & Hoffman, J. L. S. (2001, August). *Sexual assault: Legal trends and implications for prevention programs*. Invited speaker, the Student Services Department, Occidental College, Los Angeles, CA.

Hoffman, J. L. (2001, May). *Mañana, mañana*. Commencement speaker at the Charter Oak-Ute High School Graduation Ceremonies, Charter Oak, IA.

Hoffman, J. L., Littler, A., & Alexander, J. L. S. (2001, March). *Preparing your sexual harassment and assault prevention program*. Presentation at the national conference of the National Association of Student Personnel Administrators, Seattle, WA.

Vieselmeyer, D. M., & Hoffman, J. L. (2001, March). *Using theory to enhance your retention efforts*. Presentation at the national conference of the National Association of Student Personnel Administrators, Seattle, WA.

Hoffman, J. L., Littler, A., & Alexander, J. L. S. (2000, October). *Preparing your sexual harassment and assault prevention program*. Presentation at the International Conference on Sexual Assault and Harassment on Campus, Orlando, FL.

Troha, J., & Hoffman, J. L. (2000, March). *Your career at the crossroads: Aspiring to the senior-level leadership position*. Pre-conference workshop presented at the national conference of the National Association of Student Personnel Administrators, New Orleans, LA.

Hoffman, J. L. (2000, March). *Applying "leadership for social change" to diversity efforts*. Presentation at the national conference of the National Association of Student Personnel Administrators, New Orleans, LA.

Vieselmeyer, D. M., & Hoffman, J. L. (2000, March). *Hands-on leadership: A model of theory to practice*. Presentation at the national conference of the National Association of Student Personnel Administrators, New Orleans, LA.

Hoffman, J. L. (1999, April). *Leading with integrity when values are diverse*. Session presented at the Christian College Leadership Conference, Azusa, CA.

Hoffman, J. L., & Troha, J. (1999, March). *Aspiration versus perspiration: Advice from 20-something-year-old deans*. Presentation at the national conference of the National Association of Student Personnel Administrators, Indianapolis, IN.

Hoffman, J. L. (2001, January 19). Recruiting tomorrow's leaders begins with mentoring today's young professionals. *Net Results* [online].

Hoffman, J. L. (2000, Winter). Credit card debt and today's college students. *Net Results* [online].

Hoffman, J. L. (2000, Spring). Internet gambling. *Net Results* [online].

Hoffman, J. L. (1999, Fall). Changes in FERPA: Student rights and parental notification. *Net Results* [on-line].

Editorial Boards & Service

Research and Practice in Assessment

- Member, Editorial Board, 2012-2014

The Journal of Psychological Issues in Organizational Culture

- Member, Editorial Board, 2009-2011

The Journal of Higher Education

- Manuscript Reviewer, September, 2010

Teaching

Courses Taught

California State University, Fullerton (2008 – Present)

HONR 497:	Senior Honors Project
EDAD 510:	Introduction to Educational Leadership
EDAD 522:	College Students' Cultures and Characteristics
EDAD 523:	Student Development Theory
EDD 600:	Organization Theory
EDD 601:	Introduction to Quantitative Methods
EDD 602:	Introduction to Qualitative Methods
EDD 603:	Specialization in Quantitative Methods
EDD 621B:	Higher Education/Community College Systems, Structures, and Cultures
EDD 626B:	Integrative Seminar
EDD 627:	Epistemology, History, and Structure of Contemporary Education
EDD 670A-D:	Research Support Seminars
EDD 698:	Dissertation
EDD 699:	Independent Study

California State University, Long Beach (2004 – 2008)

EDP 596:	Program Evaluation	COUN 547:	Student Development Theory in Higher Education
EDP 698:	Thesis	COUN 548:	The U.S. College Student
EDP 703:	Policy in Education	COUN 549:	Management of Student Development in Higher Education
EDP 707:	Student Learning and Development Theory in Higher Education	COUN 643b:	Fieldwork I– Higher Education
EDP 708:	Leadership of Change in Education	COUN 644b:	Fieldwork II – Higher Education
COUN 516:	Counseling the Adult	COUN 693:	Seminar in Professional Development

University of Southern California (2004 – 2007)

EDHP 508:	Organization Theory in Higher Education	EDHP 687:	Student Development in Higher Education
EDHP 563:	Student Affairs Work	EDUC 524:	Leadership

Concordia University, Nebraska (2004 – 2007)

ED 570: Cultural Awareness for Teachers and Young Children

Azusa Pacific University (2002 – 2005)

CSA 551:	Introduction to College Student Affairs	CSA 581:	Foundations of Higher Education
CSA 567:	The Role of Diversity in Student Affairs	LDRS 591:	Organizational Behavior and Development

Concordia University, Irvine (1998 – 2003)

ALA 310:	The Making of Our Reality	EDU 555:	Social, Political, and Cultural Foundations of Education
CCI 449:	Honors Mission Trip to Venezuela	INT 103:	Leadership Development

Concordia University, Ann Arbor (2001 – 2002)

EDU 301:	Multicultural Education	OLA 508:	Organizational Theory and Change

The Forest Institute of Professional Psychology (2002)

PSY 542: Philosophical Issues in Clinical Psychology

Concordia University, St. Paul (1998 – 2000)

ECE 541:	The Diverse Classroom	SAC 440:	Multicultural Relation

Dissertations Chaired

Vorhies, C. (2015). *Educators' orientations to teaching and learning within changing educational paradigms*. Doctoral dissertation, California State University, Fullerton.

Abu-Ghazaleh, N. S. (2014). *Effects of student body racial and ethnic demographics on community college student engagement: A correlational inferential study*. Doctoral dissertation, California State University, Fullerton.

Guzman, S. (2014). *Community college students' perceptions of counseling services.* Doctoral dissertation, California State University, Fullerton.

Yocum-Gaffney, D. (2014). *The lived experiences of college students with mental health challenges: A grounded theory analysis*. Doctoral dissertation, California State University, Fullerton.

Coria, E. F. (2013). *The Board of Governors fee waiver, financial aid, and community college student success*. ProQuest Dissertations and Theses, Order No. 3577926, California State University, Fullerton.

Soltani, P. (2013). *Student learning in student services extended opportunity program and services*. ProQuest Dissertations and Theses, Order No. 3576651, California State University, Fullerton.

Bell, D. A. (2013). *An exploration of factors that impact the satisfaction and success of low socioeconomic status community college students*. ProQuest Dissertations and Theses, Order No. 3535408, California State University Fullerton.

Comeaux, R. M. (2013). *Spiritual development differences between online and on campus college students*. ProQuest Dissertations and Theses, Order No. 3570188, California State University, Fullerton.

Julian, N. D. (2013). *Exploring the culture of assessment within a division of student affairs*. ProQuest Dissertations and Theses, Order No. 3570909, California State University, Fullerton.

Kouanchao, K. (2013). *Lao American college students' holistic identity development*. ProQuest Dissertations and Theses, Order No. 3570185, California State University, Fullerton.

Poole, D. (2012). *Leadership practices that contribute to extended presidential tenure and the development of high-performing community colleges.* ProQuest Dissertations and Theses, Order No. 3529071, California State University, Fullerton.

DISSERTATION COMMITTEES

Hubbard, V. (2016, anticipated). *Title to be determined*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Nguyen, J. (2016, anticipated). *An exploratory study of the attrition of entry-level Asian Pacific Islander student affairs professionals*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Romero, E. (2015). *Thriving in community college: Students of low economic status*. Doctoral dissertation, Azusa Pacific University, Azusa, CA. [Third reader]

Ahlquist, J. (2015). *Developing digital student leaders: A mixed methods study of student leadership, identity, and decision-making*. Doctoral dissertation, California Lutheran University, Thousand Oaks, CA [Methodologist].

Bahner, D. (2015). *The transfer experience of Latina/o students at a community college: A mixed methods study*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Cabrera, M. (2015). *A public four-year institution's efforts to develop students' spirituality*. California State University, Long Beach. [Outside reader]

Wynants, S. (2015). *The impact of an online disability awareness program on college faculty knowledge and attitudes: A mixed methods study*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Chou, C. H. (2014). *International students' learning experiences in Taiwanese higher education*. Doctoral dissertation, California State University, Fullerton. [Second reader]

El Fattal, D. (2014). *Does money matter for student success? A quantitative examination of the relationships between institutional expenditures and student success outcomes*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Grossman, D. H. (2014). *Perceptions of the Accrediting Commission for Community and Junior Colleges (ACCJC) program review and planning rubrics*.

Hwang, T. (2014). *A correlational study on the cultural composition of social support networks and acculturative stress for international students*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Lian, X. (2014). *Factors that motivate faculty to attend professional development activities*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Lipiz Gonzalez, E. M. (2014). *Graduate aspirations of first generation Latino transfer students*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Law, A. (2014). *The relationship between non-cognitive characteristics and student engagement: A mixed methods approach*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Lee, D. (2014). *The transition from ESL to transfer readiness of Latina immigrant community college students*. Doctoral dissertation, California State University, Fullerton. [Second reader]

McCoy, W. (2014). *Transition to middle school: Academic achievement influenced by students' perception of self-efficacy, motivation, peer relationships, student-teacher relationships, and parental influences*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Fishman, D. C. (2013). *Mentoring in associate degree nursing: A mixed-methods study for student success*. ProQuest Dissertations and Theses, Order No. 3576650, California State University, Fullerton. [Second reader]

Smith, D. (2013). *Alcohol, consent, sex: Reducing college students' risky behaviors utilizing an integrated orientation model*. ProQuest Dissertations and Theses, Order No. 3576648, California State University, Fullerton. [Second reader]

Duffy, M. M. (2012). *Faculty perceptions of basic skills faculty development*. ProQuest Dissertations and Theses, Order No. 3528604, California State University, Fullerton. [Second reader]

Hovey, A. (2012). *Revenue forecasting to integrate California community college planning and resource allocation for transformative leadership*. ProQuest Dissertations and Theses, Order No. 3529070, California State University, Fullerton. [Second reader]

Ahmed, S. (2011). *Faculty and graduate students' perceptions of the use of technology in online education*. ProQuest Dissertations and Theses, Order No. 3486301, California State University, Fullerton. [Second reader]

Hackett, C. D. (2011). *Predictors of commitment to graduation: An application of models of student integration toward African American male student athletes within the California community college system*. Doctoral dissertation, California Lutheran University, Thousand Oaks, CA. [Outside reader]

Montagne, L. (2011). *Student mastery of learning outcomes in online and on-campus college English composition: A mixed methods study*. ProQuest Dissertations and Theses, Order No. 3528603, California State University, Fullerton. [Second reader]

Espinoza, L. E. (2010). *Meaning of college choice for California community college Latina transfer students*. ProQuest Dissertations and Theses, Order No. 3475813, California State University, Fullerton. [Second reader]

Hong, T. (2010). *Motivational attributes of classified staff at nine California community college: A quantitative study*. ProQuest Dissertations and Theses, Order No. 3459305, California State University, Fullerton. [Second reader]

Kirksy, M. J. (2010). *Building and sustaining a culture of assessment: How student affairs assesses and contributes to student learning and development in the co-curricular and curricular environments*. Doctoral dissertation, University of the Pacific, Stockton, CA. [Outside reader]

Mattson, C. (2010). *Leadership stress in California community colleges*. Doctoral dissertation, California State University, Fullerton. [Second reader]

McDonald, M. (2010). *Engagement of community college student veterans: A mixed methods study*. ProQuest Dissertations and Theses, Order No. 3486302, California State University, Fullerton. [Second reader]

Rabitoy, E. (2010). *Supplemental instruction in STEM-related disciplines on a community college campus: A multivariate path-analytic approach*. ProQuest Dissertations and Theses, Order No. 3459302, California State University, Fullerton. [Second reader]

Perez, J. P. (2009). *Proposition 209: A case study on the impact of race-based legislation on student affairs at the University of California*. Doctoral dissertation, University of Southern California, Los Angeles, CA. [Outside reader]

SERVICE

UNIVERSITY COMMITTEES

- University Council of Chairs (2013 – Present)
- University Graduate Education Committee (2015 – 2017)
- Faculty Hearings Panel (Fall, 2015)
- All University Responsibility for Teacher Education Committee (AURTEC) (2013 – Present)
- Search Committee for the Director of Internal Audit (2013 – 2014)

COLLEGE COMMITTEES

- College of Education Task Force on Faculty Roles and Responsibilities (2011 – Present)
- Search Committee for the Director of the Center for Careers in Education (2016)
- College of Education Task Force on International Partnerships (2011 – 2012)
- College of Education Leadership Council (2013 – Present)
- College of Education Advisory Board (2013 – Present)

DEPARTMENT /PROGRAM

- Steering Committee for the Doctor of Educational Leadership Program (2010 – Present)
- Executive Board for the Doctor of Educational Leadership Program (2012 – Present)
- Faculty Search Committees (2009-2010, 2010-2011, 2011-2012, 2015)
- Department "Co-Lead" under and external interim department chair (2011-2012)

PROFESSIONAL EXPERIENCE

CALIFORNIA STATE UNIVERSITY, FULLERTON

Chair, Department of Educational Leadership (2014 – Present)

Acting Chair, Department of Educational Leadership (2013 – 2014)

Director, Doctor of Educational Leadership Program (2012 – Present)

Associate Professor, Educational Leadership (2013 – Present)

Assistant Professor, Educational Leadership (2008 – 2013)

PRIMARY DUTIES

- Provide leadership for a department of 9 tenured/tenure-track faculty, four full-time lecturers, and 20 (typical year) part-time adjunct instructors
- Provide oversight for Departmental and Ed.D. Program budgets ($3.5 million) including forecasting, four-year budget modeling, and accountability reporting
- Manage all departmental course scheduling and teaching assignments
- Provide for the academic advisement of approximately 250 graduate students
- Serve as the representative for the Department and the Ed.D. on College and University committees as well as with partners from the committee as well as with regional schools, community colleges, and universities
- Maintain an ongoing agenda of scholarly and creative activities
- Provide service to California State University, Fullerton, the College of Education, the higher education profession, and local and regional communities

HIGHLIGHTED ACCOMPLISHMENTS (AS OF 2015-2016)

- Department : 54% of full-time faculty in the Department are faculty of color; 53% of course sections are taught by faculty of color
- Doctoral program: 80% overall graduation rate, 64% of enrolled students are students of color with no measurable achievement rate gap among racial cohorts of students.
- Master's program: 60% of P-12 students and 85% of higher education students are student of color; no measureable achievement gaps among racial cohorts of students
- Faculty roles: Achieved departmental peer reviews of excellence (highest possible rating) in scholarship, teaching, and service within three years; earned early tenure and advancement in rank after five years

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Coordinator, M.S. in Counseling, Student Development in Higher Education (2006 – 2008)

Leadership Faculty in Residence (2006 – 2007)

Lecturer (2004 – 2008)

PRIMARY DUTIES

- Coordinated the higher education option of the master's degree programs in counseling and in educational leadership
- Chaired admissions processes for a selective master's degree program (25% acceptance rate)
- Taught leadership, management, policy, evaluation, and theory courses in the masters and doctor of education programs

HIGHLIGHTED ACCOMPLISHMENTS

- Maintained above average teaching evaluations while teaching 15 different courses (11 new preparations) over a 4-year period

- Assisted in the development of the independent doctor of education program including a lead role in writing the program's WASC Substantive Change report

CONCORDIA UNIVERSITY, IRVINE

Assistant to the Provost (2002 – 2004)

PRIMARY DUTIES

- Oversaw the 5-year evaluation cycle for all academic programs, majors, and minors
- Administered new academic program development efforts
- Served as a policy analyst and consultant for faculty and academic policy matters
- *Strategic Assignment*—Served as project manager overseeing content development for the university's web portal ensuring a student-centric quality for the site

HIGHLIGHTED ACCOMPLISHMENTS

- Administered the development of a business plan for the new Master of Arts in Coaching program
- Oversaw revision processes for five major policies including those addressing academic integrity, sabbatical leaves, and use of standardized tests in admissions
- New website highlighted over 350 students quotes on academic excellence and over 50 examples of faculty scholarship activities; monthly website "hits" increased 29%

CONCORDIA UNIVERSITY, IRVINE

Dean of Students (1998 – 2003)

PRIMARY DUTIES

- Supervised Student Services staff including the Directors/Departments of Residence Life, Intercultural Relations, Leadership Development, Student Activities & Orientation, Counseling Services, and Health Services
- Oversaw departmental planning, budgeting, and assessment efforts
- Chaired committees for Student Policies, Diversity, Student Success and Retention, and Student Wellness
- Served as Senior Judicial Officer

HIGHLIGHTED ACCOMPLISHMENTS

- Eliminated a 12% retention rate gap between white students and students of color; highlighted within this number was a 12% retention rate increase for Latino students
- Increased satisfaction with student affairs functions by 3.0% overall and by 4.9% for students of color; highlights include a 12% increase for conduct rules and an 8% increase for student voice in policies; highlights for students of color include a 20% increase for student voice in policies, a 15% increase for cultural programs, and a 14% increase for residence life.
- Developed a department-wide formula budget forecasting budgetary needs during a period of rapid enrollment growth (30% increase in total enrollment and 45% increase in housing demand)
- Revised sexual assault and harassment policies and implemented comprehensive prevention, intervention, and response programs
- Revised disciplinary sanctioning practices resulting in a 26% decrease in total violations, a 15% decrease in the number of repeat offenders, and an 18% increase in student self-reported satisfaction with the disciplinary system

CONCORDIA UNIVERSITY, ST. PAUL

Interim Dean of Student Affairs (1997 – 1998)
Assistant to the Vice President of Student Affairs (1995 – 1997)

PRIMARY DUTIES

- Assist the Vice President in the management of the Student Union, Residence Life, Student Government, Athletics, Multicultural Services, & Academic Support Services
- Chair the President's Task Force for Diversity and the Vice President's Task Force to Restructure the Department of Student Affairs
- Senior Judicial Officer

HIGHLIGHTED ACCOMPLISHMENTS

- Implemented student of color mentor program including program design, grant writing, and program implementation; 100% of student mentors involved over three years were retained and the freshmen-to-sophomore retention rate for students of color increased from 57% to 71%
- Revised disciplinary sanctioning practices resulting in a 56% decrease in violations
- Assisted in university transitions from college to university status (including departmental reorganization); from quarter to semester academic offerings; and from NAIA Division III to NCAA II standing

CONCORDIA UNIVERSITY, NEBRASKA

Major Gifts Officer (1994-1995)

PRIMARY DUTIES

- 80% new donor prospecting and solicitation; 20% strategic planning

ACCOMPLISHMENTS

- Raised over $100,000 in new donor gifts and initiated a relationship with the CFO of the state's largest newspaper; he is now a member of Concordia's Board of Regents

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

NASPA: STUDENT AFFAIRS ADMINISTRATORS IN HIGHER EDUCATION

- Member, ACPA-NASPA Joint Task Force to Review Professional Competencies (2014 – 2015)
- Member, National Professional Standards Division – Region VI Representative (2012 – Present)
- Member, Region V-VI Conference Planning Committee – Mid-Level Professionals Institute (2012)
- Graduate Faculty Liaison, Southern California Executive Committee (2011 – 2012)
- Member, Region V-VI Conference Planning Committee (2009)
- Co-Chair, Region V-VI Dorothy Keller New Professional & Graduate Student Institute (2009)
- Excellence Awards Committee – International, Multicultural, Cultural, LGBTQ, Spirituality, Disability, and Related Awards (2009 – 2010)
- Diamond Club Member (2004 – Present)
- Contributing Editor, *Net Results*, publication of the Academy for Leadership and Executive Effectiveness (1999 – 2000)

WESTERN REGIONAL CAREERS IN STUDENT AFFAIRS CONFERENCE

- Member of the Advisory Board (2007 – Present)

ASERVIC: Association for Spiritual, Ethical, and Religious Value Issues in Counseling

- Member of the National Board of Directors (1999 – 2000)
- Executive Committee Chair for Strategic Planning & Policy (1999 – 2000)

Other Professional Organization Memberships

- ACPA: College Student Educators International
- ASHE: Association for the Study of Higher Education
- CSCC: Council for the Study of Community Colleges

Awards

Sandra Kuchler Excellence in Mentoring Award, NASPA Region VI (November, 2012)

Whittier Volunteer of the Year, City of Whittier Social Services Commission (November, 2010)

Individual Diversity Award, Diversity and Affirmative Action Committee, Western Association of College and University Housing Officers (WACUHO), 2001

Community/Volunteer Activities

Azusa Pacific University, Advisory Board, College Counseling & Student Development

- Member, Advisory Board (2008 – Present)

Intercommunity Counseling Center, Whittier, CA

- President, Board of Directors (2009 – 2011)
- Vice President, Board of Directors (2007 – 2008)
- Chair, Fund-Raising Committee (2007 – 2009)
- Member, Board of Directors (2006 – 2011)

Preparing for a Degree, Garden Grove

- Member, Board of Directors (2008 – 2012)

St. Andrew Lutheran Church, Whittier, CA

- Treasurer (2014 – 2015)
- Senior Pastor Search Committee (2013 – 2014)
- Co-Chair, Senior Pastor Search Committee (2007 – 2008)
- Member (2003 – Present)

SchoolsFirst Credit Union

- Member, President's Forum (2013 – Present)

Carol A. Lundberg
Professor
Higher Education/Community College Leadership
California State University, Fullerton
clundberg@fullerton.edu
(909)982-3226

EDUCATION

Ph.D., Education
Claremont Graduate University, 2001

M.A., Social Science, emphasis in Student Development
Azusa Pacific University, 1987

B.A., Social Ecology
University of California, Irvine, 1983

SCHOLARSHIP

Peer-Reviewed Publications

Lundberg, C. A., & Lowe, S. C. (2016). Faculty as Contributors to Learning for Native American Students. *Journal of College Student Development*,*57*(1), 3-17.

Kim, Y. K., & Lundberg, C. A. (2015). A structural model of the relationship between student–faculty Interaction and cognitive skills development among college students. *Research in Higher Education*, 1-22.

Lundberg, C.A. & Sheridan, D. (2015). Benefits of engagement with peers, faculty, and diversity for online learners. *College Teaching, 63,* 8-15.

Lundberg, C.A. (2014). Institutional support and interpersonal climate as predictors of learning for Native American students. *Journal of College Student Development, 55*, 263-277.

Lundberg, C.A. (2014). Engagements with peers and faculty as predictors of learning for involved community college students. *Community College Review, 42,* 79-98.

Lundberg, C.A. (2012). Predictors of learning for students from five different racial/ethnic groups. *Journal of College Student Development, 53*, 636-655.

Lundberg, C.A. (2010). Institutional commitment to diversity, college involvement, and faculty relationships as predictors of learning for students of color. *Journal of the Professoriate,* 50-74.

Lundberg, C.A., McIntire, D.D., & Creasman, C.T. (2008). Sources of social support and self-efficacy for adult students. *Journal of College Counseling, 11*(1), 58-72.

Lundberg, C.A. (2007). Student involvement and institutional commitment to diversity as predictors of Native American student learning. *Journal of College Student Development, 48*, 405-416.

Lundberg, C.A., Schreiner, L. A., Hovaguimian, K. D. & Miller, S. S. (2007). First-generation status and student race/ethnicity as distinct predictors of student involvement and learning. *NASPA Journal*, 44, 57-83.

Lundberg, C.A. & Schreiner, L.A. (2004). Quality and frequency of faculty-student interaction as predictors of learning: An analysis by student race/ethnicity. *Journal of College Student Development. 45*, 549-565.

Lundberg, C.A. (2004). Working and learning: The role of involvement for employed students. *NASPA Journal,* 41, 201-215.

Lundberg, C.A. (2003). The influence of time-limitations, faculty, and peer relationships on adult student learning: A causal model. *Journal of Higher Education*, 74, 665-688.

Lundberg, C.A. (2003). Nontraditional college students and the role of collaborative learning as a tool for science mastery. *School Science and Mathematics*, *103*(1), 8-17.

Published Essays and Book Reviews

Lundberg, C.A.(2011). My privileged assumptions. *About Campus, 27-29.*

Lundberg, C.A. (2011). [Review of the book: *It's all about Jesus: Faith as an oppositional collegiate subculture,* by P. Magolda, & K. Ebben Gross]. *Growth, 10, 46-48.*

Lundberg, C.A. (2009). My name is Vivian. In S.M. Marshall (Ed.), *Stories of inspiration: Lessons and laughter in student affairs* (Vol. 2., pp. 3-4). Washington, D.C.: NASPA.

Lundberg, C.A. (2009). You look tired. In S.M. Marshall, (Ed.) *Stories of inspiration: Lessons and laughter in student affairs* (Vol. 2., pp. 11-102). Washington, D.C.: NASPA.

Lundberg, C.A. (2009). Reality at midnight. In S.M. Marshall, (Ed.) *Stories of Inspiration: Lessons and laughter in student affairs* (Vol. 2, pp.116-118). Washington, D.C.: NASPA.

Lundberg, C.A. (2007). A bleacher-seat view of cultural capital: How bad is a dented bat? *About Campus,* 11(6), 8-12.

Lundberg, C.A. (2006) The robe: Confessions of a new faculty member. In S.M. Marshall (Ed.). *Stories of Inspiration: Lessons and Laughter in Student Affairs* (pp. 23-25). Washington, DC: NASPA.

Peer-Reviewed Conference Presentations

Lundberg, C.A., Bahner, D.T., & Andrade, L.M. (2015*). Institutional Agents and Support for Learners as Keys to Latina/o Student Success.* Council for the Study of Community Colleges, Fort Worth, TX.

Kim, Y. & Lundberg, C.A. (2015). *Understanding relationship between student-faculty interaction and cognitive skills development: An examination using sense of belonging.* American Educational Research Association, Chicago, IL.

Kim, Y. & Lundberg, C.A. (2014). Research methods in action: Structural equation modeling. California Association for Institutional Research, San Diego, CA.

Lepe, C., King, T.M., Cardenas, M., Lundberg, C.A., & Barrera, L. (2014). *The effects of support structures for parents in graduate programs*. NASPA Region VI Conference, Anaheim, CA.

Smith, D. & Lundberg, C.A. (2014). *Alcohol, consent, sex: Reducing risky behaviors and measuring program effectiveness.* NASPA Region VI Conference, Anaheim, CA.

Andrade & Lundberg, C.A. (2014) *An undercover mission? A content analysis of Hispanic -serving community colleges' mission statements*. Council for the Study of Community Colleges, Washington, D.C.

Johnson, E.S., Andrade, L.M., & Lundberg, C.A. (2014) *Closing the graduation gap for Latina/o students by hiring and retaining Latina/o faculty*. Poster, Council for the Study of Community Colleges, Washington, D.C.

Lancaster, J.R. & Lundberg, C.A. (2014). *The influence of classroom engagement on community college student learning: A quantitative analysis of the role of faculty in facilitating student success.* Council for the Study of Community Colleges, Washington, D.C.

Lancaster, J.R. & Lundberg, C.A. (2014). Can Research be useful? *Application of literature on community college faculty.* Roundtable, Council for the Study of Community Colleges, Washington, D.C.

Lundberg, C.A. & Villatoro, A. (2013). *The bar is high, but you can reach it: Academic challenge as an inclusive key to student success.* AAC&U Conference on General Education and Assessment. Boston, MA.

Gonzalez, E. & Lundberg, C.A. (2011). *Reducing prejudice and promoting justice: Can it be measured?* NASPA Regional Conference, San Diego, CA.

Lundberg, C.A., Acuña, R., Ohara, G., & Tumanov, E. (2011). *Tending the spiritual lives of students: Is it possible?* NASPA Regional Conference, San Diego, CA.

Miller, S.S., Lundberg, C.A., Villatoro, A., Dominguez, A., Kim, G., & Miramontes, N. (2011). *Can I be me? Identity-safe spaces for multiracial students.* NASPA National Conference, Philadelphia, PA.

Jiang, Y.H., Lundberg, C.A., Wang, J., Yau, J. (2010). *Modeling a multilevel predictive relationship of educational aspiration for high school students*. AERA Annual Meeting, Denver, CO.

Lundberg, C.A., Alletto, E., Arai, E., & Cissna-Heath, K. (2008). *New and Included: Thriving in the first professional position.* ACPA National Conference, Atlanta, GA.

Lundberg, C.A., Moreno, M., Perkins, W., Quintanar, R., & Smith, W. (2008). *Campus involvement for students of color: Show me the money!* ACPA National Conference, Atlanta, GA.

Lundberg, C.A., Alletto, D., Arai, E., & Igram, L. (2007). *Soup kitchens and sweatshops: Fostering civic engagement through urban immersion*. ACPA/NASPA Joint Meeting, Orlando, FL.

Lundberg, C.A., Miller, S.S. & Moreno, M. (2007). *Creating involving environments for Native American students: A study with practical implications*. ACPA/NASPA Joint Meeting, Orlando, FL.

Lundberg, C.A. & Simpson, R. (2007). *Powerful partnerships in a wilderness-based living learning community*. ACPA/NASPA Joint Meeting, Orlando, FL.

Lundberg, C.A, Robles, A.M., & Hall, K.E. (2005). *Strong women: Athletic involvement and identity development in college women.* ACPA National Conference, Indianapolis, IN.

Lundberg, C.A., McIntire, D.D., Creasman, C. & Riverman, R. (2005). *Adult students and social support: Who makes the difference?* ACPA National Conference, Indianapolis, IN.

Lundberg, C.A., Hovaguimian, K. & Miller, S.S. (2005). *Exploring the unique roles of student race/ethnicity and first generation status on involvement and learning*. ASHE National Conference, Portland, OR.

Lundberg, C.A., & Farmer, B. (2005, March) *Straddling two cultures: Perspectives from Asian Indian American students.* NASPA National Conference, Tampa, FL.

Lundberg, C.A., Amo, R., Hamilton, K. & Santiago, C. (2005). *Fostering faculty-student interaction for students of color: Findings from research and practice.* NASPA National Conference, Tampa, FL.

Lundberg, C.A. (2003, November). *Quality and frequency of faculty-student interaction as predictors of learning: An analysis by student race/ethnicity*. ASHE National Conference, Portland, OR.

Lundberg, C.A., Helsel, K.K., Larde, P.A., & Murphy, M.M. (2003, April). *First generation students: Succeeding in 10,000 different ways.* ACPA National Conference. Minneapolis, MN.

Lundberg, C.A. (2002, November*). Working and learning: Campus involvements as predictors of learning for employed students*. ASHE National Conference. Sacramento, CA.

Lundberg, C.A., & Visser, M. (2002, March). *Voices of thirtysomethings: Does involvement really matter?* ACPA National Conference. Long Beach, CA.

Lundberg, C.A., Lei, J., & Menson, K. (2002, March). *What works for working students: Wisdom for a growing population.* ACPA National Conference. Long Beach, CA.

Lundberg, C.A. (2001, November) *The effects of time-limitations and peer relationships on adult student learning: A causal model.* ASHE National Conference. Richmond, VA.

Conference Presentations (not peer-reviewed)

Lundberg, C.A. & Garcia, M. (2015). *Student Affairs 101: An Introduction to the Profession*. Western Regional Careers in Student Affairs Day. University of California, Los Angeles, CA.

Lundberg, C.A. (2015). *Research in Student Affairs*. Panel Moderator. Western Regional Careers in Student Affairs Day. University of California, Los Angeles, CA.

Lundberg, C.A. (2014). *Research in Student Affairs*. Panel Moderator. Western Regional Careers in Student Affairs Day. Azusa Pacific University, CA.

Lundberg, C.A. (2013). *Research in Student Affairs*. Panel Moderator. Western Regional Careers in Student Affairs Day. California State University, Long Beach, CA.

Lundberg, C.A. (2012). *Research in Student Affairs*. Panel Moderator. Western Regional Careers in Student Affairs Day. California State Polytechnic University, Pomona, CA.

TEACHING

California State University, Fullerton, 2012-Present

EDD 606: Inquiry 3
EDD 611: Inquiry 1
EDD 670D: Research Support Seminar
EDAD 510: Introduction to Educational Research

Azusa Pacific University, 1997-2012

EDUC 741, Research Design
EDUC 701, Adult Development
CSA 575, Quantitative Analysis in College Student Affairs
CSA 592, Program Evaluation in College Student Affairs
CSA 562, Today's College Students
CSA 571, Student Learning in the Co-curriculum
CSA 551, Introduction to College Student Affairs

CSA 567, The Role of Diversity in Student Affairs Practice
CSA 595, Capstone Project in Student Affairs
CSA 552, The Process of Adult Development

Doctoral Dissertation Advising:

Dissertation chair

Lin, O. (2015). First generation students with momentum toward transfer: A qualitative study. California State University, Fullerton.

Muir, R. (2015). *Access and Academic Success of Community College Student-Athletes in California.* California State University, Fullerton.

Ramirez, L. (2015). *Basic skills and career technical education: A combination for student success*. California State University, Fullerton.

Lancaster, J. (2014). *The Influence of classroom engagement on community college student learning: A quantitative analysis of the role of faculty in facilitating student success*. California State University, Fullerton.

Smith, D. E. (2013). *Alcohol, consent, sex: Reducing college students' risky behaviors utilizing an integrated orientation model.* Fullerton, CA: California State University, Fullerton, Doctoral Dissertation.

Dissertation committee member

Hoppe-Nagao, A. (2015). *The impact of cultural intelligence levels on community college faculty conflict management preferences: A quantitative study*. California State University, Fullerton.

Olson, J. (2014). *Perceived differences in continuing education: A comparison of educators and practitioners*. California State University, Fullerton.

Santiago, C. (2012). *Faculty as institutional agents for low-income Latino students in science, technology, engineering, and mathematics fields at a Hispanic-Serving Institution.* University of Southern California

Johnson, M. (2009). *Student success in community colleges: The effect of intercultural leadership and relationships*. Azusa, CA: Azusa Pacific University, Doctoral Dissertation.

Noel, P. (2007). *Still making a difference in the person I am becoming: A study of students' perceptions of faculty who make a difference in their lives*. Azusa, CA: Azusa Pacific University, Doctoral Dissertation.

Hamilton, A. (2005). *Predictors of emotional distress in undergraduate college students.* Azusa, CA: Azusa Pacific University, Doctoral Dissertation.

PROFESSIONAL EXPERIENCE

Associate Professor
California State University, Fullerton, Department of Educational Leadership
2012-present

Professor, Associate Professor, Assistant Professor
Azusa Pacific University, College Counseling and Student Development
Professor, 2007-2012
Associate Professor, 2003-2007
Assistant Professor, 2001-2003

Accomplishments:

- Course evaluations consistently in the top 30%
- Doubled the number of off-campus assistantship offerings
- Transitioned from paper to web-based management of assistantship placement, thereby reducing administrative time and increasing access to information for students and supervisors

Student Life Coordinator
California State University, San Bernardino, 1989-1997

- Directed orientation and community service programs
- Developed and coordinated a leadership development curriculum, including the creation of leadership transcripts

Associate Director, Leadership Development
Westmont College, 1987-1989

- Directed orientation programs
- Taught leadership development courses and coordinated aspects of the leadership program
- Advised student organizations, including the Associated Students organization

SERVICE

Professional Service

Editorial Boards

2013-present	Editorial board member, *Journal of Student Affairs Research and Practice*
2008-2011	Editorial board member, *Journal of Student Affairs Research and Practice* (formerly *NASPA Journal*)
2013-present	Reviewer, *The Social Science Journal*

Conference Peer Review

2003-present	Program reviewer for ASHE National Conference
2001-2013	Program reviewer for ACPA National Conference, Commission XII Professional Preparation Programs and Standing Committee on Multicultural Affairs.

2008	Reviewer of essay submissions for *Stories of Inspiration: Lessons and Laughter in Student Affairs* (Vol. 2). S.M. Marshall (Ed.). NASPA. Washington D.C.
2005	Reviewer of essay submissions for *Stories of Inspiration: Lessons and Laughter in Student Affairs*. S.M. Marshall (Ed.). NASPA. Washington D.C.
2001-2009	Program reviewer for NASPA National Conference programs

Institutional Service

California State University, Fullerton

2013	Member, Institutional Review Board
2012-2013	Member, Commencement Committee, College of Education

Azusa Pacific University

2004-2012	Alternate member, Institutional Review Board
2008-2009	Chair, BAS Diversity Task Force
2006-2008	Member, Academic Freedom Task Force
2005-2006	Member, Search committee for Dean of the School of Behavior and Applied Sciences
2004-2005	Member, Provost's Diversity Task Force
2004-205	Member, Diversity Research Task Force
2003-2004	Chair, Institutional Review Board
2002-2003	Member, Institutional Review Board
2002-2003	Member, Professional Affairs Review Board
2001-2002	Member, Professional Affairs Review Board
2001-2002	Member, Adult Student Satisfaction Study Team

Grants

Lundberg, C.A. (2004). APU Faculty Research Council Grant of $2410. The Role of Peer Perceptions in the Identity Challenges of College Women Athletes

Lundberg, C.A. (2002) APU Faculty Research Council Grant of $1500. Students of color: where are they involved and how does their involvement affect their learning?

Awards

Azusa Pacific University

Accomplished Scholar Award, 2011, 2009, 2006
Rose Liegler Graduate Scholarly Achievement Award, 2009
Alice V. Watkins Imago Dei Ethos Award, 2008
Emerging Scholar Award, 2004

NASPA

Finalist, Dissertation of the Year, 2001

Professional Affiliations

Association of College Personnel Administrators (ACPA)

Association for the Study of Higher Education (ASHE)
Council for the Study of Community Colleges (CSCC)
National Association of Student Personnel Administrators (NASPA)

Rebecca Gutierrez Keeton, Ph.D.
4917 Copper Road, Chino Hills, CA 91709 (909) 241-0802 - rgkeeton@iandalab.com

Education

Claremont Graduate University, Ph.D. in Education, emphasis in Higher Education Administration, 2002
Azusa Pacific University, M.A. in Social Science, emphasis in Student Development, 1989
Chapman University, B.M. in Music Education and Ryan Single Subject Teaching Credential, 1986

Teaching Experience

California State University, Fullerton, Full-Time Lecturer, College of Education: Educational Leadership Department, 2015 – present

- EDAD 521: History and Philosophy of Higher Education (Shanghai Cohort)
- EDAD 522: College Students' Characteristics and Cultures
- EDAD 522: College Students' Characteristics and Cultures, Online course (Shanghai Cohort)
- EDD 624B: Student Learning and Development
- EDD 670A: Linking Research to Problems of Practice
- EDD 670B: Connecting Research Questions to Scholarship in the Discipline
- EDD 670D: Research Support Seminar
- EDD 698: Dissertation Advising

Claremont Graduate University, Lecturer, Higher Education Department, 2005-2012

- EDUC 461: The College Student Experience and Implications for the Administration of Higher Education

California State Polytechnic University, Pomona, Instructor and Program Associate, College of Education and Integrative Studies: Ethnic and Women's Studies Department, 1989-2005

- EWS 450: Multiracial and Hybrid Identities
- EWS 390: Ethnic Women
- EWS 400: REACH: Reaffirming Ethnic Awareness and Community Harmony
- EWS 290: Multicultural Leadership
- EWS 140: Introduction to Ethnic Studies
- CPU 109: Leadership Skills & Residential Student Leadership
- CPU 102: Fundamental Principles of Learning Skills
- BHS 200: REACH: Reaffirming Ethnic Awareness and Community Harmony

California State University, Long Beach, Instructor, College of Education: Department of Educational Psychology, Administration, and Counseling, 2004-2010

- EDP 548: The U.S. College Student
- EDP 643B: Field Work, Student Development in Higher Education
- EDP 644B: Field Work, Student Development in Higher Education

Mount St. Mary's College, Instructor, Graduate Teacher Education Program, 2003

- ED 206: School and Society

University of La Verne, Instructor, General Education, 1986-1989

- GE 101: Introduction to the University
- GE 200: LEAD: Leadership, Education, and Development
- GE 201: Residential Education and Development

Fieldwork and Practicum Supervisor 1989 - present

I have actively designed more than 100 internships. I have supported research teams, supervised, and evaluated undergraduate and graduate students from multiple institutions, including Azusa Pacific University, California State Polytechnic University, Pomona, California State University, Fullerton, California State University, Long Beach, Claremont Graduate University, and the University of La Verne.

Dissertations (Chair and Committee Member)

Nguyen, J. (in progress). *Leaving so Soon? The Attrition of Asian Pacific Islander Entry-Level Student Affairs Professionals* (Unpublished doctoral dissertation). California State University, Fullerton: Educational Leadership.

Marquez, L. (in progress). *Cultivating Latino Parental Involvement in Higher Education through a Critical Lens* (Unpublished doctoral dissertation). California State University, Fullerton: Educational Leadership.

FitzGerald, C. S. T. (2009). *Fostering resilience in Latina students* (Order No. 3362615). Available from ProQuest Dissertations & Theses Full Text: The Humanities and Social Sciences Collection. (305160010). Retrieved from http://search.proquest.com/docview/305160010?accountid=9840

Master's Theses (Committee Member)

Franco, M. (2005). *The development of student affairs professionals: A proactive response to change in higher education* (Order No. 1429278). Available from ProQuest Dissertations & Theses Full Text: The Humanities and Social Sciences Collection. (220124341). Retrieved from http://search.proquest.com/dissertations/docview/305367237/previewPDF/284F75E07EFF4D17PQ/16?accountid=9840

Tittle, K. R. (2001). *Exploring the impact of a multicultural leadership course on undergraduate participants* (Order No. 1407525). Available from ProQuest Dissertations & Theses Full Text: The Humanities and Social Sciences Collection. (220124341). Retrieved from http://search.proquest.com/docview/220124341?accountid=9840

Publications

Refereed Journals and Book Chapter

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. Retrieved from jhh.sagepub.com/cgi/reprint/1538192716628956v1.pdf?ijkey=zfDt856MtzxJpAI&keytype=finite

Mucino, P. J., & Gutierrez Keeton, R. (2016). *Latino males in community colleges: Factors predicting transfer aspirations.* Manuscript submitted for publication, under review.

Soltani, P., & Gutierrez Keeton, R. (2016). *Non-cognitive variables and student learning in Extended Opportunity Programs and Services.* Manuscript submitted for publication, under review.

Gutierrez Keeton, R., & Schufer, J. (2004). Assessing student satisfaction with a transition to college program. *The Cal Poly Pomona Journal of Interdisciplinary Studies: A Journal of Research and Innovative Activities, 17*(Fall), 11-22.

Gutierrez Keeton, R. (2004). Sueños y valor (Dreams and courage). In K. Renn and C. Hughes (Eds.), *Roads taken: Women in student affairs at mid-career (pp.* 22-34). Sterling, VA: Stylus.

Non-Refereed Publications

Keeton, R. G. (2002). *Reframing identities for justice: Honoring multiple identities* (Order No. 3046803). Available from ProQuest Dissertations & Theses Full Text: The Humanities and Social Sciences Collection. (276312838). Retrieved from http://search.proquest.com/docview/276312838?accountid=9840

Gutierrez Keeton, R. (1993). Guide to multicultural resources. *California State Polytechnic University, Pomona.*

Gutierrez Keeton, R. (1992, September). Programs: A strength NACA plays to the hilt. National Association for Campus Activities. *Programming Magazine,* 25(3), 50-53.

Gutierrez Keeton, R. (1991, December). Bridging the gap. National Association of Secondary School Principals. *Leadership for Student Activities*, *75*, 10-15.

Unpublished Manuscripts

Gutierrez Keeton, R., Mucino, P. J., & Lee, S. (2010, July). *Campus Climate White Paper.* Unpublished manuscript, California State Polytechnic University, Pomona.

Gutierrez Keeton, R., Barker, L. A., & Chaichanasakul, A. (2006) *Measuring Multicultural Attitudes of Cross Cultural Retreat Participants.* Unpublished manuscript, California State Polytechnic University, Pomona.

Poster Sessions

Gutierrez Keeton, R. (2016, March). *Conducting a campus climate study.* Poster presented at the annual meeting of the College Student Educators International (ACPA), Montréal, Canada.

Gutierrez Keeton, R., & Saldana, J. (2014, September). *Assessment of campus climate for students.* Poster presented at Fall Conference, California State Polytechnic University, Pomona.

Select Academic Presentations and Lectures

Gutierrez Keeton, R. (2014). Professional Development for People of Color. Presented at the Race and Diversity Symposium, University of Wisconsin, Madison, WI.

Gutierrez Keeton, R. (2014). Gratitude: Bell High School Commencement Keynote Address. Presented at the L.A. Forum, Los Angeles, CA.

Gutierrez Keeton, R. (2013). Being Successful as a New Professional. Presented at the Western Association of College and University Housing Officers' Southern Rap Conference, Pomona, CA.

Gutierrez Keeton, R. (2012). Women in Student Affairs. Presented at Professional Development Day, Azusa Pacific University, Azusa, CA.

Gutierrez Keeton, R. (2010). Latina Leadership. Presented lecture at California State University, Long Beach.

Gutierrez Keeton, R. (2009). Effective ASI and University Partnerships. Presented at the Associated Students Incorporated Retreat, Pomona, CA.

Gutierrez Keeton, R. (2007). Promoting Chicano(a)/Latino(a) Student Learning and Persistence in Higher Education. Presented at Prepárate: Educating Latinos for the Future of America: College Board, Los Angeles, CA.

Gutierrez Keeton, R. (2007). Student Development Theory and Millennial Students. Presented at the Student Affairs Manager Retreat, University of California, Santa Cruz, CA.

Gutierrez Keeton, R. (2006). Conducting Effective Qualitative Research. Presented lecture at Azusa Pacific University, Azusa, CA.

Gutierrez Keeton, R. (2005). Changing Lives. Presented at Cesar Chavez Day Camp Afflerbaugh, La Verne, CA.

Gutierrez Keeton, R. (2004). Honoring Multiple Identities in Higher Education. Presented at the Professional Development Institute, California State University, Fullerton, CA.

Gutierrez Keeton, R. (2004). Building Multicultural Coalitions. Presented at the Association of College Unions-International Conference, Ontario, CA.

Gutierrez Keeton, R. (2003). Multicultural Leadership. Presented at the Iowa State University: Multicultural Leadership Summit, Ames, IA.

Gutierrez Keeton, R. (2002). Assessing Student Attrition Patterns and Designing Innovative Interventions: American College Personnel Association, Long Beach, CA.

Gutierrez Keeton, R. (2002). Women, Politics, and Power in Student Affairs Leadership. Presented at the NASPA National Conference, Boston, MA.

Gutierrez Keeton, R. (2002). Reframing Identities for Justice: Honoring Multiple Identities. Academic paper presented at the Association for the Study of Higher Education Annual Conference, Sacramento, CA.

Gutierrez Keeton, R. (2000, January). Student Perceptions of Leadership: Academic paper presented at the Inaugural Inter-Disciplinary Research Conference: Unpacking the Rhetoric within Minority and Diversity Theory and Practice. Claremont, CA.

Gutierrez Keeton, R. (1998, April). Latina Leadership. Academic paper presented at the Women's Research Conference. San Bernardino, CA.

Administrative Experience

Acting Vice President for Student Affairs, California State Polytechnic University, Pomona, 2014–2015

Provided leadership for the Division of Student Affairs, which is comprised of 430 collective-bargaining employees and 450 student assistants. Managed operating budget of $48 million. Distributed $140 million in federal/state financial aid, plus $2 million in scholarships. Served on the President's Cabinet and Foundation Board of Directors. Managed development efforts that yield $1.9 million annually, and oversaw student affairs capital construction projects. Extensively collaborated with campus constituencies to develop and improve policies, programs, and services aimed at supporting student learning, student success, and satisfaction. Initiated aggressive enrollment management strategies that increased the academic profile of entering students, maintained diversity, and increased revenue. Developed comprehensive assessment strategies for programs and services, creating a culture of evidence and continuous improvement.

Division included:

- Enrollment Services: Admissions and Outreach, Financial Aid and Scholarships, Registrar's Office, Student Orientation, and Veteran's Resource Center
- Housing, Police, Parking and Emergency Management
- Intercollegiate Athletics
- Student Life: Children's Center, Dean of Students Office, Judicial Affairs, Student Life and six Cultural Centers, and Violence Prevention/Women's Resource Center
- Student Services: Career Center, Counseling and Psychological Services, Disability Resource Center, Student Health Services, and Student Support and Equity Services (EOP, Undeclared Majors, Renaissance Scholars)

Associate Vice President and Dean of Students, California State Polytechnic University, Pomona, 2005-2014

Served as member of the senior leadership team that advised the Vice President of Student Affairs. Developed university policy and oversaw $2.5M cluster budget, including $1,195,000 in grants. Ensured enhanced use of technology for division. Served as the primary advisor to Associated Students Incorporated, a non-profit auxiliary and student government association, with budgets totaling over $10M. Mediated conflicts and led coordinated response to emergencies and crisis situations. Enhanced the quality of campus life by promoting student engagement. Fostered and inspired leadership development, implemented a fair and just student conduct process, facilitated assessment based on learning outcomes. Provided vision and strategic direction for the African American Student Center, Asian and Pacific Islander Student Center, Cesar E. Chavez Center for Higher Education, Judicial Affairs, Native American Student Center, Office of Student Life and Cultural Centers, Pride Center, and the Violence Prevention and Women's Resource Center. Worked in close partnership with University Housing Services and Associated Students, Inc. on campus programs.

Director, Office of Student Life/Cultural Centers, California State Polytechnic University, Pomona, 1999-2005
Provided leadership and vision for the Office of Student Life and five Cultural Centers. Responsible for Greek life, Rose Float for the Tournament of Roses Parade, clubs and organizations, leadership development, scheduling and posting, faculty/staff advisors, and campus events. Ensured academic eligibility for all student officers. Served as Universal signature authorization for all campus club and organization accounts. Scheduled all non-academic university spaces. Chartered 250 clubs annually. Served as advisor to Associated Students, Incorporated (Executive Board, Senate, Cabinet, Elections, Cultural Affairs, Finance Board, Facilities and Operations Board, Rules and Policies Committees). Managed 30 departmental budgets totaling over $750K. Initiated and implemented recruitment and retention programs.

Associate Director, University Housing Services, California State Polytechnic University, Pomona, 1994-1999
Administered high quality residence life programs for 1,200 students in residence halls and 800 in University Village apartments. Managed $3M auxiliary operating budget and food service contracts. Set capital planning and facilities administration goals. Institutionalized diversity efforts in the department. Supervised a diverse staff of 10 professionals, 38 paraprofessionals, 250 student leaders, and 120 student assistants. Managed the Conference Services program. Initiated faculty involvement program. Supervised student conduct process. Counseled students, staff, faculty, family members, and parents in crisis.

Associate Director, Office of Student Life, California State Polytechnic University, Pomona, 1992-1994
Supervised full-time support personnel, student affairs graduate interns, and student volunteers. Managed $178K operating budget. Developed strategic plan. Implemented a three-day Cross-Cultural Retreat for faculty, staff, students, and administrators. Developed and administered policies relating to student organizations. Developed policy manuals for student organizations, assisted with Student Orientation, chartered 225 student organizations, and led advisor liability workshops. Coordinated REACH peer diversity training programs. Advised Open House, Major Concerts, Performing Arts, Commissioners for Campus Affairs, Communication Affairs and Cultural Affairs, Hispanic Youth Leadership Conference, ASI Elections, ASI Finance Board, Jazz Music Series, Programming, Multicultural Council (MCC), and Recreation and Services Council.

Grant and Development Experience, California State Polytechnic University, Pomona

- Department of Justice, Violence Against Women Office - Violence Prevention & Women's Resource Center ($199K), 2011-2015
- My Bronco Activity Record, Co-curricular portfolio - W. K. Kellogg Foundation Legacy Grant ($130K), 2011-2014
- Department of Justice, Violence Against Women - Stop Violence Office ($1,195,000), 2000-2010
- Several grants for the Cal Poly Pomona Children's Center ($411K), 2007
- Annual fund campaign for multicultural programs ($10K annually), 2000-2005
- Co-curricular transcript grant ($10K), 2003
- Youth outreach grant from the Henry Bull Foundation ($2.5K), 2002
- First generation mentoring program and co-curricular transcript lottery grant ($20K), 2000
- Multicultural programs lottery grant for peer diversity training ($22K), 1999
- AmeriCorps grant: Created PolyCorps Program ($270K), 1993-1996

Professional Associations
ACE, American Council on Education, Women's Forum
ACPA, College Student Educators International
NASPA, Student Affairs Administrators in Higher Education

Honors and Awards

- Sandra Kuchler Excellence in Mentoring Award, NASPA Region IV, 2014
- Cynthia S. Johnson Award, Student Development in Higher Education Program, California State University, Long Beach, 2014
- NASPA Outstanding Service Recognition for Region VI Advisory Board, 2010-2012
- Cross-Cultural Retreat Founders Award, 2008
- Diversity Champion, California State Polytechnic University, Pomona, Unity Luncheon, 2004
- Tonatiuh Award: Inspiring the Comunidad, César E. Chávez Center for Higher Education, 2002
- Multicultural Advocate Award, American College Personnel Association, 2001
- Hausam Fisk Award for Outstanding Graduate Student, Claremont Graduate University, 2000
- California State University Forgivable Loan: Doctoral Incentive Program, 1999
- Award for Excellence in the Study of Higher Education, Claremont Graduate University, 1999
- Howard D. Mills and Winifred Van Dorn Mills Fellowship, Claremont Graduate University, 1998-1999
- Claremont Graduate University Minority Fellowship, 1998-1999
- Aubrey Douglass Fellowship, Claremont Graduate University, 1997-1998
- Vice-President's Award, Cal Poly Pomona, Division of Student Affairs and University Advancement, 1996
- Multicultural Leader Award, National Association for Campus Activities, 1994
- ASI Honorary Lifetime Membership, Cal Poly Pomona Associated Students, Inc., 1994
- Educational Foundation Award, National Association for Campus Activities, 1991
- Distinguished Merit Citation, National Conference for Community and Justice, 1991
- Leadership Fellow, National Association for Campus Activities, 1989-1990

Diversity and Social Justice Community Experience
The National Conference for Community and Justice, Downtown Los Angeles Office

- Consultant and Volunteer for National Human Relations Organization, 1986-2003
- Allocated $56,000 annually for Herb and Lani Alpert Scholarships, 1991-1995
- Brotherhood-Sisterhood, 1988-2003
- Latino/Latina College Leadership Institute, 1989-2002
- 1965-1992: Riot or Rebellion youth congress in South Los Angeles, September 22, 1992
- Facilitator for human relations training programs, including teacher human relations weekends, college and university workshops, and weekend camps for Los Angeles Unified School District middle schools and high schools

University of Pittsburgh: Institute for Shipboard Education
Director of Student Life (S'97)
Director of the Student Union & Programs and Resident Director (F'93)

Responsible for all phases of the Semester at Sea student life program: Bahamas, Brazil, Canada, China, Egypt, Greece, Hong Kong, India, Japan, Kenya, Malaysia, Morocco, Philippines, Russia, South Africa, Taiwan, Turkey, Ukraine, Venezuela, and Vietnam.

Claremont Dispute Resolution Center
Certified Conflict Mediator, 1994

EUGENE M. FUJIMOTO
15553 Lujon Street
Hacienda Heights, CA 91745
efujimoto@fullerton.edu 626 848-4800 (c)

EDUCATION:

UNIVERSITY OF WISCONSIN – MADISON
PhD. in Educational Policy Studies; GPA: 4.0
Emphasis in higher education leadership and diversity.
Dissertation: Racial achievement gaps in higher education: A case study of influences in internal decision making.
Advisor: Gloria Ladson-Billings

CITY UNIVERSITY, Bellevue, WA
Leadership Institute of Seattle
Master of Arts Degree, Applied Behavioral Science
Thesis: A Study of a Cross-Cultural Educational Effort with the American Indian.

UNIVERSITY OF CALIFORNIA, SANTA BARBARA
Bachelor of Arts Degree, Psychology

California State Polytechnic University at Pomona

PROFESSIONAL EXPERIENCE:

California State University Fullerton, (8/10 to present)
Assistant Professor, Department of Educational Leadership
College of Education

University of Wisconsin-Parkside, Kenosha, WI. (1/06 to 6/10)
As **Assistant to the Chancellor for Equity and Diversity**, the position provided leadership, direction, coordination and assessment on campus-wide equity and diversity goals and issues. Evaluated and monitored university policies and practices to ensure fair and equitable treatment towards an inclusive and excellent educational and work environment. Necessitates ability to work effectively with diversity as the campus has the highest percentage of low income, first generation, students of color in the University of Wisconsin System. Responsible for development and implementation of programs to meet applicable federal and state laws and University of Wisconsin System and campus regulations.

Madison Area Technical College, Madison, WI. (7/04 – 12/05)
As **Diversity Coordinator/Affirmative Action Officer** at this 2-year college, the position was accountable for developing, implementing, coordinating, and evaluating all aspects of the College's diversity and affirmative action/equal opportunity programs to meet college goals. This included community relations initiatives, ensuring compliance with state and federal regulations, investigating complaints of discrimination/harassment and providing training in relevant areas to supervisors.

University of Wisconsin-Whitewater, Whitewater, WI. (10/01 – 6/04)
As **Assistant to the Chancellor for Affirmative Action and Equal Opportunity**, the position provided university-wide leadership in all matters pertaining to diversity and equal opportunity for students, faculty, staff, administers the university's Affirmative Action/Equal Opportunity program and monitors compliance with federal, state and university requirements. The position interacts with university community at large and external constituents; fosters an understanding and commitment to equal opportunity; and organizes and conducts educational and training workshops on the development of an inclusive educational and work environment, including compliance with EO/AA/ADA/Title IX issues.

De Anza College, Cupertino CA. (9/95 - 10/01)
As **Diversity Coordinator**, the position was responsible for providing campus leadership on all diversity related issues. This community college has a student enrollment of 25,000 with over 1100 employees. The position was responsible for the overall coordination of all aspects of diversity including equity in student access and outcomes; staff development for diversity; multicultural curriculum development; affirmative action/equal opportunity in hiring. Served as Chair of the campus Diversity Advisory Council, which provided direction and leadership for all diversity efforts. Also serves as co-chair of Foothill-De Anza Community College District Diversity Advisory Committee, which was charged with providing District wide vision and leadership in diversity. Advised all levels of administration, faculty and classified senates on diversity related issues including all those mentioned above. Job duties also included needs analysis, program development and supervision, on-going evaluation and assessment, and budget monitoring. Earned tenure in this tenure track faculty position.

Dominican University, San Rafael, CA. (10/93 - 8/95)
Served as **Director of Student Retention Programs/Counselor** in the Student Services Division. Working within the student affairs division, the position was responsible for advising and all aspects of student retention, particularly as relates to historically underserved populations, i.e. students of color, gays/lesbians/bisexuals, students' with disabilities, first generation college students and re-entry students. Collaborated on needs analysis, program planning and development with other student services such as admissions, career development, student activities and academic support to provide comprehensive retention services. Provided consultation to faculty and staff on conflict resolution and multicultural issues in general. Budgetary and supervision responsibility.

The Evergreen State College, Olympia, WA. (1/90 - 9/93)
As **Director of the First Peoples Advising Service (minority affairs)** in the student affairs division, the position was responsible for the advising and overall coordination of retention services for students of color on the Evergreen Olympia campus. In providing culturally specific program development, duties included the following: needs analysis, staff hiring, training, evaluation, and supervision, consultation for the Peer Advising Program, design and implementation of the Mentoring Project, direct service advising and counseling (academic and personal), advocacy and mediation, consultant to the Office of Affirmative Action, advising of student organizations, meeting organization and facilitation, collaboration and consultation with other student service areas on campus, budget monitoring and program evaluation.
The Evergreen State College, Olympia, WA. (2/88 - 1/90)

As **Coordinator of the First Peoples Peer Advising Program**, responsible for advising and counseling services to students of color on the Evergreen Olympia campus. Analyzed needs, developed and implemented services and programs for students of color to support their academic and personal development. This included development, training and supervision of a peer counseling staff as well as delivering direct counseling services to students. Duties also included budget monitoring, staff supervision, and program maintenance and evaluation.

TEACHING EXPERIENCE:

California State University Fullerton (8/10 to present)
Assistant Professor in the Department of Educational Leadership, College of Education.
Courses taught:

EDAD 503 Organizational Leadership
EDAD 505 Instructional Leadership
EDAD 524 Diversity, Access, and Equity
EDAD 568 Fieldwork
EDAD 595 Professional Seminar
EDD 600 Organizational Theory and Instructional Leadership
EDD 670b Connecting Research Questions to Scholarship
EDD 670e Research Seminar
Dissertation committee chair

University of Wisconsin Madison (1/10 to 5/10)
Lecturer, Department of Educational Policy Studies. Taught EPS 300: School and Society.

University of Wisconsin-Parkside, Kenosha, WI (9/06 – 12/08)
Instructor, Concepts and Methods in Ethnic Studies**.** Interdisciplinary orientation to concepts and methodologies of U.S. ethnic studies are examined with particular emphasis on four under-represented groups: African American, Asian American, Latina/os, and Native Americans. Integrated on-line component through Desire 2 Learn. Connected self and peer assessment to student learning outcomes and final course evaluation.

University of Wisconsin-Parkside, Kenosha, WI (1/07 – 5/09)
Guest lecturer, Ethics and Issues in Sports Management. Lectured each semester on equity and diversity issues in athletics and sports management, including affirmative action, equal opportunity, and preventing sexual harassment.

University of Wisconsin Madison, Madison, WI (Spring 2005)
Guest Lecturer, Cultural Pluralism and Educational Policy**.** Lectured and facilitated discussion in undergraduate class in Department of Educational Policy Studies.

De Anza College, Cupertino, CA (9/95 – 6/01)
Instructor, Orientation to college. This course was designed to assist first year students in their adjustment to college. Content included critical thinking skills, study skills, programs, services, college culture, and educational plan development. Required cultural competency to work effectively with low-income, first generation, culturally diverse students in assisting their

academic and social preparation for college. Necessitated knowledge of California Community College requirements and policies.

RESEARCH & SCHOLARSHIP:

Publications:

Fujimoto, E., Akindes, F., & Mason, R. (Eds.) (In press). *Diversity in the College Classroom: Knowing Ourselves, Our Students, & Our Disciplines*. Common Ground Publishing.

Fujimoto, E., & Medina, N. (2016). Leadership, accountability and diversity in higher education: A Critical Race Counterstory. In Marsh, T., & Croom, N. (Eds.), *Envisioning a Critical Race Praxis for Leadership: Critical Race Counter-stories Across the P-20 Pipeline.* Information Age Publishing.

Person, D., Garcia, Y., Fujimoto, E., Nguyen, K., Saunders, K., & Hoffman, J. (2014) Increasing educational attainment and aspiration in an underserved community: The perspective of urban-community leaders. *The Urban Review.*

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 Journal,* Vol. 7, No. 3.

Fujimoto, E. (2012). Hiring Diverse Faculty Members in Community Colleges: A Case study in Ethical Decision Making. *Community College Review*, *40*(3), 255-274. doi:10.1177/0091552112450069

Fujimoto, E. (2012). Isn't affirmative action illegal? In Clark, C., Brimhall-Vargas, M., & Fasching-Varner, K. (Eds.) *Occupying the Academy: Just How Important is Diversity in Public Higher Education?* Rowman & Littlefield Publishers, Inc.

Fujimoto, E., Kirkwood, A., Poucher, T., & Rojas, M. (2012). The Maywood education fair: Strengthening the educational pathway for underrepresented populations through community cultural wealth. *The Social Justice Leader*, Issue 4. Retrieved from: http://www.aera.net/Portals/38/docs/SIGs/SIG165/LSJ%20Spring%202012%20Newsletter%20Final.pdf

Fujimoto, E. (In progress). Leadership, sensemaking and the making of meaning in the closing of achievement gaps. *Equity and Excellence in Education.*

Fujimoto, E. (In progress). Academic Underpreparedness and the Racial Achievement Gap in Higher Education: A Case Study and Critical Analysis. *The Journal for Critical Educational Policy Studies.*

Scholarly presentations:

Fujimoto, E. (April, 2015). Teachers as change agents or purveyors of status quo? Infusing diversity into higher education courses. Presented at the *American Educational Research*

Association Annual Conference in Chicago, IL

Fujimoto, E., Bailous, J., Chavez, V., Flores, H. & Mendoza, R. (February, 2015). I am success - The role of a university-community partnership in developing a college-going culture. Presented at the *Critical Questions in Education Conference* in San Diego, CA

Oropeza Fujimoto, M., Fujimoto, E., Lopez, D., & Venturanza, R. (February, 2015). Testimonios: Challenging deficit notions of student success. Presented at the *Critical Questions in Education Conference* in San Diego, CA

Fujimoto, E. (March, 2014). Latino students and the school-to-prison pipeline. Panelist at *Latino Education and Advocacy Days, 5th Annual Summit*, California State University San Bernardino.

Fujimoto, E., Zavala, M., Medina, N. (March, 2014). Countering the deficit paradigm: An asset-based application to effectively mentoring Latino/a students. *American Association of Hispanics in Higher Education Conference*, Costa Mesa, CA

Fujimoto, E., Aunaetitrakul, V., Gomez, E., Monzon, A., San Nicolas, K. (January, 2014). Cultivating a college-going culture: A case study. *Embracing Connections in Times of Global Stress Research Conference,* Claremont Graduate University.

Fujimoto, E., Aunaetitrakul, V., Gomez, E., Monzon, A., San Nicolas, K. (January, 2014). *The role of a university-community partnership in developing leaders for social justice*. 4th Annual Educational Leadership Symposium, California State University Long Beach.

Fujimoto, E., Garcia, Y., Medina, N., Perez, E. (November, 2013). From the shadows of prison to the light of a classroom: Educational leaders' insights in creating a college-going culture. *23rd Annual Conference of the National Association of Multicultural Educators*. Oakland, CA

Fujimoto, E., & Ordonez-Jasis, R. (August, 2013). Building Community Partnerships. Presentation at California State University Fullerton, *College of Education fall retreat*. Fullerton, CA

Person, D., & Fujimoto, E. (June, 2013). Center for Research on Educational Access and Leadership. Poster session presentation at *Convening of the Carnegie Project for the Educational Doctorate*. Washington D.C.

Fujimoto, E., Garcia, Y., Kirkwood, A., & Perez, E. (April, 2013). Using critical theory in examining obstacles to creating a college going culture: The perspectives of urban educational leaders. Presented at the *American Educational Research Association Conference* in San Francisco.

Zavala, M., Fujimoto, E., & Medina, N. (March, 2013). Reflecting On The Lenses We Use in Analyzing the Educational Attainment of Latina/o Students: From Deficit Thinking to Community Cultural Wealth Frameworks. Presentation to *Enhancing Postbaccalaureate Opportunities for Cal State Fullerton Hispanic Students (EPOCHS) mentors*.

Oropeza Fujimoto, M., Fujimoto, E., & Medina, N. (March, 2013). Community Wellbeing: An Asset-based Approach to Diversity Work. *ACPA Annual Meeting*. Las Vegas, NV.

Fujimoto, E., Gonzalez, M., Hernandez, S., Lopez, D., & Mendoza, A. (February, 2013). My Dream, My Future: A University-Community Partnership presentation. *16th Annual California State University Teaching Symposium*. Vallejo, CA

Fujimoto, E., Gonzalez, M., Hernandez, S., Lopez, D., & Mendoza, A. (February, 2013). Creating a Successful Community Partnership: The City of Maywood and California State University, Fullerton, College of Education. Poster presentation at *Annual Research Symposium* by the Center for Research in Educational Access and Leadership. Fullerton, CA

Clark, C., Brimhall-Vargas, M., Fasching-Varner, K., & Fujimoto, E. (November, 2012). Occupying the academy: Just how important is diversity work in higher education? *37th Annual Conference of the Association for the Study of Higher Education*. Las Vegas, NV

Person, D., Fujimoto, E., Garcia, Y., Kirkwood, A., & Nguyen, K. (Proposal accepted, November, 2012). Creating a community-based college-going culture: The university role and implications. *Western Regional Conference, National Association of Student Personnel Administrators.* Hilo, Hawaii.

Fujimoto, E., Garcia, Y., Guardado, V., & Medina, N. (September, 2012). Using critical theory in creating a college going culture: A university-schools-community collaboration. Presentation at the *VIII International Meeting of the Paulo Freire Forum*. Paulo Freire Institute, University of California, Los Angeles.

Fujimoto, E. (April, 2012). The role of faculty leadership in the closing of racial achievement gaps in higher education. Presented at the *American Educational Research Association Conference* in Vancouver, B.C.

Fujimoto, E. (November 2011). Leadership, sense-making and the making of meaning in the closing of achievement gaps. Presentation at the *Association for the Study of Higher Education Annual Conference*, Charlotte, North Carolina.

Fujimoto, E. (June 2011). Hiring Diverse Faculty in Community Colleges: A Case study. Presentation at the *National Conference on Race and Ethnicity in Higher Education*; San Francisco, CA.

Fujimoto, E. (May 2011). Academic Underpreparedness and the Racial Achievement Gap in Higher Education: A Case Study and Critical Analysis. Presentation at the *Critical Race Studies in Education Association Conference*, San Antonio, Texas.

Fujimoto, E., & Person, D. (2011). Organizational Theory: Challenges for Educational Leaders. *Presentation to The University of the Western Cape inaugural doctoral cohort in student affairs.* Cape Town, South Africa.

Fujimoto, E., Akindes, F., & Mason, R. (June 2010). Infusing Diversity in Curricular and Pedagogical Practices: An Emergent Process. Pre-conference institute for the *National Conference on Race and Ethnicity in Higher Education;* Washington D.C.

Akindes, F., Mason, R. & Fujimoto, E., (May 2009). Teaching Teachers to Infuse Racial Diversity in the Classroom: One Approach Toward Closing the Achievement Gap. Presentation given at the *National Conference on Race and Ethnicity in Higher Education;* San Diego, CA.

Fujimoto, E., Mason, R., & Akindes, F. (May 2008).The Problem is in ME: Thinking, Talking & Acting on Race, Racism & Teaching, workshop focused on UW-Parkside's 2007 Summer Institute: Infusing Diversity in the General Education Curriculum. Presentation given at the *National Conference on Race and Ethnicity in Higher Education*. Orlando, FL.

Fujimoto, E. (April 2006). Organize, Strategize and Mobilize: A Model for Student Organizations Working for Institutional Change. Presentation given at *Creating Institutional Change* Conference at University of Wisconsin-Madison.

Kendall, F., Fujimoto, E. & co-presenters. (June 2003). Authentic Relationships Across Race: Staying at the Table. Presentation given at the *National Conference on Race and Ethnicity in Higher Education.* New Orleans, LA.

Fujimoto, E., (Spring 1999). Institutionalizing Diversity Efforts. Presentation given at a national conference on *Diversity in Teaching and Learning*, San Francisco, CA.

Fujimoto, E., (September 1987). Retention Issues Facing Students of Color in Higher Education. Presentation given at the *Ourselves Among Others*, statewide conference, Tacoma, WA.

AWARDS, GRANTS & FUNDING:

Service Learning Project: Developing a College-going Culture in the City of Maywood. Award: $8,716. *Instructionally Related Activities grant, CSU Fullerton,* 2015-16.

Diversity Class: Visit to Museum of Tolerance. Award: $1,069. *Instructionally Related Activities grant, CSU Fullerton,* 2015-16.

Service Learning Project: Developing a College-going Culture in the City of Maywood. Award: $9,175. *Instructionally Related Activities grant, CSU Fullerton,* 2014-15.

Diversity Class: Visit to Museum of Tolerance. Award: $1,125. *Instructionally Related Activities grant, CSU Fullerton,* 2014-15.

Service Learning Project: Developing a College-going Culture in the City of Maywood. Award: $7,900. *Instructionally Related Activities grant, CSU Fullerton,* 2013-14.

Diversity Class: Visit to Museum of Tolerance. Award: $1,125. *Instructionally Related Activities grant, CSU Fullerton,* 2013-14.

Service Learning Project: Developing a College-going Culture in the City of Maywood. Award: $5,035. *Instructionally Related Activities grant, CSU Fullerton,* 2012-13.

Creating College Pathways Certificate Training Program: Serving Underserved Communities. Co-coordinated joint proposal with CSU Dominguez Hills, Long Beach and Fullerton. Grant proposal to the *Commission on the Extended University 2012.* $150,000 (unfunded).

Creating a Community-based College-going Culture: The University Role and Implications for Policy and Practice. Grant proposal to the *W.T. Grant Foundation: Understanding the Acquisition, Interpretation, and Use of Research Evidence in Policy and Practice 2012.* $550,000 (unfunded).

University of Wisconsin System: Award: $5,000 in dissertation funding, 2009.

National Science Foundation, Alliance for Graduate Education and the Professoriate Fellow, 2008.

Golden Key International Honour Society member, UW-Madison Chapter, 2008.

State Chancellors Office of the California Community Colleges, recipient of 4-year, $250,000 institutionalization grant. Grant was intended to institutionalize 'best practices' in ensuring student success for all members of the diverse student body, 1998 - 2002.

National Institute for Staff and Organizational Development Excellence Award Recipient, 2000.

PROFESSIONAL MEMBERSHIPS:

American Educational Research Association (AERA)
American Association for Affirmative Action (AAAA)
Association for the Study of Higher Education (ASHE)
National Association of Diversity Officers in Higher Education (NADOHE)
National Association of College Personnel Administrators (NASPA)
Association of College Personnel Administrators (ACPA)

CAMPUS AND COMMUNITY SERVICE:

Served as Student Conduct Hearing Officer for the Dean of Students Office at California State University Fullerton (2013-2014; 2014-2015).

Served as student affairs 'coach' at the Western Regional Careers in Student Affairs Day Conference (CSU Long Beach, 2013; Azusa Pacific University, 2014).

Presenter for GEAR UP staff on exploring graduate school as an option (2014).

Served on planning committee for Western Regional Careers in Student Affairs Day Conference (2013; 2014)
Mentor for Enhancing Postbaccalaureate Opportunities at Cal State Fullerton for Hispanic Students (EPOCHS) program (2011 to 2013)

Member of the California State University Fullerton's Graduation Initiative Committee (2012-2013)

Member of College of Education's Task Force on Just, Equitable and Inclusive Education. (2011 to present).

Member of Asian American Studies Program Advisory Board, California State University Fullerton (2011 to present)

Board member of the Asian American Pacific Islander Faculty Staff Association, California State University Fullerton (2011, 2012).

Member of Higher Education Advisory Board for Masters of Science in Higher Education Program, California State University Fullerton. (2010 to present)

Member of team of faculty visiting the University of the Western Cape in Cape Town, South Africa. Team taught initial cohort of doctoral students in inaugural PhD. Program in higher education. (2011)

Completed *Safe Zone* training for gay/lesbian/bisexual/transgender populations, University of Wisconsin-Parkside (2009)

Served as peer advisor with Asian American graduate student organization, University of Wisconsin-Madison (2009)

Selected to chair the search committee for the first annual University of Wisconsin, Board of Regents Diversity Award (2008)

Completed Diversity Circles training on *Civil Rights for Gay/Lesbian/Bisexual/Transgender Individuals*, University of Wisconsin-Parkside (2007)

Invited to join University of Wisconsin – Madison "Excellence Institute" with other diversity practitioners as sponsored by the Equity and Diversity Resource Center. (August 2005)
Initiated collaboration in development of a joint recruitment effort with Madison Area Technical College, Madison Metropolitan School District, UW Madison and the City of Madison to diversify respective workforce. (July, August 2005)

Coordinated and led a team of Madison Area Technical College faculty and administrators to attend the national conference on "Keeping our Faculties" on the recruitment and retention of faculty of color in colleges and universities in Minneapolis, MN. (October 2004)

Organized, proposed and led a team of De Anza College faculty to the *"Boundaries and Borderlands"* summer institute, sponsored by the Association of American Colleges and Universities. Selected to attend through a nation-wide competitive process. This ten-day institute was focused on faculty and curriculum development in diversity. (July 2000)

Organized and led a team of De Anza College faculty, staff and students in attending the *National Conference on Race and Ethnicity in Higher Education*. As an annual staff/student development activity, result has been an infusion of recent developments in diversity in higher education, and a diffusion of responsibilities in diversity across the institution. (1996-2001)

Member of Cupertino based community consortium focused on diversity issues and ensuring community wide approach to recognizing and valuing the cultural richness of the area. (1998)

Member of the Board of the Asian American Parents Association of the Cupertino School District. (1998)

Facilitator of group discussions as part of 'Public Dialogue Consortium' as contracted by city of Cupertino to bring voice to community on issue of cultural diversity. (Fall 1997)

Participant in 'Beyond the Color of Fear' facilitation training for use of film as a catalyst to discuss issues of racism. (Spring 1996)

Community Boards of San Francisco. Participated in 5-day training on conflict management skills. Included all aspects of from theory to application and program development. (June 1994)

Washington Center for the Improvement of Undergraduate Education. Participant in 10- day intensive 'Cultural Pluralism Institute' on multiculturalism in higher education. (August 1992)

National Coalition Building Institute . Participated in 'train the trainer' session on prejudice reduction and coalition building. (Spring 1992)

Arete: A Multicultural Youth Program (non-profit). Member of Board of Directors. Activities for youth from diverse communities throughout greater Seattle area. (1991- 1993)

Vitae

DAWN R. PERSON

6141 Belen St.
Long Beach, California
Home: (562) 810-6513
Office: (657) 278-5605
email: dperson@fullerton.edu

Professional Objective:

To provide instruction and leadership in the field of higher education/community colleges through teaching, researching, consulting, and serving with particular emphasis on multicultural issues in higher education.

Education:

Teachers College, Columbia University, New York, New York

Ed.D. - Higher and Adult Education, 1990
Student Personnel Administration
Dissertation -- "The Black Student Culture of Lafayette College"

Slippery Rock University, Slippery Rock, Pennsylvania

M.Ed. - Special Education, Learning Disabilities, 1979
B.S. - Elementary and Special Education, 1977

Professional Experience:
Professor, Educational Leadership-2008-Present
Coordinator, Higher Education Program
Coordinator, Graduate Community College Studies Certificate
Department of Educational Leadership
California State University, Fullerton
Fullerton, California

Established and implemented the higher education graduate program specializations in the department including the Ed.D. in Community College Leadership and the Master's in higher education, student affairs. Serve as the coordinator for programs, advisor, and representative for programs at the department, college, and university levels.

Dawn R. Person

Courses Taught:

Doctoral level:

History and Philosophy of Education
Integrated Seminar
Research Support Seminars
Organizational Theory
Dissertation Research
Research Independent Study
Dissertation Chair

Dissertation Chair
Cohort 1
Lillian Edwards
Lily Espinoza - FINISHED
Arnold Holland with Dr. Joyce Lee
Tran Hong - FINISHED
Ann Hovey - FINISHED
Carol Mattson - FINISHED
Martha McDonald - FINISHED
Cristy Passman
Earic Peters with Dr. Meri Beckham
Eric Rabitoy - FINISHED
Cohort 2
Herb English
Darlene Fishman
Cohort 3
Jessie Chou
Arnette Edwards

Master Level Courses:

Instructional Leadership
Organizational Leadership
Professional Development Seminar

Director, C-REAL -2008-Present
College of Education,
California State University, Fullerton, California

Established this Center to support a research culture in the College of Education that engages faculty and doctoral, masters and undergraduate students in on- going educational research in response to solving educational problems particularly in Orange and Los Angeles counties and surrounding communities. The Center has community partners from community colleges, non-

profit organizations, and schools. The Center offers evaluation services, professional development consultation and programs as well as multicultural education programs. I've 25 projects, twenty faculty and twenty students as well as staff participate in research projects from P-20 to global projects in South Africa, Viet Nam, and China.

Selected Project Leads:

President's Roundtable Male Minority Initiative Database-2016
NOCA HCOP- 2016
CSUF HEP-2016
North Orange County Community College Bachelors Pilot Program- 2016
GEAR UP Evaluation I, II, III – 2016
Vietnam University, Ho Chi Minh City - Training the Trainer Institute- 2011
University of the Western Cape PhD Program- 2010
CREATE! Evaluation Project - 2010
Russian American Educational - Exchange Institute – 2008
Teacher Pathways Project - 2008

Committees/Service:

Search committees
Department Chair, 2012
Higher Education Tenure Track- 2012, 2011, 2009, 2008
Distinguished Lecture, Community College Leadership-2008
Lecturers-Higher Education -2009 & 2011
Lecturer-P-12-2012
College of Education Strategic Planning Committee -2011
Ed.D. Executive Board - 2009-Present
Ed.D. Steering Committee -2011-Present
University Deliverology Committee for Student Success -2009 - Present
University EPOCH Advisory Board
University HSI Advisory Board for Title V Grant on Mentoring
Professor of Student Development in Higher Education – 2001 – Present
Coordinator, Independent Doctoral Program, Community College Specialization - 2006 - Present
Co-Director, Joint Ed.D. in Educational Administration and Leadership - 2002 - Present
Coordinator, Community College Graduate Certificate Program - 2002 - Present
Coordinator of Student Development in Higher Education Specialization - 1997 - Present

Department of Educational Psychology, Administration, and Counseling
California State University Long Beach, Long Beach, California

Serve as the major advisor and faculty member responsible for the development and implementation of an independent doctorate in Educational Leadership and for a joint doctoral

program between UC Irvine and the CSU system with a specialization in Higher Education and Community College Leadership. Responsible for program management, coordination, recruitment, advising, and evaluation. Serve as a major advisor and faculty member responsible for the coordination of a Masters level program in Counseling and Student Development in Higher Education, teaching courses, supervising theses, and program development. Developed and implemented a Community College Graduate Certificate to serve master level students across the university.

Courses Taught:

Doctoral Level
Curriculum Development and Transformative Leadership
Field Research
Campus Cultures
Independent Research

Master's Level
Research and Program Evaluation
Capstone Seminar in Counseling
Management and Administration of Student Development
Student Development in Higher Education
Student Development Theory: Application of Theory to Practice
Professional Development Seminar
Cross-Cultural Counseling
Diversity in Education
U.S. College Student
Special Projects/Directed Research
Thesis

Undergraduate
Peer Advising
Special Topic in Counseling- Peer Education

Program Coordination Activities:
Provided leadership in the design of the curriculum for the independent doctoral program and negotiated the curriculum process for program approval

Designed the curriculum for the joint doctoral program, Higher Education and Community College Leadership specialization

Received department, college, and university approval for both the joint and independent doctoral programs

Dawn R. Person

Developed courses for programs of study

University representative and liaison to the Planning and Implementation Committee for the joint and independent doctoral programs

Coordinated admissions process including information sessions, individual meetings with prospective students, and screening and recommendation of candidates for admission to both programs

Supervised assistant and graduate students

Developed and implemented new courses in student development theory and counseling seminar classes

Revised program for Master's degree to include course in diversity, more options for field study earlier in the program, and re-designed the Protege program

Designed a research component for student involvement focusing on program evaluation, diversity and student retention issues in higher education

Revised academic calendar to include an orientation for students, field work supervisors, and Protege supervisors

Designed and implemented a pilot for a Community College focus in SDHE for graduate level teachers/counselors across the university

Received approval for the community college certificate program at the department and college level

Evaluated the Protégé Program

Coordinated and supervised a graduate student research team of volunteer student researchers:
- provide focus group training
- data collection and analysis
- report writing experiences
- professional presentations at regional and national conferences
- scholarly writing in the form of reports and articles

Committees/Service:
- President's Advisory Committee for Enrollment Management
- Committee for Recruitment and Retention Issues for African Americans
- Department Search Committees

College of Education Graduate Committee

Faculty Leader, South Africa Study Tour 2007
Serve as the faculty for the international study tour to South Africa sponsored by four international professional associations for approximately 50 participants including tours of universities and colleges in three regions of the country and interactions with national higher education leaders.

Visiting Faculty, University of Cape Town/University of the Western Cape – 2004
Served as the scholar for the Student Services specialization in the Masters Program in Higher Education funded by the Kellogg Foundation. Co-taught a module on Student Affairs, history and development as a profession. Guest lectured for the National Association of Student Services of South Africa (NASDEV).

Associate Professor of Counseling- 1997 - 2001
Coordinator of the Student Development in Higher Education Specialization
Department of Educational Psychology, Administration, and Counseling
California State University Long Beach, Long Beach, California

Responsibilities include those outlined above as the major advisor and faculty member responsible for the coordination of a Masters level program in Counseling and Student Development in Higher Education.

Committees/Service:
University

Academic Senate, 1998 - 2000
Committee on Committees, 1998-99
Member, Black Faculty and Staff Caucus
Conduct focus groups with African American students in Spring, 2000
Member, Planning Committee - African American Community Building Project, 2000
Member, University Student Recruitment and Retention Committee
Member, Standards Based-ITEP Steering Committee, 1998- 2001

College

College Curriculum Committee, 1999 - 2001
Veffie Milstead Jones Endowed Chair Sub-Committee, 1998 - 2002
Chairperson, 1999 - 2002
Facilitated the recommendation and process for institutionalizing the VMJ Endowed Chair with Faculty Council and the Dean of the College of Education
Developed the calendar in conjunction with the committee for the VJM Endowed Chair and serve as a resource to promote and support this program
Responsible for chairing all meetings and presenting recommendations to the Faculty

Council College Ad Hoc Committee on Re-Organization, 1998-99
College Strategic Planning Committee, 1997-99
Group Facilitator and Chair- EDP Fieldwork Work Group, 1998-99
Interdisciplinary Studies Committee, 1997-98
College of Education Graduate Committee, 1997 - present

Department
Department Curriculum Committee, 1997-99
Co-Chair, 1998-99
Counseling Search Committees, 1998-2000
Chair, Lecture Search, 1999
Founding Advisor, Association for Professionals in Student Affairs, 1997- present

Assistant Professor of Higher Education - July, 1990 - 97
Co-coordinator of Student Personnel Programs - 1993- 97
Coordinator of Student Personnel Programs - 1990-93
Department of Leadership and Organizational Studies (Higher and Adult Education)
Teachers College, Columbia University, New York, New York

Served as a faculty member responsible for teaching Masters and Doctoral level courses, and Co-coordinator of the Masters and Doctoral Programs in Student Personnel Administration.

Administrative Duties:
Budget responsibilities for multiple funded research grants, departmental scholarship program, and program budget

Assisted in the selection and orientation of new departmental faculty

Supervised departmental support staff and a full-time research team as well as part-time staff and volunteers (numbering as many as twenty-seven people)

Developed an admissions recruitment plan to obtain a national and international pool of applicants diverse in age, race, professional background experiences, gender, socio-economic class, and learning styles. Continued support of the plan through assistance to the Graduate Admissions Office by:
Promoting the programs at the national level
Hosting on-campus open houses and visitation days
Coordinating a student Admissions Committee
Attending admissions programs

Designed and implemented an annual day-long orientation for new and returning graduate students to communicate departmental expectations and to create a new student network.

Designed and implemented an off-campus annual retreat for new Masters and Doctoral students to assist them in the transition to graduate professional school and to emphasize the role of each student and faculty member in creating a non-competitive learning community of reflective scholar-practitioners in higher education.

Coordinated an integrated internship program consisting of twenty-two to forty sites with a range of experiences from entry level to more advanced responsibilities in the greater New York, New Jersey, Pennsylvania, and Connecticut areas. Responsibilities were to:

Recruit, identify, and select placement sites yearly
Develop and maintain a database of sites and students
Assist site supervisors and students with matches in line with needs and expertise
Orient internship supervisors
Monitor the progress of students
Evaluate each site for program continuation

Teaching, Advising and Curriculum Duties:
Provided leadership and expertise to infuse multicultural issues into the departmental core and the student personnel administration specialization emphasizing race, class, gender, issues of differing abilities, sexual orientation and religion.

Revitalized and updated the masters programs in student personnel administration through focus on theory and practice.
Advised both masters and doctoral students
Reviewed and evaluated comprehensive and certification examinations
Sponsored both dissertations and masters projects

Courses taught included:

Student Personnel Administration: Organization, Functions and Issues
Student Personnel Administration: Programs and Services
Observation and Supervised Fieldwork in Student Personnel Administration
The American College Student
Developmental Academic Advisement Programs
Personnel Policies: Recruitment, Retention, and Evaluation of Programs
An Analysis of Student Cultures
Qualitative Research Methods for Educators in Adult and Higher Education
Research and Independent Study in Higher and Adult Education
Multiculturalism and Adult Education
Directed Dissertation Research

Committees and Community Service:

Faculty Advisory Committee, 1996-1997
Convener, Faculty of Color, 1995-1996
Founding Advisor, Association for Professional Development in Student Affairs, 1991-

1997
Faculty Executive Council, Co-chair - Personnel Committee, 1991-1994
Advisor - Graduate Black Student Network, 1991-1996

Search Committees - Departmental and College Administration
Higher Education Organization and Administration
Student Personnel Programs and Adult Education
Curriculum and Teaching Reading Specialist
Executive Director of Admissions and Financial Aid

Assistant Dean of Academic Services (Assistant Dean of the College), 1985 - 1990
Lafayette College, Easton, Pennsylvania

Served as the academic dean for first and second year students, coordinator of academic support services, and minority student services, with special emphasis on minority students in engineering and science, student athletes, and high risk admits. Budget responsibilities for a gift account and program office support services. Supervised both professional and paraprofessional staff.

Served as a team leader and resource to the Dean of Students offices and the other Academic Services/Dean of the College offices on issues of multiculturalism and diversity. Member of various college wide committees including faculty and other administrative offices on issues of admissions, orientation, student leader training, diversity, cultural arts programs, campus ministries, and student retention in the sciences and engineering.

Director of Black Student Services, 1981-1985
Faculty Affiliate, Department of Education
Colorado State University, Fort Collins, Colorado

Chief administrator of this advocacy agency, designed to identify and meet the needs of Black students (graduate and undergraduate) through cooperative interactions and program development. Primary responsibility included all budget planning and implementation, professional and paraprofessional staff selection, supervision, and training.

Outreach Counselor and Advisor to Black and International Students, 1980-1981
Minority Affairs Coordinator, 1979-1980
Human Relations Counselor, 1978-1979
Slippery Rock University, Slippery Rock, Pennsylvania

Served in three different administrative positions that reflect progression of increased responsibilities and duties as a counselor, coordinator, and advisor to culturally diverse students. Assisted in recruiting minority students and the development of the University Human Relations Action Plan and other programs to support the retention of underrepresented student populations.

Served on numerous committees and boards.

Publications:

Person, D., Gutierrez Keeton, R., Medina, N., Gonzalez, J.I., & Minero, L.P. (2016). Effectively Serving AB540 and Undocumented Students at a Hispanic Serving Institution. *Journal of Hispanic Higher Education, 15* (2), 1-17.

Rabitoy, E.R., Hoffman, J.L., & Person, D.R. (2015). Supplemental instruction: The effect of demographic and academic preparation variables on community college student academic achievement in STEM-related fields. *Journal of Hispanic Higher Education.*

Jones, V., & Person, D. (2014). Resiliency: Cultural Parental Perceptions of Student Educational Achievement. In Higgins, K. & Boone, R. (Eds.), 2014 UNSW/UNLV Building Bridges Conference Proceedings (pp. 105-110). Sydney: Australia, UNSW Australia.

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 Africa, 2*(1), 9-22. doi: 10.14426/jsaa.v2i1.47

Rabitoy, E.R., Hoffman, J.L., & Person, D.R. (Fall 2014). Supplemental instruction on a community college campus: The effect of demographic and environment variables on academic achievement. *Journal of Applied Research in the Community College.*

Person, D.R., Garcia, Y., Nguyen, K., Saunders, K., Fujimoto, E., & Hoffman, J.L. (2014). Increasing educational attainment and aspiration in an underserved community. *The Urban Review*. 46(1), 493-506.

Person, D., Lowry, K., & King, T. (under review). Athletic dreams deferred: Being a student athlete at a community college. *Contemporary Issues in Intercollegiate Athletics and Implications for College Student Development.*

Person, D. & Chieh-Hsing, C. (2010*). Summit: Addressing the achievement gap.* California State University Fullerton, Center for Research on Educational Access and Leadership, (C-REAL).

Person, D., Ellis, P., Plum, C. & Boudreau, D. (2005). Using theory and research to improve student affairs practice: Some current examples. In S.R. Helfgot & M.M.Culp (Eds.), *Community college student affairs: What really matters*. San Francisco: Jossey Bass

Rosales, A. M. and Person, D. R. (2005). Programming Needs and Student Services for African American Women. In M. Howard-Hamilton (Ed.). *Serving African American women*. Alexandria: American College Personnel Association.

Rendon, L., Garcia, M. & Person, D. (2004). Enhancing the first year experience for students of color. Greensboro: First Year Transition Center.

Watson, L., Terrell, M., Wright, D., Bonner, F., Cuyjet, M., Gold, J., Rudy, D. & Person, D. (2002) How minorities experience college. Sterling, VA: Stylus.

Person, D. R., Benson-Quaziena, M., & Rogers, A. M. (2002). Women and students athletes of color. In M. Howard-Hamilton & S. Washington (Eds.), Serving student-athletes. Alexandria: American College Personnel Association.

Person D. R. (2002). Student culture in higher education. In Forest and Kinser (Eds.), *Encyclopedia of U.S. Higher Education.*

Person, D. (2000). Review of the book: Educating a new majority: Transforming America's education system for diversity. *National Association of Student Affairs Professionals, 3*(1), 92-94.

Person, D. R., and Cochran, J.(1998). Women leaders as coalition builders. *Journal of College Student Development*.

Person, D., & LeNoir, K., (1997). Retention issues and models for African American male athlete. In M. Cuyjet (Ed), *Helping African American men succeed in college*. Alexandria: American College Personnel Association.

Edwards, R., & Person, D. R. (1997). Retaining the urban adult student: The role of admissions counselors. *Journal of College Admissions*.

Person, D. R., & Christensen, M. (1996). Understanding Black student culture and black student retention. *NASPA Journal*.

Person, D. R. (1995). Students of color and student culture. In J. Fried (Ed.), *Shifting paradigms in student affairs: A cultural perspective* (pp. 137-153). Alexandria: American College Personnel Association..

Person, D. R. (1994). African American and Hispanic women in higher education: Myths and reality. In F. Rivera-Batiz Ed.), *Reinventing urban education* (pp. 303-326). New York: IUME Press, Teachers College.

Person, D. R. (1993). Diversity: The critical need to nurture pluralism in higher education. *Brigham Young Magazine, 47*, 20-27.

Selected Research Evaluation Reports:

Person, D. (2015). Student life and leadership department program review: 2014 – 2015. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, Fullerton, CA.

Zarate, M.E., Person, D., Walker, J., Uribe, N. (2015). Report of needs assessment of STEM student services and facilities at Santa Ana College. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, Fullerton, CA.

Oropeza-Fujimoto, M., Person, D., Uribe, N., & Walker, J. (2015). Gap analysis of STEM at Fullerton College report year one (phase 1). Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, Fullerton, CA.

Person, D. (2015). NRCAL professional development evaluation: Teaching Asian languages. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, Fullerton, CA.

Person, D., Oganesian, K., & Esguerra, A. (2015). iPersonalize year one report. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, Fullerton, CA.

Person, D., Oganesian, K., & Sambrano, D. (2014). Children reaching excellence in arts through engagement: Summative evaluation report. Unpublished Manuscript. Center for Research on Educational Access and Leadership, California State University, Fullerton, CA.

Person, D., Oganesian, K., & Sambrano, D. (2014). Children reaching excellence in arts through engagement: Year four evaluation report. Unpublished Manuscript. Center for Research on Educational Access and Leadership, California State University, Fullerton, CA.

Person, D., Walker, J., & Ayala, J. (2014). Evaluation of the future scholars program: Summative report. Unpublished Manuscript. Center for Research on Educational Access and Leadership, California State University, Fullerton, CA.

Person, D., Walker, J., & Oganesian, K. (2014). Evaluation of southern California ecosystems research program (SCERP): Year three report. Unpublished Manuscript. Center for Research on Educational Access and Leadership, California State University, Fullerton, CA.

Person, D. & Wagner, S. (2014). New student orientation: Recommendations for Reinvention. Unpublished manuscript. Center for Research on Educational Access and Leadership, California State University, Fullerton, CA.

Person, D., Locks, A., Garcia, Y., & Teshima, A. (April 2014) GEAR UP Anaheim annual progress report. Submitted to U.S. Department of Education.. Unpublished manuscript, Center

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

Person, D., Locks, A., Garcia, Y., & Teshima, A. (April 2014) GEAR UP CSUF annual progress report. Submitted to U.S. Department of Education.. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Teshima, A., & Garcia, Y. (April 2014). GEAR UP CSUF longitudinal case study year one report. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Teshima, A., & Garcia, Y. (April 2014). GEAR UP Anaheim longitudinal case study year three report. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Banks, A., Barrett, R., Saunders, K., Bines, D., Lewis, T., & Fisk, R. (2013). Changing the "Athlete-first" mentality: Tackling the barriers to matriculation. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Chiu, Y., & Mendiola, N. (2013). Effect of perceived university support on student veterans academic self-efficacy. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Choi, D., Sambrano, D., Kaveh, H., & Mendiola, N. (2013). ASPEN: Teacher pathways assessment. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Finigan, R., & Sambrano, D. (2013). The effect of professional development on teacher implementation and confidence in arts instruction. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D. & Furry, A. N. (2013). Cerritos College iFALCON project Title V Grant: Year four formative evaluation. Unpublished manuscript. Center for Research on Educational Access and Leadership. California State University, Fullerton. Fullerton, CA.

Person, D., Jones, V., & Santiago-Fuentes, S. (2013). Co-Teaching Student Teaching Model Evaluation: College of Education at California State University, Fullerton. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., King, T., & Oganesian, K. (2013). Achieving the dream: Los Angeles southwest college. Unpublished manuscript. Center for Research on Educational Access and Leadership,

California State University, Fullerton, CA.

Person, D., Lewis, T., & Furry, A. (2013). Stem cell training at the baccalaureate level. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Medina, N., Cuellar, M., Garcia, Y., & Teshima, A. (2013). GEAR UP: Evaluation model. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Medina, N., Teshima, A., Cuellar, M., & Perez, E. (2013). Challenging perceptions: Latino parent's aspirations of GEAR UP students. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Minero, L., Garcia, Y., & Gonzalez, J. (2013). Effectively serving AB540 and undocumented students at a Hispanic Serving Institution (HSI). Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Sambrano, D., Oganesian, K., Fisk, R., & Finnigan, R. (2013). Children reaching excellence in arts through engagement: Year three evaluation report. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Locks, A., Garcia, Y. & Teshima, A. (December 2013). GEAR UP CSUF biennial report. Submitted to U.S. Department of Education. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Garcia,Y. & Medina, N. (July 2013). GEAR UP CSUF: Dale junior high school fall 2012 Saturday academy results. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Garcia,Y. & Medina, N. (July 2013). GEAR UP CSUF: Orangeview junior high school fall 2012 Saturday academy results. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Garcia,Y. & Medina, N. (July 2013). GEAR UP Anaheim: Loara, Katella, and Anaheim high school fall 2012 Saturday academy results. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Garcia, Y., Wagner, S. & Medina, N. (June 2013). GEAR UP CSUF: Spring 2013 field trips evaluation findings. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Garcia, Y., Wagner, S. & Medina, N. (June 2013). GEAR UP Anaheim: Spring 2013 field trips evaluation findings. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Law, A., & Barrett, R. (2012). President's roundtable: Minority male initiative proposal and sample data set. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Parral, S., & Meussner, H. J. (2012). Cal State Fullerton- teacher pathway partnership program evaluation. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Garcia, Y., Nguyen, K. & Saunders, K. (2011). Increasing educational attainment in an underserved low income community: the perception of community leaders. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Finigan, R., Gonzalez, J., & Kim, K. (2011). Project C.R.E.A.T.E. annual evaluation report. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D. & Cook, R. (2011). Think tank: Creating an assessment of the arts based on the national standards. Unpublished report, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D & Furry, A. (2011). Faculty survey of undergraduates' involvement in research. Unpublished report, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D & Furry, A. (2011). Bridges to stem cell research evaluation report. Unpublished report, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D. & Cook, R. Annual evaluation report of the project CREATE! US Department of Education. Unpublished report, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D. & Cuellar M. (2010). The Formative evaluation of the California State University Fullerton GEAR UP program. Unpublished Report, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D. & Gonzalez, M. (2009). The Teacher Trac Career Tech Project. Unpublished

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

Person, D. R, Hill, S. M. (2006). The Summative Evaluation Report of the Community Connections Project for Long Beach Unified School District. Unpublished document, California State University, Long Beach, CA.

Person, D. R, Hill, S. M. (2004-2005). The Formative Evaluation Report of the Community Connections Project for Long Beach Unified School District. Unpublished document, California State University, Long Beach, CA.

Person, D. R., & Nullum, C. (2007). The Evaluation Report of the CSULB Math Camp. Unpublished Document, California State University, Long Beach, CA.

Person, D. R, & Hill, S. M. (2006). The Summative Evaluation Report of the Community Connections Project for Long Beach Unified School District. Unpublished document, California State University, Long Beach, CA.

Person, D. R, & Hill, S. M. (2004-2005). The Formative Evaluation Report of the Community Connections Project for Long Beach Unified School District. Unpublished document, California State University, Long Beach, CA.

Person, D. R., Boudreau, D., Plum, C. (2004). The Summative Evaluation Report of the Howard Hughes Medical Institute Honors Program in the Sciences at CSULB. Unpublished document, California State University, Long Beach, CA.

Person, D. R., & Ellis, P. H. (2003). The Summative Evaluation Report of the Teacher Training Academy (TRAC) Program at Cerritos College. Unpublished document, California State University, Long Beach, CA.

Person, D. R. & Ellis, P. H. (2003). Year Three Report: Teacher Training Academy. Unpublished manuscript, California State University, Long Beach, CA.

Person, D.R.. Rosales, A.M., & Riha, J.R. (2003). Year Two Report: Howard Hughes Medical Institute Undergraduate Biologial Sciences Education Program. Unpublished manuscript, California State University, Long Beach, CA.

Person, D. R. & Ellis, P. H. (2002). Year Two Report: Teacher Training Academy. Unpublished manuscript, California State University, Long Beach, CA.

Person, D.R.. Rosales, A.M., & Riha, J.R. (2002). Year One Report: Howard Hughes Medical Institute Undergraduate Biologial Sciences Education Program. Unpublished manuscript, California State University, Long Beach, CA.

Person, D. R. & Ellis, P. H. (2001). Year One Report: Teacher Training Academy. Unpublished manuscript, California State University, Long Beach, CA.

Person, D. R., & Willoughby, G. C. (2000). Proposal for the reorganization of the Intercultural Resource Center and the OPUS Center at Columbia University. Unpublished manuscript, Columbia University. New York, NY.

Person D. R., & Lunceford, C. (1999 & 2000). Year End Report: Evaluation of the SBITEP Project. Unpublished manuscript, Columbia University. New York, NY.

Person, D.R., & Willoughby, G. C. (1999). Proposal for the student development and activities programs for Columbia University. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. & Willoughby, G. C. (1998). Proposal for the residential program for Columbia College. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. & LeNoir, K. (1997). The Columbia University School of Dental and Oral Surgery Campus Climate Study. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. (1997, 1996, 1995 & 1994). The Passaic County Community College urban consortium program evaluation. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R., & Padilla, J.M. (1996). The William Penn Foundation mathematics, science and engineering program evaluation document one final report : cross institutional analysis 1991-1996. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. & Padilla, J. M. (1996). The William Penn Foundation mathematics, science and engineering program evaluation document two final report: Review and analysis of institutional programs 1991-1996. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. & Padilla, J. M. (1996). The William Penn Foundation mathematics, science and engineering program evaluation document three final report: Executive summary 1991-1996. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. (1995, 1994, 1993, & 1992). The William Penn Foundation mathematics, science and engineering program evaluation interim report: Document one summary report of site visitations. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. (1995, 1994, 1993, & 1992). The William Penn Foundation mathematics, science, and engineering program evaluation interim report: Document two review of programs and analysis across institutions. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. (1992). The William Penn Foundation mathematics, science, and engineering program evaluation interim report for year one: Appendices/Document three. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. (1994 & 1993). The NACME diversity seminar evaluation report. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. (1994, 1993, & 1992). The Westchester County colleges consortium on racial diversity FIPSE program evaluation. Unpublished manuscript, Columbia University. New York, NY.

Funded Grants/Research:

External Evaluator, 2011-Present
GEAR UP, California State University, Fullerton

External Evaluator, 2010-Present
CREATE, US Department of Education

External Evaluator, 2009-Present
iFalcon, Cerritos Community College

External Evaluator, 2008-Present
GEAR UP, Anaheim Unified School District

Evaluator, 2005-2008
Noyce Scholars Program, California State University, Long Beach

External Evaluator, 2003-2007
Community Connections, Long Beach Unified School District

External Evaluator, 2001 – Present
Cerritos College, Teacher Training Academy (TRAC)

Internal Evaluator 2001 – 2004
Howard Hughes Medical Institute, Honors in Biological Sciences Program

Principal Investigator, 2000 -2001
Campus Climate Assessment for Moravian College, Bethlehem, PA
Campus Climate Assessment for Lafayette College, Easton, PA

Internal Evaluator 1998-2000
Knight Foundation, CSULB Standards-Based Teacher Preparation Project

Evaluator of process and products for this project

Principal Investigator

Columbia University - Columbia College and SEAS College Residential Programs 1997-1999

Residential Programs
Study Abroad and Pre-professional Programs
Intercultural Resource Center, Greek Affairs, Educational Opportunity Program, and Academic Advising

Consultant to the Deans of undergraduate education and student affairs for the re-organization and development of a student centered advising system and residential programs in residence halls and student activities. Developed a Class Center approach to advising

Columbia University School of Dental and Oral Surgery 1997-98
Consultant and Resource to the Dean of the College and staff on campus climate issues and implementation of recommendations of study/grant writing plans

Principal Investigator (sub-contract), 1996-1997

National Science Foundation, Gateway Engineering Education Coalition
Consultant to ten institutions for program development focusing on human potential enrichment for Black and Hispanic engineering students and faculty

Principal Investigator, 1995-1997

Andrew Mellon Foundation
Private HBCU's since Brown v. Board of Education

Principal Investigator and Independent Evaluator, 1993-97

Passaic County Community College Urban Consortium Programs
Pre-college program for students and parents

Principal Investigator and Independent Research Evaluator, 1991-1996

William Penn Foundation, Philadelphia, Pa.
Evaluation of retention programs for African American and Hispanic Math, Science, Engineering, and Technology Majors in two and four year, public and private, predominantly white and historically black institutions.

Principal Investigator, National Action Council for Minority Engineers, 1993-1996)

Principal Investigator, Passaic County Community College, Urban Educational Consortium, 1993-1996

Principal Investigator, Westchester Colleges Project on a Racism-Free Learning Environment, (FIPSE) 1992-1995

Principal Investigator, New Jersey Department of Education Grant, St. Peters College, Jersey City, NJ, 1989 Racism, Affirmative Action, and Pluralism

Consultations:

Consultant

African American Male Education Network and Development (A^2mend) 2011-Present

Presidents' Roundtable Minority Male Initiative (MMI) 2011-Present

California State University Independent Doctorate Work Group 2006-Present
Consultant and Proposal Reader

Wilberforce University, Wilberforce, Ohio, 2006
Faculty Development and Consultant, Enrollment Management

California State University, Long Beach 2005 – Present
Consultant, MESA Schools Program Evaluation

Presbyterian College, Clinton, South Carolina, 2002
Consultant, Office of Admissions, Students of Color Issues

Voorhees College, Denmark, South Carolina, 1997-1999
Consultant to the VP of Student Affairs, reorganization of Division

National Multicultural Institute, 1997-99
Curriculum Development for Diversity and Leadership

Lafayette College, Easton, Pa., 1996, 1991, & 1990
Diversity Training, Resident Advisors
Campus Cultures, Student Leaders

American Association of Community Colleges, 1992
Participant, Roundtable on Minority Recruitment and Retention in Mathematics, Science, Engineering, and Technology

Albright College, Reading, Pennsylvania, 1988
Minority Student Retention

Colorado Teachers Corps, Denver, Colorado, 1984
Multicultural Educational Video Series

Numerous consultations, presentations and workshops on leadership development, study skills, cultural diversity, retention and educational programs.

Reader

Student Retention in Higher Education: Research, Theory & Practice, 1998-2003
Journal of Higher Education 1998
American Educational Journal, 1993-1995
National Action Council for Engineering, Grants and Proposals, 1992
NASPA, Dissertation of the Year Award, 1991 & 1992

Editorial Board

American Education Research Journal, 1998-2000

Faculty in Residence

Donna Bourassa Mid-Level Management Institute, ACPA – 1998 – Present
NASPA Region 1 & 2 Mid-Level Managers Institute on "Diversity and Multiculturalism" 1992, 1993

College Board Summer Institute, Admissions, 1983
Colorado Springs, Colorado

Honors Program, 1990
University of Tennessee, Martin

Selected Presentations:

Monzon, A., Person, D. & Obear, K. (March 2015). Facilitating difficult dialogues: Building competency for faculty and student affairs professionals. Presentation at National Association of Student Personnel Administrators. New Orleans, LA.

Person, D., King, T., & Foree, T. (March 2015). Effective interventions for minority males at community colleges. Presentation at National Association of Student Personnel Administrators. New Orleans, LA.

Person, D., King, T. & Lowry, K. (March 2015). Athletic dreams deferred: Being a student athlete at a community college. Presentation at National Association of Student Personnel Administrators. New Orleans, LA.

Person, D., Holland, A., Garcia, M., Oganesian, K., & Dawson, R. (2015, March). Research to practice: Enhancing undergraduate and graduate student success. Presentation at American College Personnel Association Annual Conference. Tampa, FL.

Person, D., Garcia, M., Dawson, R., & Soqui, E. (March 2015). Using a National Survey to Gain a Deeper Understanding of the Perceptions of GEAR UP Students. Presentation at American College Personnel Association Annual Conference. Tampa, FL.

Person, D., Garcia, M., Dawson, R., & Soqui, E. (March 2015). Latina/o Students' College Aspirations & College Choice: An asset-based perspective. Presentation at American College Personnel Association Annual Conference. Tampa, FL.

Person, D., Garcia, M., Oganesian, K., & Dawson, R. (March 2015). Impact of Habits of Mind On Underrepresented Community College Students. Presentation at American College Personnel Association Annual Conference. Tampa, FL.

Person, D., Walker, J., Sta. Cruz, S., & Oganesian, K. (November 2014). STEM programs for undergraduates: Not just an academic affair. National Association of Student Personnel Administrators Western Regional Conference. Anaheim, CA.

Person, D., & Monzon, A. (November 2014). Imagining classrooms of inclusion. National Association of Student Personnel Administrators Western Regional Conference. Anaheim, CA.

Person, D., & Garcia, M., & Garcia, Y. (November 2014). Going beyond the dream: Developing undergraduate and graduate students into scholar-practitioners. National Association of Student Personnel Administrators Western Regional Conference. Anaheim, CA.

Person, D., Badillo, A., Garcia, Y. (2014, July). Engaging Latin@ parents in creating a college going culture. National Council for Community Education Partnerships. Washington, D.C.

Person, D., Oganesian, K., Sambrano, D. (2014, April). The influence of teacher development on arts integration in elementary schools. Poster presentation at the Western Psychological Association Conference. Portland, OR.

Person, D., Furry, A. N., Chiu, Y., Laguna, S. (2014, April). Reliability and factor analysis of a faculty assessment for college student success. Poster presentation at the Western Psychological Association conference, Portland, OR.

Person, D., Clifford, S., Furry, A. N., Teshima, A., & Fuentes, S. (2014, April). Reliable measurement of students' academic habits and links to academic success at a Hispanic Serving Institution (HSI). Paper presentation at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania.

Person, D., King, T., Foree, T. (2014, March). Achieving the Dream. Paper presented at National Association of Student Affairs Administrators conference. Baltimore, Maryland.

Person, D., Furry, A. N. (2014, February). Creating successful habits: iFALCON (Habits of

Mind) as a means for academic success at a Hispanic Serving Institution (HSI). Presented at Round Table Hot Topic Discussion at California State University, Fullerton. Fullerton, CA.

Person, D., Cuellar, M., Barnett, C., Sambrano, D., Fisk, R., & Arauz, K. (2014, February). Reinventing a summer research program: A graduate and undergraduate student partnership. Presented at California State University, Fullerton's Research Symposium: Pursuing Excellence in Educational Practice. Fullerton, CA.

Person, D. (2012, September). What we have learnt about closing the Latino achievement gap?. Panel Discussion Summit, Fourth Annual Closing the Latino Achievement Gap. Chapman University, Orange, CA.

Person, D. (2012). Effectively Serving AB 540 Undocumented Students. American Association for Hispanics in higher education. Costa Mesa, CA.

Person, D. (2012). Effectively Serving AB 540 Undocumented Students. Mujeres activas en letras y cambio social. University of California, Santa Barbara.

Person, D. (2011). Effectively Serving AB 540 Undocumented Students. California State University Fullerton. Fullerton, CA.

Person, D. (2007). Creating Culturally Responsive Student Services. NASPA Community College Institute, Merritt College. Oakland, CA.

Person, D. (2007). Culturally Responsive Advising. Workshop, Faculty Development Center for California State University Academic Advisors.

Person, D. (2006). Responding to Gender Differences in Learning and Development. Annual Long Beach Mental Health Conference – Where Have all the Boys Gone.

Person, D. (2006). Closing the Achievement Gap for Latinos. Latin American Elected Officials Association, Dallas, Texas.

Person, D. (2006). Moving Up and Moving On. Western Regional Careers in Student Affairs Day. California State University, Fullerton, Fullerton, California.

Person, D. (2006, 2005, 2004). Student Affairs 101. Western Regional Careers in Student Affairs Day. California State Universities, Long Beach, Pomona, and Fullerton, California.

Person, D. (2006). Leadership for Tomorrow. Keynote Address, California State University, Fullerton Leadership Program, Fullerton, California.

Person, D. Effective Mentoring for Undergraduate Students (2006). Keynote, California State

University, Fullerton, Peer Mentoring Program, Fullerton, California.

Person, D. (2005). Student Development in Student Affairs. Keynote, University of California, Riverside, Student Affairs Professional Development Program, Riverside, California.

Person, D. (2004). Student Affairs Profession: History and Theory. Keynote, National Association of Student Services (NASDEV). South Africa.

Person, D. (2004). Leadership for Social Change. Chapman University Annual Student Leadership Conference, Orange, California.

Person, D. (2002). Leadership for Social Change. Annual Student Leadership Summit at Presbyterian College, Clinton, South Carolina.

Person, D. (2000). Organizational Change: A case study of Columbia University. Presented at the University of Southern California Conference on Higher Education, Los Angeles, CA.

Person, D. (2000). Retention Models: Correlates for academic success for first year students. First Year Experience and Transition Programs National Conference West, San Francisco, CA. Keynote Address.

Person, D. (2000). Adjunct Professors. Facilitator. American College Personnel Annual Convention, Washington, DC.

Person, D. (2000). African American Faculty. Panel Presenter. American College Personnel Annual Convention, Washington, DC.

Person, D. (2000). Evaluation of the Integrated Teacher Education Program. Presented at the Spring Professional Institute for the ITEP Program, CSU, Long Beach, Long Beach, California.

Person, D. (1999). Promising Practices in the Retention of Black and Hispanic Students in Mathematics, Science, Engineering, and Technology. Presented at the Women's Research Colloquium, CSU, Long Beach, Long Beach, California.

Person, D. (1999). Restructuring Student Affairs: A Case Study of Columbia University. Coordinating Presenter. American College Personnel Annual Convention, Atlanta, Georgia.

Person, D. (1999). Understanding Diversity. Facilitated at the HEADS UP! mentoring program for student-athletes at CSU, Long Beach, Long Beach, California.

Person, D. (1999). Supporting African-American Men's Leadership Development, Self-Esteem Building and More. Panel Presenter. American College Personnel Association Annual Convention, Atlanta, Georgia.

Person, D. (1998). Facilitator. CSU, Long Beach Student Services Divisional Retreat, Long Beach, California.

Person, D. (1998). Recognizing the Diversity in You: Supporting Diversity in Residence Life, Invited Keynote Speaker, CSU Pomona, Diversity Summit in Residence Life, Pomona, California.

Person, D. (1998). Successful Models for MSET Minority Student Retention, Invited Speaker, UCI, Professional Development in Student Affairs, Irvine, CA.

Person, D. (1998). Beyond Diversity: Building Campus Community, Invited Workshop Presenter, National Multicultural Institute Annual Conference, Washington, DC.

Person, D. (1998). Shifting Paradigms in Student Affairs. Panel Presenter. American College Personnel Association National Conference, St, Louis, Missouri.

Person, D. (1998). Retaining the African American Male Student. Panel Presenter. American College Personnel Association National Conference, St. Louis, Missouri.

Person, D. (1997-1998). Campus Community: Beyond Diversity, Columbia University School of Dental and Oral Surgery, New York, New York.

Person, D. (1997, February). Gateway Coalition: Supporting Women and Minorities in the sciences and engineering, National Conference of the National Association of Women Educators, San Francisco, California.

Person, D. (1997) Sisters Creating a New Dance Through Coalition Building. Opening Keynote Speaker, Colorado Women of Color in Higher Education Annual Conference, Sisters Dancing In, Among, and Between Cultures. Colorado State University, Fort Collins, Colorado.

Person, D. (1995-1996, August). The American College Student", United Jewish Appeal, New York, Guest Speaker, New York City, New York.

Person, D. (1995, October). Campus Diversity and Student Cultures. Multiculturalism in Preparation Program, Panelist, PASPA, University Park, Pennsylvania.

Person, D. (1995, July). In Search of Community, Keynote address, Student Services Professional Development Kick-Off, Columbia University, New York, New York.

Person, D. (1995, June). Leadership, Collaboration/Coalitions and Partnerships for Effective Student Services, Keynote address, Student Services Professional Development Program, Columbia University, New York, New York.

Person, D. (1995, March).Women and Leadership for the 21st Century: Part II, Convener and facilitator, Standing Committee for Women, ACPA National Convention, Boston, Massachusetts.

"Women and Leadership for the 21st Century", Coordinator and Presenter, Standing Committee for Women, ACPA National Conference, Indianapolis, Indiana, (1994).

Person, D. (1994). Diversity and Family Issues for the 21st Century", Lafayette College, Black History Month Featured Speaker, Easton, Pennsylvania.

Person, D. (1994). Black and Hispanic Women in Higher Education, Teachers College, Winter Roundtable for Cross-Cultural Counseling, Featured Speaker, New York, New York.

Person, D. (1992-1994). Coalition Building for White Women and Women of Color, Coordinator and Presenter, Standing Committee for Women, ACPA National Conference.

Person, D. (1992). Women in Research, Co-coordinator and facilitator, Standing Committee for Women, ACPA National Conference, San Francisco, California.

Person, D. (1992). Towards a Curriculum of Inclusion: A Case Study Approach", Coordinator and Presenter, Commission for Preparation Programs, ACPA, San Francisco, California.

Person, D. (1991). An Overview of the Women's Movement, Future Challenges and Implications for all Women and Society", Hamilton College, New York, Women's Energy Weekend, Clinton, New York.

Person, D. (1991). Assessing Student Development, Westchester Community College, New York, Faculty Development, Valhalla, New York.

Person, D. (1991). Student Development Theory and Cooperative and Experiential Education, Featured Speaker and Coordinator of the Student Development Workshop on Cooperative and Experiential Education through Continuing Education.

Person, D. (1990). How To Successfully Plan and Execute a Qualitative Dissertation, Guest Lecturer, Teachers College Inquiry Program, New York, New York.

Person, D. (1990). Assessing the Challenges of Multiple Student Cultures on College Campuses, Pennsylvania Association of College Personnel Administrators, Fall Meeting, Carlisle, Pennsylvania.

Honors, Awards, and Service:

College of Education Honor an Educator Award 2015

Inaugural CSU, Fullerton Diversity Research Award 2015

Dr. Cynthia S. Johnson Award for Mentoring, 2011

NASPA Region VI -Sandra Kuchler Excellence in Mentoring Award, 2008

Chair, Advisory Committee VEPEG for Los Angeles County 2007

College of Education Nominee, Outstanding University Professor, 2007

American College Personnel Association Education Leadership Foundation Diamond Honoree – 2002

CSULB College of Education, "Most Valuable Professor," 1999

Colorado State University, Black Student Services 20th Anniversary Service Award, 1997

Colorado State University "Dr. Dawn Person Outstanding Graduate Student" Award, 1997

National Conference of the American Educational Research Association - 1996
Invited panel discussant for Women in Higher Education Panel, New York, New York

Host and presenter on higher education and multicultural issues for International Scholars and Delegations - Teachers College, 1990 - 97

Numerous service tributes as faculty advisor to student organizations

Service to the Teachers College Community Award, 1995

Graduate of the First Class of Leadership Lehigh Valley, 1989

Pennsylvania Outstanding Black Achiever, 1989

Who's Who Among Women of the World, 1989

Service Award--Professional Business Women of Utica, New York, 1988

NASPA Graduate Case Study Competition Award, 1988

Who's Who in Outstanding Young Women of America, 1983

Professional Affiliations:
American Educational Research Association

Council for the Studies of Community Colleges

American College Personnel Association
- Executive Board
- Affirmative Action Officer, 2001 – present
- Commission XII, 1990-present
- Graduate Preparation Programs Directorate Member 1996-99
- Membership Chair, 1998-1999
- Committee for Multicultural Affairs, 1980-present
- Quality Enhancement Task Force, 1997-present
- Standing Committee for Women - Co-Chairperson, 1994-95
  - Past Co-chair, 1995-96

- Reader, Graduate Student Papers, 2000
- General Programs - 1998 & 1993 National Conference
- Commission XVI - Membership Chair, 1988-1990
  - Program Chair, 1987-1988

National Association of Student Personnel Administrators
- Community College Institute
- Mid-level Manager Institute
- Melvene Hardee Outstanding Dissertation Award Committee, 1991-1992
- Task Force for Minority Concerns, 1980-1982

National Association of Minority Engineering Program Administrators
- National Conference Planning Committee, 1989-1990

References:

Dr. Claire Cavallaro
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College of Education
California State University, Fullerton
ccavallaro@fullerton.edu
(657) 278-3411

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Associate Dean, College of Education
California State University, Long Beach
mgrenot@csulb.edu
(562) 985-4513

Dr. Jerome Hunter
Chancellor, North Orange County Community College District
jhunter@nocccd.edu
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College of Education

Department of Educational Leadership

Program Performance Review
for the
Community College Specialization
of the Doctor of Educational Leadership Program

Spring, 2016

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Doctor of Educational Leadership, Community College Specialization

Program Overview

The Doctor of Educational Leadership Program with a Specialization in Community College Leadership is a 60.0 unit doctoral program designed to prepare educators to take on roles in areas such as senior administration, faculty leadership, student affairs, or business and human resource administration in the community college setting. The curriculum is designed to develop socially- and globally-aware community college leaders who can appropriately respond, understand, and contribute to the rapidly changing world of community colleges and lead those institutions toward excellence. Courses build leadership skills and knowledge in such areas as the role and scope of community colleges, higher education law and policy, ethical decision making, policy and governance, research methods, and resource optimization.

The program is intended to be completed in three years. During the first two years (six academic terms), students complete coursework and develop their dissertation proposal, the process for which is embedded within the program's "Research Support Seminar" sequence. Core content courses are offered on either Tuesday or Thursday evenings (depending on the cohort) during the fall and spring terms and on both Tuesday and Thursday evenings during the eight-week summer term. Research Support Seminars are offered to students working in smaller groups that meet once per month. In the third year, students complete their dissertation research. Students carry full-time academic loads throughout the program, and nearly all students work full-time, the vast majority in community colleges. Students complete the program in cohorts and follow a lock-step curriculum with no course electives.

Response to PPR Content Requirements for the Self-Study

I. Department/Program Mission, Goals, and Environment	
A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the university mission, goals and strategies.	**CALIFORNIA STATE UNIVERSITY, FULLERTON** **Mission Statement** Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. Our affordable undergraduate and graduate programs provide students the best of current practice, theory, and research and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities, and contribute productively to society. We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural, and economic development of our region.

University-wide Student Learning Goals (UPS 300.003)

Preamble: As a result of engaging with the curriculum and co-curricular activities at California State University, Fullerton, CSUF graduates will:

I. Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.
II. Think critically, using analytical, qualitative and quantitative reasoning, to apply previously learned concepts to new situations, complex challenges, and everyday problems.
III. Communicate clearly, effectively, and persuasively, both orally and in writing.
IV. Work effectively as a team member or leader to achieve a broad variety of goals.
V. Evaluate the significance of how differing perspectives and trends affect their communities.
VI. Recognize their roles in an interdependent global community

COLLEGE OF EDUCATION

Mission

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Vision

We aspire to be transformational leaders who advance the readiness of all learners to actively participate in an ever-changing, diverse, and digital world.

Core Values

1. We value learning as a lifelong journey that transforms us.
2. We value theory, research, and the professional literature as guiding the learning process and informing professional practice.
3. We value responsibility to self and to the group.
4. We value diversity because it enriches the whole.
5. We value multiple pathways to learning that include the use of technology.
6. We value critical inquiry and seeking necessary change.
7. We value authentic and reflective assessment.

DOCTOR OF EDUCATIONAL LEADERSHIP IN COMMUNITY COLLEGE LEADERSHIP

Ed.D. Program Mission Statement

The mission of the Doctoral Program in Educational Leadership is to prepare informed and reflective educational leaders who ethically apply critical skills of evaluation, analysis, synthesis, and action to ensure excellence and equity in educational practice as they serve as stewards to the education community.

Ed.D. Program-Level Learning Outcomes

1. Experts in Educational Leadership

- Who possess a deep understanding of the complex nature of learning and teaching so that they are able to guide and assist instructional practice.
- Who understand the needs of adult learners and can apply the theories found in the andragogy literature to the process of educational reform.
- Who are skilled users of techniques for forecasting, planning, and management of change processes in education including use of technology as a resource.
- Who are aware of cutting-edge technologies and how they can be used to enhance teaching, learning, and leadership of the educational enterprise.

2. Professionals Whose Practice is Informed by Scholarly Literature

- Who will critique informal ideas about best practice on the basis of the literature.
- Who will have a sense of the limits of the literature, as to its applicability to the work of educational professionals, its fundamental validity and reliability, and as to questions of which groups are empowered or marginalized by what is implied in the literature.
- Who will foster and encourage best practices within their organizations, based on critical analysis of scholarly literature.
- Who can develop with their colleagues and subordinates the ability to participate in communities of learning based on reflective practice and critique of the scholarly literature.
- Who can define, contrast, and evaluate the multiple perspectives presented in the scholarly literature regarding education.
- Who can critique proposals for research and/or program implementation.
- Who can broker consultants and researchers in pursuit of organizational goals, independently assessing organizational needs and matching consultant/researcher skills and proposals to those needs.

3. Reflective Practitioners

- Whose professional experience is systematically engaged, compared, and critiqued in classroom and other learning experiences.
- Whose professional experience will be brought to bear on the areas of their study, finding relevance and application for principles derived from the literature.

4. Critical Thinkers

- Whose thinking is probabilistic, recognizing the indeterminacy of educational and social contexts.
- Whose professional thinking is marked by hypothetical reasoning, meaning that conclusions are remorselessly yet robustly tentative, open to falsification on the basis of new valid and reliable data.
- Who exhibit a bias for evidence in decision-making, preferring strongly evidence that is systematic and gathered from multiple sources and via sound means of collection, which are tested against the scholarly literature, and the realities of changing circumstances.

	5. Change Agents • Whose knowledge of research enables them to interpret findings, make judicious applications of research, and advise others in policy positions. • Who are able to undertake first-hand investigations of local problems using applied research and appropriate methods for generating valid and reliable results. • Who are able to select applied research that addresses significant questions and ground it within the general framework of the scholarly literature. • Who use research results and a sophisticated understanding of organizational structures, cultures, and institutional networks to foster positive reform efforts within their organizations and across educational institutions. *6. Self-Aware and Ethical Professionals* • Who will seek contexts and means for professional-life-long learning and connections with scholarly literature. • Who will demand sophisticated feedback on their own performance and that of others, informed by scholarly understandings. • Who understand that education is embedded in a network of social and political structures that can be influenced and also will exert powerful influences on the educational process at all levels. • Who understand and support the ethical expectations of the education profession and strive to make their professional practice serve the needs of students and the community. *7. Professionals Who Value Diversity* • Who understand how their life histories shape their views about the literature, organizations, and groups and who understand how to create collaborative environments that welcome and serve diverse members—cultural/linguistic diversity, gender, ableness, and age-span differences. • Who work to shape learning communities at their sites that are more humane and responsive to all students and are open to the wider community.
B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program. (Community/ regional needs, placement, and graduate/ professional school).	As a result of the Seymour-Campbell Student Success Act of 2012, Student Success and Support Programs (SSSP) were initiated in the California Community College system in an effort to improve core services related to educational planning, including orientation, assessment, counseling, and advising, so that students can effectively meet their educational goals. These topics have been integrated into our curriculum, and they influence our students' research. Recent graduates have studied the following topics related to SSSP: 1. how first generation students navigate the community college pathway (Nin) 2. the experience of students in remedial mathematics (Edwards) 3. adult learners nearing completion of their ESL sequence (Nakagawa) 4. processes for enabling students to successfully move through developmental education courses (Muir, Ramirez). In 2010, the Associate Degree for Transfer was created (SB 1440), leading to partnerships between community colleges and baccalaureate-degree granting colleges. These partnerships ensure a pathway to a bachelor's degree for community college students in the program. These pathways have now been in place long enough for their effects to be estimated. Two of our current dissertation students are studying the

	effectiveness of the pathways, one from the perspective of the community college (Jones) and the other from the perspective of the baccalaureate-granting college (Hackbarth). Their research will inform policy and practice, improving efficacy of the pathways and of degree achievement for students on those pathways.
C. Identify the unit's priorities for the future.	We aim to increase the dissemination of research produced by our students, primarily through conference presentations but also by publication in peer-reviewed journals. The following venues will be our primary focus: 1. Council for the Study of Community Colleges (conference) 2. Community College Review 3. Community College Journal of Research and Practice We also seek to increase students' integration of principles related to just, equitable, and inclusive education into their practice. Beginning in May, 2016, one element of the qualifying examination requires students to describe their professional efforts to increase just, equitable, and inclusive education. Of highest value will be actions with measured results, demonstrating the effectiveness of the student's work. However, also valuable are efforts that reflect thoughtful consideration on the part of the student and a deep understanding of the systemic barriers to equity in educational outcomes.
D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/ program (e.g. new student groups regionally, nationally, internationally, new delivery modes, etc).	This question is not relevant to the Ed.D. Program as the entire Ed.D. is a self-supported program.
II. Department/Program Description and Analysis	
A. Identify substantial curricular changes in existing programs, new	No substantial curricular changes have occurred since the initial launch of the program in August, 2008. The only change has been a revamping of the research courses from a traditional approach of quantitative research, qualitative research, and an advanced research class aligned with the students' dissertation design and methodology.

programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?	The initial courses for the research sequence were changed to allow for an inquiry to research sequence beginning in the second semester of the program through the fourth semester. This sequence allows students to understand more fully the role of research to solve problems of practice considering quantitative, qualitative, and mixed methods research.
B. Describe the structure of the degree program (e.g. identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.	**Overview** The degree requires 60 units of study, at least 42 of which must be completed in residence at CSUF. Students should plan to complete the program in three years: three fall, three spring, and three summer semesters. In exceptional circumstances, students may be able to complete all necessary degree requirements in two years and two semesters (eight semesters). Other students may require more than the standard nine semesters to finish. **Coursework** During each term of the first two years, students complete two 3-unit content courses aligned with Leadership, the Specialization (community college), or Research. These courses meet one night per week during the 16-week fall and spring terms and two nights per week during 8-week summer intensives. Additionally, students complete one Research Support Seminar per term. These are 2-unit courses that meet in smaller groups (typically 5-8 students) once per month. *First Fall* Leadership • EDD 627—Epistemology, History, and Structure of Contemporary Education Specialization • EDD 621B—Community College Systems, Structures, and Cultures Research Support • EDD 670A—Linking Research to Problems of Practice *First Spring* Leadership • EDD 600—Organizational Theory and Challenges for Leadership Research • EDD 611—Inquiry I Research Support • EDD 670B—Connecting Research Questions to Scholarship in the Discipline *First Summer* Research • EDD 612—Inquiry II Specialization • EDD 622B—Resource Management and Development Research Support • EDD 670C—Written Qualifying Examination

	Second Fall Research • EDD 613—Inquiry III Specialization • EDD 627—Student Learning and Development Research Support • EDD 670D—Refining Research Questions *Second Spring* Leadership • EDD 620—Ethical and Legal Dimensions of Leadership Research • EDD 626B—Integrative Seminar in Community College Issues Research Support • EDD 670E—Scholarly Defense of a Proposition *Second Summer* Leadership • EDD 620—Leadership for Change and Collaboration Specialization • EDD 604—Forecasting and Planning Research Support • EDD 670F—IRB Approval and Proposal Defense *Third Fall* Dissertation • EDD 698—Dissertation *Third Spring* Dissertation • EDD 698—Dissertation *Third Summer* Dissertation • EDD 699—Independent Study: Dissertation *Additional Semesters* Students who are unable to complete their dissertations in three years may enroll in one additional EDD 699 course. Students who still require more time to finish will typically enroll in EDD 697, a course that meets weekly with an instructor[1]. Both EDD 697 and EDD 699 are full fee courses. After students have successfully defended the final dissertation, they may enroll in GRAD 700 if additional time is required for revisions, editing, and final submission for publication. Students pay a significantly reduced fee for GRAD 700. To enroll in GRAD 700 for a given academic term, students must successfully defend their dissertations (approval, or approval with minor modifications) before the last day to register for classes for the given term. Exceptions, which must be approved in writing by the

[1] Students who are not prepared to defend their dissertation proposal in or before the third fall of the program may also be advised in enroll in EDD 697.

	Program Director, will only be granted in rare circumstances when a defense has been scheduled before the deadline but could not take place due to a an situation beyond the student's control (e.g., significant medical, personal, or family emergency, or lack of availability by a member of the dissertation committee).
C. Using data provided by the office of Analytic Studies/ Institutional Research discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree.	There is a consistent demand for course offerings through this program. Historically, program enrollment began at target and has fluctuated over time as discussed in Section II.D. The context for this program is that there was no higher education program at the university prior to the roll out of this specialization. The higher education master's program began shortly after the doctoral program and over time should support increased enrollments at the doctoral level. Our best recruitment tool has been our graduates. A concerted effort is underway to build our alumni base, with plans to include graduates more directly in recruitment efforts. Alumni are being asked to participate in local professional development activities, presenting the practical applications of their dissertation problem of practice at management meetings at area community colleges. We continue to build relations through our Executive Board, Advisory Boards, and participation in partnership activities with our local community college feeder institutions to identify and cultivate prospective students for the doctoral program. We anticipate more consistency in cohort numbers over time as program persistence and graduation rates are strong. These efforts should lead to increases in prospective students, applicants, and enrolled students in the Community College Leadership specialization.
D. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of	The target enrollment of the Community College Leadership specialization is 20 students per cohort. This target was met or exceeded 50% of the time since program inception. When the target was not met, the cohort enrollments were: 15 in one year, 17 in two years, and 18 in one year. The full capacity of 60 students (3 cohorts enrolled with 100% retention) has not been met. The highest total enrollment has been 52 since the first three years of the program and lowest at 40. The cohort sizes have allowed for healthy student faculty ratios for a doctoral program as the faculty has grown over time from three faculty members to seven. The cohort concept provides a strong and healthy community of reflective scholars who enter a doctoral culture of support through group work on multiple levels both in and out of the classroom. The evidence of this is reflected in our persistence and graduation rates.

scholars to conduct the program.	
E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuance. Relate these plans to the priorities described above in section I. C.	No changes are planned for the program in the long or short term.
F. Include information on any Special Sessions self-support programs offered by the department/ program.	Not applicable.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

Because student learning is central to our mission and activities, it is vital that each department or program includes in its self study a report on how it uses assessment to monitor the quality of student learning in its degree program(s) and/or what plans it has to build systematic assessment into its program(s). Please provide information on the following aspects, and if applicable, please feel free to include relevant documents in the Appendices.

A. Describe the department/ program assessment plan (e.g. general approach, time table, etc.) and structure (e.g. committee, coordinator, etc.), and if	The assessment plan for the community college specialization of the Ed.D. is grounded in three sets of standards, the first two of which apply to both the community college specialization and the P-12 specialization. The first set of standards consists of the seven program-level learning outcomes for the Ed.D. (see Section I.A.). Second, the full Ed.D. Program draws extensively from the six working principles for the professional doctorate in education as defined by the Carnegie Project for the Educational Doctorate (CPED; see http://www.cpedinitiative.org/working-principles-professional-practice-doctorate-education). The final set of strands are the six Competencies for Community College Leaders developed by the American Association of Community Colleges (AACC) (See http://www.aacc.nche.edu/Resources/competencies/Pages/default.aspx).

applicable, how the plan and/or structure have changed since the last PPR.	Following the format required by NCATE, the Ed.D.'s primary assessment plan is built around key transition points: (a) the qualifying exam completed at the end of year one, (b) the dissertation proposal defense completed at or near the end of year two, the (c) final dissertation defense completed at the end of the program, and (d) overall persistence and graduation rates. All of these data are tracked and disaggregated by gender, race, and GRE score (See Tables 4-12 in Appendix II). We additionally utilize a student self-report survey at the program's mid-point. The mid-point survey is mapped directly to program-level learning outcomes, principles for the Ed.D. as defined by the Carnegie Project for the Educational Doctorate (CPED), and the American Association of Community College (AACC) competencies for community college leaders. Results for the 2013 and 2015 Mid-Point Surveys are reported in Figures 1-3 and Table 14, also within Appendix II. Results for each of the above are shared with program faculty and the Ed.D. Executive Board on a regular basis as a means of ensuring program responsiveness to changes as well as continuous improvement efforts.
B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.	The program-level learning outcomes for the Ed.D. are reported above in section I.A. Course-level learning outcomes are aligned to the program-level outcomes, and the assessments described in the prior section are also mapped to the program-level learning outcomes. Student performance as related to the program-level learning outcomes has consistently been quite strong. 80% of the students who enter the Ed.D. Program graduate, and 60% of graduates finish within the target of three years. There are no measureable achievement rate gaps by gender or race in the program's persistence and graduation rates. Differences for the qualifying exam, the dissertation proposal defense, and the final defense have been isolated to specific years, and have not endured across cohorts. The GRE has proven to be ineffective in distinguishing between students who do and do not succeed in the Ed.D. Program. At best, the GRE may have some predictive validity for students scoring in the "distinctive" range, and the GRE writing score has slight positive correlation with completing the Ed.D. within three years.
C. Describe whether and how assessment results have been used to improve teaching and learning practices, and/or overall departmental effectiveness. Please cite	**Persistence Data** Though overall graduation rates have remained strong (~80%), the number of P-12 Ed.D. students who completed their degree within 3 years dropped from 67-71% for the first two cohorts to 50-63% for Cohorts 3-5. Though steady improvement was observed for community college students, some had extended their degree into the fifth year. Faculty created a new course—EDD 697: Research Design and Implementation—for students who fall behind in progress toward either a dissertation proposal defense or a final dissertation defense. Students placed in this class, which meets weekly for six hours, develop a contract through which they identify weekly deliverables—measureable progress toward the completion of a proposal or final defense document. Fourteen of the 20 students (70%) who have been enrolled in EDD 697 since Spring 2014 have met their contract goals. [Note: These data include P-12 students]

specific examples.	**Dissertation Proposal and Final Dissertation Rubrics** Between Spring 2010 and Spring 2014, the dissertation proposal rubric and final dissertation rubric were used by dissertation committee members to inform their final scoring of proposal defenses and final dissertation defenses. However, the rubric itself was not scored directly. Thus, the Ed.D. was only able to analyze student success data in light of the final scores. As a part of the Ed.D. program's continuous improvement efforts, the dissertation proposal rubric and the final dissertation defense rubric were converted into scoring sheets. All dissertation committee members now score the rubrics, allowing for more in-depth analysis of student learning and success. Final proposal and dissertation results continue to be based on the consensus of the dissertation committee in light of scores on the rubric-based scoring sheets. Analysis of preliminary data will be available by Fall 2016. **Mid-Point Survey** The content of the Ed.D. student mid-point survey utilized between 2008 and 2013 consisted of a large number of satisfaction items. Additionally, connections between learning-focused items and program-level learning objectives were unclear. In Fall 2014, the Ed.D. student mid-point survey was revised to include items directly related to (a) Ed.D. program-level learning objectives, (b) CPED principles, and (c) AACC competencies for community college leaders. Results for the initial administration of the new format are presented in Figures 1-3 and Table 14. **Ed.D. Student Writing Support** Analysis of student scores on the qualifying exam (TP2), the dissertation proposal (TP3), the final dissertation defense (TP4), and graduation rates (TP4) reveal only a few, small differences by GRE scores (verbal, quantitative, and writing), and these are primarily related to the writing score. Comparisons of students who complete within three years to those who take longer than three years to complete their degree also reveal small differences related to the GRE writing score. To provide more writing support for all students, with special attention for those with lower GRE writing scores, a summer writing camp was developed and implemented with incoming Ed.D. students. The camp consists of sessions addressing scholarly writing basics, APA style, paragraph construction, and the elements of a formal argument. Student self-reported gains and satisfaction related to the writing camp have been positive. Time to degree data for writing camp participants will be available beginning in Summer 2016. **New Ed.D. Student Orientation** In the analysis of student mid-point survey responses between 2009 and 2013, the value of the cohort was consistently rated as a top key for student success. New student orientation for incoming Ed.D. students was revised to place greater attention on cohort-building, including exercises addressing ground rules, learning styles and expectations, and student diversity. Student self-reported gains and satisfaction related to the new orientation format have been positive. Further analysis of the effects of the new orientation format will be available beginning in Summer 2016.

D. Describe other quality indicators identified by the department/ program as evidence of effectiveness/ success other than student learning outcomes (e.g. graduation rate, number of students attending graduate or professional school, job placement rates, etc.).	Because of our learning-focus assessment model, much of our response to this prompt is addressed in the prior three sections. That being said, we note that the Council of Graduate Schools (2008) reported a national graduation rate for doctoral programs of 43%. In comparison, the graduation rate for our program is 80%. Further, in the most recent administration of our alumni survey (Spring 2012), nearly one third of the 2010 and 2011 graduates reported securing promotions or career advancements. Though based solely on anecdotal evidence, we anticipate that the rate for the Spring 2016 administration of the alumni survey will be higher. As just, equitable, and inclusive education is a core value of the Ed.D. Program, we have made concerted efforts to ensure that the diversity of students in the program is reflected in the faculty who teach courses in the Ed.D. As shown in Table 16 of Appendix III, 54.6% of the courses offered for community college specialization students have been taught by faculty of color. Additionally, 46.9% have been taught by tenured or tenure-track faculty with another 30.9% taught by full-time lecturers. These are markers of quality attained at best by a handful of doctoral programs in the U.S.
E. Many department/ programs are offering courses and programs via technology (e.g. on-line, etc.) or at off campus sites and in compressed schedules. How is student learning assessed in these formats/ modalities?	The Ed.D. Program does not offer any courses in a hybrid or online format at this time. To date, all community college specialization courses have been offered on site at Cal State Fullerton.
IV. Faculty	
A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or	Since the Community College Leadership specialization of the Ed.D. Program is a new program in the College of Education at Cal State Fullerton drawing on a new disciplinary area (higher education/community college), the program required a new set of faculty as there were no faculty at Cal State Fullerton in 2009 with the requisite disciplinary knowledge and expertise to offer the program. Faculty hires and the density of tenured and tenure-track faculty are reported in Table 15. Data regarding the proportion of courses taught by full-time equivalent faculty (FTEF) as well as student-faculty ratios are presented in Table 16. These data reflect intentional growth as well as a commitment to developing a racially diverse community of faculty scholars for the program.

program. Include information on tenured and tenure tract faculty lines (e.g. new hires, retirements, FERP's, resignations, and how these changes may have affected the program/ department's academic offerings. Describe tenure density in the program/ department and the distribution among academic rank (assistant, associate, professor).	Four full-time faculty have departed from the program. Dr. Christina Lunceford departed at the end of the 2009-2010 academic school year to accept an appointment at Bowling Green University. Dr. Ronni Sanlo taught as a full-time lecturer in a temporary hire appointment following the departure of Dr. Lunceford. She retired after teaching for two years. Dr. Kenneth Gonzalez departed after one year with the program to pursue career advancement as the Dirctor of the Doctor of Education program jointly offered by the University of San Diego and California State University, San Marcos. Dr. Jerome Hunter served as a full-time "distinguished lecturer" from 2008 through the end of the 2014-2015 academic school year before retiring. All other full-time faculty (tenure-track and full-time lecturers) have been retained.
B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.	The Department of Educational Leadership is currently conducting a search for a tenure-track faculty member. This position will replace the full-time lecturer position added as a temporary hire for the 2015-2016 academic year. Assuming that the search is successful, the new tenure-track faculty member should receive 6.0 new faculty release units for 2016-2017 and 2017-2018. Following that two-year period, it is projected that the demand for part-time instruction will be less than the number of units required to support a full-time tenure-track line.

C. Describe the role of full-time or part time faculty and student assistants in the program/ department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.	Tables 15 and 16 present number and proportion of courses taught by tenured/tenure-track faculty, full-time lecturers, and part-time adjunct instructors. No instruction is provided by teaching assistants. The Community College Leadership specialization of the Ed.D. Program places heavy reliance on a cohort model and is built on a "lock-step" curriculum. Thus, there is limited freedom in determining the content of courses as each subsequent course builds systematically on content delivered in prior courses. Faculty maintain full academic freedom in decisions about how to teach the content of the courses. To maintain consistency in the curriculum, community college/higher education Ed.D. faculty meet weekly on Wednesdays for at least two hours, and the curriculum is a standing agenda item. Additionally, the community college/higher education Ed.D. faculty hold annual retreats during the summer to review curricula and assignments to ensure that they are consistent and reflect current trends in the field.
D. Include information on instructor participation in Special Sessions self-support programs offered by the department/ program.	Not applicable.
V. Student Support and Advising	
A. Briefly describe how the department advises its majors, minors, and graduate students.	The department's Student Affairs Advisor works with students on details regarding course registration and anomalies that occur relative to course planning and registration. Every semester, students enroll in a Research Support Seminar, which is a small group of students that works closely with a faculty member. Often faculty members stay with the same Research Support Seminar group of students over several semesters. Those groups are the core advising mechanism, though students are encouraged to initiate conversations with other faculty as well. At the dissertation stage, students are assigned a dissertation chair who works very closely with them to bring the dissertation to fruition.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.	Students work with faculty to conduct and disseminate research that has made practical and scholarly contributions to the field of community college leadership. This occurs in several formats, listed below. **Research Symposium** Each year the cohort of recent Ed.D. graduates presents their research at our annual research symposium, garnering an audience of 200+ that includes leaders from community colleges in the region. All students graduate with a research poster of their dissertation study, which they present at the symposium. They are also encouraged to disseminate their findings in other settings. **College of Education/C-REAL Alumni Publication Project (CAPP)** All faculty work to broaden students' dissemination efforts, but CAPP is designed specifically to provide faculty support to students working on academic publications. Funded by the department, CAPP institutionalizes the value of supporting student contributions to addressing problems of practice through rigorous research. **Scholarly Conferences** Students participate in national conferences of professional organizations in the field, including AERA, Council for the Study of Community Colleges, NASPA, and ACPA. In the last two years, the following students have presented papers at the Council for the Study of Community Colleges: Chin Lam, Daniel Bahner, Arnette Edwards, Jim Lancaster, Luis Andrade, Yvette Moss. <u>Scholarly publications by students and faculty</u>: Abu-Ghazaleh, N., & Hoffman, J. L. (in press). Interaction effects of campus racial composition and student racial identification. *Community College Journal of Research and Practice.* doi: 10.1080/10668926.2015.1090358 Andrade, L. M (in press). The Validation Function of an Orientation and Transfer Program: A Longitudinal Qualitative Study. Journal of Hispanic Higher Education Bell, D., Hackett, C. D., & Hoffman, J. L. (2016). Student satisfaction and success in a low-income community college environment. *Journal of Applied Research in Community Colleges, 23*(1), 1-16. Coria, E., & Hoffman, J. L. (2016). Financial aid tipping points: An analysis of aid and academic achievement at a California community college. *Community College Journal of Research and Practice, 40*(2), 160-170. doi: 10.1080/10668926.2014.993441 Rabitoy, E. R., Hoffman, J. L., & Person, D. R. (2015). Supplemental Instruction The Effect of Demographic and Academic Preparation Variables on Community College Student Academic Achievement in STEM-Related Fields. *Journal of Hispanic Higher Education*, 1538192714568808. Rabitoy, E. R., Hoffman, J. L., & Person, D. R. (2012). Supplemental Instruction on a Community College Campus: The Effect of Demographic and Environment Variables on Academic Achievement. *Journal of Applied Research in the Community College*, *20*(1), 6. Soltani, P., Gutierrez-Keeton, R., & Hoffman, J. L. (in press). Non-cognitive variables and student learning in Extended Opportunity Programs and Services. *Community College Journal of Research and Practice*.

	In revise and resubmit process: Lancaster, J. & Lundberg, C. (revise and resubmit). The influence of classroom engagement on community college student learning: A quantitative analysis of effective faculty practices. *Community College Journal of Research and Practice.* Under review: Lundberg, C.A., Andrade, L.M, & Bahner, D.P. (submitted). High expectations, strong support: Coupling community college faculty practices with supportive institutions for Latina/o student success. *Journal of College Student Development.*
VI. Resources and Facilities	
A. Itemize the state support and non-state resources received by the program/ department during the last five years.	The Ed.D. is a unique program in that it serves as an independent and self-sufficient cost center. The program retains all marginal cost revenues and all student fee revenues, but is also responsible for paying for the full salaries (including benefits) of all faculty and staff. Since the full implementation of the doctoral program, annual marginal cost revenues have ranged from $417,480 in 2015-2016 to $487,512 in 2010-2011. Fee income has ranged from $1,512,048 in 2014-2015 to $1,656,582 in 2013-14. Resulting total revenues have ranged from $1,934,842 in 2014-2015 to $2,097,822 in 2013-2014. With the exception of the 2014-2015 academic year, total expenses have consistently fallen within total revenues, though with a small margin. Given projected shortfalls in revenues as compared to overall expense beginning in 2013-2014, the faculty voted to adjust the staffing model for dissertations to ensure a balanced budget for the program. Excess revenues from prior years were used to fund the expected shortfall for 2014-2015. The new staffing model for dissertation advising provides faculty members with 1.0 WTU per student per term for up to three terms (formerly, it was 2.0 WTU per student per term for an unlimited number of terms). Since the change in the staffing formula for dissertations, approximately two-thirds of the annual budget has been allocated for personnel costs (salaries and benefits), with over three-quarters of personnel costs falling under the net cost of instruction. The most significant operational expense for the Ed.D. is student aid (~11.5% of total revenues including 10% of fee income allocated for need-based grant aid and the remainder allocated to pay for fee waivers). Funding to support faculty travel (College of Education and Ed.D. Program) and student services (dissertation editing, writing coaches, transcription, etc.) each amount to approximately 3% of total revenues.
B. Identify any special facilities/ equipment used by the program/ department such as laboratories, computers, large classrooms, or performance	The Ed.D. has priority scheduling for two classrooms: College Park 550 and College Park 560. CP 550 has space for at least 24 students; CP 560 has space for 20. During the fall and spring terms, only one cohort of doctoral students meets for class on any given evening. Community college cohorts that begin in the fall of even-numbered years meet on Tuesday evenings; cohorts that begin in the fall of odd-numbered years meet on Thursdays (P-12 cohorts meet on Monday and Wednesday evenings). Thus, all Ed.D. courses meet in CP 550 during the academic year. During summers, both cohorts meet on Tuesday and Thursday evenings, thus requiring the use of both CP 550 and 560. This has been a workable arrangement, though CP 560 is small for larger cohorts. Each classroom is fully equipped with a computer, a projector, and a DVD player. The Ed.D. Program has also enjoyed access to the Dean's Conference Room (CP 500) for the purpose of informational meetings, interviewing applicants, and proposal and final dissertation defenses.

spaces. Identify changes over last five years and prioritize needs for the future.	Several Ed.D. students have requested a space for study before classes and when study groups meet on other evenings or on weekends. The Ed.D. has been able reserve CP 550 on most days beginning at 1:00 p.m. for this purpose. Additionally, the Graduate Student Resource Center in the Pollak Library is a space that is open in the evenings and during the day on weekends. CP 550 and 560 were refurbished in July, 2014. However, this project was supposed to result in additional full-function computer and audio-visual centers for each classroom, but that component has not been completed. Additionally, the new white boards in these classrooms function poorly and need to be resurfaced.
C. Describe the current library resources for the program/ department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.	The Pollak Library contains more than 2,250,000 items in a variety of formats: approximately 1,220,000 books and e-books, government documents, and audiovisual materials; more than 20,000 periodical subscriptions available electronically or in print; 1,150,000 microforms; and 200 electronic databases. The Library also utilizes SFX linking software, an Ex Libris product, to provide direct links from citations found in databases to full text articles and journals purchased by the Library. Faculty, students, and staff can access articles or other items not owned by the Library through a robust interlibrary loan program. Since 2008, a concerted effort has been made to ensure that students and faculty in the Educational Leadership department have access to materials for their research. The Ed.D. provides $20,000 annually to the Pollak Library to pay for books, journals, and electronic search engines.

VII. Long-Term Plans

Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity.	1. Enrollment. Secure annual new student enrollment of at least 20 students per year. Enrollment should continue to represent the rich diversity of Southern California and also consist of at least 75% students with direct connections to the community college sector. 2. Persistence. Increase the persistence rate of first to second year students to 95% and the overall graduation rate of students to 85%. Additionally increase the number of students who complete their degree within three years to 75%. 3. Alumni Engagement. Develop a system of tracking alumni using LinkedIn. Additionally, increase alumni engagement through participation in recruitment, program-sponsored events and conference receptions, and scholarly endeavors. 4. Grant Development. Increase the number of funded grants written by faculty and/or students. Grant projects should closely align with the mission and strategic priorities of the Ed.D., the College of Education, and the University. 5. Globalization. Continue to admit an average of one international student per cohort and, pending additional resources, take steps to globalize curricular offerings. 6. Technology Enhancement. Increase the use of technology-enhanced instructional approaches including high-quality online/hybrid delivery.

Explain how long-term plan implements the University's mission, goals and strategies and the unit's goals.	We have activities that directly support the CSUF Strategic Goals as listed below: • CSUF Strategic Goal #1 – Preparing students for participation in a global society [Goal #5, #6] • CSUF Strategic Goal #2 – Improve student persistence, graduation rates [Goals #1-2] • CSUF Strategic Goal #4 – Increase revenue through fundraising, entrepreneurial activities, grants and contracts [Goal #1, #3, #4]
Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.	1. Enrollment. The evidence will consist of tracked enrollment data disaggregated by demographic measures including race and gender. This will require the University to alter its student enrollment coding system to allow data to be disaggregated by Ed.D. specialization (P-12 and Community College). 2. Persistence. The evidence will consist of tracked persistence, graduation, and time-to-degree data. These data are currently maintained within the program, but given the growing size of the program, the University will need to provide the program means to access and disaggregate associated data. 3. Alumni Engagement. The program intends develop LinkedIn pages organized for the program and by cohort by the end of the 2016-2017 academic year. This tool will be used to begin tracking alumni involvement, identifying baselines, and setting targets for future involvement. 4. Grant Development. The Cayuse system allows the Department to track the number and size of grant applications submitted by faculty in the Department of Educational Leadership. The program will need to develop a means of tracking student-written grants. 5. Globalization. The evidence for the enrollment portion of this goal will be simple monitoring of the frequency of international students enrolled in the Ed.D. Globalization of the curriculum will occur during annual faculty retreats through the use of curriculum audits and reviews. 6. Technology Enhancement. This will also be monitored through annual audits and reviews, though this goal further warrants the development of a strategic plan for technology enhancement that includes timelines and targets to insure quality.
Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?	The California Education Code does not allow the University to subsidize the Ed.D. program from revenues intended for undergraduate students and other master's degree programs. That being said, it is imperative that the Ed.D. continue to receive budgetary support equal to the full fee income from Ed.D. students, including marginal cost revenues for these students. Recognizing that the marginal cost subsidy rates for the program are subject to change, revenue changes are forecasted. In order to maintain and enhance the quality of the Ed.D. program, expenses that are not directly germane to the Ed.D. and that serve broader College and University purposes can and should be subsidized by the University. Specifically, expenses for College-wide faculty travel, student fee waivers, and the Center for Research on Educational Access and Leadership (C-REAL) should be separated from the Ed.D. (in part or fully), thus allowing the Ed.D. to allocate its full resources toward ensuring program quality.

	In addition, the Ed.D. will need to secure additional revenue streams in the future from the following: 1. International and/or domestic contract training funds. 2. IRA funding to support activities directly linked to coursework such as globalization, policy advocacy, applied field work experiences, etc. 3. Development of revenue generating programs (e.g. professional development offerings, institutes, certificate programs, etc.) that align with and extend from the central mission of the Ed.D. program. 4. Fundraising efforts such as an endowed chair, program endowments, scholarship endowments, etc.

Appendices Connected to the Self Study

Appendix I: Admissions and Enrollment Data

Table 1.[2] Graduate Program Applications, Admissions, and Enrollments

Year – Cohort #	Applications	Admissions	% Admitted	Enrolled	% Enrolled
2008 – Cohort 1				20	
2009 – Cohort 2				17	
2010 – Cohort 3				20	
2011 – Cohort 4				15	
2012 – Cohort 5				17	
2013 – Cohort 6				22	
2014 – Cohort 7				21	
2015 – Cohort 8				18	

Note. *These data are not currently available as the University does not code applicants in a manner that allows for disaggregation by Ed.D. program specialization.*

[2] This table meets the requirements of Table 5 in the CSUF Program Performance Review (PPR) Guidelines and Procedures as adopted in May 2015 (Tables 1-4 are for undergraduate programs).

Table 2.[3] Ed.D. Program Enrollment in FTES

Academic Year/Cohort Breakdown	Headcount		FTES	
2008-2009				
Cohort 1	20		20.00	
Total		20		20.00
2009-2010				
Cohort 1	17		17.00	
Cohort 2	17		17.00	
Total		34		34.00
2010-2011				
Cohort 1	18		12.00	
Cohort 2	14		14.00	
Cohort 3	20		20.00	
Total		52		46.00
2011-2012				
Cohorts 1-2	21		15.75	
Cohort 3	16		16.00	
Cohort 4	15		15.00	
Total		52		46.75
2012-2013				
Cohort 1-3	25		18.75	
Cohort 4	16		16.00	
Cohort 5	17		17.00	
Total		58		51.75
2013-2014				
Cohort 1-4	21		15.75	
Cohort 5	14		14.00	
Cohort 6	22		22.00	
Total		57		51.75
2014-2015				
Cohort 1-5	16		12.00	
Cohort 6	17		17.00	
Cohort 7	21		21.00	
Total		54		40.00
2015-2016				
Cohort 1-6	20		15.00	
Cohort 7	14		14.00	
Cohort 8	18		18.00	
Total		52		47.00

Note. Headcount and FTES enrollments are based on fall term enrollments.

[3] This table meets the requirements of Tables 6-A and 6-B in the CSUF PPR Guidelines and Procedures

Table 3. Ed.D. Program Entering Enrollment Breakdown by Gender and Race (Headcount)

Cohort	Female	Male	African American	Asian/ Pac. Islander	Latino/a	White	Other
1	11 (52%)	10 (48%)	3 (14%)	5 (24%)	6 (29%)	7 (33%)	0 (0%)
2	9 (56%)	7 (44%)	5 (31%)	3 (19%)	3 (19%)	5 (31%)	0 (0%)
3	12 (60%)	8 (40%)	5 (25%)	2 (10%)	4 (20%)	9 (45%)	0 (0%)
4	6 (40%)	9 (60%)	2 (13%)	5 (33%)	3 (20%)	3 (20%)	2 (13%)
5	10 (59%)	7 (41%)	4 (24%)	2 (12%)	4 (24%)	5 (29%)	2 (12%)
6	13 (62%)	8 (38%)	7 (33%)	3 (14%)	4 (19%)	5 (24%)	2 (10%)
7	12 (63%)	7 (37%)	3 (16%)	3 (16%)	7 (37%)	6 (32%)	0 (0%)
8	13 (72%)	5 (28%)	3 (17%)	3 (17%)	6 (33%)	6 (33%)	0 (0%)
Total	86 (59%)	61 (41%)	32 (22%)	26 (18%)	37 (25%)	46 (31%)	6 (4%)
Retained to 3rd Year	40/48 (83%)	31/41 (76%)	19/26 (73%)	18/21 (86%)	15/24 (63%)	29/34 (85%)	4/5 (80%)

Note. Chi-square analyses demonstrate no statistically significant differences in graduation by gender ($\chi^2 = 0.82$, $p = .37$) and race ($\chi^2 = 5.36$, $p = .25$).

Appendix II: Student Success Data

Table 4[4] Graduate Student Graduation Rates

	Started 1st Fall	Retained to 2nd Fall	Retained to 3rd Fall	Total Retained	Graduated to Date	Defended in 3 Years	Defended in 4+ Years
Cohort 1	21	17 (81%)	16 (76%)	16 (76%)	15 (71%)	7 (44%)	8 (50%)
Cohort 2	16	14 (88%)	12 (75%)	12 (75%)	11 (75%)	7 (58%)	4 (25%)
Cohort 3	20	18 (90%)	17 (85%)	17 (85%)	15 (75%)	10 (59%)	5 (29%)
Cohort 4	15	13 (87%)	13 (87%)	13 (87%)	12 (80%)	10 (77%)	2 (15%)
Cohort 5	17	14 (82%)	13 (76%)	12 (71%)	10 (59%)	10 (59%)	
Cohort 6	21	21 (100%)	15 (71%)	15 (71%)			
Cohort 7	19	14 (74%)					
Cohort 8	18						
Total	147	111/129	86/110	85/110	63/89	44/70	19/58
Ave./Rate	M = 18	86%	78%	77%	71%	63%	33%

Note. Since over 98% of students retained to the third year have eventually graduated, the "Total Retained" column the best estimate of the program's ongoing graduation rate. Calculations of how many students finish in 3 years vs. those who finish in 4+ are based on the actual number of students who have graduated to date.

Table 5. Persistence by Gender and Race

	Female	Male	African American	Asian/ Pac. Islander	Latino/a	White	Other	
Retained to 3rd Year	40/48 (83%)	31/41 (76%)	19/26 (73%)	18/21 (86%)	15/24 (63%)	29/34 (85%)	4/5	(80%)

Note. Chi-square analyses demonstrate no statistically significant differences in graduation by gender ($\chi^2 = 0.82$, $p = .37$) and race ($\chi^2 = 5.36$, $p = .25$).

Table 6. Persistence by GRE Score

	Withdrew/Removed		Persisted		All Students	
	M	% Below	M	% Below	M	% Below
GRE Verbal	148.8	41	150.4	45	150.2	45
GRE Quantitative	141.6	12	143.3	15	143.0	15
GRE Writing	3.7	38	3.9	56	3.9	56

[4] This table meets the requirements of Table 7 in the CSUF PPR Guidelines and Procedures

Table 7. Analysis of Student Performance on the Qualifying Exam by Gender and Race

	Students		No Pass		Marginal Pass		Pass		Pass with Distinction	
	N	%	N	%	N	%	N	%	N	%
Gender										
Female	55	56.7	6	46.2	18	62.1	20	48.8	11	78.6
Male	42	43.3	7	53.8	11	37.9	21	51.2	3	21.4
Ethnicity										
African American	23	23.7	5	38.5	8	27.6	6	14.6	4	28.6
Asian/Pac. Is.	18	18.6	2	15.4	6	20.7	9	22.0	1	7.1
Hispanic/Latino	21	21.6	5	3.85	8	27.6	7	17.1	1	7.1
White	31	32.0	1	7.7	6	20.7	16	39.0	8	57.1
Other	4	4.1	0	0.0	1	3.4	3	7.3	0	0.0
Total	97		13	13.4	29	29.9	41	42.3	14	14.4

Note. Of the 13 students who received "no pass" scores, 6 (46.2%) successfully passed the qualifying exam on their second attempt.

Table 8. Analysis of Student Performance on the Qualifying Exam by GRE Score

	Students		No Pass		Marginal Pass		Pass		Distinction	
	M	% Below	M	% Below	M	% Below	M	% Below	M	% Below
GRE-Verbal	150.2	45	146.7	33	147.2	33	152.0	54	154.8	67
GRE-Quantitative	142.9	15	140.3	8	141.4	10	144.1	18	145.2	21
GRE-Writing	3.9	56	3.4	38	3.6	38	4.0	56	4.4	80

Table 9. Analysis of Student Performance on the Proposal Defense by Gender and Race

	Students		Major Revisions		Minor Revisions		No Revisions	
	N	%	N	%	N	%	N	%
Gender								
Female	30	56.6	0	0.0	21	55.3	9	60.0
Male	23	43.4	0	0.0	17	44.7	6	40.0
Ethnicity								
African American	6	11.3	0	0.0	4	10.5	2	13.3
Asian/Pacific Islander	13	24.5	0	0.0	7	18.4	6	40.0
Hispanic/Latino	11	20.8	0	0.0	10	26.3	1	6.7
White	20	37.7	0	0.0	14	36.8	6	40.0
Decline to State/Other	3	5.7	0	0.0	3	7.9	0	0.0
Total	53		0	0.0	38	71.7	15	28.3

Table 10. Analysis of Student Performance on the Proposal Defense by GRE Score

	Students		Major Revisions*		Minor Revisions		No Revisions	
	M	% Below	M	% Below	M	% Below	M	% Below
GRE Verbal	151.2	50	--	--	151.2	50	150.9	50
GRE Quantitative	144.1	18	--	--	143.0	15	147.0	28
GRE Writing	3.9	56	--	--	3.8	56	4.2	56

* $N = 2$

Table 11. Analysis of Student Performance on the Final Dissertation Defense by Gender & Race

	Students		Major Revisions*		Minor Revisions		No Revisions	
	N	%	N	%	N	%	N	%
Gender								
Female	24	60.0	2	100.0	17	53.1	5	50.0
Male	20	40.0	0	0.0	15	46.9	5	50.0
Ethnicity								
African American	5	11.4	0	0.0	4	12.5	1	10.0
Asian/Pacific Islander	12	27.3	0	0.0	9	28.1	3	30.0
Hispanic/Latino	8	18.2	1	50.0	6	18.8	1	10.0
White	17	38.6	1	50.0	12	37.5	4	40.0
Decline to State/Other	2	4.5	0	0.0	1	3.1	1	10.0
Total	44		2	4.5	32	72.7	10	22.7

Table 12. Analysis of Student Performance on the Final Dissertation Defense by GRE Score

	Students		Major Revisions*		Minor Revisions		No Revisions	
	M	% Below	M	% Below	M	% Below	M	% Below
GRE Verbal	150.9	50	152.5	59	149.8	45	154.4	63
GRE Quantitative	143.0	15	137.5	3	142.3	12	146.2	25
GRE Writing	4.0	56	4.3	80	3.8	56	4.3	80

* $N = 4$

Table 13.[5] Doctoral Degrees Awarded

Year	Doctoral Degrees Awarded
2011	2
2012	12
2013	8
2014	18
2015	14

Note. Degrees awarded by year do not match directly with the number of graduates per cohort (Table 3) because some students take longer than three years to complete their degree.

[5] This table meets the requirements of Table 8 in the CSUF PPR Guidelines and Procedures

Figure 1. 2013 Ed.D. Mid-Point Survey (Executive Summary)

Student Response Rate

Twenty students (7 Pre K-12 and 13 community college) completed the survey for a response rate of 69.0%. The gender and ethnicity of the respondents closely matched those of the full cohorts.

Strengths

High Score Survey Items[6]

- In-class interactions with faculty have contributed to your success (M = 4.4)
- The cohort contributed to your success (M = 4.3)
- Assignments require you to link theory to practice (M = 4.2)
- Research and evaluation skills support educational reform efforts (4.1)
- Course assignments are based on problems of practice (M = 3.9)
- Theoretical constructs are used across all courses (M = 3.9)
- Research Support Seminars have been helpful (3.8)
- Out-of-class interactions with faculty have contributed to your success (M = 3.7)

Responses to Open-Ended Items

- When asked to identify the program's signature strengths, 10 students mentioned the faculty, 6 identified the cohort structure, and 5 noted the application of theory to practice. Four of the seven Pre K-12 students noted the Research Support Seminar.

Concerns

Low Score Survey Items*

- Interactions with mentors have contributed to your success (M = 2.7)
- Data from the site where you work are used in courses (M = 2.9)

Responses to Open-Ended Items

- When asked to identify the program's most significant limitations, six students made comments regarding the pace being too fast or the workload being too much. Three of the seven Pre K-12 students noted that there were problems with some faculty. Three of the 13 community college students noted that there were too few faculty.

Other Themes

- Approximately 2 in 3 students reported that the program was "highly rigorous, but doable" – 16% reported that it was "too rigorous" and 16% reported that it is "rigorous, but I could be challenged to work somewhat harder."
- 90% of students described the program as a "quality" or "high quality" program.

[6] Score reports are based on a 5-point scale

Table 14. 2015 Ed.D. Mid-Point Survey Results

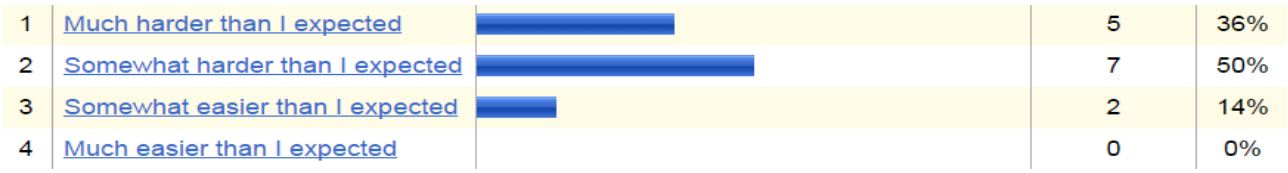
Question/Measure	Response Summary
Item/Measure	
Response Rate	93.8%
Gender	
Female	67%
Male	27%
Other	7%
Ethnicity (check all that apply)	
African American	43%
Asian/Pacific Islander	21%
Hispanic/Latino	7%
White	21%
Other	14%
Questions Based on Program Learning Outcomes	
Experts in Educational Leadership	3.20
Use of Scholarly Literature to Inform Practice	3.20
Reflective Practice	3.33
Critical Thinking	3.40
Leading Change	3.13
Self-Aware, Ethical Professionals	3.53
Leadership for Just, Equitable, and Inclusive Education	3.47
Questions Based on CPED Principles (The Ed.D. . . .)	
Is framed around equity, ethics, and social justice.	3.60
Prepares leaders to make a difference in the lives of individuals, families, organizations, and communities.	3.40
Provides opportunities to use knowledge for collaboration and communication skills to work with diverse communities.	3.33
Provided field-based opportunities to analyze problems of practice.	3.20
Integrates theory, research, and practical knowledge.	3.60
Emphasizes the creation and use of professional knowledge and practice.	3.33
Questions Based on the AACC Competencies	
Develop and implement a shared vision of learning and growth for all students.	3.38
Shape a collaborative culture of teaching and learning.	3.62
Manage the organization of a healthy work environment.	3.38
Collaborate with families, stakeholders, and communities.	3.38
Make ethical decisions.	3.54
Influence political, social, economic, legal, and cultural contexts that affect education.	3.38

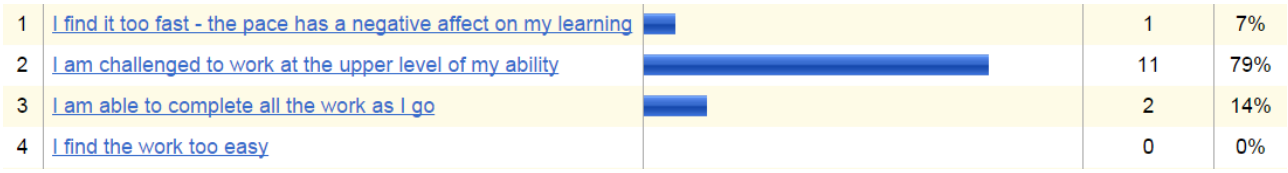
Table 14. (Continued) 2015 Ed.D. Mid-Point Survey Results

Question/Measure	Response Summary
Additional Questions – How helpful have each of the following resources been?	
In-class interactions with faculty.	3.23
Out-of-class interactions with faculty.	2.71
Participation in a cohort.	3.36
The summer doctoral tools camp (focused on writing)	2.07
The August orientation retreat (focused on cohort building and diversity exercises)	1.86
The January retreat (focus on statistics and goal-setting)	2.07
The Ed.D. Student Community on TITANium	3.29
Informational emails from TITANium regarding jobs, conferences, and educational opportunities	3.14
The Pollak library website	3.64
Social media (Facebook, LinkedIn, twitter)	2.43

Note. All items based on four-point Likert scale with 4 being the most desirable score.

Figure 2. 2015 Ed.D. Mid-Point Survey Results – Questions Regarding Rigor and Quality





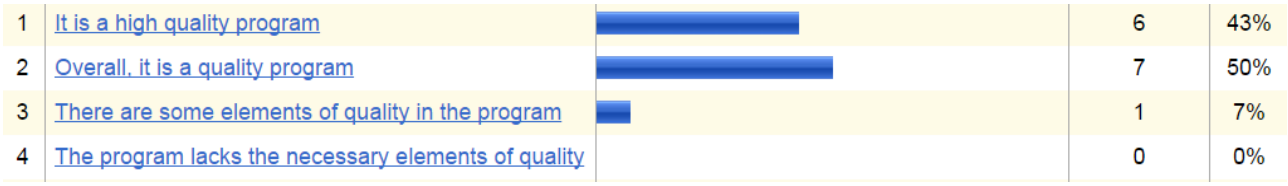


Figure 3. 2015 Ed.D. Mid-Point Survey Results – Summary of Open-Ended Question Responses

Given your experiences in the Ed.D. program, what is your impression of the overall quality of the program? (Responses clustered into themes)

- Program Delivery
  - Collaboration with community college leaders.
  - The ability to complete the degree in 3 years and the ability to work full time and participate in the program full time
  - Designed for practioners
- Just, Equitable, and Inclusive Education
  - Diversity, community, leadership
  - Diversity, inclusiveness, accountability
  - Focus on becoming a scholar practitioner and advocate for social justice
- Faculty
  - Faculty meetings with students
  - Diverse faculty, support for timely finish of the program
  - The faculty are knowledgable, carrying, and accomodating.
- Cohort
  - Experiences brought in by the Cohort members.
  - The cohort model is quite effective for a doctoral leadership program and instrumental in aiding leaders to interact with all constituents.
  - The Cohort System

What aspects of the Ed.D. program would you most like to see changed or improved? Please include your recommendations for improvement.

- Faculty-Related
  - Rapport with full time faculty. Faculty seems to be juggling too much, not being able to spend quality time with us.
  - Communication between faculty and students is currently vague. There is little concrete information provided to students from the faculty and sometimes faculty give competing answers. Also, I think the program needs to work to include multiple lenses when discussing just, equitable, and inclusive education.
- JEIE-Related
  - The current main focus is race and many other lenses feel ignored. Practical skills such as conflict management at an administrative level, bargaining, and training (sexual assault, lgbtq, etc). Enforcing common standards and feedback expectations among the 670 courses. Currently, the norms and expectations between the instructors are vastly different putting some students at an advantage and others at a disadvantage.
  - More team building, diversity trainings at the beginning and throughout, at least 2-3 session in the 2 years of course work is a MUST! Please continue the relationship with SJTI. More library time is necessary so that we have our resources at the beginning.
  - Diversity in guests speakers, Leadership using creative philosophies and theories, practice/college visits that are not in the orange county area
- Student-Related
  - I'd like for the program to improve its screening criteria to ensure a well balanced cohort that has varied leadership experience, cultural backgrounds, openness to just, equitable, and ethical dialogue, and accepting of the cohort model. I recommend adding individual interviews with applicants before group interviews to gain a better perspective of the individual applicant's interest in the program, personaility, work ethic, and committment. Group interviews don't allow

the committee to gain a true sense of the applicant's character; rather group interviews don't allow the applicant to be one's authentic self.

- Other
  - The pace required to finish chapter 1 through 3 while also working on reports for the classes.
  - Perhaps the community college emphasis could be expanded to include all of higher education
  - Applicability of ALL required courses/assignments (i.e. SPSS)

Appendix III: Faculty

Table 15.[7] Full-Time Instructional Faculty—FTEF, FTES, SFR

Year	Tenured	Tenure Track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	Fall FTEF	Fall FTES	Fall SFR
2008-09	1	2	0	0	1	1.17	20.0	17.1
2009-10	1	2	0	0	1	2.57	34.0	13.2
2010-11	1	2	0	0	2	4.43	46.0	10.4
2011-12	1	3	0	0	3	5.50	46.8	8.5
2012-13	1	4	0	0	2	6.10	51.8	8.5
2013-14	2	3	0	0	2	5.53	51.8	9.4
2014-15	2	3	1	0	3	3.40	40.0	14.7
2015-16	3	1	0	0	3	3.43	47.0	13.7

Note. FTES calculations based on 8.0 units as full-time for doctoral study.

Table 16. Courses Taught by Faculty Status and Racial Diversity

Academic Year	Tenure or Tenure-Track	Full-Time Lecturers	Adjunct Instructors	Faculty of Color
2008-2009	13 (86.7%)	1 (6.7%)	1 (6.7%)	7 (46.7%)
2009-2010	20 (66.7%)	5 (16.7%)	5 (16.7%)	18 (60.0%)
2010-2011	13 (48.1%)	8 (29.6%)	6 (22.2%)	13 (48.1%)
2011-2012	13 (43.3%)	12 (40.0%)	5 (16.7%)	15 (50.0%)
2012-2013	14 (46.7%)	6 (20.0%)	10 (33.3%)	14 (46.7%)
2013-2014	14 (43.8%)	8 (25.0%)	10 (31.3%)	16 (50.0%)
2014-2015	13 (38.2%)	16 (47.1%)	5 (14.7%)	19 (55.9%)
2015-2016[a]	9 (42.9%)	8 (38.1%)	4 (19.0%)	11 (52.4%)
TOTAL	97 (46.9%)	64 (30.9%)	46 (22.2%)	113 (54.6%)

Notes. [a]2015-2016 numbers are for Fall and Spring terms only.

[7] This table meets the requirements of Table 9 in the CSUF PPR Guidelines and Procedures

Appendix IV: Resources

Table 17.[8] Program Resources (PPR Format)

Year	Marginal Cost Rev.	Fee Revenue	Total Revenue	Ed.D. Fall FTES	CC Fall FTES	% CC	CC Budget Allocation	CC Budget/ FTES
2008-09	$275,009	$449,479	$774,488	41.2	10.0	24.3	$188,201	$18,820
2009-10	$449,120	$1,004,268	$1,453,388	62.4	22.0	35.3	$513,046	$23,320
2010-11	$487,512	$1,392,762	$1,880,274	68.0	30.5	44.9	$844,243	$27,680
2011-12	$474,982	$1,617,981	$2,092,963	67.4	30.3	45.0	$941,833	$31,864
2012-13	$422,963	$1,644,831	$2,067,794	68.5	33.2	48.5	$1,002,880	$30,207
2013-14	$441,240	$1,656,582	$2,097,822	67.3	34.5	51.3	$1,076,183	$31,194
2014-15	$422,794	$1,512,048	$1,934,842	63.1	34.6	54.8	$1,060,293	$30,644
2015-16	$404,700	$1,600,992	$2,005,692	60.9	30.3	49.8	$998,834	$32,965

Note. For budgeting purposes, FTES calculations are based on 12.0 units as full-time for doctoral study.

[8] This table meets the requirements of Table 10 in the CSUF PPR Guidelines and Procedures. **The format of this table is based on assumptions for "baselined" graduate programs. It does not reflect budgeting formulas used to inform decisions for the self-funded Ed.D. program. The following data presented in this section provide more accurate information regarding resource allocations and decisions for the Ed.D. program.**

Appendix V: Program Rubrics

Figure 4. Qualifying Exam Scoring Rubric (2009-2015)

Student Number: _____ **AM Question / PM Question** **Reader Number: _____**

Qualifying Exam Rubric Aligned with EDD Program Outcomes

Criteria	Pass With Commendation (Exceptional)	Pass (Very Good/Good)	No Pass (Unacceptable)	Comments
1. Breadth and depth of knowledge	The writer uses multiple perspectives, theories, and concepts from the courses to demonstrate a clear understanding of the question.	The writer uses a few perspectives, theories, and concepts from the courses to demonstrate an understanding of the question.	The writer does not refer to any perspectives, theories, or concepts from the courses to demonstrate an understanding of the question; or applies perspectives, theories, or concepts incorrectly to answer the question.	
2. Conceptual synthesis	The writer makes multiple connections across the course concepts and identifies critical issues when answering the question.	The writer makes at least one connection across the course concepts and identifies critical issues when answering the question.	The writer does not connect the course concepts; or does not identify a critical issue when answering the question.	
3. Application of theory to practice	The writer presents a robust, well-substantiated, coherent argument for which theories address the issues of practice raised by the question.	The writer presents an argument for which theories address the issues of practice raised by the question.	The writer either does not present an argument for which theories address the issues of practice raised by the question, or applies theories incorrectly to answer the question.	
4. Critical analysis of the research literature	The writer correctly references and critically analyzes the perspectives of several authors and/or theorists whose writings are highly relevant to answering the question.	The writer references and critically analyzes one or two authors and/or theorists whose writings are relevant to answering the question.	The writer does not reference or critically analyze any authors and/or theorists whose writings are relevant to answering the question; or references authors and/or theorists whose writings are unrelated to answering the question.	
5. Informed decision making	The writer makes excellent recommendations for improving or changing practice by referencing theories in the professional literature, the concepts covered in the courses, and/or data directly pertaining to the question.	The writer makes good recommendations for improving or changing practice by referencing theories in the professional literature, the concepts covered in the courses, and/or data related to the question.	The writer cannot recommend how to improve practice; or does not reference the professional literature, concepts covered in the courses, and/or relevant data; or makes a poor or inappropriate judgment.	

Student Number: _____ **AM Question / PM Question** **Reader Number: _____**

6. Point of View	The writer demonstrates a sophisticated understanding of the issues raised by the question and lays out a very clear line of reasoning that answers the question substantively.		The writer demonstrates an understanding of the issues raised by the question and lays out a line of reasoning that answers the question adequately.		The writer does not express a point of view; or misunderstands the issues raised by the question, or answers the question without providing justification.		
7. Diversity	The writer thoughtfully addresses issues pertaining to educational equity, diversity, inclusion, and/or multiculturalism implied by the question.		The writer takes educational equity, diversity, inclusion, and/or multiculturalism implied by the question into account when answering the question.		The writer does not discuss issues of educational equity, diversity, inclusion, and/or multiculturalism implied by the question.		
8. Self-awareness	The writer demonstrates self-awareness by discussing how her life history has shaped her views about education when answering the question; the writer is a reflective practitioner.		The writer demonstrates some self-awareness by discussing how her life history has shaped her views about education when answering the question; the writer is reflective.		The writer does not convey self-knowledge and does not discuss how her life history has shaped her views about education; the writer is not reflective.		
9. Evidence	The writer presents a fully developed, relevant, and persuasive argument for all debatable assertions and draws evidence from multiple sources when answering the question.		The writer presents an argument for most debatable assertions and draws evidence from a few sources when answering the question.		The writer does not present evidence or support for her claims from any source; or relies solely on her own experiences, or refers to questionable sources.		
10. Control of language	The writer communicates very effectively as demonstrated by the logical and coherent development of ideas, word choice, sentence variety, transitions, voice, and uses the conventions of standard English correctly.		The writer communicates with few errors in the logical and coherent development of ideas, word choice, sentence variety, transitions, voice, and use of conventions of standard English.		The writer has intermittent control of language including the logical development of ideas, word choice, sentence variety, transitions, and displays many errors using standard English.		

_____ Pass with Distinction

_____ Pass

_____ Pass with Reservation

_____ Fail

Figure 5. Dissertation Proposal Scoring Rubric

Student Name: _____ **Committee Member:** _____

Dissertation Proposal Exam Rubric

	Strong Pass	Pass	No Pass	Comments
Content of the Proposal Chapters				
Chapter 1[1,5]	In addition to the elements of a "pass" score, the student critically demonstrated how the study addresses a problem of practice that will result in actionable findings by justice-minded educational leaders.	The student demonstrated an appropriate need for research and focus for the study through the problem statement, purpose statement, research questions, significance, and scope of the study.	The student failed (a) to demonstrate an understanding of the elements of Chapter 1, (b) to establish the need for research, and/or (c) to appropriately focus the scope of the study.	
Chapter 2[2,4]	In addition to the elements of a "pass" score, the student situated the review within a historical context and interpreted their analysis in light of recent trends in educational leadership.	The student presented a well-organized and critically-minded analysis and synthesis of theory and empirical research related to the research questions.	The student failed (a) to examine a comprehensive body of literature related to the research questions, (b) to critically analyze and synthesize the literature, and/or (c) to organize the Chapter's content.	
Chapter 3[4,6]	The student paired each of the elements of a "pass" score to both the research questions/ purpose of the study and to its broader social justice and educational leadership aims as articulated in Chapter 1.	The student articulated an in-depth understanding of the study's methodology and research design. The methods included sufficient depth and detail to successfully guide the implementation of the study and to ensure validity and/or trustworthiness.	The student failed (a) to demonstrate a critical understanding of the study's methodology/research design, (b) to delineate a clear plan for research methods, and/or (c) to ensure the ethical treatment of human subjects or the ethical use of data.	
Educational Leadership Aspects of the Study				
Potential Contribution[1,2,5,7]	Inquiry into this problem has definite potential for a substantive contribution to the literature and for solving problems of justice-minded educational leadership practice.	There is reasonable argument that the educational leadership problem is significant and worthy of sustained and systematic study.	Little justification was made to indicate that the problem will contribute to the literature or to solving problem of practice.	
Support for the Proposition[2,4]	The proposal reflects a well-informed perspective about the educational leadership research problem grounded in the research literature and/or in empirical data analyses.	Some evidence such as research studies, demographic data, empirical data, facts, statistics, examples, and real-life examples were incorporated to support the author's argument for conducting the study.	The proposal did not reflect an informed perspective about an educational leadership research problem grounded in the research literature and/or in empirical data analyses.	

Program Learning Objectives:

1. Experts in Educational Leadership
2. Professionals Whose Practice is Informed by Scholarly Literature
3. Reflective Practitioners
4. Critical Thinkers
5. Change Agents
6. Self-Aware and Ethical Professionals
7. Professionals Who Value Diversity

Student Name: _____ **Committee Member:** _____

Evidence and Examples[2,4,7]	Citations from the literature are critically evaluated and lend support to the author's proposed study.		Most citations from the literature provide support to the author's proposed study.		Evidence to support the author's argument for the study was irrelevant, vague, or mismatched, or it failed in notable ways to consider educational equity.		
Just, Equitable, and Inclusive Education[3,4,7]	The student designed the study to intentionally surface and dismantle oppressive educational systems and structures and to stimulate the active generation of educational leadership that is just, equitable, and inclusive.		The student actively ensured that the study will not contribute to the marginalization of students or populations of students. The student also demonstrated an awareness of their own culture, biases, and positionality.		Flaws in the study design may contribute to the further marginalization of populations of students. The student failed to consider their own culture and biases and how these may influence the study.		
Scholarly Writing							
Organization	The proposal was written logically and coherently using the appropriate sequencing and organization		The proposal was written somewhat logically and coherently using sequencing that would benefit from some restructuring.		The proposal is confusing in its organization; the content organization and/or sequencing is illogical.		
Writing Standards	The proposal meets and often exceeds standards for scholarly writing		The proposal meets the writing standards of doctoral-level writing including the effective use of headings and subheadings.		The proposal does not meet doctoral-level writing standards.		
Use of APA	All APA guidelines were followed effectively.		Most APA guidelines were followed; minor problems do not detract from the scholarship.		The student did not follow APA guidelines consistently; scholarship is negatively affected by the problems.		
Elements of the Oral Defense							
Oral Delivery	The student expressed ideas clearly and fluently with minimal reliance on notes or PowerPoint slides. The student was genuine, concise, and engaging.		The student expressed ideas clearly, though with some reliance on notes and/or PowerPoint slides. The presentation was generally engaging, but could have been more concise.		The student struggled to present ideas in a coherent manner and reliance on notes, scripts, or PowerPoint slides detracted from the presentation. The presentation was lengthy and/or dull.		
PowerPoint	The student made exceptional use of figures and images within the PowerPoint that complemented the presentation.		PowerPoint slides were easy to read, professional, well-organized, and efficient in their content.		PowerPoint slides were difficult to read, too wordy, poorly organized, and/or unprofessional.		

Program Learning Objectives:

1. Experts in Educational Leadership
2. Professionals Whose Practice is Informed by Scholarly Literature
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7. Professionals Who Value Diversity

Figure 6. Final Dissertation Scoring Rubric

Student Name: _____ **Committee Member:** _____

Dissertation Final Defense Rubric

	Strong Pass		Pass		No Pass		Comments
Content of the Proposal Chapters							
Chap. 1[1,5]	The student additionally addressed a problem of educational leadership practice.		The student demonstrated an appropriate need and focus for the research.		The student failed to demonstrate an appropriate need and focus for the research.		
Chap. 2[2,4]	The student additionally situated the review within the context of history and recent trends in educational leadership.		The student presented a well-organized, critically-minded analysis and synthesis of theory and empirical research.		The student failed to present a well-organized analysis and synthesis of theory and empirical research.		
Chap. 3[4,6]	The student paired the study's design to broader social justice and/or educational leadership aims.		The student articulated an understanding of the study's methodology, research design, and research methods.		The student did not show an understanding of the study's methodology, research design, and research methods.		
Chapter 4[4]	The student demonstrated exceptional analysis, connected inferences to the research questions, and presented findings in a manner that was rich, creative, and efficient.		The student demonstrated sound analysis and presented findings in a clear, crisp manner that effectively utilized narrative, tables, and/or figures.		Methods of analysis were questionable and/or findings were presented in an incomplete or unclear manner that compromised the study's validity and/or trustworthiness.		
Chapter 5[1-7]	Implications present an argument for how prior research and study findings relate to practice. Recommendations show that the student is a reflective educational leader who uses skills of evaluation, analysis, synthesis, and action to ensure excellence and equity in educational practice while serving as a steward to the educational community.		The student's interpretations and implications consider prior research and clearly connect to the work of practitioners and scholars. Recommendations show critical analysis of the data and focus on how to improve educational practice.		The student's interpretations and conclusions do not fit with the findings and/or prior research. Implications are sparse and vague. Recommendations are poorly supported by the findings.		
Educational Leadership Aspects of the Study							
Contribution[2,5,7]	The study is a substantive contribution to the literature for solving problems of justice-minded educational leadership practice that warrants extensive dissemination and/or publication.		The study was a worthy research investigation into educational leadership that will positively influence educational practice, educational practitioners, and educational institutions.		The study failed to yield noteworthy findings related to educational leadership and the improvement of educational institutions.		

Program Learning Objectives:

1. Experts in Educational Leadership
2. Professionals Whose Practice is Informed by Scholarly Literature
3. Reflective Practitioners
4. Critical Thinkers
5. Change Agents
6. Self-Aware and Ethical Professionals
7. Professionals Who Value Diversity

Student Name: _____ **Committee Member:** _____

Just, Equitable, and Inclusive Education[3,4,7]	The study contributed to the surfacing and dismantling of oppressive educational systems and structures and has stimulated and should continue to stimulate the active generation of educational leadership that is just, equitable, and inclusive.		The student demonstrated awareness of their own culture, biases, and positionality, and a disposition toward engagement with diverse others as well as toward educational practices that are just, equitable, and inclusive.		Flaws in the study may contribute to the further marginalization of populations of students. The student failed to consider their own culture and biases and how these may influence their work as an educational leader.		
Scholarly Writing							
Organization	The dissertation is written logically and coherently using the appropriate sequencing and organization.		The dissertation is written logically using sequencing that may require some restructuring.		The proposal is confusing in its organization; the content sequencing is illogical.		
Writing Standards	The dissertation meets and often exceeds standards for scholarly writing.		The dissertation meets the writing standards of doctoral-level writing including the effective use of headings.		The dissertation does not meet doctoral-level writing standards.		
Use of APA	The student followed all APA guidelines effectively.		The student followed most APA guidelines; minor problems do not detract from the work.		Does not follow APA guidelines; scholarship is negatively affected by the problems.		
Oral Elements of the Defense							
Oral Delivery	The student expressed ideas clearly and fluently with minimal reliance on notes or the PowerPoint. The student was genuine, concise, and engaging.		The student expressed ideas clearly, though with some reliance on notes and/or PowerPoint slides. The presentation was generally engaging, but could have been more concise.		The student struggled to present ideas in a coherent manner and over-reliance on notes, scripts, or PowerPoint slides detracted from the presentation. The presentation was lengthy and/or dull.		
PowerPoint	The student made exceptional use of figures and images within the PowerPoint that streamlined written content and complemented the presentation		PowerPoint slides were easy to read, professional, well-organized, and efficient in their content.		PowerPoint slides were difficult to read, too wordy, poorly organized, and/or unprofessional.		
Poster	The poster is a standalone document that summarizes all aspects of the study—especially implications and recommendations for educational leadership—in an engaging and visually appealing manner.		The poster effectively and professionally summarizes all aspects of the study with emphasis on implications and recommendations for educational leadership practice.		The poster is visually unappealing, poorly organized, and/or marked by spelling and grammatical errors. It fails to summarize all major aspects of the study.		

Program Learning Objectives:

1. Experts in Educational Leadership
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Appendix VI: Curriculum Vitae of Faculty

Curriculum vitae are included for full-time faculty within the Department of Educational Leadership who have a direct role related to the instruction, advising, and/or planning and evaluation of the MSHE program:

- Meri Beckham, Ed.D., Full-Time Lecturer p. 45
- Ding-Jo Currie, Ph.D., Distinguished Lecturer p. 54
- John L. Hoffman, Ph.D., Associate Professor p. 62
- Carol Lundberg, Ph.D., Professor p. 80
- Rebecca Gutierrez-Keeton, Ph.D., Full-Time Lecturer p. 89
- Eugene Fujimoto, Ph.D., Assistant Professor p. 95
- Dawn R. Person, Ed.D., Professor p. 105

Meri Hicks Beckham
Full-Time Lecturer
College of Education
California State University, Fullerton
Fullerton, CA 92834
657-278-8059
mbeckham@fullerton.edu

Please check the one that applies and complete the requested information.

	Tenure Track faculty – **full-time in COE or other college** (if other college, please list: _____) Tenured? Yes No
	Tenure Track faculty – **part-time in COE** (please specify department & College:_____) (e.g., Earth Science, NSM) Tenured? Yes No
X	Full-time lecturer – **full-time in COE or other college** (if other college, please list: _____)
	Full-time lecturer -- **part-time in COE and part-time in other college** (if other college, please specify department & College:_____) (e.g., Foreign languages, HSS)
	Part-time lecturer – **for COE only**
	Part-time lecturer – **part-time in COE** (e.g., you teach one class in TESOL and a methods course in secondary education.) List other department and College: _____

Date of employment at CSUF: August 18, 2011

Highest degree earned: EdD

Area(s) of expertise: Higher Education, Community College, Academic Counseling

Courses you typically teach: College Student Development Theory, Counseling the Adult College Student, Career Exploration, College Success, First-Year Experience, History and Philosophy of Higher Education, College Students' Characteristics and Cultures, Higher Education Fieldwork, IRB Approval and Proposal Defense, Seminar in Educational Research Design and Implementation

Number of years Higher Education teaching: Part-time in 7 academic years, full-time 3.5 years

Briefly describe your experiences in higher education settings in the last five years:

Semester	Role/Responsibility
Spring 15	Teaching full-time in the CSUF higher education master's and doctoral programs (*College Students' Characteristics & Cultures, Higher Education Fieldwork, Seminar in Educations Research Design & Implementation*); Acting Coordinator for the CSUF MSHE Program; Advisor for CSUF MSHE Program student organization (HELO); Community college counselor – General (15%)
Fall 14	Taught full-time in the CSUF higher education master's and doctoral programs (*History & Philosophy of Higher Education, Higher Education Fieldwork, Seminar in Educational Research*

	Design & Implementation); Co-advisor for CSUF MSHE Program student organization (HELO); Community college counselor – General (15%)
Summer 14	Taught 6 units in the CSUF higher education doctoral program (*IRB Approval & Proposal Defense*); Community college counselor – General (15%)
Spring 14	Taught full-time in the CSUF higher education master's and doctoral programs (*College Students' Characteristics & Cultures, Integrated Seminar*, dissertation chair and committees); Community college counselor – General (15%)
Fall 13	Taught full-time in the CSUF higher education master's and doctoral programs (*History & Philosophy of Higher Education, Higher Education Fieldwork*, dissertation chair and committees); Community college counselor – General (15%)
Summer 13	Taught 6 units in the CSUF higher education doctoral program (*IRB Approval & Proposal Defense*); Community college counselor – General (15%)
Spring 13	Taught full-time in the CSUF higher education master's and doctoral programs (*College Students' Characteristics & Cultures, Higher Education Fieldwork*, dissertation chair and committees)
Fall 12	Taught full-time in the CSUF higher education master's and doctoral programs (*History & Philosophy of Higher Education, Higher Education Fieldwork*, dissertation chair and committees)
Summer 12	Taught 6 units in the CSUF higher education doctoral program (*IRB Approval & Proposal Defense*)
Spring 12	Taught full-time in the CSUF higher education master's and doctoral programs (*College Students' Characteristics & Cultures, Higher Education Fieldwork*, dissertation committees)
Fall 11	Taught full-time in the CSUF higher education master's and doctoral programs (*History & Philosophy of Higher Education, Higher Education Fieldwork*, dissertation committees)
Spring 11	Taught 6 units in the CSULB higher education master's program (*Counseling the Adult*); Community college counselor – Nursing students (60%)
Fall 10	Community college counselor – Nursing students (60%); workshop on personality and learning for community college adult re-entry students
Summer 10	Taught 3 units in the CSUF higher education master's program (*Student Learning & Development*); Community college counselor – Nursing students (60%)
Spring 10	Community college counselor – Nursing students (60%)
Fall 09	Community college counselor – Nursing students (60%); workshops for community college students on time management, test-taking, APA style, and preparing for finals

Education

Ed.D., University of California, Irvine/California State University, Long Beach - 2009
Educational Administration and Leadership
Dissertation: *Unconventional Learning: How* Perceiving *Students Succeed in College*

M.S., California State University, Long Beach - 2000
Counseling: Student Development in Higher Education

B.S., California State University, Dominguez Hills - 1991
Nursing

A.S., Long Beach City College - 1982
Nursing

Ed.M., Harvard University - 1975
Education

B.A., University of California, Irvine - 1974
Social Ecology: Human Development

Professional Experience

Full-Time Lecturer, Department of Educational Leadership, 2011-present
College of Education
California State University, Fullerton

Adjunct Counselor, Counseling Department, 2013-present
Cerritos College

Adjunct Counselor, Counseling Department, 2007-11
College of the Canyons

Retention Specialist, Nursing Department, 2008-2011
College of the Canyons

Part-Time Lecturer, Advanced Studies in Education and Counseling, 2011
College of Education
California State University, Long Beach

Part-Time Lecturer, Department of Educational Leadership, 2010
College of Education
California State University, Fullerton

Director of Learning Services, Student Services, 2003-2006
Concordia University Irvine

Associate Director of Academic Advising, Student Services, 2001-2003
Concordia University Irvine

Faculty and Administrative Load

Spring 2015	*EDAD 522*	*College Students' Characteristics & Cultures*	*(3)*
	EDAD 568	*MSHE Fieldwork*	*(6)*
	EDD 697	*Seminar for Ed Research Design & Implementation*	*(3)*
	MSHE	*Program Coordination*	*(3)*
Fall 2014	*EDAD 521*	*History & Philosophy of Higher Education*	*(6)*
	EDAD 568	*MSHE Fieldwork*	*(6)*
	EDD 697	*Seminar for Ed Research Design & Implementation*	*(3)*
Summer 2014	*EDD 670F*	*IRB Approval & Proposal Defense*	*(6)*
Spring 2014	*EDAD 522*	*College Students' Characteristics & Cultures*	*(3)*
	EDD 626B	*Integrative Seminar in Higher Ed/CC Issues*	*(3)*
	EDD 698	*Dissertation Research*	*(4)*

	C-REAL/EdD	*Alumni Publication Project*	*(3)*
	Service to EDAD		*(.5)*
Fall 2013	*EDAD 521*	*History & Philosophy of Higher Education*	*(3)*
	EDAD 568	*MSHE Fieldwork*	*(4.5)*
	EDD 698	*Dissertation Research*	*(6)*
	C-REAL/EdD	*Alumni Publication Project*	*(3)*
Summer 2013	*EDD 670F*	*IRB Approval & Proposal Defense*	*(6)*
	EDD 699	*Independent Study*	*(6)*
Spring 2013	*EDAD 522*	*College Students' Characteristics & Cultures*	*(6)*
	EDAD 568	*MSHE Fieldwork*	*(1.5)*
	EDD 698	*Dissertation Research*	*(6)*
	C-REAL/EdD	*Alumni Publication Project*	*(3)*
Fall 2012	*EDAD 521*	*History & Philosophy of Higher Education*	*(6)*
	EDAD 568	*MSHE Fieldwork*	*(1.5)*
	EDD 698	*Dissertation Research*	*(6)*
	C-REAL/EdD	*Alumni Publication Project*	*(3)*
Summer 2012	*EDD 670F*	*IRB Approval & Proposal Defense*	*(6)*
	EDD 698	*Dissertation Research*	*(6)*
Spring 2012	*EDAD 522*	*College Students' Characteristics & Cultures*	*(6)*
	EDAD 568	*MSHE Fieldwork*	*(3)*
	EDD 698	*Dissertation Research*	*(6)*
Fall 2011	*EDAD 521*	*History & Philosophy of Higher Education*	*(6)*
	EDAD 568	*MSHE Fieldwork*	*(3)*
	EDD 698	*Dissertation Research*	*(6)*
Spring 2011	*COUN 516*	*Counseling the Adult College Student*	*(6) CSULB*
Summer 2010	*EDAD 523*	*Student Learning & Development*	*(3) CSUF*

Scholarly and Creative Activity

Refereed journal articles (please list) Total: 2

Beckham, M. H. (2012). Building momentum: The unconventional strengths of *Perceiving* college students. *Journal of Psychological Type*, *72*(2), 27-40.

Gillerman, H., & Beckham, M. H. (1991). The postpartum early discharge dilemma: An innovative solution. *Journal of Perinatal and Neonatal Nursing, 5*(1), 9-17.

Books (please list) Total: _____

Book chapters (please list) Total: _____

Book reviews (please list) Total: _____

Peer reviewed presentations at international and national conferences (please list) Total: _____

Peer reviewed presentations at state and regional conferences (please list) Total: _____

Invited presentations (please list) Total: 23

Beckham, M. H. (2014, December). *Leadership and teamwork your way: Myers-Briggs type basics*. Invited workshop presented to Student Speech Therapists & Audiologists Nurturing Cultural Enrichment (STANCE) at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2014, October). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to UNIV 100 at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2014, April). *Understanding* Perceiving *Art students: The other way*. Invited workshop presented to College of Arts Faculty at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2014, March). *Finding the fit: Learning (and life) strategies that work for you*! Invited workshop presented to College of Arts Clubs Executive Board at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2014, March). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2014, February). *Teamwork and leadership your way: Myers-Briggs type basics*. Invited training for Human Resources Department at Concordia University Irvine, Irvine, CA.

Beckham, M. H. (2014, January). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Club Sports Executive Board at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2013, November). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2013, October). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2013, April). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2013, March). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2013, January). *Scholarly words and APA style*. Invited workshop presented to CSUF Educational Leadership doctoral students at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2012, November). *Simple gifts: How personality affects your life*. Invited workshops presented to Southern California Youth Workers of the ELCA, El Camino Pines, CA.

Beckham, M. H. (2012, November). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2012, October). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2012, April). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2012, March). *Learning and leading your way: Myers-Briggs type basics*. Invited workshop presented to Student Leadership Institute participants at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2012, February). *Unconventional learning: How Perceiving students succeed in college*. Invited poster presentation at CSUF Ed.D. Program Research Symposium, Fullerton, CA.

Beckham, M. H. (2011, December). *Learning your way: Myers-Briggs psychological type concepts and applications*. Invited workshop presented to UNIV 100 students at CSU Fullerton, Fullerton, CA.

Beckham, M. H. (2010, November). *Finding the fit: Learning and life strategies that work for you*. Invited workshop presented to adult re-entry students at College of the Canyons, Santa Clarita, CA.

Beckham, M. H. (2010, April). *Do what you love: Careers that fit your personality*. Invited workshop presented to high school student and parents at College of the Canyons Discovering Careers Day, Santa Clarita, CA.

Beckham, M. H. (2008, Spring). *Myers-Briggs psychological type concepts and applications*. Invited workshop series presented to Counseling Department faculty and staff at College of the Canyons, Santa Clarita, CA.

Beckham, M. H. (2005, March). *From observation to explanation: The other way*. Invited presentation at the CSU/UCI Regional Research Symposium at CSU Long Beach, Long Beach, CA.

Other presentations (please list) Total: 7

Beckham, M. H. (2011, August). *Unconventional learning: How* Perceiving *students succeed in college*. Poster presentation at the 2011 Association for Psychological Type International Conference, San Francisco, CA.

Beckham, M. H. (2010, May). *Learning your way: Myers-Briggs psychological type concepts and applications*. Workshop presented to Nursing students at College of the Canyons, Santa Clarita, CA.

Beckham, M. H. (2009, August). *Unconventional learning: How* Perceiving *students succeed in college*. Poster presentation at the 2009 Association for Psychological Type International Conference, Dallas, TX.

Beckham, M. H. (2007, July). *Unconventional learning: How* Perceiving *students succeed in college*. Poster presentation at the 2007 Association for Psychological Type International Conference, Baltimore, MD.

Beckham, M. H. (2006, November). *The other way: Myers-Briggs* Perceiving *and learning in college students*. Poster presentation at the Association for the Study of Higher Education Annual Conference, Anaheim, CA.

Beckham, M. H. (2005, July). *The other way: Myers-Briggs* Perceiving *and learning in college students*. Poster presentation at the 2005 Association for Psychological Type International Conference, Portland, OR.

Beckham, M. H. (1999, July). *Effects of training in Myers-Briggs personality type concepts and applications on self-esteem and valuation of individual differences.* Poster presentation at the 1999 Association for Psychological Type International Conference, Phoenix, AZ.

Other (please list) Total: _____

Service

Professional

Community

University

CSUF Student Mental Health Initiative - Faculty Liaison in the College of Education, 2012-present
MSHE Program Coordinator (Acting), Spring 2015
Higher Education Leadership Organization (HELO) Advisor, Spring 2015
MSHE Candidate Selection Process, Spring 2015
Higher Education Leadership Organization (HELO) Co-Advisor, Fall 2014
MSHE Candidate Selection Process, Spring 2014
MSHE Candidate Selection Process, Spring 2013
MSHE Candidate Selection Process, Spring 2012

Honors and Awards

2014 Honored Educator – CSUF College of Education
2011 Isabel Briggs Myers Award for Outstanding Research in the Field of Psychological Type

Professional Associations and Development

Association for Psychological Type International (APTi)

Association for the Study of Higher Education (ASHE)

California Community College Counselors Association (CCCCA)

College Student Educators International (ACPA)

Student Affairs Administrators in Higher Education (NASPA)

CSUF disABILITY Task Force Online Disability Awareness Program for Faculty – *Universal Design for Learning: Embracing Diversity and Accessibility* – Completed December 2014

Indicate the number of scholarly works, as defined by Boyer's definition of scholarship.

	Discovery #	Integration #	Application #	Teaching #	Total #
Refereed journal articles		1	1		2
Book chapters					
Book reviews					
Books					
Presentations at state, regional, national, international conferences		8			8
Funded grants					
Other projects, research, writings					
Total #		9	1		

Boyer's Conceptualization of Scholarship

According to Boyer, this broad conception of scholarship includes four forms:

Scholarship of discovery is the traditional type of research (basic research) that involves the pursuit of knowledge for its own sake and the discovery of new knowledge. Examples of this type of scholarship are typical and include publications in refereed journals, books, etc. that describe original research, presentations at professional meetings that do the same, grants obtained to conduct such research, etc.

Scholarship of integration involves interpreting and drawing insights from the facts and findings of original research, drawing them together, integrating and summarizing them, and creating new conclusions, implications, and interpretations from the integration. Examples of this type of scholarship included publications in refereed journals, books, etc., that describe the integration of professional knowledge, presentations at professional meetings that do the same the writing of textbooks and nonacademic writings which integrate the knowledge base, grants obtained to conduct such scholarship, etc.

Scholarship of application involves exploring the dynamic between theory and action in applying the professional knowledge base in solving practical problems in practical settings in rigorous ways. This form of scholarship attempts to relate the service role of faculty to scholarship. Examples of this type of scholarship include efforts to help solve practical problems in educational settings by applying professional theory, conceptions, methods, and findings, such as action research projects, grants obtained to conduct such scholarship, etc.

Scholarship of teaching involves the highly complex, dynamic activity of constructing, creating, sharing, and communicating the knowledge base to "students". To do so effectively requires a deep knowledge and understanding of the topic as well as constant reflection and review of the topic and the teaching-learning experience.

CURRICULUM VITA – Ding-Jo H. Currie

Department of Educational Leadership
California State University, Fullerton
2600 Nutwood Ave. Fullerton, 92831

EDUCATION

DEGREES

- Ph.D., International/Intercultural Education, University of Southern California, LA, CA
- M.S., Personnel Counseling, Wright State University, Dayton, OH
- B.S., Mathematics, Manchester College, Manchester, IN
- B.S., Psychology, Manchester, College, Manchester, IN

CERTIFICATES

- Certificate, National Institute for Leadership Development
- Certificate, Executive management Practices Program, California State University, Long Beach

SCHOLARSHIP

Peer-Reviewed Publications

PUBLICSHED

Currie, D.H., & Magallon Garcia, L. Hoppe-Nagao, A., Medrano, E., & Lowe, J. (Spring 2015) The case study method of scholar practitioner, Sage.

ARTICLES CURRENTLY UNDER DEVELOPMENT OR REVIEW

Currie, D. H., & Daniel Choi, Magallon Garcia L. (In development). Emerging issues and leadership competencies. Community College Review

Currie, D. H. (In development) Curriculum design for the educational doctorate and practicing leaders. Community College Review

Currie, D. H. (In development). The access, accountability, and community relations triad: The perceptions of leaders on balancing multiple competencies. Community College Review.

Currie, D.H. (In development). Lifting the Veil: The Asian American Women Leadership Development Pathway. Higher Education Leadership.

SELECTED CONFERENCE AND SPEAKING PRESENTATIONS (2005 -2015)

Currie, D. H. (April 2015). The importance of Diversity, Presentation for Chief Instructional Officers Conference, California State Chancellor's Office.

Currie, D. H. (March 2015). Leadership Examined, Workshop Presentation for Asian Pacific Americans in Higher Education Conference

Currie, D. H. (March 2014). Leadership Development, Workshop presentation for Asian Pacific Americans in Higher Education Conference.

Currie, D. H. (March 2014)/ Community College Leadership, Presentation for Executive Leadership Academy, Center for Studies in Higher Education, UC Berkeley.

Currie, D. H. & Magallon, Luis, (December 2013). Leadership and Student Support, Presentation for Colloquium Series, College of Education, CSUF

Currie, D. H. (May, 2014) Keynote Speaker, SCE Asian American Pacific Islander Heritage Celebration.

Currie, D.H. (2013, March). Global education. Presentation at Executive Leadership Academy, The Center for Studies in Higher Education, UC Berkeley.

Currie, D.H. (2013, October). Women in leadership. College of Education Research Colloquium, California State University, Fullerton.

Currie, D.H. (2013, April). Diversity and Leadership in the 21st century community college. Pre-Conference Workshop, American Association of Community Colleges.

Currie, D. H. (2013, April). Higher education leadership competencies. Presentation at the annual meeting of the American Association of Community Collages.

Currie, D.H., (2012, November). Educational Leadership, Presentation to Japanese University Trustees.

Currie, D.H., (2012, October) Retirement transitions in higher education. Presidential Roundtable, American Council on Education.

Currie, D.H., (2012) Academic success in the era of post-Blackness. Presentation at the annual meeting of the African American Male Education Network and Development (A2MEND).

Currie, D.H., (2012) Wanted: Future leaders of higher education. McFarland Lecture, San Diego State University.

Currie, D.H., (2012) The future of higher education. Keynote address for the Women in Leadership Luncheon, University of California, Irvine.

Currie, D.H., (2012) AAPI student success. AAPI Summit, California State University.

Currie, D.H., (2012) API President's Roundtable. Roundtable presentation and the annual meeting of the American Council for Education

Currie, D.H., (2009). Educating for global connections and local commitment. At Home in the World Conference, American Council for Education.

Currie, D.H., (2008). Bridging the gap between multiculturalism and internationalization. Closing Keynote, American Council on Education Symposiums.

Currie, D.H., (2008). Distance learning best practices. Council of College and Military Educators.

Currie, D.H., (2008). Diversity in community college leadership. Community College Leadership Development Institute, Sand Diego University.

Currie, D.H., (2008). Community College and democracy: A case study. Council of Europe, Strasburg, France

Currie, D.H., (2007). Lessons of Leadership. Opening Keynote, California Community College Leadership Academy.

Currie, D.H., (2007). Shaping the future. Global Conference, Milken Institute

Currie, D. H., (2007) International business. Keynote address for Asian Women Entrepreneurs.

TEACHING

California State University Fullerton – Distinguished Lecturer

EDAD 503:	Organizational Leadership
EDD 600:	Organizational Theory
EDD621B:	Higher Education/Community College Systems, Structures, and Cultures
EDD626B:	Integrative Seminar
EDD670DE:	Research Support Seminars
EDD798:	Dissertation
EDD799:	Independent Study

Leadership Training

Leadership Institute For Tomorrow (LIFT), Program Coordinator, (2015 – present)
Kaleidoscope Leadership training Coordinator (1993-2013)
Executive Leadership Academy, Center for Study in Higher Education, University of California Berkeley (2010-present)
Berkeley Institute of Higher Education, University of California Berkeley (2011, 2016)
Denver Summer Institute, Higher Education Resources and Services, (2010)
Future Leaders Institute, American Association of Community Colleges (2003-2008)
Bryn Mawr Summer Institute, Higher Education Resources and Serviced (2007)
Women of Color Summit (2006) American Council on Education, Center for Advancement of Racial and Ethnic Equity. (2006)

DISSERTATION CHAIRED

Adebayoo-Ige, M. (2016, Anticipated). Immigrant Nigerian women and formal education: Exploring their narratives in American Higher Education Institutions. Doctoral Dissertation, California State University, Fullerton.

Jones, N. (2016, Anticipated). ADT cohorts – what keeps them from working: a mixed method approach. Doctoral Dissertation, California State University, Fullerton.

Robinson, K. (2015). Career perspectives: African American community college presidents' leadership development through GYO leadership program. Doctoral Dissertation, California State University, Fullerton.

Magallon Garcia, L. (2015). Latin@ transfer students' identity negotiation and visualization of invitational spaces. Doctoral Dissertation, California State University, Fullerton.

Hwang, T. (2014). A correlational study on the cultural composition of social support networks and acculturative stress for international students. Doctoral Dissertation, California State University, Fullerton.

Grossman, D. (2014). California community colleges' utilization of the Accrediting Commission for Community and Junior Colleges' rubric for evaluating institutional effectiveness in program review and planning. Doctoral Dissertation, California State University, Fullerton.

Feri-Milligan, P. (2013). Perceptions of effective leaders: The American Association of Community Colleges' leadership competencies assess through the voices of female academic senators. Doctoral Dissertation, California State University, Fullerton.

Cunningham, A. (2012). Paradoxes and play: An emergent theory of how community college librarians sustain library instruction programs. Doctoral Dissertation, California State University, Fullerton.

SERVICE

UNIVERSITY COMMITTEES

- Search Committee for AVP of Human Resources (2012-2013)

COLEGE COMMITTEES

- Higher Education Symposiums Planning Committee (2012)
- College of Education Task Force on International Partnerships (2012-Present)

DEPARTMENT/PROGRAM

- EDD Admissions Committee Chair (2012- Present)
- MSHE Advisor (2012-Present)
- Higher Education Advisory Committee (2012-Present)

- Higher Education Steering Committee (2014- Present)

PROFESSIONAL CONSULTATIONS

- International Education Consultant, Coastline College, Education Bound US (2011-2013)
- Miranda Associates, Overcoming Obstacles to Full Participation of Trainees in Bilingual Vocational Training Program, (1982-1983)

INTERNATIONAL, NATIONAL, AND STATE LEADERSHIP

Community College Advisory Panel, Chair, College Board
Commission Member, American Council of Education
Commission Member, Federal Joint Legislative Commission
Committee Member, President's Advisory Committee, ACCT
Center for Global Integrated Education, Board member
Delegation Co-Leader, NGO Fourth World Conference on Women
State Matriculation Advisory Committee
Facilitator, National Kaleidoscope Leadership Workshop
Program Coordinator, China Study Abroad Program

CURRENT NATIONAL AND LOCAL BOARD LEADERSHIP

Board Member, Manchester University
Board Member, Higher Education Resources Services Board
Board Member, Air University, United States Air Force
Board Member, Coastline Foundation
Board Member, Women on The Move Network
Board Member, El Vento Foundation
Board Chair, United Chinese Learning Center
President, Lingnan Foundation

PROFESSIOANL EXPEREINCE

California State University, Fullerton

- Distinguished Lecturer, Higher Education Leadership (2015 - present)
- Professor, Higher Education Leadership (2011-2015)

Coast Community College District

- Chancellor (2009-2011)

Coastline Community College

- President (2002-2009)

Rio Hondo College

- Assistant Superintendent/Vice President, Economic and Community Development (1997-2002)

Saddleback College

- Assistant to the Vice President of Instruction (1995-1997)
- Associate Professor of Sociology, History, and Psychology (1991-1997)
- Matriculation Coordinator (1991-1995)

Long Beach City College

- Coordinator, Refugee/GAIN Program (1983-1990)
- Associate Professor, Career Development (1982-1985)
- Counselor (1980-1983)

Vista Unified School District, Vista, CA

- Mathematics Instructor (1977-1978)

Canterbury School, Ft. Myers, FL

- Mathematics Instructor (1977-1978)
- Counselor (197-1978)

AWARDS

- Outstanding International Alumni Honor Award, Wright State University (2013)
- Lotus Award, Asian Women Entrepreneurs (2012)
- Outstanding Alumni Honor Award, Manchester University (2012)
- Educational Leadership Award, African American Male Education Network Development (2012)
- Women of Distinction Ruby Award (2010)
- Visionary of the Year Award (2010)
- Dr. Consuelo Nieto Award (2009)
- Small Business Administration District Director's Award (2007)
- Woman of the Year in Community Colleges (2005)

- Outstanding Educator Award (2004)
- Leadership America Award (1998)
- Student Empowerment Award (1995)
- Women Helping Women Award, Soroptimist International (1985)
- Outstanding Chinese Educator Award (1982, 1983)

CURRICULUM VITA – JOHN L. HOFFMAN

Department of Educational Leadership
California State University, Fullerton
2600 Nutwood Avenue
Fullerton, CA 92831

EDUCATION

Ph.D., Educational Policy & Administration – Higher Education, University of Minnesota, 2000
M.A., Educational Policy & Administration – Counseling and Personnel, University of Minnesota, 1997
B.S., Secondary Education – Physics and Theology, Concordia University Seward, 1994
B.A. Business Administration, Concordia University Seward, 1994

SCHOLARSHIP

PEER-REVIEWED PUBLICATIONS

ARTICLES IN PRESS

Abu-Ghazaleh, N., & Hoffman, J. L. (in press). Interaction effects of campus racial composition and student racial identification. *Community College Journal of Research and Practice.* doi: 10.1080/10668926.2015.1090358

Hoffman, J. L., & Vorhies, C. (in press). Leadership 2.0: The impact of technology on leadership development. *New Directions in Student Leadership*.

Kirtman, L., Bowers, E., & Hoffman, J.L. (in press). Engaged scholarship: (Re)focusing on our mission. *Metropolitan Universities.*

Soltani, P., Gutierrez-Keeton, R., & Hoffman, J. L. (in press). Non-cognitive variables and student learning in Extended Opportunity Programs and Services. *Community College Journal of Research and Practice*.

PUBLISHED JOURNAL ARTICLES

Bell, D., Hackett, C. D., & Hoffman, J. L. (2016). Student satisfaction and success in a low-income community college environment. *Journal of Applied Research in Community Colleges, 23*(1), 1-16.

Coria, E., & Hoffman, J. L. (2016). Financial aid tipping points: An analysis of aid and academic achievement at a California community college. *Community College Journal of Research and Practice, 40*(2), 160-170. doi: 10.1080/10668926.2014.993441

Rabitoy, E. R., Hoffman, J. L., & Person, D. R. (2015). Supplemental instruction: The effect of demographic and academic preparation variables on community college student academic achievement in STEM-related fields. *Journal of Hispanic Higher Education, 14*(3), 240-255. doi: 10.1177/1538192714568808

Person, D. R., Garcia, Y., Fujimoto, E., Nguyen, K., Saunders, K., & Hoffman, J. L. (2014). Increasing educational attainment and aspiration in an underserved community. *The Urban Review*, *46*(3), 493-506. doi: 10.1007/s11256-014-0282-9

Rabitoy, E. R., Hoffman, J. L., & Person, D. R. (2012). Supplemental instruction on a community college campus: The effect of demographic and environment variables on academic achievement. *Journal of Applied Research in the Community College, 20*(1), 6-16.

Hoffman, J. L., & Bresciani, M. J. (2012). Identifying what student affairs professionals value: An analysis of professional competencies listed in job descriptions. *Research and Practice in Assessment, 7*(1), 26-40.

Dickerson, A. M., Hoffman, J. L., Anan, B. P., Brown, K. F., Vong, L. K., Bresciani, M. J., Monzon, R., & Hickmott, J. (2011). A comparison of senior student affairs officers and student affairs preparatory faculty expectations of entry-level professionals' competencies. *The Journal of Student Affairs Research and Practice, 48*(4), 463-479. doi: 10.2202/1949-6605.627

Hoffman, J. L., & Bresciani, M. J. (2010). Assessment work: Examining the prevalence and nature of learning assessment competencies and skills in student affairs job postings. *The Journal of Student Affairs Research and Practice, 47*(4), 495-512. doi: 10.2202/1949-6605.6082

Hoffman, J. L. (2010). An organization's search for meaning: A humanistic existential theory of organizational meaning and voice. *The Journal of Psychological Issues in Organizational Culture, 1*(2), 40-63. doi: 10.1002/jpoc.20019

Hoffman, L., Hoffman, J. L., Dillard, K., Clark, J., Acoba, R., Williams, F., & Jones, T. T. (2008). Diversity and the God Image: Examining cultural difference in the experience of God for a college-age population. *The Journal of Psychology and Theology*, *36*(1), 26-41.

Hoffman, J. L., & Lowitzki, K. (2005). Predicting college success with high school grades and test scores: Limitations for minority students. *The Review of Higher Education*, *28*(4), 455-474. doi: 10.1353/rhe.2005.0042

Hoffman, J. L. (2005). Getting involved: A typology of student involvement at a Christian university. *Growth, the Journal of the Association for Christians in Student Development*, *5*(5), 16-28.

Hoffman, J. L. (2002). The impact of student cocurricular involvement on student success: Racial and religious differences. *The Journal of College Student Development, 43*(5), 712-739.

FUNDED GRANTS

Hoffman, J. L. (2015). Cohort offering of the Master's of Science in Education, Higher Education Emphasis Program for students from Shanghai Normal University. $676,721 Grant (CSUF Agreement No. IA14-40) Awarded by the City of Shanghai in Collaboration with Shanghai Normal University.

CHAPTERS IN SCHOLARLY BOOKS

Bresciani, M. J., Hoffman, J. L., Baker, J., & Barnes, J. (2014). Looking ahead: Moving toward a more holistic approach to assessment. In M. Moore-Gardner, K.A. Kline, & M.J. Bresciani (Eds.) *Assessing student learning in community college student support and academic services: Tools and strategies straight from the practitioners* (pp. 154-174). Sterling, VA: Stylus.

Hoffman, L., Hoffman, J. L., Hoffman, J. L. S., & Cleare-Hoffman, H. P. (2010). Culture, religion, and spirituality: How spirituality saved religion. In J.H. Ellens (Ed.), *The healing power of religion: How faith helps humans thrive* (Vol. 2; pp. 191-206). Santa Barbara, CA: Praeger.

PROFESSIONAL CONFERENCE PAPERS AND POSTER PRESENTATIONS (PEER REVIEWED)

Nguyen, J., & Hoffman, J. L. (2016, March). *Attrition of Asian Pacific Islander entry-level student affairs professionals*. Presentation at the Annual Meeting of NASPA: Student Affairs Administrators in Higher Education, Indianapolis, IN.

Person, D. R., Garcia, Y., Ayala, C., Ibarra, C., & Hoffman, J. L. (2016, March). *A peer mentorship nursing program to support undergraduate student success*. Presentation at the Annual Meeting of NASPA: Student Affairs Administrators in Higher Education, Indianapolis, IN.

Person, D. R., Garcia, Y., Alexander, T., Porron, L., & Hoffman, J. L. (2016, March). *Methods of promoting success of male students of color in post-secondary education*. Presentation at the Annual Meeting of NASPA: Student Affairs Administrators in Higher Education, Indianapolis, IN.

Abu-Ghazaleh, N., & Hoffman, J. L. (2015, April). *How the interaction of students' racial identification and community college racial composition affect students' engagement and persistence: A correlational inferential study*. Scholarly research paper presented at the Annual Meeting of the Council for the Study of Community Colleges, Fort Worth, TX.

Bell, D. A., & Hoffman, J. L. (2014, April). *Student satisfaction and success in a low-socioeconomic community college environment*. Scholarly research paper presented at the Annual Meeting of the Council for the Study of Community Colleges, Washington, DC.

Guzman, S., & Hoffman, J. L. (2014, April). *Student perceptions of the value of community college counseling*. Scholarly research paper presented at the Annual Meeting of the Council for the Study of Community Colleges, Washington, DC.

Soltani, P., & Hoffman, J. L. (2014, April). *Non-cognitive variables and student learning in Extended Opportunity Programs and Services*. Scholarly research paper presented at the Annual Meeting of the Council for the Study of Community Colleges, Washington, DC.

Yocum Gaffney, D., & Hoffman, J. L. (2014, March). *The lived experiences of college students with mental health challenges: A grounded theory analysis*. Presentation at the Annual Meeting of NASPA: Student Affairs Administrators in Higher Education, Baltimore, MD.

Coria, E., & Hoffman, J. L. (2013, April). *An analysis of the relationship between the board of governors fee waiver and student success at Rio Hondo College*. Paper presented at the Annual Meeting of the Council for the Study of Community Colleges, San Francisco, CA.

Hoffman, J. L., & Whipple, M. (2012, November). *Transforming learning through inspired assessment*. Presentation at the Annual NASPA: Student Affairs Administrators in Higher Education Region V-VI Conference, Waikoloa, HI.

Hoffman, J. L., Jarnagin, L., Young, S., & Saunders, K. (2012, March). *Igniting leadership through meaningful mentoring relationships: Research and applications*. Presentation at the Annual Meeting of NASPA, Phoenix, AZ.

Hoffman, J. L., Young, S., & Saunders, K. (2011, November). *The mentoring matrix: In search of more meaningful mentoring relationships*. Presentation at the Annual Meeting of NASPA, Region V-VI, San Diego, CA.

Sheridan, D., Hoffman, J. L., Fitzgerald Henck, A., & Saunders, K. M. (2011, April). *Persistence in doctoral study: Factors that motivate and propel Ed.D. students in higher education toward degree attainment*. Presentation at the WASC Academic Resource Conference, San Francisco, CA.

Hoffman, J. L., Person, D. R., Chou, C. H., & Cuellar, M. (2011, March). *What competencies are employers really looking for?* [Sponsored Session – New Professionals and Graduate Student Knowledge Community] Presentation at the Annual Convention of NASPA: Student Affairs Administrators in Higher Education, Philadelphia.

Sheridan, D., Hoffman, J. L., Peña, E., & Person, D. R. (2010, April). *Sustainability in doctoral education: Factors that motivate and propel Ed.D. students in higher education toward degree attainment*. Presentation at the WASC Academic Resource Conference, Long Beach, CA.

Hoffman, J. L., Rendón, L., Saggio, J., Jun, A., & Collins, C. (2009). *Initiating a dialogue between spirituality and religion in higher education*. Symposium presented at the Annual Convention of the Association for the Study of Higher Education, Vancouver, Canada.

Hoffman, L., Knight, S. K., Boscoe-Huffman, S., Hoffman, J. L., Arms, M., Peterson, B., & Galaska, D. (2009, August). *The impact of common religious statements on LGBT psychological health. Poster session presented at* the 117th Annual Convention of the American Psychological Association Annual Convention, Toronto, Canada.

Boscoe-Huffman, S., Hoffman, L., Knight, S. K., Hoffman, J., Peterson, B., & Galaska, D. (2008, August). *Religious belief and perceptions of psychological health in LGBT individuals.* Poster session presented at the 116th Annual Convention of the American Psychological Association Annual Convention, Boston, MA.

Hoffman, L., Knight, S. K., Hoffman, J. L., et al. (2007, August). *Examining the interplay of religious, spiritual, and homosexual dynamics of psychological health: A preliminary investigation.* Poster presentation at the annual meeting of the American Psychological Association, San Francisco.

Hoffman, L., Hoffman, J. L., Dillard, K., Clark, J., Acoba, R., Williams, F., & Jones, T. T. (2005, April). *Cultural diversity and the God Image: Examining cultural difference in the experience of God.* Paper presented at the International Convention of the Christian Association of Psychological Studies, Dallas, TX.

Hoffman, L., Hoffman, J. L., Robison, B., & Lawrence, K. (2005, April). *Modern and postmodern ways of knowing: Implications for therapy and integration.* Paper presented at the International Convention of the Christian Association of Psychological Studies, Dallas, TX.

CONSULTATIONS AND PROGRAM REVIEWS

Hoffman, J. L. S., & Hoffman, J. L. (2016, January). *Professional development for just, equitable, and inclusive student affairs practice*. Full-day professional development consultation. Occidental College, Los Angeles, CA.

Hoffman, J. L. S., & Hoffman, J. L. (2016, March). *Professional development for just, equitable, and inclusive educational practice*. One and one half day professional development consultation with academic deans, department chairs, and leadership. Claremont Graduate University, Claremont, CA.

Hoffman, J. L., & King, T. (2014, January). *GEAR UP leadership evaluation report: Preliminary report*. Unpublished program evaluation report. Center for Research in Educational Access and Leadership, California State University, Fullerton, CA.

Hoffman, J. L., & Perez, E. (2012, December). *GEAR UP leadership evaluation report: Midpoint evaluation*. Unpublished program evaluation report. Center for Research in Educational Access and Leadership, California State University, Fullerton, CA.

Mitchell, P., & Hoffman, J. L. (2012, October). *California State University, Fresno: WASC Special Visit*. Special Visit for the 5 Year Review of the Doctor of Education Program.

Person, D. R., Tran, N., Hoffman, J. L., & Associates. (2012, April). *Capacity building in higher education research for Vietnam National University-Ho Chi Minh City*. Professional development training for VNU faculty and administrators, California State University, Fullerton, CA.

Hoffman, J. L. (2010, November). *GEAR UP leadership evaluation report: Preliminary report*. Unpublished program evaluation report. Center for Research in Educational Access and Leadership, California State University, Fullerton, CA.

Hoffman, J. L. (2010, October). *Honolulu Community College: Division of Student Affairs – Site-Based Professional Development Consultant* [Academic Impressions].

Hoffman, J. L., & Williams, H. B. (2009, May). *Pepperdine University: Program review report for the office of intercultural affairs*. Center for Research in Educational Access and Leadership (C-REAL), California State University, Fullerton, CA.

Hoffman, J. L. (2009). *Kapi'olani Community College: Division of Student Affairs – Site-Based Professional Development Consultant* [Academic Impressions].

OTHER CONFERENCE AND SPEAKING PRESENTATIONS

Meyer, S., Loffredo, V., Hoffman, J. L., Kenney, K., Meents-DeCaigny, E., & Gordon, S. (2016, March). *ACPA/NASPA professional competencies for student affairs educators update*. Presentation at the Annual Meeting of NASPA: Student Affairs Administrators in Higher Education, Indianapolis, IN.

Hoffman, J. L. (2015, November). *Building professional competency to be a force of change for the future*. Presentation at the NASPA Mid-Level Professionals Institute. Oakland, CA.

Hoffman, J. L., Meier, E., Woods, A., & Davis, P. (2015, October). *Teaching competencies for 21st century learners*. Webcast presentation for the Western Interstate Commission for Higher Education: WICHE Cooperative for Educational Technologies. Boulder, CO.

Perillo, P., & Hoffman, J. L. (2014, May). *ACPA/NASPA professional competencies*. Webcast for Higher Education, Student Affairs Live.

Hoffman, J. L., & King, T. (2014, October). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the Western Regional Careers in Student Affairs Conference. Azusa Pacific University, Azusa, CA.

Hill, S., Giokaris, G., Hoffman, J. L., Pletka, R., & Vurdien, R. (2014, June). *Training tomorrow's workforce*. Panel presentation at the Fullerton Chamber of Commerce Annual Education Summit, Fullerton, CA.

Hoffman, J. L. (2014, April). *Research on community college leadership, law, and policy*. Scholarly research session chair at the annual meeting of the Council for the Study of Community Colleges, Washington, DC.

Hoffman, J. L. S., & Hoffman, J. L. (2014, April). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the California State University, Fullerton Student Social Justice Summit, Fullerton, CA.

Koluder, J. S., O'Brien, J., Hoffman, J. L., Slusher, B., Pendakur, S., Borunda, R., & Knox, R. (2014, February). *Looking to transition: How to reinvent yourself for success*. Panel presentation at the NASPA Southern

California Drive-In Conference, "Rise Above the Competition: Navigating the Job Search Process," Chapman University, Orange, CA.

Hoffman, J. L. (2013, November). *From vision to voice: Your career in the places where angels fear*. Featured speaker at the National Association of Campus Activities West Regional Conference, Ontario, CA.

Hoffman, J. L., Nguyen, J., & Sotoa, S. (2013, November). *When life meets student affairs*. Presentation at the National Association of Campus Activities West Regional Conference, Ontario, CA.

Hoffman, J. L. S., & Hoffman, J. L. (2013, October). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the Western Regional Careers in Student Affairs Conference. California State University, Long Beach, CA.

Hoffman, J. L., & Case, J. (2013, July). *Outcomes-based assessment for career services, counselors, and advisors*. Conference Faculty for the Academic Impressions Conference, Memphis, TN.

Bresciani, M. J., Hoffman, J. L., & Henning, G. (2012, November). *Improving student affairs assessment*. Conference Faculty for the Academic Impressions Conference, Atlanta, GA.

Hoffman, J. L. (2012, October). *Comparing the expectations of senior student affairs officers and student affairs preparatory faculty for entry-level professionals' competencies*. Presentation at the South African Association of Senior Student Affairs Professionals (SAASSAP) Conference, Bloemfontein, South Africa.

Hoffman, J. L., Schnorr, D., & Blum, J. (2012, October). *The Ed.D. at the CSU*. Presentation at the California State University High School Counselor Conference. Ontario, CA.

Hoffman, J. L. S., & Hoffman, J. L. (2012, October). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the Western Regional Careers in Student Affairs Conference. California State University, Pomona, CA.

Hoffman, J. L., & Hoffman, J. L. S. (2012, October). *Sculpting race: Using developmental theory to inform peer advising*. Presentation at the Orientation Training for Peer Advisors. University of California, Riverside.

Hoffman, J. L., & Case, J. (2012, July). *Outcomes-based assessment for career services*. Conference Chair for the Academic Impressions Conference, Providence, RI.

Crawford, D., Hoffman, J. L., Pérez-Franco, M., Talesh, R., & Vergara, D. (2012, April). *Administrator panel: The diversity of today's college students*. Panel presentation at the NASPA Region VI Southern California Drive-In Conference, San Marcos, CA.

Hoffman, J. L. S., Hoffman, J. L., Bhattar, R., Jimenez, S., & Skurnik, J. (2012, April). *Culturally proficient inclusion in education: Embracing our LGBTQIA and gender fluid communities: Panel session.* California Lutheran University LGBTQIA Symposium, Thousand Oaks, CA.

Bresciani, M. J., Hoffman, J. L., & Henning, G. (2011, October). *Improving student affairs assessment*. Conference Faculty for the Academic Impressions Conference, San Antonio, TX.

Hoffman, J. L. (with Shibata, M., & Jarnagin, L.). (2011, July). *Outcomes-based assessment for career services*. Conference Chair for the Academic Impressions Conference, Denver, CO.

Hoffman, J. L. (2011, May). *Evaluating academic support services for continuous improvement*. Post-conference faculty for the Academic Impressions Conference, San Diego, CA.

Bresciani, M. J., & Jenefsky, C. (2010, November). *Outcomes-based program review workshop*. [Community college coach] WASC Educational Seminar, San Jose, CA.

Bresciani, M. J., Hoffman, J. L., & Henning, G. (2010, October). *Improving student affairs assessment*. Conference Faculty for the Academic Impressions Conference, La Jolla, CA.

Hoffman, J. L. S., & Hoffman, J. L. (2010, October). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the Western Regional Careers in Student Affairs Conference. California State University, Fullerton, CA.

Hoffman, J. L., (2010, July). *Assessment as a social justice practice*. Keynote address, Knowledge is Power VI Conference, California State University, Fullerton, Fullerton, CA.

Hoffman, J. L. (with Shibata, M.). (2010, July). *Outcomes-based assessment for career services*. Conference Chair for the Academic Impressions Conference, San Francisco, CA.

Cavallaro, C., Hoffman, J. L., & Holland, A. (2010, May). *Globalization in the College of Education: The Russian initiative*. College of Education Colloquium Series, California State University, Fullerton, CA.Hoffman, J.L., Fujimoto, E., & Choi, J. (2010, September). *Effective leadership decision-making in addressing the achievement gap*. College of Education Colloquium Series, California State University, Fullerton, CA.

Gradilla, A., Cortez, C., Hoffman, J. L., Sharpe, M., Dela Vara, F., Martinez, M., Long, M., & Davis, K. (2010, February). *Sustainable futures: Careers and diversity*. Presentation at the Sustainable Futures: Diversity and Green Initiatives in Graduate Education Forum, California State University, Fullerton, CA.

Bresciani, M. J., & Jenefsky, C. (2010, February). *Outcomes-based program review workshop*. [Community college coach] WASC Educational Seminar, Long Beach, CA.

Hoffman, J. L. (2009, November). *Pre-conference institute*. Faculty for the Dorthy J. Keller Graduate Student/New Professional Institute of the NASPA Region V-VI Professional Conference, San Jose, CA.

Hoffman, J. L., & Hoffman, J. L. S. (2009, October). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the Western Regional Careers in Student Affairs Conference. The University of San Diego, San Diego, CA.

Hoffman, J. L. S., & Hoffman, J. L. (2009, Sept. 9). *When a kiss is not just a kiss: Sexual assault and rape awareness*. Presentation given to the incoming first-year students at Whittier College, Whittier, CA.

Hoffman, J. L. (2009, July). *First-year student programs assessment workshop.* Conference Chair for the Academic Impressions Conference, Boston, MA.

Hoffman, J. L. (with Smart, J.) (2009, July). *Outcomes-based assessment for career services.* Conference Chair for the Academic Impressions Conference, Boston, MA.

Mink Salas, K., Jarnagin, L. M., Alcantara, R., Ragazzo, A., & Hoffman, J. L. (2009, July). *Assessment in student affairs: The why, what, and how of assessing the cocurriculum*. Session at the Knowledge is Power V Student Affairs Professional Development Conference, California State University, Fullerton, CA.

Mink Salas, K., Alcantara, R., Hoffman, J. L., Jarnagin, L. M., & Ragazzo, A. (2009, March). *Assessment in student affairs: The why, what, and how of assessing the cocurriculum*. Opening plenary session at the 13th Annual Western Assessment Conference, Fullerton, CA.

Hoffman, J. L. (2008, December). *Outcomes-based assessment for career services: Advanced applications.* Web-based conference.

Hoffman, J. L. (2008, November). *Residence life assessment workshop.* Conference Chair for the Academic Impressions Conference, Austin, TX.

Hoffman, J. L., & White, L. (2008, November). *Pre-conference institute*. Co-faculty for the Dorthy J. Keller Graduate Student/New Professional Institute of the NASPA Region V-VI Professional Conference, Long Beach, CA.

Hoffman, J. L. S., & Hoffman, J. L. (2008, November). *Using human sculpture to understand racial identity development*. Presentation at the Regional NACA Conference. Ontario, CA.

Hoffman, J. L., & Hoffman, J. L. S. (2008, October). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the Western Regional Careers in Student Affairs Conference. The University of California, Irvine, Irvine, CA.

Hoffman, J. L. (2008, October). *Cocurricular assessment for dummies (and other highly effective professionals)*. Presentation at the Western Regional Careers in Student Affairs Conference. The University of California, Irvine, Irvine, CA.

Hoffman, J. L., Smart, J., & Ickes, L. (2008, July). *Outcomes-based assessment for career services.* Conference Chair for the Academic Impressions Conference, Memphis.

Hoffman, J. L. (2008, May). *Assessing your student success center.* Post-Conference Workshop, Academic Impressions Conference, Chicago.

Hoffman, J. L. (2008, April). *How to submit a program or poster session proposal*. Presentation at the NASPA Region VI Professional Development Drive-In Conference, Orange Coast Community College, Costa Mesa, CA.

Hoffman, J. L., Smart, J., & Ickes, L. (2007, October). *Outcomes-based assessment for career services.* Conference Chair for the Academic Impressions Conference, Phoenix, AZ.

Hoffman, J. L. (2007, June). *Designing and implementing comprehensive cocurricular assessment programs*. Presentation at the NASPA Region VI Assessment Drive-In Conference. Chapman University, Orange, CA.

Hoffman, J. L. (2007, June). *From Assessment to Practice: Using Cocurricular Certificate Programs to Enhance Student Learning*. Presentation at the International Assessment and Retention Conference, St. Louis, MO.

Hoffman, J. L. (2007, June). *From Theory to Assessment: Using Student Development Theory to Design SLOs, Assessments, and Rubrics*. Presentation at the International Assessment and Retention Conference, St. Louis, MO.

Gutierrez, C., Hoffman, J. L., Martinez, D. R., & Hanson, C. (2007, April). *How to decide: If, when, and which graduate school*. Panel presentation at the Southern California Forum for Diversity in Graduate Education, Santa Barbara, CA.

Sheridan, D., & Hoffman, J. L. (2007, April). *Is doctoral study for you? Self-authorship and your professional future*. Presentation at the WACUHO Conference. Palm Springs, CA.

Hoffman, J. L., & Hoffman, J. L. S. (2006, October). *Sculpting race: An innovative approach to teaching racial identity development*. Presentation at the Western Regional Careers in Student Affairs Day, California State University, Fullerton.

Hoffman, J. L. (2006, October). *Cocurricular assessment for dummies (and other highly effective professionals)*. Presentation at the Western Regional Careers in Student Affairs Day, California State University, Fullerton.

Hoffman, J. L., & Young, S. (2006, June). *Implementing a comprehensive assessment program: Can I get one hour a month?* Presentation at the International Assessment and Retention Conference, Phoenix, AZ.

Ross, L., Gutierrez, C., Stanton, S.M., Hoffman, J.L., & Martinez, D.R. (2006, April). *How to decide: If, when, and which graduate school*. Panel presentation at the Southern California Forum for Diversity in Graduate Education, Los Angeles, CA.

Hoffman, J. L., & Franco, M. (2005, October). *Assessment in student affairs*. Presentation at the Western Regional Careers in Student Affairs Day, California State University, Long Beach.

Hoffman, J. L., Hoffman, J. L. S., & Coleman, A. (2005, March). *Surprise and sense-making: Using assessment to improve student of color retention*. Presentation at the national conference of the National Association of Student Personnel Administrators, Tampa, FL.

Hoffman, J. L., (2005, February). *Designing learning experiences: Teaching critical thinking online*. Invited speaker/workshop facilitator, the Graduate School of Concordia University, Seward, NE.

Hoffman, J. L. (2004, June). *Surprise and sense-making: An organizational model for improving student of color retention*. Presentation at the National Student Affairs Assessment and Retention Conference of the National Association of Student Personnel Administrators, Scottsdale, AZ.

Hoffman, J. L., & Hoffman, J. L. S. (2004, March). *Sexual assault: What college women need to know*. Invited speakers at the national meeting of Lambda Theta Nu (Latina Sorority), Northridge, CA.

Ingebretsen, E. J., & Hoffman, J. L. (2003, March). *Sexual minorities on religious campuses*. Invited presenter at the American Association of University Professors conference on Academic Freedom at Religiously Affiliated Colleges and Universities, San Diego, CA.

Hoffman, J. L. (2002, January). *Loving your enemies: A history, a vision, and a dream*. Invited chapel speaker for Martin Luther King Day, Azusa Pacific University, Azusa, CA.

Hoffman, J. L., & Hoffman, J. L. S. (2001, August). *Sexual assault: Legal trends and implications for prevention programs*. Invited speaker, the Student Services Department, Occidental College, Los Angeles, CA.

Hoffman, J. L. (2001, May). *Mañana, mañana*. Commencement speaker at the Charter Oak-Ute High School Graduation Ceremonies, Charter Oak, IA.

Hoffman, J. L., Littler, A., & Alexander, J. L. S. (2001, March). *Preparing your sexual harassment and assault prevention program*. Presentation at the national conference of the National Association of Student Personnel Administrators, Seattle, WA.

Vieselmeyer, D. M., & Hoffman, J. L. (2001, March). *Using theory to enhance your retention efforts*. Presentation at the national conference of the National Association of Student Personnel Administrators, Seattle, WA.

Hoffman, J. L., Littler, A., & Alexander, J. L. S. (2000, October). *Preparing your sexual harassment and assault prevention program*. Presentation at the International Conference on Sexual Assault and Harassment on Campus, Orlando, FL.

Troha, J., & Hoffman, J. L. (2000, March). *Your career at the crossroads: Aspiring to the senior-level leadership position*. Pre-conference workshop presented at the national conference of the National Association of Student Personnel Administrators, New Orleans, LA.

Hoffman, J. L. (2000, March). *Applying "leadership for social change" to diversity efforts*. Presentation at the national conference of the National Association of Student Personnel Administrators, New Orleans, LA.

Vieselmeyer, D. M., & Hoffman, J. L. (2000, March). *Hands-on leadership: A model of theory to practice*. Presentation at the national conference of the National Association of Student Personnel Administrators, New Orleans, LA.

Hoffman, J. L. (1999, April). *Leading with integrity when values are diverse*. Session presented at the Christian College Leadership Conference, Azusa, CA.

Hoffman, J. L., & Troha, J. (1999, March). *Aspiration versus perspiration: Advice from 20-something-year-old deans*. Presentation at the national conference of the National Association of Student Personnel Administrators, Indianapolis, IN.

Hoffman, J. L. (2001, January 19). Recruiting tomorrow's leaders begins with mentoring today's young professionals. *Net Results* [online].

Hoffman, J. L. (2000, Winter). Credit card debt and today's college students. *Net Results* [online].

Hoffman, J. L. (2000, Spring). Internet gambling. *Net Results* [online].

Hoffman, J. L. (1999, Fall). Changes in FERPA: Student rights and parental notification. *Net Results* [on-line].

Editorial Boards & Service

Research and Practice in Assessment

- Member, Editorial Board, 2012-2014

The Journal of Psychological Issues in Organizational Culture

- Member, Editorial Board, 2009-2011

The Journal of Higher Education

- Manuscript Reviewer, September, 2010

Teaching

Courses Taught

California State University, Fullerton (2008 – Present)

HONR 497:	Senior Honors Project
EDAD 510:	Introduction to Educational Leadership
EDAD 522:	College Students' Cultures and Characteristics
EDAD 523:	Student Development Theory
EDD 600:	Organization Theory
EDD 601:	Introduction to Quantitative Methods
EDD 602:	Introduction to Qualitative Methods
EDD 603:	Specialization in Quantitative Methods
EDD 621B:	Higher Education/Community College Systems, Structures, and Cultures
EDD 626B:	Integrative Seminar
EDD 627:	Epistemology, History, and Structure of Contemporary Education
EDD 670A-D:	Research Support Seminars
EDD 698:	Dissertation
EDD 699:	Independent Study

California State University, Long Beach (2004 – 2008)

EDP 596:	Program Evaluation	COUN 547:	Student Development Theory in Higher Education
EDP 698:	Thesis	COUN 548:	The U.S. College Student
EDP 703:	Policy in Education	COUN 549:	Management of Student Development in Higher Education
EDP 707:	Student Learning and Development Theory in Higher Education	COUN 643b:	Fieldwork I– Higher Education
EDP 708:	Leadership of Change in Education	COUN 644b:	Fieldwork II – Higher Education
COUN 516:	Counseling the Adult	COUN 693:	Seminar in Professional Development

University of Southern California (2004 – 2007)

EDHP 508:	Organization Theory in Higher Education	EDHP 687:	Student Development in Higher Education
EDHP 563:	Student Affairs Work	EDUC 524:	Leadership

Concordia University, Nebraska (2004 – 2007)

ED 570: Cultural Awareness for Teachers and Young Children

Azusa Pacific University (2002 – 2005)

CSA 551:	Introduction to College Student Affairs	CSA 581:	Foundations of Higher Education
CSA 567:	The Role of Diversity in Student Affairs	LDRS 591:	Organizational Behavior and Development

Concordia University, Irvine (1998 – 2003)

ALA 310:	The Making of Our Reality	EDU 555:	Social, Political, and Cultural Foundations of Education
CCI 449:	Honors Mission Trip to Venezuela	INT 103:	Leadership Development

Concordia University, Ann Arbor (2001 – 2002)

EDU 301:	Multicultural Education	OLA 508:	Organizational Theory and Change

The Forest Institute of Professional Psychology (2002)

PSY 542: Philosophical Issues in Clinical Psychology

Concordia University, St. Paul (1998 – 2000)

ECE 541:	The Diverse Classroom	SAC 440:	Multicultural Relation

Dissertations Chaired

Vorhies, C. (2015). *Educators' orientations to teaching and learning within changing educational paradigms*. Doctoral dissertation, California State University, Fullerton.

Abu-Ghazaleh, N. S. (2014). *Effects of student body racial and ethnic demographics on community college student engagement: A correlational inferential study*. Doctoral dissertation, California State University, Fullerton.

Guzman, S. (2014). *Community college students' perceptions of counseling services.* Doctoral dissertation, California State University, Fullerton.

Yocum-Gaffney, D. (2014). *The lived experiences of college students with mental health challenges: A grounded theory analysis*. Doctoral dissertation, California State University, Fullerton.

Coria, E. F. (2013). *The Board of Governors fee waiver, financial aid, and community college student success*. ProQuest Dissertations and Theses, Order No. 3577926, California State University, Fullerton.

Soltani, P. (2013). *Student learning in student services extended opportunity program and services*. ProQuest Dissertations and Theses, Order No. 3576651, California State University, Fullerton.

Bell, D. A. (2013). *An exploration of factors that impact the satisfaction and success of low socioeconomic status community college students*. ProQuest Dissertations and Theses, Order No. 3535408, California State University Fullerton.

Comeaux, R. M. (2013). *Spiritual development differences between online and on campus college students*. ProQuest Dissertations and Theses, Order No. 3570188, California State University, Fullerton.

Julian, N. D. (2013). *Exploring the culture of assessment within a division of student affairs*. ProQuest Dissertations and Theses, Order No. 3570909, California State University, Fullerton.

Kouanchao, K. (2013). *Lao American college students' holistic identity development*. ProQuest Dissertations and Theses, Order No. 3570185, California State University, Fullerton.

Poole, D. (2012). *Leadership practices that contribute to extended presidential tenure and the development of high-performing community colleges.* ProQuest Dissertations and Theses, Order No. 3529071, California State University, Fullerton.

DISSERTATION COMMITTEES

Hubbard, V. (2016, anticipated). *Title to be determined*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Nguyen, J. (2016, anticipated). *An exploratory study of the attrition of entry-level Asian Pacific Islander student affairs professionals*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Romero, E. (2015). *Thriving in community college: Students of low economic status*. Doctoral dissertation, Azusa Pacific University, Azusa, CA. [Third reader]

Ahlquist, J. (2015). *Developing digital student leaders: A mixed methods study of student leadership, identity, and decision-making*. Doctoral dissertation, California Lutheran University, Thousand Oaks, CA [Methodologist].

Bahner, D. (2015). *The transfer experience of Latina/o students at a community college: A mixed methods study*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Cabrera, M. (2015). *A public four-year institution's efforts to develop students' spirituality*. California State University, Long Beach. [Outside reader]

Wynants, S. (2015). *The impact of an online disability awareness program on college faculty knowledge and attitudes: A mixed methods study*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Chou, C. H. (2014). *International students' learning experiences in Taiwanese higher education*. Doctoral dissertation, California State University, Fullerton. [Second reader]

El Fattal, D. (2014). *Does money matter for student success? A quantitative examination of the relationships between institutional expenditures and student success outcomes*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Grossman, D. H. (2014). *Perceptions of the Accrediting Commission for Community and Junior Colleges (ACCJC) program review and planning rubrics*.

Hwang, T. (2014). *A correlational study on the cultural composition of social support networks and acculturative stress for international students*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Lian, X. (2014). *Factors that motivate faculty to attend professional development activities*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Lipiz Gonzalez, E. M. (2014). *Graduate aspirations of first generation Latino transfer students*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Law, A. (2014). *The relationship between non-cognitive characteristics and student engagement: A mixed methods approach*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Lee, D. (2014). *The transition from ESL to transfer readiness of Latina immigrant community college students*. Doctoral dissertation, California State University, Fullerton. [Second reader]

McCoy, W. (2014). *Transition to middle school: Academic achievement influenced by students' perception of self-efficacy, motivation, peer relationships, student-teacher relationships, and parental influences*. Doctoral dissertation, California State University, Fullerton. [Second reader]

Fishman, D. C. (2013). *Mentoring in associate degree nursing: A mixed-methods study for student success*. ProQuest Dissertations and Theses, Order No. 3576650, California State University, Fullerton. [Second reader]

Smith, D. (2013). *Alcohol, consent, sex: Reducing college students' risky behaviors utilizing an integrated orientation model*. ProQuest Dissertations and Theses, Order No. 3576648, California State University, Fullerton. [Second reader]

Duffy, M. M. (2012). *Faculty perceptions of basic skills faculty development*. ProQuest Dissertations and Theses, Order No. 3528604, California State University, Fullerton. [Second reader]

Hovey, A. (2012). *Revenue forecasting to integrate California community college planning and resource allocation for transformative leadership*. ProQuest Dissertations and Theses, Order No. 3529070, California State University, Fullerton. [Second reader]

Ahmed, S. (2011). *Faculty and graduate students' perceptions of the use of technology in online education*. ProQuest Dissertations and Theses, Order No. 3486301, California State University, Fullerton. [Second reader]

Hackett, C. D. (2011). *Predictors of commitment to graduation: An application of models of student integration toward African American male student athletes within the California community college system*. Doctoral dissertation, California Lutheran University, Thousand Oaks, CA. [Outside reader]

Montagne, L. (2011). *Student mastery of learning outcomes in online and on-campus college English composition: A mixed methods study*. ProQuest Dissertations and Theses, Order No. 3528603, California State University, Fullerton. [Second reader]

Espinoza, L. E. (2010). *Meaning of college choice for California community college Latina transfer students*. ProQuest Dissertations and Theses, Order No. 3475813, California State University, Fullerton. [Second reader]

Hong, T. (2010). *Motivational attributes of classified staff at nine California community college: A quantitative study*. ProQuest Dissertations and Theses, Order No. 3459305, California State University, Fullerton. [Second reader]

Kirksy, M. J. (2010). *Building and sustaining a culture of assessment: How student affairs assesses and contributes to student learning and development in the co-curricular and curricular environments*. Doctoral dissertation, University of the Pacific, Stockton, CA. [Outside reader]

Mattson, C. (2010). *Leadership stress in California community colleges*. Doctoral dissertation, California State University, Fullerton. [Second reader]

McDonald, M. (2010). *Engagement of community college student veterans: A mixed methods study*. ProQuest Dissertations and Theses, Order No. 3486302, California State University, Fullerton. [Second reader]

Rabitoy, E. (2010). *Supplemental instruction in STEM-related disciplines on a community college campus: A multivariate path-analytic approach*. ProQuest Dissertations and Theses, Order No. 3459302, California State University, Fullerton. [Second reader]

Perez, J. P. (2009). *Proposition 209: A case study on the impact of race-based legislation on student affairs at the University of California*. Doctoral dissertation, University of Southern California, Los Angeles, CA. [Outside reader]

SERVICE

UNIVERSITY COMMITTEES

- University Council of Chairs (2013 – Present)
- University Graduate Education Committee (2015 – 2017)
- Faculty Hearings Panel (Fall, 2015)
- All University Responsibility for Teacher Education Committee (AURTEC) (2013 – Present)
- Search Committee for the Director of Internal Audit (2013 – 2014)

COLLEGE COMMITTEES

- College of Education Task Force on Faculty Roles and Responsibilities (2011 – Present)
- Search Committee for the Director of the Center for Careers in Education (2016)
- College of Education Task Force on International Partnerships (2011 – 2012)
- College of Education Leadership Council (2013 – Present)
- College of Education Advisory Board (2013 – Present)

DEPARTMENT /PROGRAM

- Steering Committee for the Doctor of Educational Leadership Program (2010 – Present)
- Executive Board for the Doctor of Educational Leadership Program (2012 – Present)
- Faculty Search Committees (2009-2010, 2010-2011, 2011-2012, 2015)
- Department "Co-Lead" under and external interim department chair (2011-2012)

PROFESSIONAL EXPERIENCE

CALIFORNIA STATE UNIVERSITY, FULLERTON

Chair, Department of Educational Leadership (2014 – Present)

Acting Chair, Department of Educational Leadership (2013 – 2014)

Director, Doctor of Educational Leadership Program (2012 – Present)

Associate Professor, Educational Leadership (2013 – Present)

Assistant Professor, Educational Leadership (2008 – 2013)

PRIMARY DUTIES

- Provide leadership for a department of 9 tenured/tenure-track faculty, four full-time lecturers, and 20 (typical year) part-time adjunct instructors
- Provide oversight for Departmental and Ed.D. Program budgets ($3.5 million) including forecasting, four-year budget modeling, and accountability reporting
- Manage all departmental course scheduling and teaching assignments
- Provide for the academic advisement of approximately 250 graduate students
- Serve as the representative for the Department and the Ed.D. on College and University committees as well as with partners from the committee as well as with regional schools, community colleges, and universities
- Maintain an ongoing agenda of scholarly and creative activities
- Provide service to California State University, Fullerton, the College of Education, the higher education profession, and local and regional communities

HIGHLIGHTED ACCOMPLISHMENTS (AS OF 2015-2016)

- Department : 54% of full-time faculty in the Department are faculty of color; 53% of course sections are taught by faculty of color
- Doctoral program: 80% overall graduation rate, 64% of enrolled students are students of color with no measurable achievement rate gap among racial cohorts of students.
- Master's program: 60% of P-12 students and 85% of higher education students are student of color; no measureable achievement gaps among racial cohorts of students
- Faculty roles: Achieved departmental peer reviews of excellence (highest possible rating) in scholarship, teaching, and service within three years; earned early tenure and advancement in rank after five years

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Coordinator, M.S. in Counseling, Student Development in Higher Education (2006 – 2008)

Leadership Faculty in Residence (2006 – 2007)

Lecturer (2004 – 2008)

PRIMARY DUTIES

- Coordinated the higher education option of the master's degree programs in counseling and in educational leadership
- Chaired admissions processes for a selective master's degree program (25% acceptance rate)
- Taught leadership, management, policy, evaluation, and theory courses in the masters and doctor of education programs

HIGHLIGHTED ACCOMPLISHMENTS

- Maintained above average teaching evaluations while teaching 15 different courses (11 new preparations) over a 4-year period

- Assisted in the development of the independent doctor of education program including a lead role in writing the program's WASC Substantive Change report

CONCORDIA UNIVERSITY, IRVINE

Assistant to the Provost (2002 – 2004)

PRIMARY DUTIES

- Oversaw the 5-year evaluation cycle for all academic programs, majors, and minors
- Administered new academic program development efforts
- Served as a policy analyst and consultant for faculty and academic policy matters
- *Strategic Assignment*—Served as project manager overseeing content development for the university's web portal ensuring a student-centric quality for the site

HIGHLIGHTED ACCOMPLISHMENTS

- Administered the development of a business plan for the new Master of Arts in Coaching program
- Oversaw revision processes for five major policies including those addressing academic integrity, sabbatical leaves, and use of standardized tests in admissions
- New website highlighted over 350 students quotes on academic excellence and over 50 examples of faculty scholarship activities; monthly website "hits" increased 29%

CONCORDIA UNIVERSITY, IRVINE

Dean of Students (1998 – 2003)

PRIMARY DUTIES

- Supervised Student Services staff including the Directors/Departments of Residence Life, Intercultural Relations, Leadership Development, Student Activities & Orientation, Counseling Services, and Health Services
- Oversaw departmental planning, budgeting, and assessment efforts
- Chaired committees for Student Policies, Diversity, Student Success and Retention, and Student Wellness
- Served as Senior Judicial Officer

HIGHLIGHTED ACCOMPLISHMENTS

- Eliminated a 12% retention rate gap between white students and students of color; highlighted within this number was a 12% retention rate increase for Latino students
- Increased satisfaction with student affairs functions by 3.0% overall and by 4.9% for students of color; highlights include a 12% increase for conduct rules and an 8% increase for student voice in policies; highlights for students of color include a 20% increase for student voice in policies, a 15% increase for cultural programs, and a 14% increase for residence life.
- Developed a department-wide formula budget forecasting budgetary needs during a period of rapid enrollment growth (30% increase in total enrollment and 45% increase in housing demand)
- Revised sexual assault and harassment policies and implemented comprehensive prevention, intervention, and response programs
- Revised disciplinary sanctioning practices resulting in a 26% decrease in total violations, a 15% decrease in the number of repeat offenders, and an 18% increase in student self-reported satisfaction with the disciplinary system

Concordia University, St. Paul

Interim Dean of Student Affairs (1997 – 1998)
Assistant to the Vice President of Student Affairs (1995 – 1997)

Primary Duties

- Assist the Vice President in the management of the Student Union, Residence Life, Student Government, Athletics, Multicultural Services, & Academic Support Services
- Chair the President's Task Force for Diversity and the Vice President's Task Force to Restructure the Department of Student Affairs
- Senior Judicial Officer

Highlighted Accomplishments

- Implemented student of color mentor program including program design, grant writing, and program implementation; 100% of student mentors involved over three years were retained and the freshmen-to-sophomore retention rate for students of color increased from 57% to 71%
- Revised disciplinary sanctioning practices resulting in a 56% decrease in violations
- Assisted in university transitions from college to university status (including departmental reorganization); from quarter to semester academic offerings; and from NAIA Division III to NCAA II standing

Concordia University, Nebraska

Major Gifts Officer (1994-1995)

Primary Duties

- 80% new donor prospecting and solicitation; 20% strategic planning

Accomplishments

- Raised over $100,000 in new donor gifts and initiated a relationship with the CFO of the state's largest newspaper; he is now a member of Concordia's Board of Regents

Professional Affiliations and Activities

NASPA: Student Affairs Administrators in Higher Education

- Member, ACPA-NASPA Joint Task Force to Review Professional Competencies (2014 – 2015)
- Member, National Professional Standards Division – Region VI Representative (2012 – Present)
- Member, Region V-VI Conference Planning Committee – Mid-Level Professionals Institute (2012)
- Graduate Faculty Liaison, Southern California Executive Committee (2011 – 2012)
- Member, Region V-VI Conference Planning Committee (2009)
- Co-Chair, Region V-VI Dorothy Keller New Professional & Graduate Student Institute (2009)
- Excellence Awards Committee – International, Multicultural, Cultural, LGBTQ, Spirituality, Disability, and Related Awards (2009 – 2010)
- Diamond Club Member (2004 – Present)
- Contributing Editor, *Net Results*, publication of the Academy for Leadership and Executive Effectiveness (1999 – 2000)

Western Regional Careers in Student Affairs Conference

- Member of the Advisory Board (2007 – Present)

ASERVIC: Association for Spiritual, Ethical, and Religious Value Issues in Counseling

- Member of the National Board of Directors (1999 – 2000)
- Executive Committee Chair for Strategic Planning & Policy (1999 – 2000)

Other Professional Organization Memberships

- ACPA: College Student Educators International
- ASHE: Association for the Study of Higher Education
- CSCC: Council for the Study of Community Colleges

Awards

Sandra Kuchler Excellence in Mentoring Award, NASPA Region VI (November, 2012)

Whittier Volunteer of the Year, City of Whittier Social Services Commission (November, 2010)

Individual Diversity Award, Diversity and Affirmative Action Committee, Western Association of College and University Housing Officers (WACUHO), 2001

Community/Volunteer Activities

Azusa Pacific University, Advisory Board, College Counseling & Student Development

- Member, Advisory Board (2008 – Present)

Intercommunity Counseling Center, Whittier, CA

- President, Board of Directors (2009 – 2011)
- Vice President, Board of Directors (2007 – 2008)
- Chair, Fund-Raising Committee (2007 – 2009)
- Member, Board of Directors (2006 – 2011)

Preparing for a Degree, Garden Grove

- Member, Board of Directors (2008 – 2012)

St. Andrew Lutheran Church, Whittier, CA

- Treasurer (2014 – 2015)
- Senior Pastor Search Committee (2013 – 2014)
- Co-Chair, Senior Pastor Search Committee (2007 – 2008)
- Member (2003 – Present)

SchoolsFirst Credit Union

- Member, President's Forum (2013 – Present)

Carol A. Lundberg
Professor
Higher Education/Community College Leadership
California State University, Fullerton
clundberg@fullerton.edu
(909)982-3226

EDUCATION

Ph.D., Education
Claremont Graduate University, 2001

M.A., Social Science, emphasis in Student Development
Azusa Pacific University, 1987

B.A., Social Ecology
University of California, Irvine, 1983

SCHOLARSHIP

Peer-Reviewed Publications

Lundberg, C. A., & Lowe, S. C. (2016). Faculty as Contributors to Learning for Native American Students. *Journal of College Student Development*,*57*(1), 3-17.

Kim, Y. K., & Lundberg, C. A. (2015). A structural model of the relationship between student–faculty Interaction and cognitive skills development among college students. *Research in Higher Education*, 1-22.

Lundberg, C.A. & Sheridan, D. (2015). Benefits of engagement with peers, faculty, and diversity for online learners. *College Teaching, 63,* 8-15.

Lundberg, C.A. (2014). Institutional support and interpersonal climate as predictors of learning for Native American students. *Journal of College Student Development, 55*, 263-277.

Lundberg, C.A. (2014). Engagements with peers and faculty as predictors of learning for involved community college students. *Community College Review, 42,* 79-98.

Lundberg, C.A. (2012). Predictors of learning for students from five different racial/ethnic groups. *Journal of College Student Development, 53*, 636-655.

Lundberg, C.A. (2010). Institutional commitment to diversity, college involvement, and faculty relationships as predictors of learning for students of color. *Journal of the Professoriate,* 50-74.

Lundberg, C.A., McIntire, D.D., & Creasman, C.T. (2008). Sources of social support and self-efficacy for adult students. *Journal of College Counseling, 11*(1), 58-72.

Lundberg, C.A. (2007). Student involvement and institutional commitment to diversity as predictors of Native American student learning. *Journal of College Student Development, 48*, 405-416.

Lundberg, C.A., Schreiner, L. A., Hovaguimian, K. D. & Miller, S. S. (2007). First-generation status and student race/ethnicity as distinct predictors of student involvement and learning. *NASPA Journal*, 44, 57-83.

Lundberg, C.A. & Schreiner, L.A. (2004). Quality and frequency of faculty-student interaction as predictors of learning: An analysis by student race/ethnicity. *Journal of College Student Development. 45*, 549-565.

Lundberg, C.A. (2004). Working and learning: The role of involvement for employed students. *NASPA Journal,* 41, 201-215.

Lundberg, C.A. (2003). The influence of time-limitations, faculty, and peer relationships on adult student learning: A causal model. *Journal of Higher Education*, 74, 665-688.

Lundberg, C.A. (2003). Nontraditional college students and the role of collaborative learning as a tool for science mastery. *School Science and Mathematics*, *103*(1), 8-17.

Published Essays and Book Reviews

Lundberg, C.A.(2011). My privileged assumptions. *About Campus, 27-29.*

Lundberg, C.A. (2011). [Review of the book: *It's all about Jesus: Faith as an oppositional collegiate subculture,* by P. Magolda, & K. Ebben Gross]. *Growth, 10, 46-48.*

Lundberg, C.A. (2009). My name is Vivian. In S.M. Marshall (Ed.), *Stories of inspiration: Lessons and laughter in student affairs* (Vol. 2., pp. 3-4). Washington, D.C.: NASPA.

Lundberg, C.A. (2009). You look tired. In S.M. Marshall, (Ed.) *Stories of inspiration: Lessons and laughter in student affairs* (Vol. 2., pp. 11-102). Washington, D.C.: NASPA.

Lundberg, C.A. (2009). Reality at midnight. In S.M. Marshall, (Ed.) *Stories of Inspiration: Lessons and laughter in student affairs* (Vol. 2, pp.116-118). Washington, D.C.: NASPA.

Lundberg, C.A. (2007). A bleacher-seat view of cultural capital: How bad is a dented bat? *About Campus,* 11(6), 8-12.

Lundberg, C.A. (2006) The robe: Confessions of a new faculty member. In S.M. Marshall (Ed.). *Stories of Inspiration: Lessons and Laughter in Student Affairs* (pp. 23-25). Washington, DC: NASPA.

Peer-Reviewed Conference Presentations

Lundberg, C.A., Bahner, D.T., & Andrade, L.M. (2015*). Institutional Agents and Support for Learners as Keys to Latina/o Student Success.* Council for the Study of Community Colleges, Fort Worth, TX.

Kim, Y. & Lundberg, C.A. (2015). *Understanding relationship between student-faculty interaction and cognitive skills development: An examination using sense of belonging.* American Educational Research Association, Chicago, IL.

Kim, Y. & Lundberg, C.A. (2014). Research methods in action: Structural equation modeling. California Association for Institutional Research, San Diego, CA.

Lepe, C., King, T.M., Cardenas, M., Lundberg, C.A., & Barrera, L. (2014). *The effects of support structures for parents in graduate programs*. NASPA Region VI Conference, Anaheim, CA.

Smith, D. & Lundberg, C.A. (2014). *Alcohol, consent, sex: Reducing risky behaviors and measuring program effectiveness.* NASPA Region VI Conference, Anaheim, CA.

Andrade & Lundberg, C.A. (2014) *An undercover mission? A content analysis of Hispanic -serving community colleges' mission statements*. Council for the Study of Community Colleges, Washington, D.C.

Johnson, E.S., Andrade, L.M., & Lundberg, C.A. (2014) *Closing the graduation gap for Latina/o students by hiring and retaining Latina/o faculty*. Poster, Council for the Study of Community Colleges, Washington, D.C.

Lancaster, J.R. & Lundberg, C.A. (2014). *The influence of classroom engagement on community college student learning: A quantitative analysis of the role of faculty in facilitating student success.* Council for the Study of Community Colleges, Washington, D.C.

Lancaster, J.R. & Lundberg, C.A. (2014). Can Research be useful? *Application of literature on community college faculty.* Roundtable, Council for the Study of Community Colleges, Washington, D.C.

Lundberg, C.A. & Villatoro, A. (2013). *The bar is high, but you can reach it: Academic challenge as an inclusive key to student success.* AAC&U Conference on General Education and Assessment. Boston, MA.

Gonzalez, E. & Lundberg, C.A. (2011). *Reducing prejudice and promoting justice: Can it be measured?* NASPA Regional Conference, San Diego, CA.

Lundberg, C.A., Acuña, R., Ohara, G., & Tumanov, E. (2011). *Tending the spiritual lives of students: Is it possible?* NASPA Regional Conference, San Diego, CA.

Miller, S.S., Lundberg, C.A., Villatoro, A., Dominguez, A., Kim, G., & Miramontes, N. (2011). *Can I be me? Identity-safe spaces for multiracial students.* NASPA National Conference, Philadelphia, PA.

Jiang, Y.H., Lundberg, C.A., Wang, J., Yau, J. (2010). *Modeling a multilevel predictive relationship of educational aspiration for high school students*. AERA Annual Meeting, Denver, CO.

Lundberg, C.A., Alletto, E., Arai, E., & Cissna-Heath, K. (2008). *New and Included: Thriving in the first professional position.* ACPA National Conference, Atlanta, GA.

Lundberg, C.A., Moreno, M., Perkins, W., Quintanar, R., & Smith, W. (2008). *Campus involvement for students of color: Show me the money!* ACPA National Conference, Atlanta, GA.

Lundberg, C.A., Alletto, D., Arai, E., & Igram, L. (2007). *Soup kitchens and sweatshops: Fostering civic engagement through urban immersion*. ACPA/NASPA Joint Meeting, Orlando, FL.

Lundberg, C.A., Miller, S.S. & Moreno, M. (2007). *Creating involving environments for Native American students: A study with practical implications***.** ACPA/NASPA Joint Meeting, Orlando, FL.

Lundberg, C.A. & Simpson, R. (2007). *Powerful partnerships in a wilderness-based living learning community*. ACPA/NASPA Joint Meeting, Orlando, FL.

Lundberg, C.A, Robles, A.M., & Hall, K.E. (2005). *Strong women: Athletic involvement and identity development in college women.* ACPA National Conference, Indianapolis, IN.

Lundberg, C.A., McIntire, D.D., Creasman, C. & Riverman, R. (2005). *Adult students and social support: Who makes the difference?* ACPA National Conference, Indianapolis, IN.

Lundberg, C.A., Hovaguimian, K. & Miller, S.S. (2005). *Exploring the unique roles of student race/ethnicity and first generation status on involvement and learning*. ASHE National Conference, Portland, OR.

Lundberg, C.A., & Farmer, B. (2005, March) *Straddling two cultures: Perspectives from Asian Indian American students.* NASPA National Conference, Tampa, FL.

Lundberg, C.A., Amo, R., Hamilton, K. & Santiago, C. (2005). *Fostering faculty-student interaction for students of color: Findings from research and practice.* NASPA National Conference, Tampa, FL.

Lundberg, C.A. (2003, November). *Quality and frequency of faculty-student interaction as predictors of learning: An analysis by student race/ethnicity*. ASHE National Conference, Portland, OR.

Lundberg, C.A., Helsel, K.K., Larde, P.A., & Murphy, M.M. (2003, April). *First generation students: Succeeding in 10,000 different ways.* ACPA National Conference. Minneapolis, MN.

Lundberg, C.A. (2002, November*). Working and learning: Campus involvements as predictors of learning for employed students*. ASHE National Conference. Sacramento, CA.

Lundberg, C.A., & Visser, M. (2002, March). *Voices of thirtysomethings: Does involvement really matter?* ACPA National Conference. Long Beach, CA.

Lundberg, C.A., Lei, J., & Menson, K. (2002, March). *What works for working students: Wisdom for a growing population.* ACPA National Conference. Long Beach, CA.

Lundberg, C.A. (2001, November) *The effects of time-limitations and peer relationships on adult student learning: A causal model.* ASHE National Conference. Richmond, VA.

Conference Presentations (not peer-reviewed)

Lundberg, C.A. & Garcia, M. (2015). *Student Affairs 101: An Introduction to the Profession*. Western Regional Careers in Student Affairs Day. University of California, Los Angeles, CA.

Lundberg, C.A. (2015). *Research in Student Affairs*. Panel Moderator. Western Regional Careers in Student Affairs Day. University of California, Los Angeles, CA.

Lundberg, C.A. (2014). *Research in Student Affairs*. Panel Moderator. Western Regional Careers in Student Affairs Day. Azusa Pacific University, CA.

Lundberg, C.A. (2013). *Research in Student Affairs*. Panel Moderator. Western Regional Careers in Student Affairs Day. California State University, Long Beach, CA.

Lundberg, C.A. (2012). *Research in Student Affairs*. Panel Moderator. Western Regional Careers in Student Affairs Day. California State Polytechnic University, Pomona, CA.

TEACHING

California State University, Fullerton, 2012-Present

EDD 606: Inquiry 3
EDD 611: Inquiry 1
EDD 670D: Research Support Seminar
EDAD 510: Introduction to Educational Research

Azusa Pacific University, 1997-2012

EDUC 741, Research Design
EDUC 701, Adult Development
CSA 575, Quantitative Analysis in College Student Affairs
CSA 592, Program Evaluation in College Student Affairs
CSA 562, Today's College Students
CSA 571, Student Learning in the Co-curriculum
CSA 551, Introduction to College Student Affairs

CSA 567, The Role of Diversity in Student Affairs Practice
CSA 595, Capstone Project in Student Affairs
CSA 552, The Process of Adult Development

Doctoral Dissertation Advising:

Dissertation chair

Lin, O. (2015). First generation students with momentum toward transfer: A qualitative study. California State University, Fullerton.

Muir, R. (2015). *Access and Academic Success of Community College Student-Athletes in California.* California State University, Fullerton.

Ramirez, L. (2015). *Basic skills and career technical education: A combination for student success*. California State University, Fullerton.

Lancaster, J. (2014). *The Influence of classroom engagement on community college student learning: A quantitative analysis of the role of faculty in facilitating student success*. California State University, Fullerton.

Smith, D. E. (2013). *Alcohol, consent, sex: Reducing college students' risky behaviors utilizing an integrated orientation model.* Fullerton, CA: California State University, Fullerton, Doctoral Dissertation.

Dissertation committee member

Hoppe-Nagao, A. (2015). *The impact of cultural intelligence levels on community college faculty conflict management preferences: A quantitative study*. California State University, Fullerton.

Olson, J. (2014). *Perceived differences in continuing education: A comparison of educators and practitioners*. California State University, Fullerton.

Santiago, C. (2012). *Faculty as institutional agents for low-income Latino students in science, technology, engineering, and mathematics fields at a Hispanic-Serving Institution.* University of Southern California

Johnson, M. (2009). *Student success in community colleges: The effect of intercultural leadership and relationships*. Azusa, CA: Azusa Pacific University, Doctoral Dissertation.

Noel, P. (2007). *Still making a difference in the person I am becoming: A study of students' perceptions of faculty who make a difference in their lives*. Azusa, CA: Azusa Pacific University, Doctoral Dissertation.

Hamilton, A. (2005). *Predictors of emotional distress in undergraduate college students.* Azusa, CA: Azusa Pacific University, Doctoral Dissertation.

PROFESSIONAL EXPERIENCE

Associate Professor
California State University, Fullerton, Department of Educational Leadership
2012-present

Professor, Associate Professor, Assistant Professor
Azusa Pacific University, College Counseling and Student Development
Professor, 2007-2012
Associate Professor, 2003-2007
Assistant Professor, 2001-2003

Accomplishments:

- Course evaluations consistently in the top 30%
- Doubled the number of off-campus assistantship offerings
- Transitioned from paper to web-based management of assistantship placement, thereby reducing administrative time and increasing access to information for students and supervisors

Student Life Coordinator
California State University, San Bernardino, 1989-1997

- Directed orientation and community service programs
- Developed and coordinated a leadership development curriculum, including the creation of leadership transcripts

Associate Director, Leadership Development
Westmont College, 1987-1989

- Directed orientation programs
- Taught leadership development courses and coordinated aspects of the leadership program
- Advised student organizations, including the Associated Students organization

SERVICE

Professional Service

Editorial Boards

2013-present	Editorial board member, *Journal of Student Affairs Research and Practice*
2008-2011	Editorial board member, *Journal of Student Affairs Research and Practice* (formerly *NASPA Journal*)
2013-present	Reviewer, *The Social Science Journal*

Conference Peer Review

2003-present	Program reviewer for ASHE National Conference
2001-2013	Program reviewer for ACPA National Conference, Commission XII Professional Preparation Programs and Standing Committee on Multicultural Affairs.

2008	Reviewer of essay submissions for *Stories of Inspiration: Lessons and Laughter in Student Affairs* (Vol. 2*).* S.M. Marshall (Ed.). NASPA. Washington D.C.
2005	Reviewer of essay submissions for *Stories of Inspiration: Lessons and Laughter in Student Affairs.* S.M. Marshall (Ed.). NASPA. Washington D.C.
2001-2009	Program reviewer for NASPA National Conference programs

Institutional Service

California State University, Fullerton

2013	Member, Institutional Review Board
2012-2013	Member, Commencement Committee, College of Education

Azusa Pacific University

2004-2012	Alternate member, Institutional Review Board
2008-2009	Chair, BAS Diversity Task Force
2006-2008	Member, Academic Freedom Task Force
2005-2006	Member, Search committee for Dean of the School of Behavior and Applied Sciences
2004-2005	Member, Provost's Diversity Task Force
2004-205	Member, Diversity Research Task Force
2003-2004	Chair, Institutional Review Board
2002-2003	Member, Institutional Review Board
2002-2003	Member, Professional Affairs Review Board
2001-2002	Member, Professional Affairs Review Board
2001-2002	Member, Adult Student Satisfaction Study Team

Grants

Lundberg, C.A. (2004). APU Faculty Research Council Grant of $2410. The Role of Peer Perceptions in the Identity Challenges of College Women Athletes

Lundberg, C.A. (2002) APU Faculty Research Council Grant of $1500. Students of color: where are they involved and how does their involvement affect their learning?

Awards

Azusa Pacific University

Accomplished Scholar Award, 2011, 2009, 2006
Rose Liegler Graduate Scholarly Achievement Award, 2009
Alice V. Watkins Imago Dei Ethos Award, 2008
Emerging Scholar Award, 2004

NASPA

Finalist, Dissertation of the Year, 2001

Professional Affiliations

Association of College Personnel Administrators (ACPA)

Association for the Study of Higher Education (ASHE)
Council for the Study of Community Colleges (CSCC)
National Association of Student Personnel Administrators (NASPA)

Rebecca Gutierrez Keeton, Ph.D.
4917 Copper Road, Chino Hills, CA 91709 (909) 241-0802 - rgkeeton@iandalab.com

Education

Claremont Graduate University, Ph.D. in Education, emphasis in Higher Education Administration, 2002
Azusa Pacific University, M.A. in Social Science, emphasis in Student Development, 1989
Chapman University, B.M. in Music Education and Ryan Single Subject Teaching Credential, 1986

Teaching Experience

California State University, Fullerton, Full-Time Lecturer, College of Education: Educational Leadership Department, 2015 – present

- EDAD 521: History and Philosophy of Higher Education (Shanghai Cohort)
- EDAD 522: College Students' Characteristics and Cultures
- EDAD 522: College Students' Characteristics and Cultures, Online course (Shanghai Cohort)
- EDD 624B: Student Learning and Development
- EDD 670A: Linking Research to Problems of Practice
- EDD 670B: Connecting Research Questions to Scholarship in the Discipline
- EDD 670D: Research Support Seminar
- EDD 698: Dissertation Advising

Claremont Graduate University, Lecturer, Higher Education Department, 2005-2012

- EDUC 461: The College Student Experience and Implications for the Administration of Higher Education

California State Polytechnic University, Pomona, Instructor and Program Associate, College of Education and Integrative Studies: Ethnic and Women's Studies Department, 1989-2005

- EWS 450: Multiracial and Hybrid Identities
- EWS 390: Ethnic Women
- EWS 400: REACH: Reaffirming Ethnic Awareness and Community Harmony
- EWS 290: Multicultural Leadership
- EWS 140: Introduction to Ethnic Studies
- CPU 109: Leadership Skills & Residential Student Leadership
- CPU 102: Fundamental Principles of Learning Skills
- BHS 200: REACH: Reaffirming Ethnic Awareness and Community Harmony

California State University, Long Beach, Instructor, College of Education: Department of Educational Psychology, Administration, and Counseling, 2004-2010

- EDP 548: The U.S. College Student
- EDP 643B: Field Work, Student Development in Higher Education
- EDP 644B: Field Work, Student Development in Higher Education

Mount St. Mary's College, Instructor, Graduate Teacher Education Program, 2003

- ED 206: School and Society

University of La Verne, Instructor, General Education, 1986-1989

- GE 101: Introduction to the University
- GE 200: LEAD: Leadership, Education, and Development
- GE 201: Residential Education and Development

Fieldwork and Practicum Supervisor 1989 - present

I have actively designed more than 100 internships. I have supported research teams, supervised, and evaluated undergraduate and graduate students from multiple institutions, including Azusa Pacific University, California State Polytechnic University, Pomona, California State University, Fullerton, California State University, Long Beach, Claremont Graduate University, and the University of La Verne.

Dissertations (Chair and Committee Member)

Nguyen, J. (in progress). *Leaving so Soon? The Attrition of Asian Pacific Islander Entry-Level Student Affairs Professionals* (Unpublished doctoral dissertation). California State University, Fullerton: Educational Leadership.

Marquez, L. (in progress). *Cultivating Latino Parental Involvement in Higher Education through a Critical Lens* (Unpublished doctoral dissertation). California State University, Fullerton: Educational Leadership.

FitzGerald, C. S. T. (2009). *Fostering resilience in Latina students* (Order No. 3362615). Available from ProQuest Dissertations & Theses Full Text: The Humanities and Social Sciences Collection. (305160010). Retrieved from http://search.proquest.com/docview/305160010?accountid=9840

Master's Theses (Committee Member)

Franco, M. (2005). *The development of student affairs professionals: A proactive response to change in higher education* (Order No. 1429278). Available from ProQuest Dissertations & Theses Full Text: The Humanities and Social Sciences Collection. (220124341). Retrieved from http://search.proquest.com/dissertations/docview/305367237/previewPDF/284F75E07EFF4D17PQ/16?accountid=9840

Tittle, K. R. (2001). *Exploring the impact of a multicultural leadership course on undergraduate participants* (Order No. 1407525). Available from ProQuest Dissertations & Theses Full Text: The Humanities and Social Sciences Collection. (220124341). Retrieved from http://search.proquest.com/docview/220124341?accountid=9840

Publications

Refereed Journals and Book Chapter

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. Retrieved from jhh.sagepub.com/cgi/reprint/1538192716628956v1.pdf?ijkey=zfDt856MtzxJpAI&keytype=finite

Mucino, P. J., & Gutierrez Keeton, R. (2016). *Latino males in community colleges: Factors predicting transfer aspirations.* Manuscript submitted for publication, under review.

Soltani, P., & Gutierrez Keeton, R. (2016). *Non-cognitive variables and student learning in Extended Opportunity Programs and Services.* Manuscript submitted for publication, under review.

Gutierrez Keeton, R., & Schufer, J. (2004). Assessing student satisfaction with a transition to college program. *The Cal Poly Pomona Journal of Interdisciplinary Studies: A Journal of Research and Innovative Activities, 17*(Fall), 11-22.

Gutierrez Keeton, R. (2004). Sueños y valor (Dreams and courage). In K. Renn and C. Hughes (Eds.), *Roads taken: Women in student affairs at mid-career (pp.* 22-34). Sterling, VA: Stylus.

Non-Refereed Publications

Keeton, R. G. (2002). *Reframing identities for justice: Honoring multiple identities* (Order No. 3046803). Available from ProQuest Dissertations & Theses Full Text: The Humanities and Social Sciences Collection. (276312838). Retrieved from http://search.proquest.com/docview/276312838?accountid=9840

Gutierrez Keeton, R. (1993). Guide to multicultural resources. *California State Polytechnic University, Pomona.*

Gutierrez Keeton, R. (1992, September). Programs: A strength NACA plays to the hilt. National Association for Campus Activities. *Programming Magazine,* 25(3), 50-53.

Gutierrez Keeton, R. (1991, December). Bridging the gap. National Association of Secondary School Principals. *Leadership for Student Activities*, *75*, 10-15.

Unpublished Manuscripts

Gutierrez Keeton, R., Mucino, P. J., & Lee, S. (2010, July). *Campus Climate White Paper.* Unpublished manuscript, California State Polytechnic University, Pomona.

Gutierrez Keeton, R., Barker, L. A., & Chaichanasakul, A. (2006) *Measuring Multicultural Attitudes of Cross Cultural Retreat Participants.* Unpublished manuscript, California State Polytechnic University, Pomona.

Poster Sessions

Gutierrez Keeton, R. (2016, March). *Conducting a campus climate study.* Poster presented at the annual meeting of the College Student Educators International (ACPA), Montréal, Canada.

Gutierrez Keeton, R., & Saldana, J. (2014, September). *Assessment of campus climate for students.* Poster presented at Fall Conference, California State Polytechnic University, Pomona.

Select Academic Presentations and Lectures

Gutierrez Keeton, R. (2014). Professional Development for People of Color. Presented at the Race and Diversity Symposium, University of Wisconsin, Madison, WI.

Gutierrez Keeton, R. (2014). Gratitude: Bell High School Commencement Keynote Address. Presented at the L.A. Forum, Los Angeles, CA.

Gutierrez Keeton, R. (2013). Being Successful as a New Professional. Presented at the Western Association of College and University Housing Officers' Southern Rap Conference, Pomona, CA.

Gutierrez Keeton, R. (2012). Women in Student Affairs. Presented at Professional Development Day, Azusa Pacific University, Azusa, CA.

Gutierrez Keeton, R. (2010). Latina Leadership. Presented lecture at California State University, Long Beach.

Gutierrez Keeton, R. (2009). Effective ASI and University Partnerships. Presented at the Associated Students Incorporated Retreat, Pomona, CA.

Gutierrez Keeton, R. (2007). Promoting Chicano(a)/Latino(a) Student Learning and Persistence in Higher Education. Presented at Prepárate: Educating Latinos for the Future of America: College Board, Los Angeles, CA.

Gutierrez Keeton, R. (2007). Student Development Theory and Millennial Students. Presented at the Student Affairs Manager Retreat, University of California, Santa Cruz, CA.

Gutierrez Keeton, R. (2006). Conducting Effective Qualitative Research. Presented lecture at Azusa Pacific University, Azusa, CA.

Gutierrez Keeton, R. (2005). Changing Lives. Presented at Cesar Chavez Day Camp Afflerbaugh, La Verne, CA.

Gutierrez Keeton, R. (2004). Honoring Multiple Identities in Higher Education. Presented at the Professional Development Institute, California State University, Fullerton, CA.

Gutierrez Keeton, R. (2004). Building Multicultural Coalitions. Presented at the Association of College Unions-International Conference, Ontario, CA.

Gutierrez Keeton, R. (2003). Multicultural Leadership. Presented at the Iowa State University: Multicultural Leadership Summit, Ames, IA.

Gutierrez Keeton, R. (2002). Assessing Student Attrition Patterns and Designing Innovative Interventions: American College Personnel Association, Long Beach, CA.

Gutierrez Keeton, R. (2002). Women, Politics, and Power in Student Affairs Leadership. Presented at the NASPA National Conference, Boston, MA.

Gutierrez Keeton, R. (2002). Reframing Identities for Justice: Honoring Multiple Identities. Academic paper presented at the Association for the Study of Higher Education Annual Conference, Sacramento, CA.

Gutierrez Keeton, R. (2000, January). Student Perceptions of Leadership: Academic paper presented at the Inaugural Inter-Disciplinary Research Conference: Unpacking the Rhetoric within Minority and Diversity Theory and Practice. Claremont, CA.

Gutierrez Keeton, R. (1998, April). Latina Leadership. Academic paper presented at the Women's Research Conference. San Bernardino, CA.

Administrative Experience

Acting Vice President for Student Affairs, California State Polytechnic University, Pomona, 2014–2015

Provided leadership for the Division of Student Affairs, which is comprised of 430 collective-bargaining employees and 450 student assistants. Managed operating budget of $48 million. Distributed $140 million in federal/state financial aid, plus $2 million in scholarships. Served on the President's Cabinet and Foundation Board of Directors. Managed development efforts that yield $1.9 million annually, and oversaw student affairs capital construction projects. Extensively collaborated with campus constituencies to develop and improve policies, programs, and services aimed at supporting student learning, student success, and satisfaction. Initiated aggressive enrollment management strategies that increased the academic profile of entering students, maintained diversity, and increased revenue. Developed comprehensive assessment strategies for programs and services, creating a culture of evidence and continuous improvement.

Division included:

- Enrollment Services: Admissions and Outreach, Financial Aid and Scholarships, Registrar's Office, Student Orientation, and Veteran's Resource Center
- Housing, Police, Parking and Emergency Management
- Intercollegiate Athletics
- Student Life: Children's Center, Dean of Students Office, Judicial Affairs, Student Life and six Cultural Centers, and Violence Prevention/Women's Resource Center
- Student Services: Career Center, Counseling and Psychological Services, Disability Resource Center, Student Health Services, and Student Support and Equity Services (EOP, Undeclared Majors, Renaissance Scholars)

Associate Vice President and Dean of Students, California State Polytechnic University, Pomona, 2005-2014

Served as member of the senior leadership team that advised the Vice President of Student Affairs. Developed university policy and oversaw $2.5M cluster budget, including $1,195,000 in grants. Ensured enhanced use of technology for division. Served as the primary advisor to Associated Students Incorporated, a non-profit auxiliary and student government association, with budgets totaling over $10M. Mediated conflicts and led coordinated response to emergencies and crisis situations. Enhanced the quality of campus life by promoting student engagement. Fostered and inspired leadership development, implemented a fair and just student conduct process, facilitated assessment based on learning outcomes. Provided vision and strategic direction for the African American Student Center, Asian and Pacific Islander Student Center, Cesar E. Chavez Center for Higher Education, Judicial Affairs, Native American Student Center, Office of Student Life and Cultural Centers, Pride Center, and the Violence Prevention and Women's Resource Center. Worked in close partnership with University Housing Services and Associated Students, Inc. on campus programs.

Director, Office of Student Life/Cultural Centers, California State Polytechnic University, Pomona, 1999-2005
Provided leadership and vision for the Office of Student Life and five Cultural Centers. Responsible for Greek life, Rose Float for the Tournament of Roses Parade, clubs and organizations, leadership development, scheduling and posting, faculty/staff advisors, and campus events. Ensured academic eligibility for all student officers. Served as Universal signature authorization for all campus club and organization accounts. Scheduled all non-academic university spaces. Chartered 250 clubs annually. Served as advisor to Associated Students, Incorporated (Executive Board, Senate, Cabinet, Elections, Cultural Affairs, Finance Board, Facilities and Operations Board, Rules and Policies Committees). Managed 30 departmental budgets totaling over $750K. Initiated and implemented recruitment and retention programs.

Associate Director, University Housing Services, California State Polytechnic University, Pomona, 1994-1999
Administered high quality residence life programs for 1,200 students in residence halls and 800 in University Village apartments. Managed $3M auxiliary operating budget and food service contracts. Set capital planning and facilities administration goals. Institutionalized diversity efforts in the department. Supervised a diverse staff of 10 professionals, 38 paraprofessionals, 250 student leaders, and 120 student assistants. Managed the Conference Services program. Initiated faculty involvement program. Supervised student conduct process. Counseled students, staff, faculty, family members, and parents in crisis.

Associate Director, Office of Student Life, California State Polytechnic University, Pomona, 1992-1994
Supervised full-time support personnel, student affairs graduate interns, and student volunteers. Managed $178K operating budget. Developed strategic plan. Implemented a three-day Cross-Cultural Retreat for faculty, staff, students, and administrators. Developed and administered policies relating to student organizations. Developed policy manuals for student organizations, assisted with Student Orientation, chartered 225 student organizations, and led advisor liability workshops. Coordinated REACH peer diversity training programs. Advised Open House, Major Concerts, Performing Arts, Commissioners for Campus Affairs, Communication Affairs and Cultural Affairs, Hispanic Youth Leadership Conference, ASI Elections, ASI Finance Board, Jazz Music Series, Programming, Multicultural Council (MCC), and Recreation and Services Council.

Grant and Development Experience, California State Polytechnic University, Pomona

- Department of Justice, Violence Against Women Office - Violence Prevention & Women's Resource Center ($199K), 2011-2015
- My Bronco Activity Record, Co-curricular portfolio - W. K. Kellogg Foundation Legacy Grant ($130K), 2011-2014
- Department of Justice, Violence Against Women - Stop Violence Office ($1,195,000), 2000-2010
- Several grants for the Cal Poly Pomona Children's Center ($411K), 2007
- Annual fund campaign for multicultural programs ($10K annually), 2000-2005
- Co-curricular transcript grant ($10K), 2003
- Youth outreach grant from the Henry Bull Foundation ($2.5K), 2002
- First generation mentoring program and co-curricular transcript lottery grant ($20K), 2000
- Multicultural programs lottery grant for peer diversity training ($22K), 1999
- AmeriCorps grant: Created PolyCorps Program ($270K), 1993-1996

Professional Associations
ACE, American Council on Education, Women's Forum
ACPA, College Student Educators International
NASPA, Student Affairs Administrators in Higher Education

Honors and Awards

- Sandra Kuchler Excellence in Mentoring Award, NASPA Region IV, 2014
- Cynthia S. Johnson Award, Student Development in Higher Education Program, California State University, Long Beach, 2014
- NASPA Outstanding Service Recognition for Region VI Advisory Board, 2010-2012
- Cross-Cultural Retreat Founders Award, 2008
- Diversity Champion, California State Polytechnic University, Pomona, Unity Luncheon, 2004
- Tonatiuh Award: Inspiring the Comunidad, César E. Chávez Center for Higher Education, 2002
- Multicultural Advocate Award, American College Personnel Association, 2001
- Hausam Fisk Award for Outstanding Graduate Student, Claremont Graduate University, 2000
- California State University Forgivable Loan: Doctoral Incentive Program, 1999
- Award for Excellence in the Study of Higher Education, Claremont Graduate University, 1999
- Howard D. Mills and Winifred Van Dorn Mills Fellowship, Claremont Graduate University, 1998-1999
- Claremont Graduate University Minority Fellowship, 1998-1999
- Aubrey Douglass Fellowship, Claremont Graduate University, 1997-1998
- Vice-President's Award, Cal Poly Pomona, Division of Student Affairs and University Advancement, 1996
- Multicultural Leader Award, National Association for Campus Activities, 1994
- ASI Honorary Lifetime Membership, Cal Poly Pomona Associated Students, Inc., 1994
- Educational Foundation Award, National Association for Campus Activities, 1991
- Distinguished Merit Citation, National Conference for Community and Justice, 1991
- Leadership Fellow, National Association for Campus Activities, 1989-1990

Diversity and Social Justice Community Experience
The National Conference for Community and Justice, Downtown Los Angeles Office

- Consultant and Volunteer for National Human Relations Organization, 1986-2003
- Allocated $56,000 annually for Herb and Lani Alpert Scholarships, 1991-1995
- Brotherhood-Sisterhood, 1988-2003
- Latino/Latina College Leadership Institute, 1989-2002
- 1965-1992: Riot or Rebellion youth congress in South Los Angeles, September 22, 1992
- Facilitator for human relations training programs, including teacher human relations weekends, college and university workshops, and weekend camps for Los Angeles Unified School District middle schools and high schools

University of Pittsburgh: Institute for Shipboard Education
Director of Student Life (S'97)
Director of the Student Union & Programs and Resident Director (F'93)

Responsible for all phases of the Semester at Sea student life program: Bahamas, Brazil, Canada, China, Egypt, Greece, Hong Kong, India, Japan, Kenya, Malaysia, Morocco, Philippines, Russia, South Africa, Taiwan, Turkey, Ukraine, Venezuela, and Vietnam.

Claremont Dispute Resolution Center
Certified Conflict Mediator, 1994

EUGENE M. FUJIMOTO
15553 Lujon Street
Hacienda Heights, CA 91745
efujimoto@fullerton.edu 626 848-4800 (c)

EDUCATION:

UNIVERSITY OF WISCONSIN – MADISON
PhD. in Educational Policy Studies; GPA: 4.0
Emphasis in higher education leadership and diversity.
Dissertation: Racial achievement gaps in higher education: A case study of influences in internal decision making.
Advisor: Gloria Ladson-Billings

CITY UNIVERSITY, Bellevue, WA
Leadership Institute of Seattle
Master of Arts Degree, Applied Behavioral Science
Thesis: A Study of a Cross-Cultural Educational Effort with the American Indian.

UNIVERSITY OF CALIFORNIA, SANTA BARBARA
Bachelor of Arts Degree, Psychology

California State Polytechnic University at Pomona

PROFESSIONAL EXPERIENCE:

California State University Fullerton, (8/10 to present)
Assistant Professor, Department of Educational Leadership
College of Education

University of Wisconsin-Parkside, Kenosha, WI. (1/06 to 6/10)
As **Assistant to the Chancellor for Equity and Diversity**, the position provided leadership, direction, coordination and assessment on campus-wide equity and diversity goals and issues. Evaluated and monitored university policies and practices to ensure fair and equitable treatment towards an inclusive and excellent educational and work environment. Necessitates ability to work effectively with diversity as the campus has the highest percentage of low income, first generation, students of color in the University of Wisconsin System. Responsible for development and implementation of programs to meet applicable federal and state laws and University of Wisconsin System and campus regulations.

Madison Area Technical College, Madison, WI. (7/04 – 12/05)
As **Diversity Coordinator/Affirmative Action Officer** at this 2-year college, the position was accountable for developing, implementing, coordinating, and evaluating all aspects of the College's diversity and affirmative action/equal opportunity programs to meet college goals. This included community relations initiatives, ensuring compliance with state and federal regulations, investigating complaints of discrimination/harassment and providing training in relevant areas to supervisors.

University of Wisconsin-Whitewater, Whitewater, WI. (10/01 – 6/04)
As **Assistant to the Chancellor for Affirmative Action and Equal Opportunity**, the position provided university-wide leadership in all matters pertaining to diversity and equal opportunity for students, faculty, staff, administers the university's Affirmative Action/Equal Opportunity program and monitors compliance with federal, state and university requirements. The position interacts with university community at large and external constituents; fosters an understanding and commitment to equal opportunity; and organizes and conducts educational and training workshops on the development of an inclusive educational and work environment, including compliance with EO/AA/ADA/Title IX issues.

De Anza College, Cupertino CA. (9/95 - 10/01)
As **Diversity Coordinator**, the position was responsible for providing campus leadership on all diversity related issues. This community college has a student enrollment of 25,000 with over 1100 employees. The position was responsible for the overall coordination of all aspects of diversity including equity in student access and outcomes; staff development for diversity; multicultural curriculum development; affirmative action/equal opportunity in hiring. Served as Chair of the campus Diversity Advisory Council, which provided direction and leadership for all diversity efforts. Also serves as co-chair of Foothill-De Anza Community College District Diversity Advisory Committee, which was charged with providing District wide vision and leadership in diversity. Advised all levels of administration, faculty and classified senates on diversity related issues including all those mentioned above. Job duties also included needs analysis, program development and supervision, on-going evaluation and assessment, and budget monitoring. Earned tenure in this tenure track faculty position.

Dominican University, San Rafael, CA. (10/93 - 8/95)
Served as **Director of Student Retention Programs/Counselor** in the Student Services Division. Working within the student affairs division, the position was responsible for advising and all aspects of student retention, particularly as relates to historically underserved populations, i.e. students of color, gays/lesbians/bisexuals, students' with disabilities, first generation college students and re-entry students. Collaborated on needs analysis, program planning and development with other student services such as admissions, career development, student activities and academic support to provide comprehensive retention services. Provided consultation to faculty and staff on conflict resolution and multicultural issues in general. Budgetary and supervision responsibility.

The Evergreen State College, Olympia, WA. (1/90 - 9/93)
As **Director of the First Peoples Advising Service (minority affairs)** in the student affairs division, the position was responsible for the advising and overall coordination of retention services for students of color on the Evergreen Olympia campus. In providing culturally specific program development, duties included the following: needs analysis, staff hiring, training, evaluation, and supervision, consultation for the Peer Advising Program, design and implementation of the Mentoring Project, direct service advising and counseling (academic and personal), advocacy and mediation, consultant to the Office of Affirmative Action, advising of student organizations, meeting organization and facilitation, collaboration and consultation with other student service areas on campus, budget monitoring and program evaluation.
The Evergreen State College, Olympia, WA. (2/88 - 1/90)

As **Coordinator of the First Peoples Peer Advising Program**, responsible for advising and counseling services to students of color on the Evergreen Olympia campus. Analyzed needs, developed and implemented services and programs for students of color to support their academic and personal development. This included development, training and supervision of a peer counseling staff as well as delivering direct counseling services to students. Duties also included budget monitoring, staff supervision, and program maintenance and evaluation.

TEACHING EXPERIENCE:

California State University Fullerton (8/10 to present)
Assistant Professor in the Department of Educational Leadership, College of Education.
Courses taught:

EDAD 503 Organizational Leadership
EDAD 505 Instructional Leadership
EDAD 524 Diversity, Access, and Equity
EDAD 568 Fieldwork
EDAD 595 Professional Seminar
EDD 600 Organizational Theory and Instructional Leadership
EDD 670b Connecting Research Questions to Scholarship
EDD 670e Research Seminar
Dissertation committee chair

University of Wisconsin Madison (1/10 to 5/10)
Lecturer, Department of Educational Policy Studies. Taught EPS 300: School and Society.

University of Wisconsin-Parkside, Kenosha, WI (9/06 – 12/08)
Instructor, Concepts and Methods in Ethnic Studies**.** Interdisciplinary orientation to concepts and methodologies of U.S. ethnic studies are examined with particular emphasis on four under-represented groups: African American, Asian American, Latina/os, and Native Americans. Integrated on-line component through Desire 2 Learn. Connected self and peer assessment to student learning outcomes and final course evaluation.

University of Wisconsin-Parkside, Kenosha, WI (1/07 – 5/09)
Guest lecturer, Ethics and Issues in Sports Management. Lectured each semester on equity and diversity issues in athletics and sports management, including affirmative action, equal opportunity, and preventing sexual harassment.

University of Wisconsin Madison, Madison, WI (Spring 2005)
Guest Lecturer, Cultural Pluralism and Educational Policy**.** Lectured and facilitated discussion in undergraduate class in Department of Educational Policy Studies.

De Anza College, Cupertino, CA (9/95 – 6/01)
Instructor, Orientation to college. This course was designed to assist first year students in their adjustment to college. Content included critical thinking skills, study skills, programs, services, college culture, and educational plan development. Required cultural competency to work effectively with low-income, first generation, culturally diverse students in assisting their

academic and social preparation for college. Necessitated knowledge of California Community College requirements and policies.

RESEARCH & SCHOLARSHIP:

Publications:

Fujimoto, E., Akindes, F., & Mason, R. (Eds.) (In press). *Diversity in the College Classroom: Knowing Ourselves, Our Students, & Our Disciplines*. Common Ground Publishing.

Fujimoto, E., & Medina, N. (2016). Leadership, accountability and diversity in higher education: A Critical Race Counterstory. In Marsh, T., & Croom, N. (Eds.), *Envisioning a Critical Race Praxis for Leadership: Critical Race Counter-stories Across the P-20 Pipeline.* Information Age Publishing.

Person, D., Garcia, Y., Fujimoto, E., Nguyen, K., Saunders, K., & Hoffman, J. (2014) Increasing educational attainment and aspiration in an underserved community: The perspective of urban-community leaders. *The Urban Review.*

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 Journal,* Vol. 7, No. 3.

Fujimoto, E. (2012). Hiring Diverse Faculty Members in Community Colleges: A Case study in Ethical Decision Making. *Community College Review*, *40*(3), 255-274. doi:10.1177/0091552112450069

Fujimoto, E. (2012). Isn't affirmative action illegal? In Clark, C., Brimhall-Vargas, M., & Fasching-Varner, K. (Eds.) *Occupying the Academy: Just How Important is Diversity in Public Higher Education?* Rowman & Littlefield Publishers, Inc.

Fujimoto, E., Kirkwood, A., Poucher, T., & Rojas, M. (2012). The Maywood education fair: Strengthening the educational pathway for underrepresented populations through community cultural wealth. *The Social Justice Leader*, Issue 4. Retrieved from: http://www.aera.net/Portals/38/docs/SIGs/SIG165/LSJ%20Spring%202012%20Newsletter%20Final.pdf

Fujimoto, E. (In progress). Leadership, sensemaking and the making of meaning in the closing of achievement gaps. *Equity and Excellence in Education.*

Fujimoto, E. (In progress). Academic Underpreparedness and the Racial Achievement Gap in Higher Education: A Case Study and Critical Analysis. *The Journal for Critical Educational Policy Studies.*

Scholarly presentations:

Fujimoto, E. (April, 2015). Teachers as change agents or purveyors of status quo? Infusing diversity into higher education courses. Presented at the *American Educational Research*

Association Annual Conference in Chicago, IL

Fujimoto, E., Bailous, J., Chavez, V., Flores, H. & Mendoza, R. (February, 2015). I am success - The role of a university-community partnership in developing a college-going culture. Presented at the *Critical Questions in Education Conference* in San Diego, CA

Oropeza Fujimoto, M., Fujimoto, E., Lopez, D., & Venturanza, R. (February, 2015). Testimonios: Challenging deficit notions of student success. Presented at the *Critical Questions in Education Conference* in San Diego, CA

Fujimoto, E. (March, 2014). Latino students and the school-to-prison pipeline. Panelist at *Latino Education and Advocacy Days, 5th Annual Summit*, California State University San Bernardino.

Fujimoto, E., Zavala, M., Medina, N. (March, 2014). Countering the deficit paradigm: An asset-based application to effectively mentoring Latino/a students. *American Association of Hispanics in Higher Education Conference*, Costa Mesa, CA

Fujimoto, E., Aunaetitrakul, V., Gomez, E., Monzon, A., San Nicolas, K. (January, 2014). Cultivating a college-going culture: A case study. *Embracing Connections in Times of Global Stress Research Conference,* Claremont Graduate University.

Fujimoto, E., Aunaetitrakul, V., Gomez, E., Monzon, A., San Nicolas, K. (January, 2014). *The role of a university-community partnership in developing leaders for social justice*. 4th Annual Educational Leadership Symposium, California State University Long Beach.

Fujimoto, E., Garcia, Y., Medina, N., Perez, E. (November, 2013). From the shadows of prison to the light of a classroom: Educational leaders' insights in creating a college-going culture. *23rd Annual Conference of the National Association of Multicultural Educators*. Oakland, CA

Fujimoto, E., & Ordonez-Jasis, R. (August, 2013). Building Community Partnerships. Presentation at California State University Fullerton, *College of Education fall retreat*. Fullerton, CA

Person, D., & Fujimoto, E. (June, 2013). Center for Research on Educational Access and Leadership. Poster session presentation at *Convening of the Carnegie Project for the Educational Doctorate*. Washington D.C.

Fujimoto, E., Garcia, Y., Kirkwood, A., & Perez, E. (April, 2013). Using critical theory in examining obstacles to creating a college going culture: The perspectives of urban educational leaders. Presented at the *American Educational Research Association Conference* in San Francisco.

Zavala, M., Fujimoto, E., & Medina, N. (March, 2013). Reflecting On The Lenses We Use in Analyzing the Educational Attainment of Latina/o Students: From Deficit Thinking to Community Cultural Wealth Frameworks. Presentation to *Enhancing Postbaccalaureate Opportunities for Cal State Fullerton Hispanic Students (EPOCHS) mentors*.

Oropeza Fujimoto, M., Fujimoto, E., & Medina, N. (March, 2013). Community Wellbeing: An Asset-based Approach to Diversity Work. *ACPA Annual Meeting*. Las Vegas, NV.

Fujimoto, E., Gonzalez, M., Hernandez, S., Lopez, D., & Mendoza, A. (February, 2013). My Dream, My Future: A University-Community Partnership presentation. *16th Annual California State University Teaching Symposium*. Vallejo, CA

Fujimoto, E., Gonzalez, M., Hernandez, S., Lopez, D., & Mendoza, A. (February, 2013). Creating a Successful Community Partnership: The City of Maywood and California State University, Fullerton, College of Education. Poster presentation at *Annual Research Symposium* by the Center for Research in Educational Access and Leadership. Fullerton, CA

Clark, C., Brimhall-Vargas, M., Fasching-Varner, K., & Fujimoto, E. (November, 2012). Occupying the academy: Just how important is diversity work in higher education? *37th Annual Conference of the Association for the Study of Higher Education*. Las Vegas, NV

Person, D., Fujimoto, E., Garcia, Y., Kirkwood, A., & Nguyen, K. (Proposal accepted, November, 2012). Creating a community-based college-going culture: The university role and implications. *Western Regional Conference, National Association of Student Personnel Administrators.* Hilo, Hawaii.

Fujimoto, E., Garcia, Y., Guardado, V., & Medina, N. (September, 2012). Using critical theory in creating a college going culture: A university-schools-community collaboration. Presentation at the *VIII International Meeting of the Paulo Freire Forum*. Paulo Freire Institute, University of California, Los Angeles.

Fujimoto, E. (April, 2012). The role of faculty leadership in the closing of racial achievement gaps in higher education. Presented at the *American Educational Research Association Conference* in Vancouver, B.C.

Fujimoto, E. (November 2011). Leadership, sense-making and the making of meaning in the closing of achievement gaps. Presentation at the *Association for the Study of Higher Education Annual Conference*, Charlotte, North Carolina.

Fujimoto, E. (June 2011). Hiring Diverse Faculty in Community Colleges: A Case study. Presentation at the *National Conference on Race and Ethnicity in Higher Education*; San Francisco, CA.

Fujimoto, E. (May 2011). Academic Underpreparedness and the Racial Achievement Gap in Higher Education: A Case Study and Critical Analysis. Presentation at the *Critical Race Studies in Education Association Conference*, San Antonio, Texas.

Fujimoto, E., & Person, D. (2011). Organizational Theory: Challenges for Educational Leaders. *Presentation to The University of the Western Cape inaugural doctoral cohort in student affairs.* Cape Town, South Africa.

Fujimoto, E., Akindes, F., & Mason, R. (June 2010). Infusing Diversity in Curricular and Pedagogical Practices: An Emergent Process. Pre-conference institute for the *National Conference on Race and Ethnicity in Higher Education;* Washington D.C.

Akindes, F., Mason, R. & Fujimoto, E., (May 2009). Teaching Teachers to Infuse Racial Diversity in the Classroom: One Approach Toward Closing the Achievement Gap. Presentation given at the *National Conference on Race and Ethnicity in Higher Education;* San Diego, CA.

Fujimoto, E., Mason, R., & Akindes, F. (May 2008).The Problem is in ME: Thinking, Talking & Acting on Race, Racism & Teaching, workshop focused on UW-Parkside's 2007 Summer Institute: Infusing Diversity in the General Education Curriculum. Presentation given at the *National Conference on Race and Ethnicity in Higher Education.* Orlando, FL.

Fujimoto, E. (April 2006). Organize, Strategize and Mobilize: A Model for Student Organizations Working for Institutional Change. Presentation given at *Creating Institutional Change* Conference at University of Wisconsin-Madison.

Kendall, F., Fujimoto, E. & co-presenters. (June 2003). Authentic Relationships Across Race: Staying at the Table. Presentation given at the *National Conference on Race and Ethnicity in Higher Education.* New Orleans, LA.

Fujimoto, E., (Spring 1999). Institutionalizing Diversity Efforts. Presentation given at a national conference on *Diversity in Teaching and Learning*, San Francisco, CA.

Fujimoto, E., (September 1987). Retention Issues Facing Students of Color in Higher Education. Presentation given at the *Ourselves Among Others*, statewide conference, Tacoma, WA.

AWARDS, GRANTS & FUNDING:

Service Learning Project: Developing a College-going Culture in the City of Maywood. Award: $8,716. *Instructionally Related Activities grant, CSU Fullerton,* 2015-16.

Diversity Class: Visit to Museum of Tolerance. Award: $1,069. *Instructionally Related Activities grant, CSU Fullerton,* 2015-16.

Service Learning Project: Developing a College-going Culture in the City of Maywood. Award: $9,175. *Instructionally Related Activities grant, CSU Fullerton,* 2014-15.

Diversity Class: Visit to Museum of Tolerance. Award: $1,125. *Instructionally Related Activities grant, CSU Fullerton,* 2014-15.

Service Learning Project: Developing a College-going Culture in the City of Maywood. Award: $7,900. *Instructionally Related Activities grant, CSU Fullerton,* 2013-14.

Diversity Class: Visit to Museum of Tolerance. Award: $1,125. *Instructionally Related Activities grant, CSU Fullerton,* 2013-14.

Service Learning Project: Developing a College-going Culture in the City of Maywood. Award: $5,035. *Instructionally Related Activities grant, CSU Fullerton,* 2012-13.

Creating College Pathways Certificate Training Program: Serving Underserved Communities. Co-coordinated joint proposal with CSU Dominguez Hills, Long Beach and Fullerton. Grant proposal to the *Commission on the Extended University 2012.* $150,000 (unfunded).

Creating a Community-based College-going Culture: The University Role and Implications for Policy and Practice. Grant proposal to the *W.T. Grant Foundation: Understanding the Acquisition, Interpretation, and Use of Research Evidence in Policy and Practice 2012.* $550,000 (unfunded).

University of Wisconsin System: Award: $5,000 in dissertation funding, 2009.

National Science Foundation, Alliance for Graduate Education and the Professoriate Fellow, 2008.

Golden Key International Honour Society member, UW-Madison Chapter, 2008.

State Chancellors Office of the California Community Colleges, recipient of 4-year, $250,000 institutionalization grant. Grant was intended to institutionalize 'best practices' in ensuring student success for all members of the diverse student body, 1998 - 2002.

National Institute for Staff and Organizational Development Excellence Award Recipient, 2000.

PROFESSIONAL MEMBERSHIPS:

American Educational Research Association (AERA)
American Association for Affirmative Action (AAAA)
Association for the Study of Higher Education (ASHE)
National Association of Diversity Officers in Higher Education (NADOHE)
National Association of College Personnel Administrators (NASPA)
Association of College Personnel Administrators (ACPA)

CAMPUS AND COMMUNITY SERVICE:

Served as Student Conduct Hearing Officer for the Dean of Students Office at California State University Fullerton (2013-2014; 2014-2015).

Served as student affairs 'coach' at the Western Regional Careers in Student Affairs Day Conference (CSU Long Beach, 2013; Azusa Pacific University, 2014).

Presenter for GEAR UP staff on exploring graduate school as an option (2014).

Served on planning committee for Western Regional Careers in Student Affairs Day Conference (2013; 2014)
Mentor for Enhancing Postbaccalaureate Opportunities at Cal State Fullerton for Hispanic Students (EPOCHS) program (2011 to 2013)

Member of the California State University Fullerton's Graduation Initiative Committee (2012-2013)

Member of College of Education's Task Force on Just, Equitable and Inclusive Education. (2011 to present).

Member of Asian American Studies Program Advisory Board, California State University Fullerton (2011 to present)

Board member of the Asian American Pacific Islander Faculty Staff Association, California State University Fullerton (2011, 2012).

Member of Higher Education Advisory Board for Masters of Science in Higher Education Program, California State University Fullerton. (2010 to present)

Member of team of faculty visiting the University of the Western Cape in Cape Town, South Africa. Team taught initial cohort of doctoral students in inaugural PhD. Program in higher education. (2011)

Completed *Safe Zone* training for gay/lesbian/bisexual/transgender populations, University of Wisconsin-Parkside (2009)

Served as peer advisor with Asian American graduate student organization, University of Wisconsin-Madison (2009)

Selected to chair the search committee for the first annual University of Wisconsin, Board of Regents Diversity Award (2008)

Completed Diversity Circles training on *Civil Rights for Gay/Lesbian/Bisexual/Transgender Individuals*, University of Wisconsin-Parkside (2007)

Invited to join University of Wisconsin – Madison "Excellence Institute" with other diversity practitioners as sponsored by the Equity and Diversity Resource Center. (August 2005)
Initiated collaboration in development of a joint recruitment effort with Madison Area Technical College, Madison Metropolitan School District, UW Madison and the City of Madison to diversify respective workforce. (July, August 2005)

Coordinated and led a team of Madison Area Technical College faculty and administrators to attend the national conference on "Keeping our Faculties" on the recruitment and retention of faculty of color in colleges and universities in Minneapolis, MN. (October 2004)

Organized, proposed and led a team of De Anza College faculty to the *"Boundaries and Borderlands"* summer institute, sponsored by the Association of American Colleges and Universities. Selected to attend through a nation-wide competitive process. This ten-day institute was focused on faculty and curriculum development in diversity. (July 2000)

Organized and led a team of De Anza College faculty, staff and students in attending the *National Conference on Race and Ethnicity in Higher Education.* As an annual staff/student development activity, result has been an infusion of recent developments in diversity in higher education, and a diffusion of responsibilities in diversity across the institution. (1996-2001)

Member of Cupertino based community consortium focused on diversity issues and ensuring community wide approach to recognizing and valuing the cultural richness of the area. (1998)

Member of the Board of the Asian American Parents Association of the Cupertino School District. (1998)

Facilitator of group discussions as part of 'Public Dialogue Consortium' as contracted by city of Cupertino to bring voice to community on issue of cultural diversity. (Fall 1997)

Participant in 'Beyond the Color of Fear' facilitation training for use of film as a catalyst to discuss issues of racism. (Spring 1996)

Community Boards of San Francisco. Participated in 5-day training on conflict management skills. Included all aspects of from theory to application and program development. (June 1994)

Washington Center for the Improvement of Undergraduate Education. Participant in 10- day intensive 'Cultural Pluralism Institute' on multiculturalism in higher education. (August 1992)

National Coalition Building Institute . Participated in 'train the trainer' session on prejudice reduction and coalition building. (Spring 1992)

Arete: A Multicultural Youth Program (non-profit). Member of Board of Directors. Activities for youth from diverse communities throughout greater Seattle area. (1991- 1993)

Vitae

DAWN R. PERSON

6141 Belen St.
Long Beach, California
Home: (562) 810-6513
Office: (657) 278-5605
email: dperson@fullerton.edu

Professional Objective:

To provide instruction and leadership in the field of higher education/community colleges through teaching, researching, consulting, and serving with particular emphasis on multicultural issues in higher education.

Education:

Teachers College, Columbia University, New York, New York

Ed.D. - Higher and Adult Education, 1990
Student Personnel Administration
Dissertation -- "The Black Student Culture of Lafayette College"

Slippery Rock University, Slippery Rock, Pennsylvania

M.Ed. - Special Education, Learning Disabilities, 1979
B.S. - Elementary and Special Education, 1977

Professional Experience:
Professor, Educational Leadership-2008-Present
Coordinator, Higher Education Program
Coordinator, Graduate Community College Studies Certificate
Department of Educational Leadership
California State University, Fullerton
Fullerton, California

Established and implemented the higher education graduate program specializations in the department including the Ed.D. in Community College Leadership and the Master's in higher education, student affairs. Serve as the coordinator for programs, advisor, and representative for programs at the department, college, and university levels.

Dawn R. Person

Courses Taught:

Doctoral level:
History and Philosophy of Education
Integrated Seminar
Research Support Seminars
Organizational Theory
Dissertation Research
Research Independent Study
Dissertation Chair

Dissertation Chair
Cohort 1
Lillian Edwards
Lily Espinoza - FINISHED
Arnold Holland with Dr. Joyce Lee
Tran Hong - FINISHED
Ann Hovey - FINISHED
Carol Mattson - FINISHED
Martha McDonald - FINISHED
Cristy Passman
Earic Peters with Dr. Meri Beckham
Eric Rabitoy - FINISHED
Cohort 2
Herb English
Darlene Fishman
Cohort 3
Jessie Chou
Arnette Edwards

Master Level Courses:
Instructional Leadership
Organizational Leadership
Professional Development Seminar

Director, C-REAL -2008-Present
College of Education,
California State University, Fullerton, California

Established this Center to support a research culture in the College of Education that engages faculty and doctoral, masters and undergraduate students in on- going educational research in response to solving educational problems particularly in Orange and Los Angeles counties and surrounding communities. The Center has community partners from community colleges, non-

profit organizations, and schools. The Center offers evaluation services, professional development consultation and programs as well as multicultural education programs. I've 25 projects, twenty faculty and twenty students as well as staff participate in research projects from P-20 to global projects in South Africa, Viet Nam, and China.

Selected Project Leads:

President's Roundtable Male Minority Initiative Database-2016
NOCA HCOP- 2016
CSUF HEP-2016
North Orange County Community College Bachelors Pilot Program- 2016
GEAR UP Evaluation I, II, III – 2016
Vietnam University, Ho Chi Minh City - Training the Trainer Institute- 2011
University of the Western Cape PhD Program- 2010
CREATE! Evaluation Project - 2010
Russian American Educational - Exchange Institute – 2008
Teacher Pathways Project - 2008

Committees/Service:

Search committees
Department Chair, 2012
Higher Education Tenure Track- 2012, 2011, 2009, 2008
Distinguished Lecture, Community College Leadership-2008
Lecturers-Higher Education -2009 & 2011
Lecturer-P-12-2012
College of Education Strategic Planning Committee -2011
Ed.D. Executive Board - 2009-Present
Ed.D. Steering Committee -2011-Present
University Deliverology Committee for Student Success -2009 - Present
University EPOCH Advisory Board
University HSI Advisory Board for Title V Grant on Mentoring
Professor of Student Development in Higher Education – 2001 – Present
Coordinator, Independent Doctoral Program, Community College Specialization - 2006 - Present
Co-Director, Joint Ed.D. in Educational Administration and Leadership - 2002 - Present
Coordinator, Community College Graduate Certificate Program - 2002 - Present
Coordinator of Student Development in Higher Education Specialization - 1997 - Present

Department of Educational Psychology, Administration, and Counseling
California State University Long Beach, Long Beach, California

Serve as the major advisor and faculty member responsible for the development and implementation of an independent doctorate in Educational Leadership and for a joint doctoral

program between UC Irvine and the CSU system with a specialization in Higher Education and Community College Leadership. Responsible for program management, coordination, recruitment, advising, and evaluation. Serve as a major advisor and faculty member responsible for the coordination of a Masters level program in Counseling and Student Development in Higher Education, teaching courses, supervising theses, and program development. Developed and implemented a Community College Graduate Certificate to serve master level students across the university.

Courses Taught:

Doctoral Level
Curriculum Development and Transformative Leadership
Field Research
Campus Cultures
Independent Research

Master's Level
Research and Program Evaluation
Capstone Seminar in Counseling
Management and Administration of Student Development
Student Development in Higher Education
Student Development Theory: Application of Theory to Practice
Professional Development Seminar
Cross-Cultural Counseling
Diversity in Education
U.S. College Student
Special Projects/Directed Research
Thesis

Undergraduate
Peer Advising
Special Topic in Counseling- Peer Education

Program Coordination Activities:
Provided leadership in the design of the curriculum for the independent doctoral program and negotiated the curriculum process for program approval

Designed the curriculum for the joint doctoral program, Higher Education and Community College Leadership specialization

Received department, college, and university approval for both the joint and independent doctoral programs

Dawn R. Person

Developed courses for programs of study

University representative and liaison to the Planning and Implementation Committee for the joint and independent doctoral programs

Coordinated admissions process including information sessions, individual meetings with prospective students, and screening and recommendation of candidates for admission to both programs

Supervised assistant and graduate students

Developed and implemented new courses in student development theory and counseling seminar classes

Revised program for Master's degree to include course in diversity, more options for field study earlier in the program, and re-designed the Protege program

Designed a research component for student involvement focusing on program evaluation, diversity and student retention issues in higher education

Revised academic calendar to include an orientation for students, field work supervisors, and Protege supervisors

Designed and implemented a pilot for a Community College focus in SDHE for graduate level teachers/counselors across the university

Received approval for the community college certificate program at the department and college level

Evaluated the Protégé Program

Coordinated and supervised a graduate student research team of volunteer student researchers:
- provide focus group training
- data collection and analysis
- report writing experiences
- professional presentations at regional and national conferences
- scholarly writing in the form of reports and articles

Committees/Service:
- President's Advisory Committee for Enrollment Management
- Committee for Recruitment and Retention Issues for African Americans
- Department Search Committees

College of Education Graduate Committee

Faculty Leader, South Africa Study Tour 2007
Serve as the faculty for the international study tour to South Africa sponsored by four international professional associations for approximately 50 participants including tours of universities and colleges in three regions of the country and interactions with national higher education leaders.

Visiting Faculty, University of Cape Town/University of the Western Cape – 2004
Served as the scholar for the Student Services specialization in the Masters Program in Higher Education funded by the Kellogg Foundation. Co-taught a module on Student Affairs, history and development as a profession. Guest lectured for the National Association of Student Services of South Africa (NASDEV).

Associate Professor of Counseling- 1997 - 2001
Coordinator of the Student Development in Higher Education Specialization
Department of Educational Psychology, Administration, and Counseling
California State University Long Beach, Long Beach, California

Responsibilities include those outlined above as the major advisor and faculty member responsible for the coordination of a Masters level program in Counseling and Student Development in Higher Education.

Committees/Service:
University
Academic Senate, 1998 - 2000
Committee on Committees, 1998-99
Member, Black Faculty and Staff Caucus
Conduct focus groups with African American students in Spring, 2000
Member, Planning Committee - African American Community Building Project, 2000
Member, University Student Recruitment and Retention Committee
Member, Standards Based-ITEP Steering Committee, 1998- 2001

College
College Curriculum Committee, 1999 - 2001
Veffie Milstead Jones Endowed Chair Sub-Committee, 1998 - 2002
Chairperson, 1999 - 2002
Facilitated the recommendation and process for institutionalizing the VMJ Endowed Chair with Faculty Council and the Dean of the College of Education
Developed the calendar in conjunction with the committee for the VJM Endowed Chair and serve as a resource to promote and support this program
Responsible for chairing all meetings and presenting recommendations to the Faculty

Council College Ad Hoc Committee on Re-Organization, 1998-99
College Strategic Planning Committee, 1997-99
Group Facilitator and Chair- EDP Fieldwork Work Group, 1998-99
Interdisciplinary Studies Committee, 1997-98
College of Education Graduate Committee, 1997 - present

Department

Department Curriculum Committee, 1997-99
Co-Chair, 1998-99
Counseling Search Committees, 1998-2000
Chair, Lecture Search, 1999
Founding Advisor, Association for Professionals in Student Affairs, 1997- present

Assistant Professor of Higher Education - July, 1990 - 97
Co-coordinator of Student Personnel Programs - 1993- 97
Coordinator of Student Personnel Programs - 1990-93
Department of Leadership and Organizational Studies (Higher and Adult Education)
Teachers College, Columbia University, New York, New York

Served as a faculty member responsible for teaching Masters and Doctoral level courses, and Co-coordinator of the Masters and Doctoral Programs in Student Personnel Administration.

Administrative Duties:
Budget responsibilities for multiple funded research grants, departmental scholarship program, and program budget

Assisted in the selection and orientation of new departmental faculty

Supervised departmental support staff and a full-time research team as well as part-time staff and volunteers (numbering as many as twenty-seven people)

Developed an admissions recruitment plan to obtain a national and international pool of applicants diverse in age, race, professional background experiences, gender, socio-economic class, and learning styles. Continued support of the plan through assistance to the Graduate Admissions Office by:

Promoting the programs at the national level
Hosting on-campus open houses and visitation days
Coordinating a student Admissions Committee
Attending admissions programs

Designed and implemented an annual day-long orientation for new and returning graduate students to communicate departmental expectations and to create a new student network.

Designed and implemented an off-campus annual retreat for new Masters and Doctoral students to assist them in the transition to graduate professional school and to emphasize the role of each student and faculty member in creating a non-competitive learning community of reflective scholar-practitioners in higher education.

Coordinated an integrated internship program consisting of twenty-two to forty sites with a range of experiences from entry level to more advanced responsibilities in the greater New York, New Jersey, Pennsylvania, and Connecticut areas. Responsibilities were to:

Recruit, identify, and select placement sites yearly
Develop and maintain a database of sites and students
Assist site supervisors and students with matches in line with needs and expertise
Orient internship supervisors
Monitor the progress of students
Evaluate each site for program continuation

Teaching, Advising and Curriculum Duties:
Provided leadership and expertise to infuse multicultural issues into the departmental core and the student personnel administration specialization emphasizing race, class, gender, issues of differing abilities, sexual orientation and religion.

Revitalized and updated the masters programs in student personnel administration through focus on theory and practice.
Advised both masters and doctoral students
Reviewed and evaluated comprehensive and certification examinations
Sponsored both dissertations and masters projects

Courses taught included:

Student Personnel Administration: Organization, Functions and Issues
Student Personnel Administration: Programs and Services
Observation and Supervised Fieldwork in Student Personnel Administration
The American College Student
Developmental Academic Advisement Programs
Personnel Policies: Recruitment, Retention, and Evaluation of Programs
An Analysis of Student Cultures
Qualitative Research Methods for Educators in Adult and Higher Education
Research and Independent Study in Higher and Adult Education
Multiculturalism and Adult Education
Directed Dissertation Research

Committees and Community Service:

Faculty Advisory Committee, 1996-1997
Convener, Faculty of Color, 1995-1996
Founding Advisor, Association for Professional Development in Student Affairs, 1991-

1997
Faculty Executive Council, Co-chair - Personnel Committee, 1991-1994
Advisor - Graduate Black Student Network, 1991-1996

Search Committees - Departmental and College Administration
Higher Education Organization and Administration
Student Personnel Programs and Adult Education
Curriculum and Teaching Reading Specialist
Executive Director of Admissions and Financial Aid

Assistant Dean of Academic Services (Assistant Dean of the College), 1985 - 1990
Lafayette College, Easton, Pennsylvania

Served as the academic dean for first and second year students, coordinator of academic support services, and minority student services, with special emphasis on minority students in engineering and science, student athletes, and high risk admits. Budget responsibilities for a gift account and program office support services. Supervised both professional and paraprofessional staff.

Served as a team leader and resource to the Dean of Students offices and the other Academic Services/Dean of the College offices on issues of multiculturalism and diversity. Member of various college wide committees including faculty and other administrative offices on issues of admissions, orientation, student leader training, diversity, cultural arts programs, campus ministries, and student retention in the sciences and engineering.

Director of Black Student Services, 1981-1985
Faculty Affiliate, Department of Education
Colorado State University, Fort Collins, Colorado

Chief administrator of this advocacy agency, designed to identify and meet the needs of Black students (graduate and undergraduate) through cooperative interactions and program development. Primary responsibility included all budget planning and implementation, professional and paraprofessional staff selection, supervision, and training.

Outreach Counselor and Advisor to Black and International Students, 1980-1981
Minority Affairs Coordinator, 1979-1980
Human Relations Counselor, 1978-1979
Slippery Rock University, Slippery Rock, Pennsylvania

Served in three different administrative positions that reflect progression of increased responsibilities and duties as a counselor, coordinator, and advisor to culturally diverse students. Assisted in recruiting minority students and the development of the University Human Relations Action Plan and other programs to support the retention of underrepresented student populations.

Served on numerous committees and boards.

Publications:

Person, D., Gutierrez Keeton, R., Medina, N., Gonzalez, J.I., & Minero, L.P. (2016). Effectively Serving AB540 and Undocumented Students at a Hispanic Serving Institution. *Journal of Hispanic Higher Education, 15* (2), 1-17.

Rabitoy, E.R., Hoffman, J.L., & Person, D.R. (2015). Supplemental instruction: The effect of demographic and academic preparation variables on community college student academic achievement in STEM-related fields. *Journal of Hispanic Higher Education.*

Jones, V., & Person, D. (2014). Resiliency: Cultural Parental Perceptions of Student Educational Achievement. In Higgins, K. & Boone, R. (Eds.), 2014 UNSW/UNLV Building Bridges Conference Proceedings (pp. 105-110). Sydney: Australia, UNSW Australia.

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 Africa, 2*(1), 9-22. doi: 10.14426/jsaa.v2i1.47

Rabitoy, E.R., Hoffman, J.L., & Person, D.R. (Fall 2014). Supplemental instruction on a community college campus: The effect of demographic and environment variables on academic achievement. *Journal of Applied Research in the Community College.*

Person, D.R., Garcia, Y., Nguyen, K., Saunders, K., Fujimoto, E., & Hoffman, J.L. (2014). Increasing educational attainment and aspiration in an underserved community. *The Urban Review*. 46(1), 493-506.

Person, D., Lowry, K., & King, T. (under review). Athletic dreams deferred: Being a student athlete at a community college. *Contemporary Issues in Intercollegiate Athletics and Implications for College Student Development.*

Person, D. & Chieh-Hsing, C. (2010*). Summit: Addressing the achievement gap.* California State University Fullerton, Center for Research on Educational Access and Leadership, (C-REAL).

Person, D., Ellis, P., Plum, C. & Boudreau, D. (2005). Using theory and research to improve student affairs practice: Some current examples. In S.R. Helfgot & M.M.Culp (Eds.), *Community college student affairs: What really matters*. San Francisco: Jossey Bass

Rosales, A. M. and Person, D. R. (2005). Programming Needs and Student Services for African American Women. In M. Howard-Hamilton (Ed.). *Serving African American women*. Alexandria: American College Personnel Association.

Rendon, L., Garcia, M. & Person, D. (2004). Enhancing the first year experience for students of color. Greensboro: First Year Transition Center.

Watson, L., Terrell, M., Wright, D., Bonner, F., Cuyjet, M., Gold, J., Rudy, D. & Person, D. (2002) How minorities experience college. Sterling, VA: Stylus.

Person, D. R., Benson-Quaziena, M., & Rogers, A. M. (2002). Women and students athletes of color. In M. Howard-Hamilton & S. Washington (Eds.), Serving student-athletes. Alexandria: American College Personnel Association.

Person D. R. (2002). Student culture in higher education. In Forest and Kinser (Eds.), *Encyclopedia of U.S. Higher Education.*

Person, D. (2000). Review of the book: Educating a new majority: Transforming America's education system for diversity. *National Association of Student Affairs Professionals, 3*(1), 92-94.

Person, D. R., and Cochran, J.(1998). Women leaders as coalition builders. *Journal of College Student Development*.

Person, D., & LeNoir, K., (1997). Retention issues and models for African American male athlete. In M. Cuyjet (Ed), *Helping African American men succeed in college*. Alexandria: American College Personnel Association.

Edwards, R., & Person, D. R. (1997). Retaining the urban adult student: The role of admissions counselors. *Journal of College Admissions*.

Person, D. R., & Christensen, M. (1996). Understanding Black student culture and black student retention. *NASPA Journal*.

Person, D. R. (1995). Students of color and student culture. In J. Fried (Ed.), *Shifting paradigms in student affairs: A cultural perspective* (pp. 137-153). Alexandria: American College Personnel Association..

Person, D. R. (1994). African American and Hispanic women in higher education: Myths and reality. In F. Rivera-Batiz Ed.), *Reinventing urban education* (pp. 303-326). New York: IUME Press, Teachers College.

Person, D. R. (1993). Diversity: The critical need to nurture pluralism in higher education. *Brigham Young Magazine, 47*, 20-27.

Selected Research Evaluation Reports:

Person, D. (2015). Student life and leadership department program review: 2014 – 2015. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, Fullerton, CA.

Zarate, M.E., Person, D., Walker, J., Uribe, N. (2015). Report of needs assessment of STEM student services and facilities at Santa Ana College. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, Fullerton, CA.

Oropeza-Fujimoto, M., Person, D., Uribe, N., & Walker, J. (2015). Gap analysis of STEM at Fullerton College report year one (phase 1). Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, Fullerton, CA.

Person, D. (2015). NRCAL professional development evaluation: Teaching Asian languages. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, Fullerton, CA.

Person, D., Oganesian, K., & Esguerra, A. (2015). iPersonalize year one report. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, Fullerton, CA.

Person, D., Oganesian, K., & Sambrano, D. (2014). Children reaching excellence in arts through engagement: Summative evaluation report. Unpublished Manuscript. Center for Research on Educational Access and Leadership, California State University, Fullerton, CA.

Person, D., Oganesian, K., & Sambrano, D. (2014). Children reaching excellence in arts through engagement: Year four evaluation report. Unpublished Manuscript. Center for Research on Educational Access and Leadership, California State University, Fullerton, CA.

Person, D., Walker, J., & Ayala, J. (2014). Evaluation of the future scholars program: Summative report. Unpublished Manuscript. Center for Research on Educational Access and Leadership, California State University, Fullerton, CA.

Person, D., Walker, J., & Oganesian, K. (2014). Evaluation of southern California ecosystems research program (SCERP): Year three report. Unpublished Manuscript. Center for Research on Educational Access and Leadership, California State University, Fullerton, CA.

Person, D. & Wagner, S. (2014). New student orientation: Recommendations for Reinvention. Unpublished manuscript. Center for Research on Educational Access and Leadership, California State University, Fullerton, CA.

Person, D., Locks, A., Garcia, Y., & Teshima, A. (April 2014) GEAR UP Anaheim annual progress report. Submitted to U.S. Department of Education.. Unpublished manuscript, Center

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

Person, D., Locks, A., Garcia, Y., & Teshima, A. (April 2014) GEAR UP CSUF annual progress report. Submitted to U.S. Department of Education.. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Teshima, A., & Garcia, Y. (April 2014). GEAR UP CSUF longitudinal case study year one report. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Teshima, A., & Garcia, Y. (April 2014). GEAR UP Anaheim longitudinal case study year three report. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Banks, A., Barrett, R., Saunders, K., Bines, D., Lewis, T., & Fisk, R. (2013). Changing the "Athlete-first" mentality: Tackling the barriers to matriculation. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Chiu, Y., & Mendiola, N. (2013). Effect of perceived university support on student veterans academic self-efficacy. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Choi, D., Sambrano, D., Kaveh, H., & Mendiola, N. (2013). ASPEN: Teacher pathways assessment. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Finigan, R., & Sambrano, D. (2013). The effect of professional development on teacher implementation and confidence in arts instruction. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D. & Furry, A. N. (2013). Cerritos College iFALCON project Title V Grant: Year four formative evaluation. Unpublished manuscript. Center for Research on Educational Access and Leadership. California State University, Fullerton. Fullerton, CA.

Person, D., Jones, V., & Santiago-Fuentes, S. (2013). Co-Teaching Student Teaching Model Evaluation: College of Education at California State University, Fullerton. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., King, T., & Oganesian, K. (2013). Achieving the dream: Los Angeles southwest college. Unpublished manuscript. Center for Research on Educational Access and Leadership,

California State University, Fullerton, CA.

Person, D., Lewis, T., & Furry, A. (2013). Stem cell training at the baccalaureate level. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Medina, N., Cuellar, M., Garcia, Y., & Teshima, A. (2013). GEAR UP: Evaluation model. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Medina, N., Teshima, A., Cuellar, M., & Perez, E. (2013). Challenging perceptions: Latino parent's aspirations of GEAR UP students. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Minero, L., Garcia, Y., & Gonzalez, J. (2013). Effectively serving AB540 and undocumented students at a Hispanic Serving Institution (HSI). Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Sambrano, D., Oganesian, K., Fisk, R., & Finnigan, R. (2013). Children reaching excellence in arts through engagement: Year three evaluation report. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Locks, A., Garcia, Y. & Teshima, A. (December 2013). GEAR UP CSUF biennial report. Submitted to U.S. Department of Education. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Garcia,Y. & Medina, N. (July 2013). GEAR UP CSUF: Dale junior high school fall 2012 Saturday academy results. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Garcia,Y. & Medina, N. (July 2013). GEAR UP CSUF: Orangeview junior high school fall 2012 Saturday academy results. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Garcia,Y. & Medina, N. (July 2013). GEAR UP Anaheim: Loara, Katella, and Anaheim high school fall 2012 Saturday academy results. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Garcia, Y., Wagner, S. & Medina, N. (June 2013). GEAR UP CSUF: Spring 2013 field trips evaluation findings. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Garcia, Y., Wagner, S. & Medina, N. (June 2013). GEAR UP Anaheim: Spring 2013 field trips evaluation findings. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Law, A., & Barrett, R. (2012). President's roundtable: Minority male initiative proposal and sample data set. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Parral, S., & Meussner, H. J. (2012). Cal State Fullerton- teacher pathway partnership program evaluation. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Garcia, Y., Nguyen, K. & Saunders, K. (2011). Increasing educational attainment in an underserved low income community: the perception of community leaders. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D., Finigan, R., Gonzalez, J., & Kim, K. (2011). Project C.R.E.A.T.E. annual evaluation report. Unpublished manuscript, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D. & Cook, R. (2011). Think tank: Creating an assessment of the arts based on the national standards. Unpublished report, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D & Furry, A. (2011). Faculty survey of undergraduates' involvement in research. Unpublished report, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D & Furry, A. (2011). Bridges to stem cell research evaluation report. Unpublished report, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D. & Cook, R. Annual evaluation report of the project CREATE! US Department of Education. Unpublished report, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D. & Cuellar M. (2010). The Formative evaluation of the California State University Fullerton GEAR UP program. Unpublished Report, Center for Research on Educational Access and Leadership. California State University, Fullerton, CA.

Person, D. & Gonzalez, M. (2009). The Teacher Trac Career Tech Project. Unpublished

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

Person, D. R, Hill, S. M. (2006). The Summative Evaluation Report of the Community Connections Project for Long Beach Unified School District. Unpublished document, California State University, Long Beach, CA.

Person, D. R, Hill, S. M. (2004-2005). The Formative Evaluation Report of the Community Connections Project for Long Beach Unified School District. Unpublished document, California State University, Long Beach, CA.

Person, D. R., & Nullum, C. (2007). The Evaluation Report of the CSULB Math Camp. Unpublished Document, California State University, Long Beach, CA.

Person, D. R, & Hill, S. M. (2006). The Summative Evaluation Report of the Community Connections Project for Long Beach Unified School District. Unpublished document, California State University, Long Beach, CA.

Person, D. R, & Hill, S. M. (2004-2005). The Formative Evaluation Report of the Community Connections Project for Long Beach Unified School District. Unpublished document, California State University, Long Beach, CA.

Person, D. R., Boudreau, D., Plum, C. (2004). The Summative Evaluation Report of the Howard Hughes Medical Institute Honors Program in the Sciences at CSULB. Unpublished document, California State University, Long Beach, CA.

Person, D. R., & Ellis, P. H. (2003). The Summative Evaluation Report of the Teacher Training Academy (TRAC) Program at Cerritos College. Unpublished document, California State University, Long Beach, CA.

Person, D. R. & Ellis, P. H. (2003). Year Three Report: Teacher Training Academy. Unpublished manuscript, California State University, Long Beach, CA.

Person, D.R.. Rosales, A.M., & Riha, J.R. (2003). Year Two Report: Howard Hughes Medical Institute Undergraduate Biologial Sciences Education Program. Unpublished manuscript, California State University, Long Beach, CA.

Person, D. R. & Ellis, P. H. (2002). Year Two Report: Teacher Training Academy. Unpublished manuscript, California State University, Long Beach, CA.

Person, D.R.. Rosales, A.M., & Riha, J.R. (2002). Year One Report: Howard Hughes Medical Institute Undergraduate Biologial Sciences Education Program. Unpublished manuscript, California State University, Long Beach, CA.

Person, D. R. & Ellis, P. H. (2001). Year One Report: Teacher Training Academy. Unpublished manuscript, California State University, Long Beach, CA.

Person, D. R., & Willoughby, G. C. (2000). Proposal for the reorganization of the Intercultural Resource Center and the OPUS Center at Columbia University. Unpublished manuscript, Columbia University. New York, NY.

Person D. R., & Lunceford, C. (1999 & 2000). Year End Report: Evaluation of the SBITEP Project. Unpublished manuscript, Columbia University. New York, NY.

Person, D.R., & Willoughby, G. C. (1999). Proposal for the student development and activities programs for Columbia University. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. & Willoughby, G. C. (1998). Proposal for the residential program for Columbia College. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. & LeNoir, K. (1997). The Columbia University School of Dental and Oral Surgery Campus Climate Study. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. (1997, 1996, 1995 & 1994). The Passaic County Community College urban consortium program evaluation. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R., & Padilla, J.M. (1996). The William Penn Foundation mathematics, science and engineering program evaluation document one final report : cross institutional analysis 1991-1996. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. & Padilla, J. M. (1996). The William Penn Foundation mathematics, science and engineering program evaluation document two final report: Review and analysis of institutional programs 1991-1996. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. & Padilla, J. M. (1996). The William Penn Foundation mathematics, science and engineering program evaluation document three final report: Executive summary 1991-1996. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. (1995, 1994, 1993, & 1992). The William Penn Foundation mathematics, science and engineering program evaluation interim report: Document one summary report of site visitations. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. (1995, 1994, 1993, & 1992). The William Penn Foundation mathematics, science, and engineering program evaluation interim report: Document two review of programs and analysis across institutions. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. (1992). The William Penn Foundation mathematics, science, and engineering program evaluation interim report for year one: Appendices/Document three. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. (1994 & 1993). The NACME diversity seminar evaluation report. Unpublished manuscript, Columbia University. New York, NY.

Person, D. R. (1994, 1993, & 1992). The Westchester County colleges consortium on racial diversity FIPSE program evaluation. Unpublished manuscript, Columbia University. New York, NY.

Funded Grants/Research:

External Evaluator, 2011-Present
GEAR UP, California State University, Fullerton

External Evaluator, 2010-Present
CREATE, US Department of Education

External Evaluator, 2009-Present
iFalcon, Cerritos Community College

External Evaluator, 2008-Present
GEAR UP, Anaheim Unified School District

Evaluator, 2005-2008
Noyce Scholars Program, California State University, Long Beach

External Evaluator, 2003-2007
Community Connections, Long Beach Unified School District

External Evaluator, 2001 – Present
Cerritos College, Teacher Training Academy (TRAC)

Internal Evaluator 2001 – 2004
Howard Hughes Medical Institute, Honors in Biological Sciences Program

Principal Investigator, 2000 -2001
Campus Climate Assessment for Moravian College, Bethlehem, PA
Campus Climate Assessment for Lafayette College, Easton, PA

Internal Evaluator 1998-2000
Knight Foundation, CSULB Standards-Based Teacher Preparation Project

Evaluator of process and products for this project

Principal Investigator
Columbia University - Columbia College and SEAS College Residential Programs 1997-1999
Residential Programs
Study Abroad and Pre-professional Programs
Intercultural Resource Center, Greek Affairs, Educational Opportunity Program, and Academic Advising

Consultant to the Deans of undergraduate education and student affairs for the re-organization and development of a student centered advising system and residential programs in residence halls and student activities. Developed a Class Center approach to advising

Columbia University School of Dental and Oral Surgery 1997-98
Consultant and Resource to the Dean of the College and staff on campus climate issues and implementation of recommendations of study/grant writing plans

Principal Investigator (sub-contract), 1996-1997
National Science Foundation, Gateway Engineering Education Coalition
Consultant to ten institutions for program development focusing on human potential enrichment for Black and Hispanic engineering students and faculty

Principal Investigator, 1995-1997
Andrew Mellon Foundation
Private HBCU's since Brown v. Board of Education

Principal Investigator and Independent Evaluator, 1993-97
Passaic County Community College Urban Consortium Programs
Pre-college program for students and parents

Principal Investigator and Independent Research Evaluator, 1991-1996
William Penn Foundation, Philadelphia, Pa.
Evaluation of retention programs for African American and Hispanic Math, Science, Engineering, and Technology Majors in two and four year, public and private, predominantly white and historically black institutions.

Principal Investigator, National Action Council for Minority Engineers, 1993-1996)

Principal Investigator, Passaic County Community College, Urban Educational Consortium, 1993-1996

Principal Investigator, Westchester Colleges Project on a Racism-Free Learning Environment, (FIPSE) 1992-1995

Principal Investigator, New Jersey Department of Education Grant, St. Peters College, Jersey City, NJ, 1989 Racism, Affirmative Action, and Pluralism

Consultations:

Consultant

African American Male Education Network and Development (A^2mend) 2011-Present

Presidents' Roundtable Minority Male Initiative (MMI) 2011-Present

California State University Independent Doctorate Work Group 2006-Present
Consultant and Proposal Reader

Wilberforce University, Wilberforce, Ohio, 2006
Faculty Development and Consultant, Enrollment Management

California State University, Long Beach 2005 – Present
Consultant, MESA Schools Program Evaluation

Presbyterian College, Clinton, South Carolina, 2002
Consultant, Office of Admissions, Students of Color Issues

Voorhees College, Denmark, South Carolina, 1997-1999
Consultant to the VP of Student Affairs, reorganization of Division

National Multicultural Institute, 1997-99
Curriculum Development for Diversity and Leadership

Lafayette College, Easton, Pa., 1996, 1991, & 1990
Diversity Training, Resident Advisors
Campus Cultures, Student Leaders

American Association of Community Colleges, 1992
Participant, Roundtable on Minority Recruitment and Retention in Mathematics, Science, Engineering, and Technology

Albright College, Reading, Pennsylvania, 1988
Minority Student Retention

Colorado Teachers Corps, Denver, Colorado, 1984
Multicultural Educational Video Series

Numerous consultations, presentations and workshops on leadership development, study skills, cultural diversity, retention and educational programs.

Reader

Student Retention in Higher Education: Research, Theory & Practice, 1998-2003
Journal of Higher Education 1998
American Educational Journal, 1993-1995
National Action Council for Engineering, Grants and Proposals, 1992
NASPA, Dissertation of the Year Award, 1991 & 1992

Editorial Board

American Education Research Journal, 1998-2000

Faculty in Residence

Donna Bourassa Mid-Level Management Institute, ACPA – 1998 – Present
NASPA Region 1 & 2 Mid-Level Managers Institute on "Diversity and Multiculturalism" 1992, 1993

College Board Summer Institute, Admissions, 1983
Colorado Springs, Colorado

Honors Program, 1990
University of Tennessee, Martin

Selected Presentations:

Monzon, A., Person, D. & Obear, K. (March 2015). Facilitating difficult dialogues: Building competency for faculty and student affairs professionals. Presentation at National Association of Student Personnel Administrators. New Orleans, LA.

Person, D., King, T., & Foree, T. (March 2015). Effective interventions for minority males at community colleges. Presentation at National Association of Student Personnel Administrators. New Orleans, LA.

Person, D., King, T. & Lowry, K. (March 2015). Athletic dreams deferred: Being a student athlete at a community college. Presentation at National Association of Student Personnel Administrators. New Orleans, LA.

Person, D., Holland, A., Garcia, M., Oganesian, K., & Dawson, R. (2015, March). Research to practice: Enhancing undergraduate and graduate student success. Presentation at American College Personnel Association Annual Conference. Tampa, FL.

Person, D., Garcia, M., Dawson, R., & Soqui, E. (March 2015). Using a National Survey to Gain a Deeper Understanding of the Perceptions of GEAR UP Students. Presentation at American College Personnel Association Annual Conference. Tampa, FL.

Person, D., Garcia, M., Dawson, R., & Soqui, E. (March 2015). Latina/o Students' College Aspirations & College Choice: An asset-based perspective. Presentation at American College Personnel Association Annual Conference. Tampa, FL.

Person, D., Garcia, M., Oganesian, K., & Dawson, R. (March 2015). Impact of Habits of Mind On Underrepresented Community College Students. Presentation at American College Personnel Association Annual Conference. Tampa, FL.

Person, D., Walker, J., Sta. Cruz, S., & Oganesian, K. (November 2014). STEM programs for undergraduates: Not just an academic affair. National Association of Student Personnel Administrators Western Regional Conference. Anaheim, CA.

Person, D., & Monzon, A. (November 2014). Imagining classrooms of inclusion. National Association of Student Personnel Administrators Western Regional Conference. Anaheim, CA.

Person, D., & Garcia, M., & Garcia, Y. (November 2014). Going beyond the dream: Developing undergraduate and graduate students into scholar-practitioners. National Association of Student Personnel Administrators Western Regional Conference. Anaheim, CA.

Person, D., Badillo, A., Garcia, Y. (2014, July). Engaging Latin@ parents in creating a college going culture. National Council for Community Education Partnerships. Washington, D.C.

Person, D., Oganesian, K., Sambrano, D. (2014, April). The influence of teacher development on arts integration in elementary schools. Poster presentation at the Western Psychological Association Conference. Portland, OR.

Person, D., Furry, A. N., Chiu, Y., Laguna, S. (2014, April). Reliability and factor analysis of a faculty assessment for college student success. Poster presentation at the Western Psychological Association conference, Portland, OR.

Person, D., Clifford, S., Furry, A. N., Teshima, A., & Fuentes, S. (2014, April). Reliable measurement of students' academic habits and links to academic success at a Hispanic Serving Institution (HSI). Paper presentation at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania.

Person, D., King, T., Foree, T. (2014, March). Achieving the Dream. Paper presented at National Association of Student Affairs Administrators conference. Baltimore, Maryland.

Person, D., Furry, A. N. (2014, February). Creating successful habits: iFALCON (Habits of

Mind) as a means for academic success at a Hispanic Serving Institution (HSI). Presented at Round Table Hot Topic Discussion at California State University, Fullerton. Fullerton, CA.

Person, D., Cuellar, M., Barnett, C., Sambrano, D., Fisk, R., & Arauz, K. (2014, February). Reinventing a summer research program: A graduate and undergraduate student partnership. Presented at California State University, Fullerton's Research Symposium: Pursuing Excellence in Educational Practice. Fullerton, CA.

Person, D. (2012, September). What we have learnt about closing the Latino achievement gap?. Panel Discussion Summit, Fourth Annual Closing the Latino Achievement Gap. Chapman University, Orange, CA.

Person, D. (2012). Effectively Serving AB 540 Undocumented Students. American Association for Hispanics in higher education. Costa Mesa, CA.

Person, D. (2012). Effectively Serving AB 540 Undocumented Students. Mujeres activas en letras y cambio social. University of California, Santa Barbara.

Person, D. (2011). Effectively Serving AB 540 Undocumented Students. California State University Fullerton. Fullerton, CA.

Person, D. (2007). Creating Culturally Responsive Student Services. NASPA Community College Institute, Merritt College. Oakland, CA.

Person, D. (2007). Culturally Responsive Advising. Workshop, Faculty Development Center for California State University Academic Advisors.

Person, D. (2006). Responding to Gender Differences in Learning and Development. Annual Long Beach Mental Health Conference – Where Have all the Boys Gone.

Person, D. (2006). Closing the Achievement Gap for Latinos. Latin American Elected Officials Association, Dallas, Texas.

Person, D. (2006). Moving Up and Moving On. Western Regional Careers in Student Affairs Day. California State University, Fullerton, Fullerton, California.

Person, D. (2006, 2005, 2004). Student Affairs 101. Western Regional Careers in Student Affairs Day. California State Universities, Long Beach, Pomona, and Fullerton, California.

Person, D. (2006). Leadership for Tomorrow. Keynote Address, California State University, Fullerton Leadership Program, Fullerton, California.

Person, D. Effective Mentoring for Undergraduate Students (2006). Keynote, California State

University, Fullerton, Peer Mentoring Program, Fullerton, California.

Person, D. (2005). Student Development in Student Affairs. Keynote, University of California, Riverside, Student Affairs Professional Development Program, Riverside, California.

Person, D. (2004). Student Affairs Profession: History and Theory. Keynote, National Association of Student Services (NASDEV). South Africa.

Person, D. (2004). Leadership for Social Change. Chapman University Annual Student Leadership Conference, Orange, California.

Person, D. (2002). Leadership for Social Change. Annual Student Leadership Summit at Presbyterian College, Clinton, South Carolina.

Person, D. (2000). Organizational Change: A case study of Columbia University. Presented at the University of Southern California Conference on Higher Education, Los Angeles, CA.

Person, D. (2000). Retention Models: Correlates for academic success for first year students. First Year Experience and Transition Programs National Conference West, San Francisco, CA. Keynote Address.

Person, D. (2000). Adjunct Professors. Facilitator. American College Personnel Annual Convention, Washington, DC.

Person, D. (2000). African American Faculty. Panel Presenter. American College Personnel Annual Convention, Washington, DC.

Person, D. (2000). Evaluation of the Integrated Teacher Education Program. Presented at the Spring Professional Institute for the ITEP Program, CSU, Long Beach, Long Beach, California.

Person, D. (1999). Promising Practices in the Retention of Black and Hispanic Students in Mathematics, Science, Engineering, and Technology. Presented at the Women's Research Colloquium, CSU, Long Beach, Long Beach, California.

Person, D. (1999). Restructuring Student Affairs: A Case Study of Columbia University. Coordinating Presenter. American College Personnel Annual Convention, Atlanta, Georgia.

Person, D. (1999). Understanding Diversity. Facilitated at the HEADS UP! mentoring program for student-athletes at CSU, Long Beach, Long Beach, California.

Person, D. (1999). Supporting African-American Men's Leadership Development, Self-Esteem Building and More. Panel Presenter. American College Personnel Association Annual Convention, Atlanta, Georgia.

Person, D. (1998). Facilitator. CSU, Long Beach Student Services Divisional Retreat, Long Beach, California.

Person, D. (1998). Recognizing the Diversity in You: Supporting Diversity in Residence Life, Invited Keynote Speaker, CSU Pomona, Diversity Summit in Residence Life, Pomona, California.

Person, D. (1998). Successful Models for MSET Minority Student Retention, Invited Speaker, UCI, Professional Development in Student Affairs, Irvine, CA.

Person, D. (1998). Beyond Diversity: Building Campus Community, Invited Workshop Presenter, National Multicultural Institute Annual Conference, Washington, DC.

Person, D. (1998). Shifting Paradigms in Student Affairs. Panel Presenter. American College Personnel Association National Conference, St, Louis, Missouri.

Person, D. (1998). Retaining the African American Male Student. Panel Presenter. American College Personnel Association National Conference, St. Louis, Missouri.

Person, D. (1997-1998). Campus Community: Beyond Diversity, Columbia University School of Dental and Oral Surgery, New York, New York.

Person, D. (1997, February). Gateway Coalition: Supporting Women and Minorities in the sciences and engineering, National Conference of the National Association of Women Educators, San Francisco, California.

Person, D. (1997) Sisters Creating a New Dance Through Coalition Building. Opening Keynote Speaker, Colorado Women of Color in Higher Education Annual Conference, Sisters Dancing In, Among, and Between Cultures. Colorado State University, Fort Collins, Colorado.

Person, D. (1995-1996, August). The American College Student", United Jewish Appeal, New York, Guest Speaker, New York City, New York.

Person, D. (1995, October). Campus Diversity and Student Cultures. Multiculturalism in Preparation Program, Panelist, PASPA, University Park, Pennsylvania.

Person, D. (1995, July). In Search of Community, Keynote address, Student Services Professional Development Kick-Off, Columbia University, New York, New York.

Person, D. (1995, June). Leadership, Collaboration/Coalitions and Partnerships for Effective Student Services, Keynote address, Student Services Professional Development Program, Columbia University, New York, New York.

Person, D. (1995, March).Women and Leadership for the 21st Century: Part II, Convener and facilitator, Standing Committee for Women, ACPA National Convention, Boston, Massachusetts.

"Women and Leadership for the 21st Century", Coordinator and Presenter, Standing Committee for Women, ACPA National Conference, Indianapolis, Indiana, (1994).

Person, D. (1994). Diversity and Family Issues for the 21st Century", Lafayette College, Black History Month Featured Speaker, Easton, Pennsylvania.

Person, D. (1994). Black and Hispanic Women in Higher Education, Teachers College, Winter Roundtable for Cross-Cultural Counseling, Featured Speaker, New York, New York.

Person, D. (1992-1994). Coalition Building for White Women and Women of Color, Coordinator and Presenter, Standing Committee for Women, ACPA National Conference.

Person, D. (1992). Women in Research, Co-coordinator and facilitator, Standing Committee for Women, ACPA National Conference, San Francisco, California.

Person, D. (1992). Towards a Curriculum of Inclusion: A Case Study Approach", Coordinator and Presenter, Commission for Preparation Programs, ACPA, San Francisco, California.

Person, D. (1991). An Overview of the Women's Movement, Future Challenges and Implications for all Women and Society", Hamilton College, New York, Women's Energy Weekend, Clinton, New York.

Person, D. (1991). Assessing Student Development, Westchester Community College, New York, Faculty Development, Valhalla, New York.

Person, D. (1991). Student Development Theory and Cooperative and Experiential Education, Featured Speaker and Coordinator of the Student Development Workshop on Cooperative and Experiential Education through Continuing Education.

Person, D. (1990). How To Successfully Plan and Execute a Qualitative Dissertation, Guest Lecturer, Teachers College Inquiry Program, New York, New York.

Person, D. (1990). Assessing the Challenges of Multiple Student Cultures on College Campuses, Pennsylvania Association of College Personnel Administrators, Fall Meeting, Carlisle, Pennsylvania.

Honors, Awards, and Service:

College of Education Honor an Educator Award 2015

Inaugural CSU, Fullerton Diversity Research Award 2015

Dr. Cynthia S. Johnson Award for Mentoring, 2011

NASPA Region VI -Sandra Kuchler Excellence in Mentoring Award, 2008

Chair, Advisory Committee VEPEG for Los Angeles County 2007

College of Education Nominee, Outstanding University Professor, 2007

American College Personnel Association Education Leadership Foundation Diamond Honoree – 2002

CSULB College of Education, "Most Valuable Professor," 1999

Colorado State University, Black Student Services 20th Anniversary Service Award, 1997

Colorado State University "Dr. Dawn Person Outstanding Graduate Student" Award, 1997

National Conference of the American Educational Research Association - 1996
Invited panel discussant for Women in Higher Education Panel, New York, New York

Host and presenter on higher education and multicultural issues for International Scholars and Delegations - Teachers College, 1990 - 97

Numerous service tributes as faculty advisor to student organizations

Service to the Teachers College Community Award, 1995

Graduate of the First Class of Leadership Lehigh Valley, 1989

Pennsylvania Outstanding Black Achiever, 1989

Who's Who Among Women of the World, 1989

Service Award--Professional Business Women of Utica, New York, 1988

NASPA Graduate Case Study Competition Award, 1988

Who's Who in Outstanding Young Women of America, 1983

Professional Affiliations:
American Educational Research Association

Council for the Studies of Community Colleges

American College Personnel Association
- Executive Board
- Affirmative Action Officer, 2001 – present
- Commission XII, 1990-present
- Graduate Preparation Programs Directorate Member 1996-99
- Membership Chair, 1998-1999
- Committee for Multicultural Affairs, 1980-present
- Quality Enhancement Task Force, 1997-present
- Standing Committee for Women - Co-Chairperson, 1994-95
  - Past Co-chair, 1995-96

- Reader, Graduate Student Papers, 2000
- General Programs - 1998 & 1993 National Conference
- Commission XVI - Membership Chair, 1988-1990
  - Program Chair, 1987-1988

National Association of Student Personnel Administrators
- Community College Institute
- Mid-level Manager Institute
- Melvene Hardee Outstanding Dissertation Award Committee, 1991-1992
- Task Force for Minority Concerns, 1980-1982

National Association of Minority Engineering Program Administrators
- National Conference Planning Committee, 1989-1990

References:

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