California State University, Fullerton
Program Review for Centers & Institutes
2016-2022

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

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Year Established   2008

Year of Last Review   N/A

Date of Submission   March 15, 2023

Logo

Missions and Goals

Mission Statement

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

Short-Term Goals

- Contribute to and support the Educational Leadership Doctoral Program
- Develop and support educational programs aligned with creating and nurturing the college research culture
- Support the Educational Leadership Department's Master of Science in Education specializations
- Provide support for doctoral student research by providing consultation for dissertations and supplemental class instruction
- Provide doctoral students and other students with the opportunity to engage in educational research and grant writing
- Provide professional development in assessment and evaluation to faculty, partners, and educational agencies
- Provide immediate and concise recommendations for program and policy improvement to partners
- Increase dissemination of Center research findings and doctoral student/alumni problems of practice at professional conferences
- Collaborate with international partners on local and global issues
- Reintegrate operations for in-person functions post covid-19 remote/virtual period.

Long-Term Goals

- Increase dissemination of doctoral student and alumni research in scholarly journals through the Center Alumni Publishing Program (CAPP)
- Increase Center faculty affiliates across the college to support an interdisciplinary approach to solving educational problems
- Identify faculty member(s) to lead the center in future research ventures.

University/College/Department Goals

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

thorough methodologies contributing to the successful funding of grants (i.e. GEAR UP, NOCA HCOP, Cal Lutheran Moorpark Title V Grant).

Activities

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

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

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

Research Projects- The Center partners with on- and off-campus agencies to provide assessment and evaluation research services supporting 48 projects (see Appendix B). Notably, funding through these projects support doctoral, graduate and undergraduate students and findings from these projects have elicited conference presentations and scholarly publications.

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

USP 1 Provide a transformative educational experience and environment for all students:
Regarding USP 1, the Center employs 10-25 student research assistants (including doctoral students) and an additional 2-5 students who complete their fieldwork, practicum, or academic internships (see Appendix C). Students collaboratively work on research projects, participate in on-going professional development, and engage in other activities that prepare them for further education and endeavors in a global society.

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

USP 3 Recruit and retain high-quality and diverse faculty and staff:

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

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

Organizational Structure and Governance

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

The Advisory Board generally consists of the Executive Committee, faculty, community sponsors, and educational leaders. The current Advisory Board consists of faculty (CSUF & others), administrators in K-12 schools, and administrators from local community college districts. Advisory Board members engage in discussions about Center direction, growth, and function.

Resources and Sustainability

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

In terms of sustainability, the funding of the Center is provided through multiple sources, including the Ed.D program, subcontracts for evaluation and assessment work based on external funds, and service contracts for assessment and evaluation work done to support other educational offices both on and off-campus (see Table 1). The Center supports the master's and doctoral programs in the Department of Educational Leadership. For the master's program, we support the graduate assistantship program for the Master of Education, Higher Education specialization (MSHE) and the Maywood service-learning project. We provide independent study for master and undergraduate students. Finally, our doctoral graduates are provided support through a guided writing group to publish their dissertation's in professional journals.

It is our intention to continue to serve both internal and external constituents, especially our students, by working toward securing external funding for work connected to Maywood and graduate student training in research in cooperation with STEM disciplines. We have two grant sources that span 3-5 years of funding, and we anticipate bringing in additional funds and sponsors. In 2025, the current

director of the center will retire providing an opportunity for new center leadership. It is likely that new leaders will provide new approaches and direction. To this end, the sustainability of the center should be viewed as fluid and likely to follow one of the following scenarios: 1. Continuation of what has existed for the past 15 years with funding streams from Ed.D. state funds, external grants, internal partnerships, and service contracts for assessment and evaluation. 2. Ed.D. state funds and external grants. 3. Ed.D. state funds, and external grants with service contracts. In the event the College of Education funding allocations change, the center will continue seeking external funding across different sources, such as grants and contracts with the support of the Office of Sponsored Programs. With continued support from internal and external partners and anticipated grant funding, the Center will remain a financially solvent unit supporting the doctoral program and providing much-needed services.

Sources of Financial Support	2019-2020	2020-2021	2021-2022	2022-2023
Evaluation Funds Available	$254,993	$351,215	$422,259.50	$332,465.00
Program Funding - Ed.D Program	$ 6,000	$ 6,000	$ 6,000	$6,000
Director & Program Analyst Funding - Ed.D Program	$62,090	$ 66,305	$77,256	$81,980
Philanthropic	$ -	$ -	$50,786	$51,036
Total	$323,083.00	$423,520.00	$556,301.50	$471,481.00

Table 1: Center Funding Sources

Highlights and Accomplishments

The Center conducted a self-study to examine the experiences of undergraduate and graduate research assistants. Findings demonstrated C-REAL's impact on students' abilities, a significant portion agreed and strongly agreed they were helped to develop professionally and holistically, they were supported in reaching their academic goals, and felt a sense of belonging at CSUF (see Appendix E).

The center also worked on understanding the experiences of project partners and clients. A client satisfaction survey was sent to collaborators, findings showed that they were likely to work with us again in the future but also had recommendations for areas of improvement, such as additional communication (See Appendix F).

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

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

Furthermore, the Center has developed multiple longitudinal databases (7 databases including K-20 data) utilized for master and doctoral student classes.

Another highlight for the Center is its work with partners to increase research activities and publications. Special events and celebrations were held for the Center's 10th year anniversary in 2018 (see Appendix H).

C-REAL has provided direct service to the college by evaluating new initiatives such as Just Equitable Inclusive Education (JEIE). The initiative has become cornerstones to the college delivery of teacher training and pipeline initiatives.

Awards and Recognitions

- October 2018 County of Los Angeles Commendation for Cal State Fullerton Education Fair
- February 2021 Dr. Person received the Orange County Board of Supervisors Black History Month Spotlight
- February 2022 Dr. Person the Orange County Black Chamber of Commerce Diamond Recognition

Academic Accomplishments

The Center has continued to enhance its academic accomplishments during this review period. Center leadership, together with student research assistants and partners, has successfully disseminated research findings at professional conferences for educational research and higher education, evaluation reports were written for partners, including recommendations for program improvements and publication in journals. (see Appendix I).

Planning and Strategic Outlook

We continue to cultivate new partners both in-state and out of state to serve both internal and external constituents by working toward securing external funding for work connected to Maywood and graduate student training in research.

With continued support from internal and external partners and anticipated grant funding, the Center will remain a financially solvent unit supporting the doctoral program and providing much needed services to the CSUF College of Education, Student Affairs Division, and external partners, locally and nationally. Our short-term goals remain the same but in terms of long-term goals, consideration should be given to strategically moving the Center to a place of independent status with the University.

The Center will continue to provide research support for Ed.D. Students and develop the next generation of socially just researchers at the undergraduate and graduate levels across disciplines with a specific focus on education majors. The center will engage in research studies on just, equitable, and inclusive education through assessment and evaluation of internal CSUF departments/divisions practices, programs and services, and assessment and evaluation of external educational institutions, professional organizations, and initiatives.

During this reporting period the center experienced challenges due to the covid-19 pandemic beginning in March 2020. All of the center's operation were disrupted and had to be executed remotely and at a distance. While navigating the pandemic the center continued to produce work, disseminate research, develop research staff, and preform essential evaluation functions for partners. As restrictions and policies have shifted the center staff have worked to reintegrate back on campus and preform data collection in the field. Technology use during the period was vital and will continue to be used to more efficiently preform work of the center.

Lastly, during the upcoming review period the center will celebrate its 15th year anniversary and will appoint a new director in the following year. The center has focused on research and program evaluation and will continue to serve grants over the next several years in this capacity but will also be open to new research ventures and opportunities by new faculty and leaders in the Ed Doctorate program and the College of Education.

Appendix A: Center Activities

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

Name	Occurrence
C-REAL/EdD Alumni Publication Project (CAPP)	Quarterly
Research Symposium	Annually
Roundtable Hot Topic Discussion Series	Monthly
Educational Professional Institutes	As requested
Maywood Education Fair	Annually
Education Week	Annually
C-REAL Professional Development Series	Weekly

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

Services for Educational Leadership Department	Services/Opportunities for Employed Students	Services for CSUF and Outside Entities
• Tutoring in SPSS, NVIVO, and qualitative data management • Use center as a study space during after-hours and weekends	• Lead research projects and acts as liaison with partners • Weekly professional development	• Assessment and Evaluation for Grant Programs and Services • Diversity Training • Train the Trainer for Evaluation/Assessment • Program Evaluation Training

• Use center computers to use statistical software	• Opportunity to present at national conferences and publish findings in academic journals	• Leadership Training and Development • Field Work, Practicum, and Internship Opportunities

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

Research Projects- The Center also partners with on- and off-campus agencies to provide assessment and evaluation research services (see current project list below). C-REAL partners with on- and off-campus entities to develop short and long-term solutions that are identified primarily through program evaluation and assessment to address the complex challenges of education specific to educational leadership, practices, policy, and change. Notably, findings from these projects have elicited conference presentations and scholarly publications (see highlights and accomplishments section). Since Center opening, there have been a total of 48 projects (see Appendix B).

Research Project	Partners	Length of Project
Current Projects		
Four grants-Gaining Early Awareness and Readiness for Undergraduate Programs- GEAR-UP	Anaheim Union High School District and Educational Partnerships, CSUF	2008 - 2028
North Orange County Allied and Other Health Careers Opportunity Program -NOCA HCOP	Cypress College, OCAPICA, and CSUF	2015 – 2024
National Resource Center for Asian Languages - NRCAL	Garden Grove Anaheim School District and CSUF College of Education	2015-2025
Utilizing and Promoting Graduate Resources and Access for Disadvantaged Students - upGRADS	CSUF – Graduate Studies	2019-2024
Child Care Access Means Parents In School - CCAMPIS	CSUF – Children's Center	2012 - 2023
Math Collaborative Study	Long Beach Unified School District	2022
EDUCAL - Cal Lutheran Moorpark Title V Grant	California Lutheran University	2018 - 2024
Collaborative for Hispanics in Higher Education and Student Success - CHESS - Cal Lutheran Moorpark Title V Grant	California Lutheran University and Moorpark College	2018 - 2024

Coast Community College District Climate Study	Coast Community College District (Golden West College, Coastline College, Orange Coast College)	2021-2022
California State University Mellon Mays Undergraduate Foundation Consortium Study	CSU Dominguez Hills, CSU Long Beach, CSU San Bernardino, CSU Fullerton, CSU Los Angeles	2022-2023
California State University Long Beach Climate Study	CSU Long Beach	2022
Male Youth Empowerment Conference Plus Study	CSUF – Male Success Initiative	2021-2022
Neurocognitive Aging & Analytics Research Education - NAARE	CSU Fullerton	2022 - 2026
B3K Minority & Female Business Owners Pilot Program	Tel-Tec Security Systems	2021
Club Tel Tec	Tel-Tec Security Systems	2021
Center for Scholars Study	CSU Fullerton	2021
Male Minority Initiative (MMI) Database	President's Roundtable	2008-Ongoing
Leadership Institute for Tomorrow – LIFT	College of Education	2022
	Past Projects	
Advancing Health Equity and Diversity -AHEAD	La Habra High School and CSUF	2013 - 2016
Korean Summit Evaluation	Division of Administration and Finance, CSUF	2015 - 2016
CSUF High School Equivalency Program- HEP	Agricultural sites in Orange and San Bernardino Counties	2016 – 2019
Encouraging New Graduate and Gaining Expertise in Science, Technology, Engineering, and Mathematics –ENGAGE in STEM	Santa Ana Community College, Fullerton Junior College, and CSUF	2013 – 2016
Bachelors Initiative	North Orange County Community College District	2016 - 2018
California Institute for Regenerative Medicine (CIRM) Bridges to Stem Cell Research (BSCR)	College of Natural Sciences & Mathematics, CSUF	2010 - 2016
Veteran Resource Center Evaluation	CSUF Division of Student Affairs	2016
The Leadership Project	College of Education	2012-2014
Maywood Leadership Project	College of Education	
Addressing the Achievement Gap Summit Evaluation	CSUF Division of Student Affairs	2009
Project CREATE- Children Reaching Excellence in the Arts and Academics Through Engagement	Schools First Center for Critical Thinking and Creativity and Fullerton Anaheim Unified School District	2010 - 2015
South African Professionalization of Student Affairs in Higher Education	South African Association of Senior Student Affairs Professionals (SAASSAP) and University of the Western Cape	2010 – 2013

Southern California Ecosystem Research Program- SCERP	CSUF College of Natural Sciences and Mathematics	2011 – 2014
Southwest Community College Project	Los Angeles Community College District	2012 - 2013
Teacher TRAC	Cerritos College	2009 – 2012
Talent Expansion in Science and Technology: An Urban Partnership	Mt. San Antonio College, Santa Ana College	2010 – 2013
Undergraduate Research Opportunity Program – UROP Evaluation	Cal State Long Beach	2014 - 2015
CSUF Veterans Resource Center Evaluation	CSUF Veteran Resource Center	2011 – 2016
Chinese Scholars Program	College of Education	2014 & 2016
Closing the Latino Achievement Gap Evaluation	CSUF Division of Student Affairs	2013
Co-Teaching	College of Education	2012 – 2013
College Pathways Partnership	College of Education	2012-2014
CSUF AB 540 Students	CSUF Division of Student Affairs	2011-2015
El Viento	El Viento	2012-2013
Expanding Math Access for All-EMA2	CSUF	2011-2012
iFalcon	Cerritos College	2010-2015
Future Scholars Evaluation	CSUF Division of Student Affairs	2014
Male Success Initiative	CSUF Division of Student Affairs	2014-2015
Student Life and Leadership	CSUF Division of Student Affairs	2014-2015
New Student Orientation at CSUF	CSUF Division of Student Affairs	2013
NSF Grant- Studying Undergraduate Experience in Computer Science and Engineering	CSUF College of Engineering and Computer Science	2011
Project After School Program Educational Network -ASPEN	CSUF	2012-2013

Appendix C: Student Staff

Academic Year	Paid Student Staff	Interns/Volunteers/ Fieldwork
2020-2021	16	3
2021-2022	18	3
2022-2023	19	1

Appendix D: Faculty Consultants and Partners

Year	Faculty/Partner Names	Partnership
2020-2021	**Faculty**: Dr. Eugene Fujimoto Dr. Nancy Watkins Dr. Allen Mucerino Dr. Vita Jones **Affiliates:** Joshua Billbrew Dr. Katherine Powers Luis Molina Dr. David Chenot Lydia Palacios Dr. Marco Baeza	Maywood Education Fair / LDI School Board Member Policy Study Children's Center GEAR UP upGRADS upGRADS NOCA HCOP C-CAMPIS CCCD Climate Study
2021-2022	**Faculty**: Dr. Eugene Fujimoto Dr. Rebecca Gutierrez-Keeton Dr. Ding-Jo Currie Dr. Vita Jones **Affiliates:** Joshua Billbrew Dr. Katherine Powers Luis Molina Dr. David Chenot Lydia Palacios Dr. Marco Baeza Dr. Kenneth Robinson Dr. Jill Baker	Maywood Education Fair / LDI MCT Scholars Program L.I.F.T. Children's Center GEAR UP upGRADS upGRADS NOCA HCOP C-CAMPIS CCCD Climate Study B3K and Club Tel-Tec LBUSD Math Collaborative
2022-2023	**Faculty**: Dr. Eugene Fujimoto Dr. Rebecca Gutierrez-Keeton Dr. Benikia Kressler Dr. Ding-Jo Currie **Affiliates:** Joshua Billbrew Dr. Katherine Powers Luis Molina Dr. David Chenot Lydia Palacios Dr. Angela Locks Dr. Jill Baker Dr. Sinjini Mitra Dr. Archana McEligot	Maywood Education Fair / LDI MCT Scholars Program UJIMAA L.I.F.T. GEAR UP upGRADS upGRADS NOCA HCOP C-CAMPIS CSULB Climate Study LBUSD Math Collaborative NAARE NAARE

Appendix E: C-REAL Self-Study

California State University, Fullerton
Center for Research on Educational Access and Leadership
Exit Survey Data Report

Prepared by

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

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Exit Survey Data Report

Introduction

The Center for Research on Educational Access and Leadership is an office at California State University Fullerton (CSUF) run through the College of Education. The best description and overall mission of the Center for Research on Educational Access and Leadership (C-REAL) is from their website: "We are a data-driven, solution-focused, interdisciplinary research center working to identify and respond to local problems and issues in educational institutions" (CREAL, 2023). C-REAL works with project leaders both within and outside of CSUF to evaluate grant-funded projects among other initiatives all focused on improving the educational outcomes of students. By supporting student learning, it is the hope of C-REAL, and the groups they work with, to aid in the dismantling of systemic inequality built into public systems and to support upward social mobility.

To mirror the projects they evaluate, C-REAL also employs students completing bachelor's degree, master's degree, or doctoral degree programs at CSUF. Employed students become research assistants for the center and are trained in how to perform ethical and valid research as well as what it means to be an advocate for just, equitable, and inclusive education (JEIE) as is part of the pedagogy of the College of Education at CSUF (College of Education, 2023). Training student workers/research assistants included interactive lectures on JEIE and diversity initiatives currently being enacted in the state of California. Training also includes skills-based training such as to

Methodology

To test how effective C-REAL is in meeting its institutional goals to support student success and train apt researchers, the center had exiting employees take a survey since the beginning of C-REAL's employment of students. Both quantitative and qualitative data were

collected regarding the demographics of exiting employees along with attitudes about meeting

certain goals across their time in the center. A total of 102 cases were analyzed but not every

participant answered each question. There were 34 participants who responded reliably to a

majority of the items in the survey that used text boxes to prompt participants to write how they

felt the center impacted them in various ways.

Results

Quantitative Results

Frequencies

Participants were asked to respond to demographic items and items about reaching their

goals by the time their employment with C-REAL ended.

Figure 1
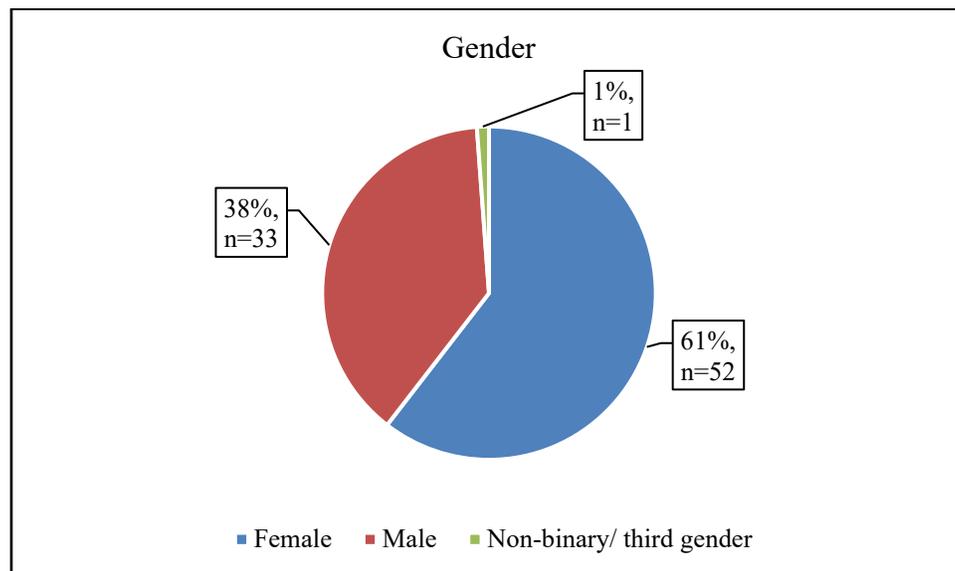
Note. There was a majority of participants who identified as female.

A majority of participants identified as female (n=52, 61%) while 38% (n=33) identified

as male and one participant (1%) identified as non-binary.

Figure 2

Age

9%, n=8

22%, n=19

35%, n=30

34%, n=29

■ 18-22 ■ 23-25 ■ 26-30 ■ 31+
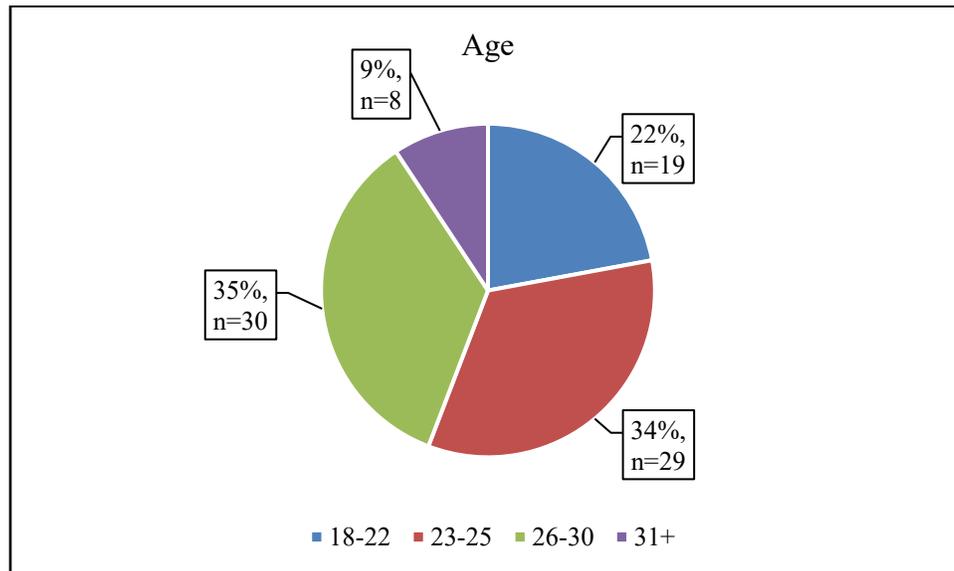
Note. There was a decent distribution of ages across participants.

    The fewest participants (n=8, 9%) were 31 years or older. Participants between 23 and 25 years of age made up 34% (n=29) of the sample while participants between 26 and 30 years of age made up 35% (n=30) of the sample. Participants between 18 and 22 years of age made up 22% (n=19) of the sample. This seems reasonable since this was an exit survey and students exiting C-REAL coincides with graduation from a degree program which usually occurs after a student is 22 years old.

Figure 3
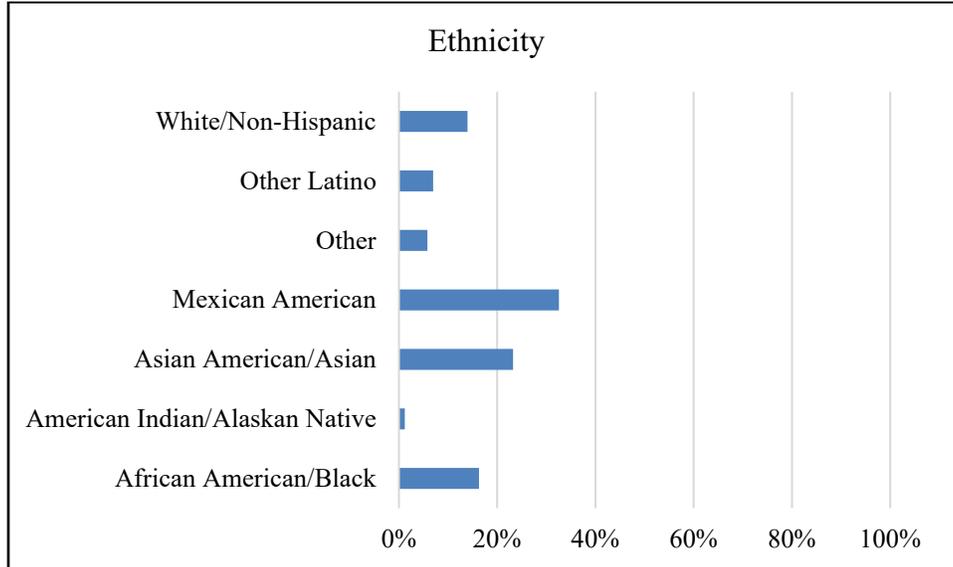
Note. A majority of participants identified as Mexican American.

The diversity of exiting C-REAL employees includes students from a variety of racial/ethnic backgrounds. Most participants identified as Mexican American (32.6%, n=28). The second most reported identity from participants included Asian American/Asian (23.3%, n=20). Participants identified as African American/Black at a slightly higher rate than they identified as white/non-Hispanic (14%, n=12). Lower reported identities from participants include Other Latino (7%, n=6), American Indian/Alaskan Native (1.2%, n=1), and Other (5.8%, n=5).

Figure 4
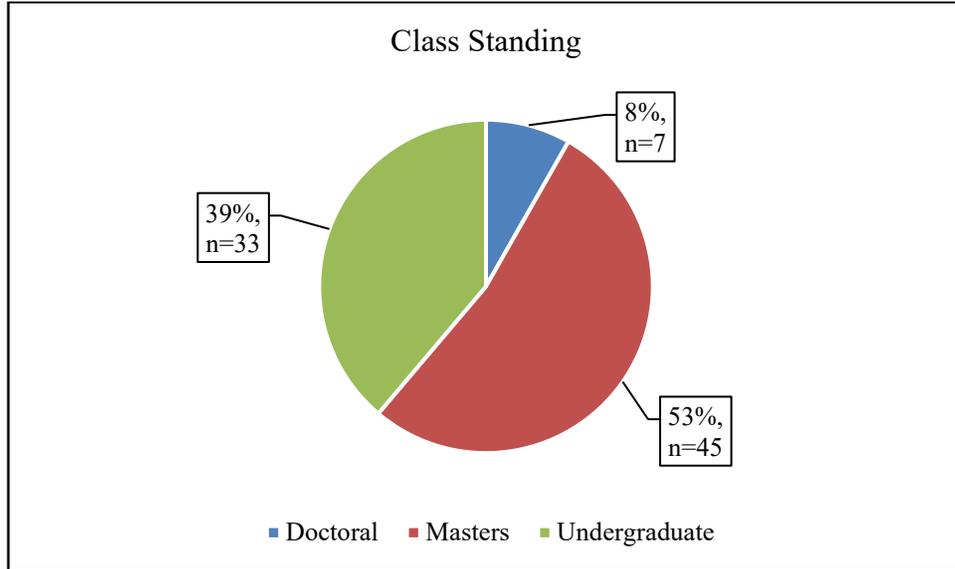
Note. A majority of C-REAL employees were graduate students seeking a master's degree.

Doctoral students made up 8% (n=7) of the sample. Master's students made up 53% (n=45) of the sample and undergraduate students made up 39% (n=33) of the sample.

Figure 5
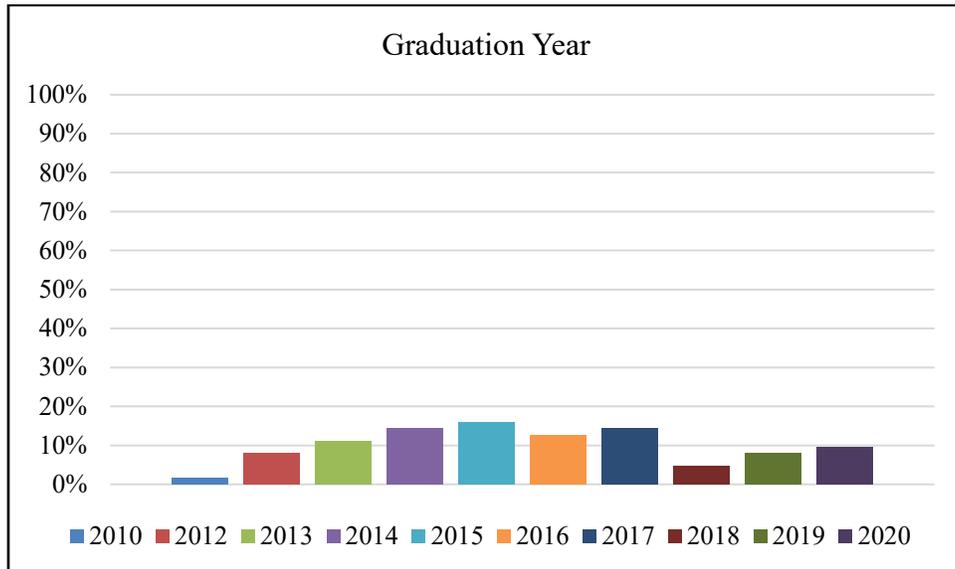
Note. The sample of participants had a good distribution of graduating students.

There was one student graduating in 2010 that made up 1.6% of the population. No

participants reported a graduation year for 2011. The five students graduating in 2012 made up

7.9% of the sample and the seven students graduating in 2013 made up 11.1% of the sample.

Students graduating in 2014 made up 14.3% (n=9) of the sample. The 10 students graduating in

2015 made up 15.9% of the sample and the eight students graduating in 2016 made up 12.7% of

the sample. Students graduating in 2017 made up 14.3% (n=9) of the sample. The three students

graduating in 2018 made up 4.8% of the sample and the five students graduating in 2019 made

up 7.9% of the sample. Students graduating in 2020 made up 9.5% (n=6) of the sample.

Figure 6
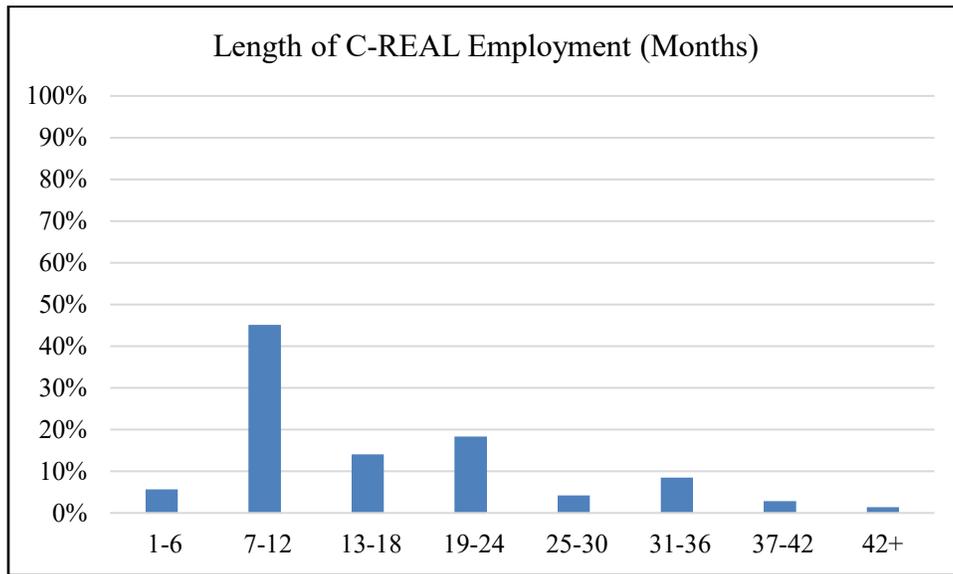
Note. A majority of C-REAL employees work at C-REAL for 7-12 months.

Participants most often reported working for C-REAL for 7-12 months (45.1%, n=32) or

for 19-24 months (18.3%, n=13). The fewest reported length of employment at C-REAL by

participants was for working 42+ months (1.4%, n=1). Other participants reported working at C-

REAL for 1-6 months (5.4%, n=4), for 13-18 months (14.1%, n=10), for 25-30 months (4.2%,

n=3), and for 37-42 months (2.8%, n=2).

Figure 7

Participant's Agreement Over Whether Goals Were Met
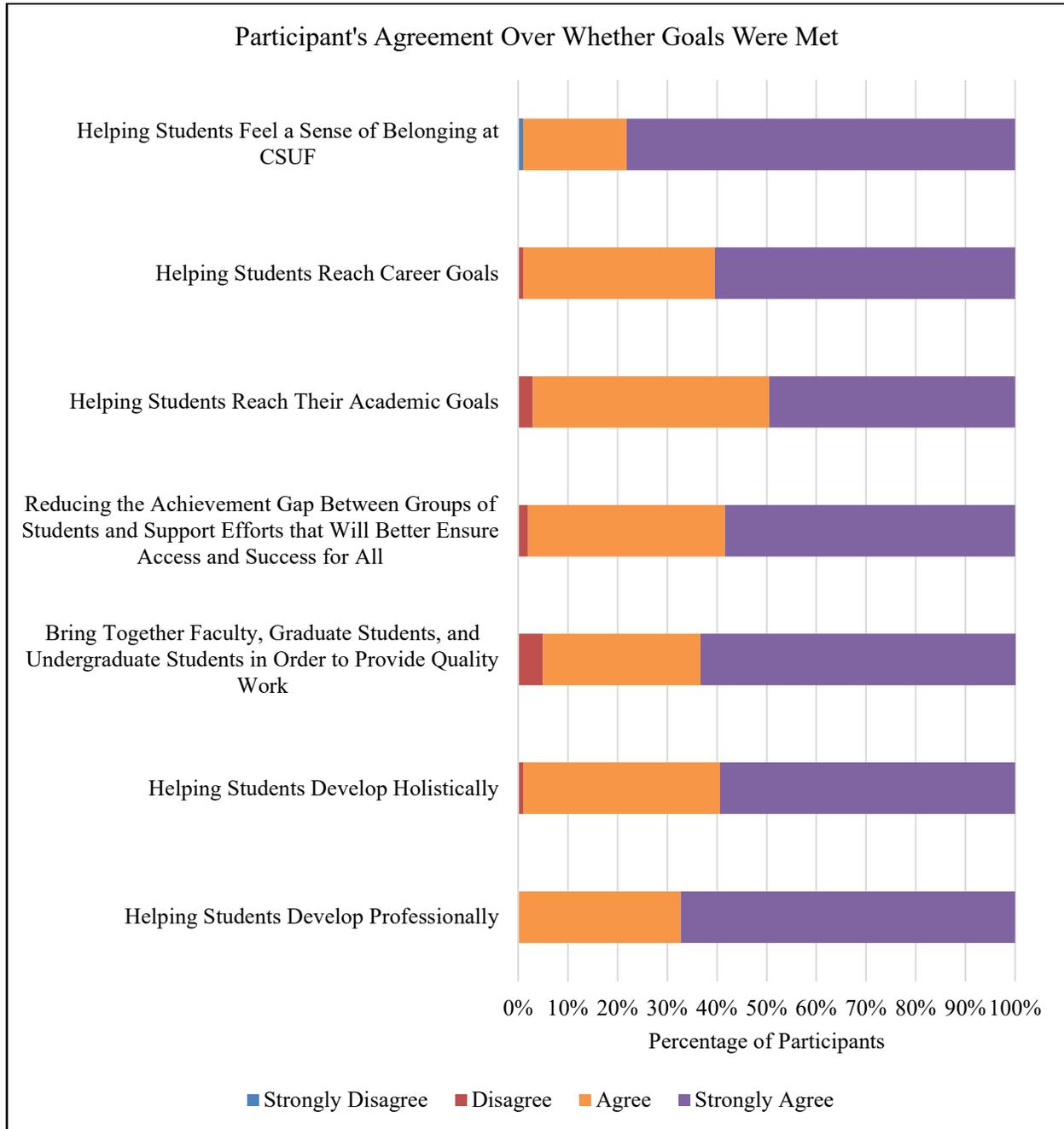
Note. Participants mostly agreed to some degree that goals were met.

When asked if they met goals intended to be met by working at C-REAL, participants generally agreed to some degree that these goals were met. When asked if participants felt they reached their goal to help students feel a sense of belonging at CSUF, 1% (n=1) strongly

disagreed, 20.8% (n=21) agree, and 78.2% (n=79) strongly agreed. A majority of students agreed with the goal of helping students reach career goals where 1% (n=1) disagreed, 38.6% (n=39) agreed, and 60.4% (n=61) strongly agreed. When asked if participants reached the goal of helping students reach their academic goals, 3% (n=3) disagreed, 47.5% (n=48) agreed, and 49.5% (n=50) strongly agreed. Participants responded to the goal of reducing the achievement gap between groups of students and support efforts that will better ensure access and success for all where 2% (n=2) disagreed, 39.6% (n=40) agreed, and 58.4% (n=59) strongly agreed. When asked if participants felt they reached their goal of bringing together faculty and students to provide quality work, 5% (n=5) disagreed, 31.7% (n=32) agree, and 63.4% (n=64) strongly agreed. When asked if participants felt they reached their goal to help students develop holistically, 1% (n=1) disagreed, 39.6% (n=40) agree, and 59.4%(n=60) strongly agreed. A majority of students agreed with the goal of helping students develop professionally where 32.7% (n=33) agreed and 67.3% (n=68) strongly agreed.

Paired Sample T-tests

Assumptions were partially met to run paired sample t-tests to compare self-reported confidence of skills before and after participants worked at C-REAL. However, observations were not independent of each other since participants ranked their confidence in these skills before working at C-REAL and after working at C-REAL within the same survey upon exiting C-REAL. Given the data, paired-sample t-tests made the most sense to compare the difference in the average level of confidence reported by participants. The level of confidence was ranked on a five-point Likert-type scale where 1 meant "no confidence" at all and 5 meant "very confident."

There were 16 paired-sample t-tests run and all were found statistically significant. Of the 102 participants, 92 were included in this analysis since they completed both self-report

measures of confidence prior to and after working at C-REAL for each skill.

Figure 8

Mean Differences of Reported Confidence of Various Skills Before and After Working at C-REAL
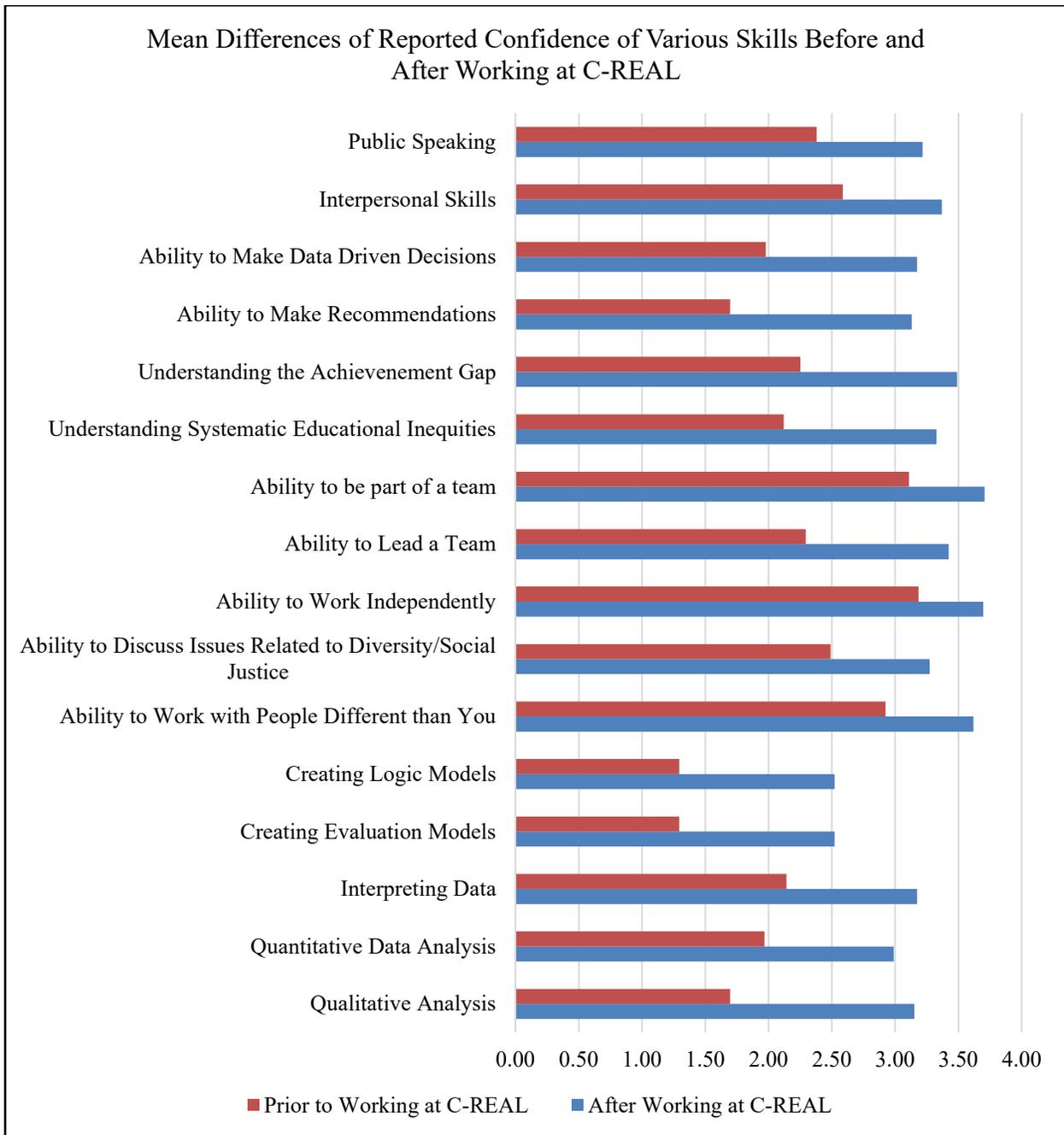
Note. The graph above represents the differences between the average self-reported confidence participants had of skills before working at C-REAL and after working at C-REAL.

Regarding public speaking, there was a statistically significant change in the reported

confidence of this skill before working at C-REAL ($M = 2.38$, $SD = 0.96$) and after working at C-REAL ($M = 3.22$, $SD = 0.72$); $t(91) = -10.771$, $p < 0.001$. With interpersonal skills, there was a statistically significant change in the reported confidence of this skill before working at C-REAL ($M = 2.59$, $SD = 0.89$) and after working at C-REAL ($M = 3.37$, $SD = 0.71$); $t(91) = -8.975$, $p < 0.001$. There was a statistically significant change in the reported confidence of the ability to make data driven decisions before working at C-REAL ($M = 1.98$, $SD = 0.98$) and after working at C-REAL ($M = 3.17$, $SD = 0.72$); $t(91) = -12.850$, $p < 0.001$. There was also a statistically significant change in the reported confidence of the ability to make recommendations before working at C-REAL ($M = 1.7$, $SD = 0.86$) and after working at C-REAL ($M = 3.13$, $SD = 0.74$); $t(91) = -14.999$, $p < 0.001$. With understanding the achievement gap, there was a statistically significant change in the reported confidence of this skill before working at C-REAL ($M = 2.25$, $SD = 0.99$) and after working at C-REAL ($M = 3.49$, $SD = 0.60$); $t(91) = -13.480$, $p < 0.001$. There was also a statistically significant change in the reported confidence of understanding systemic educational inequalities before working at C-REAL ($M = 2.12$, $SD = 1.04$) and after working at C-REAL ($M = 3.33$, $SD = 0.71$); $t(91) = -12.574$, $p < 0.001$. There was a statistically significant change in the reported confidence of the ability to be part of a team before working at C-REAL ($M = 3.11$, $SD = 0.78$) and after working at C-REAL ($M = 3.71$, $SD = 0.55$); $t(91) = -8.235$, $p < 0.001$. There was also a statistically significant change in the reported confidence of the ability to lead a team before working at C-REAL ($M = 2.29$, $SD = 1.01$) and after working at C-REAL ($M = 3.42$, $SD = 0.73$); $t(91) = -10.999$, $p < 0.001$. With the ability to work independently, there was a statistically significant change in the reported confidence of this skill before working at C-REAL ($M = 3.18$, $SD = 0.85$) and after working at C-REAL ($M = 3.7$, $SD = .53$); $t(91) = -7.129$, $p < 0.001$. There was also a statistically significant change in the reported confidence in the ability to

discuss issues related to diversity/social justice before working at C-REAL (M =2.49, SD =1.00) and after working at C-REAL (M =3.27, SD =0.74); $t(91)$ =-9.120, $p < 0.001$. There was a statistically significant change in the reported confidence of the ability to work with people different than the employee before working at C-REAL (M =2.92, SD =0.84) and after working at C-REAL (M =3.62, SD =0.53); $t(91)$ =-7.989, $p < 0.001$. There was also a statistically significant change in the reported confidence of creating logic models before working at C-REAL (M =1.26, SD =0.57) and after working at C-REAL (M =2.46, SD =0.90); $t(91)$ =-12.510, $p < 0.001$. With creating evaluation models, there was a statistically significant change in the reported confidence of this skill before working at C-REAL (M =1.29, SD =0.58) and after working at C-REAL (M =2.52, SD =0.83); $t(91)$=-13.608, $p < 0.001$. There was also a statistically significant change in the reported confidence in interpreting data before working at C-REAL (M =2.14, SD =0.93) and after working at C-REAL (M =3.17, SD =0.75); $t(91)$ =-11.382, $p < 0.001$. There was a statistically significant change in the reported confidence of the quantitative data analysis before working at C-REAL (M =1.97, SD =1.02) and after working at C-REAL (M =2.99, SD =0.83); $t(91)$ =-11.690, $p < 0.001$. There was also a statistically significant change in the reported confidence of qualitative analysis before working at C-REAL (M =1.70, SD =0.85) and after working at C-REAL (M =3.15, SD =0.77); $t(91)$ =-14.140, $p < 0.001$.

Qualitative Results

Students were asked which Professional Development presentations were the most helpful. Below is an image of a word cloud where the size of the words represents a greater frequency of students choosing a particular professional development presentation.

Figure 9

Note. Above is a word cloud of the various skills from Professional Development presentations that participants reported being the most helpful.

The word cloud shows that data analysis, report writing, communication skills, and interviewing/focus group facilitation skills were the most helpful professional development presentations according to students.

Focus Group Analysis

The analysis below describes the themes found.

Category	Theme	Description	Quotation
Support	Supportive Environment at C-REAL	Participants describe the environment of C-REAL to be a strength because of the constant support	"Some strengths of C-REAL would be the supportive environment and teamwork. C-REAL is a wonderful place for students to gain a sense of belonging at CSUF…"

Communication and Workload	Challenges at C-REAL	Participants discuss a heavy workload and lack of communication to be a challenge at C-REAL	"I think the main challenges/weaknesses are communication with team members and the delegation of responsibilities/work to the research assistants."
Professional Development	Improved skills and confidence toward professional development	Participants shared that the skills learned at the center fostered confidence in professional development	"I went from thinking I was in the wrong field and wanting to leave my Master's program to feeling like I am capable and I was in my program for a reason. It definitely helped build my confidence as a professional."
Recommendations	Transition of Projects	Participants recommend there be better transitions from one project to the next	"I think there needs to be a smoother and more detailed process in transitioning folks to new projects."

Note. The table above represents the breakdown of codes used to analyze the responses received during focus groups.

Supportive Environment at C-REAL

Participants stated that the major strength of C-REAL was its supportive environment. One respondent said: "Some strengths of C-REAL would be the supportive environment and teamwork. C-REAL is a wonderful place for students to gain a sense of belonging at CSUF…" This respondent felt that the supportive environment fostered a sense of belonging at CSUF. Another respondent explained that they "…really appreciate[ed] everyone for how kind and supportive they were, as well as the overall supporting and team building environment that makes C-REAL." This demonstrates the sources of support that contribute to the overall environment at C-REAL. A respondent also discussed how "C-REAL is a welcoming and familial environment. Everyone belongs to this little family and supports one another." This

respondent reflected on C-REAL's welcoming and supportive environment as a strength of the center. Lastly, a respondent commented on the strengths of C-REAL by stating: "I think the strengths of C-REAL are making everyone feel included and part of a team. Having supportive leads and staff was also helpful while being employed here." Previous employees recognized that one of C-REAL's strengths is providing a supportive environment.

Communication and Workload

Participants discussed challenges at C-REAL, which involved a heavy workload and lack of communication. A participant expressed their experience at C-REAL by stating,

> …one of my biggest challenges was the workload. Once the work is completed, it is satisfying. However, being in charge of projects, taking an internship, and having 5 classes made the work stressful at times.

Participants felt that the workload, in combination with outside responsibilities and employment hours, contributed to increased student stress. In addition to workload, students at C-REAL said the difficulty of communication at the center. A participant explained,

> The challenges I have encounter at C-REAL was communication within the team. I felt there was not enough communication between the leads and the others. There should be clear communication in giving a task to a person who is helping a lead.

Teamwork at C-REAL was a challenge for previous employees because of the lack of communication. In addition to the lack of communication within the team, participants also struggled with communication for assistance. A participant said, "Challenges that I encountered at C-REAL include my own ability to ask for help from others and maintaining consistent communication in an office setting." Participants felt unable to ask for help, ultimately resulting

in difficulties in work performance. Participants felt that lack of communication and workload were challenges they faced at C-REAL.

Improved Skills and Confidence toward Professional Development

Participants shared how the center enhanced their confidence for professional development. A participant shared that,

> I went from thinking I was in the wrong field and wanting to leave my Master's program to feeling like I am capable and I was in my program for a reason. It definitely helped build my confidence as a professional.

During their time at C-REAL, participants felt that their confidence in their abilities grew to assist in the pursuit of professional development. Another participant discussed,

> C-REAL has helped me grow into my confidence as a professional, to know that I can learn new skills and take on many projects at once. Which was something I was wary of at the beginning, undermining my abilities.

Participants expressed that their confidence grew as a result of being at C-REAL, where they were taught new skills to aid in their professional development. Another participant explained how C-REAL influenced their career development, stating;

> I think C-REAL has influenced my career development by putting me in a situation where I had to become more organized in terms of timelines, deadlines, and meetings. I also was encouraged to give my input in certain situations which gave me the confidence to give input wherever I am employed as it could be useful.

At C-REAL, participants felt that their confidence grew in a way that would be useful to other professional settings. Ultimately, C-REAL has assisted in the creation of professionally developed employees. Another participant mentioned,

C-REAL helped me to get comfortable with data and helped me to discover my researcher identity. Being able to discover that I can be a researcher is an experience I could not have gotten anywhere else at CSUF and I also learned how I can transform my community through research. C-REAL empowered me!

Participants discovered how their professional development of skills at the center, such as working with data, encouraged and empowered them. Overall, participants declared that they experienced a growth in confidence toward professional development because of C-REAL.

Project Transitions

Participants recommended more fluid transitions from one project to another at C-REAL for both incoming and current employees. A participant shared: "I think there needs to be a smoother and more detailed process in transitioning folks to new projects." Participants expressed a need for a streamlined transition process between projects. A participant recalled,

…I wasn't transitioned well into my biggest projects, and while I made them work, it was difficult to want to return to work each day because it was stressful.

It appears that an informative process with a time appropriate transition would ease the sense of stress felt within the workplace. A participant stated,

One recommendation for improving C-REAL is to make transitions into the center smoother. This can take the form of a mentorship between new employees and seasoned employees.

Participants suggested that transitions could be more efficient through the inclusion of mentorship between current and new C-REAL employees. A participant shared their experience seeing new employees appointed to research projects. They stated,

…When new people come to C-REAL, they aren't transitioned well into a project. There isn't enough context given to them and they are asked to help with analyzing data and writing. I have seen when folks aren't transitioned/onboarded well, they pass the confusion down to other people

Participants discussed how new employees do not obtain enough information to adequately equip them for a research project adequately. They suggested improving projected transition to ameliorate the experiences of new and current employees.

Discussion

At first look, the demographic results as reported from the exit survey seem to be favoring graduate students who are in their mid-twenties, women, and Mexican American. However, this demographic breakdown closely resembles the demographic makeup of CSUF. There is clear lean towards graduate students in master's degree programs above other delineated students. The realities of doctoral coursework and working professionals in the program may be too burdensome to allow more doctoral students to work at C-REAL, but efforts could be made if possible to balance the pursued education of the C-REAL workforce.

Research assistants worked at C-REAL for one year most often but the majority of research assistants worked at C-REAL between six months and two years. While prolonged work at the center does not necessarily suggest success because there are students in two-year degree programs working at the center, there are also students in four-year degree programs working at the center. Improvements to this range in the length of employment for a majority of research assistants needs to take into account the amount of training required to utilize research assistants and their availability with the center based on the length of their degree program. To increase the length of employment at C-REAL, the center would have to hire first and second-year

undergraduates and keep them in the center until they complete their degree program.. Having a majority of students stay with C-REAL for one to two years benefits students because it exposes them to several skills for which they are trained and allows them to gain a year or more of employment for one employer. It also benefits the center because students are employed long enough to complete enough training to produce high-quality work at the center which in turn benefits the communities the center serves.

Upon exiting C-REAL, research assistants did not all agree that they had reached each goal. The goal with the lowest level of agreement in it being reached concerned bringing together faculty and students to provide quality work. Five participants did not agree that that goal had been met upon their leaving the center. The only goal all participants agreed they and C-REAL had reached was helping students develop professionally. Overall, a majority of more than 90% of research assistants agreed that goals had been met.

Regarding the results of the paired-sample t-test, all tests were statistically significant with levels of confidence improving after exiting C-REAL. This shows a positive change in confidence to complete various research skills. Research assistants reported their lowest confidence in creating logic models and evaluation models. This was succeeded by lower confidence in quantitative analyses compared to confidence in other skills.

Recommendations

The following recommendations are made in light of the results of the exit surveys and focus groups conducted between 2014 and 2021.

1. The exit survey needs to be updated for ease of analysis in future program evaluations.
2. There is a clear majority of female research assistants being hired at the center. To improve diversity, there should be a recognition of this. Efforts should be made towards

hiring an equal number of males and females at the center. Hiring more male research assistants should improve access to data by allowing for more availability among research assistants to work on projects focused on supporting education in male students such as the Male Success Initiative and Men of Color projects.

3. If it is reasonable, efforts should be made to balance the pursued education of the C-REAL workforce to have more doctoral students present in the center.

4. Specific training on how to create evaluation models and logic models should be implemented to improve confidence in this skill upon exiting C-REAL.

References

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College of Education. (2023, Feb. 6). Just, Equitable, and Inclusive Education (JEIE). College of Education: CSUF, California State University Fullerton. https://ed.fullerton.edu/jeie/

Appendix F: Client Satisfaction Survey

Center for Research on Educational Access and Leadership

Prepared by

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

Dr. Dawn Person

Additional Authors

Ricardo Pitones, Program Analyst

Melissa Ochoa, Undergraduate Research Assistant

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Introduction

The Center for Research on Educational Access and Leadership (C-REAL) works with the CSUF College of Education, different Cal State Fullerton departments, and across Southern California and the rest of the country to eliminate the achievement gap in K-18 institutions through assessment and evaluation research. To ensure client satisfaction with C-REAL, a survey was created and distributed to partners and clients of the center to gain a better understanding of the quality of services provided. This report highlights the strengths of the center, areas of opportunity, and the level of satisfaction that clients and partners feel towards the services.

Methodology

Quantitative data was collected from CREAL partners and clients using surveys which were made available on the Qualtrics platform. Once responses were collected, they were analyzed using the Statistical Package for the Social Sciences (SPSS). Frequencies were run to determine client and partner responses.

Quantitative Data

Over half of clients worked with C-REAL for 3-5 years, 64% (n=7) (See Figure 1).
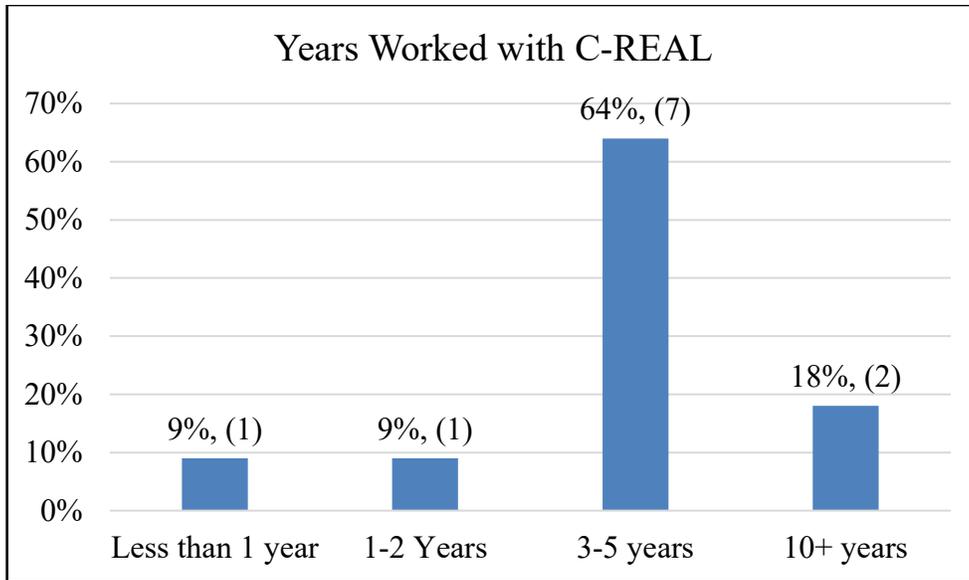
Figure 1: *Years Worked with C-REAL*

Most C-REAL clients were provided support in the form of external evaluations ,82% (n=9) (See Figure 2).
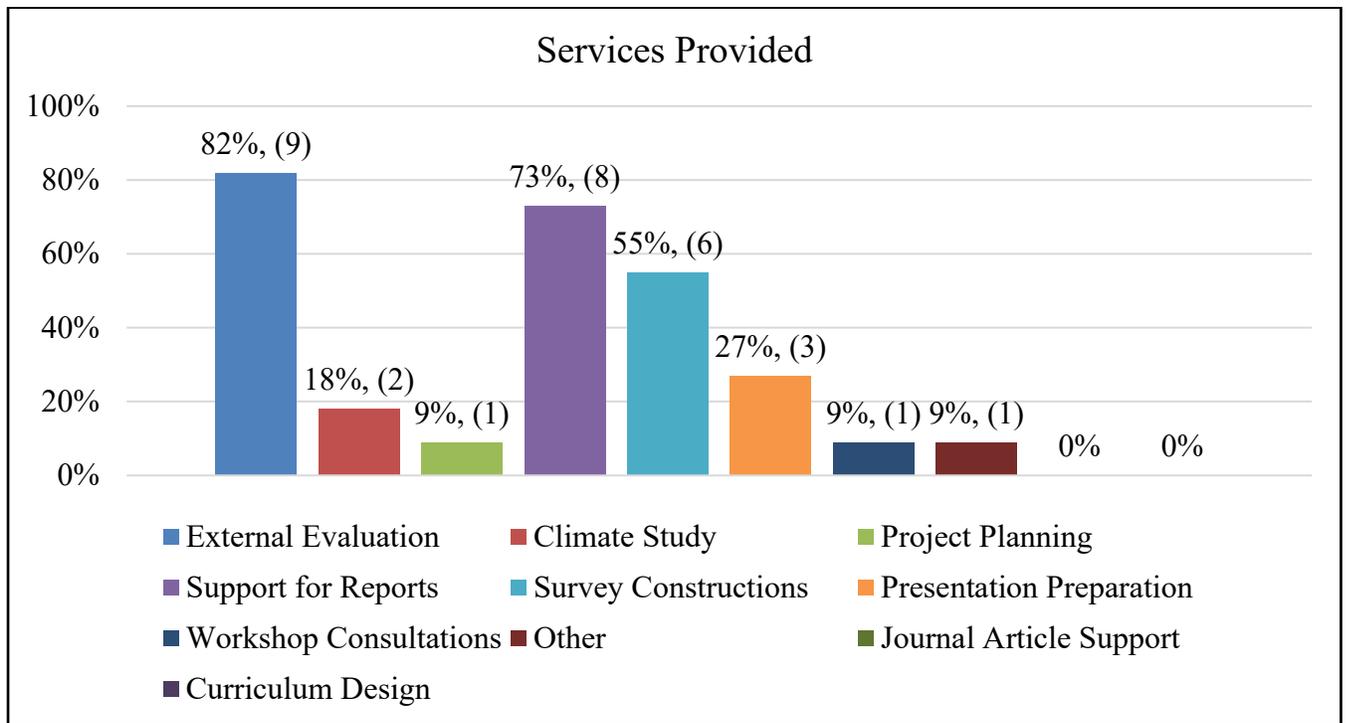

Figure 2: *Services Provided*

Most clients working with C-REAL *agreed* and *strongly agreed* that staff members were professional, 91% (n=10). Sixty-four percent of clients (n=7) *agreed* or *strongly agreed* that C-REAL's communication on projects was timely. There were clients who noted they needed clearer communication 18% (n=2) (See Figure 3).
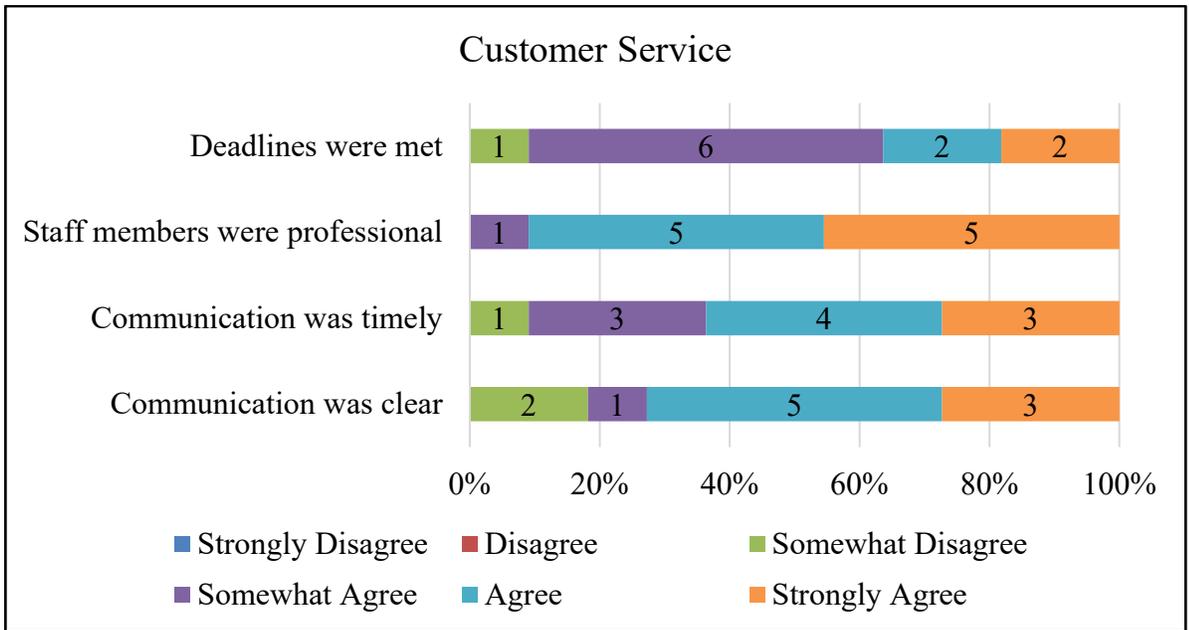

Figure 3: *Customer Service*

Most clients working with C-REAL *agreed* and *strongly agreed* that the quality of service from C-REAL was useful,73% (n=8). Similarly, most believed that costs for services were reasonable at C-REAL, 73% (n=8) Twenty-seven percent (n=3) somewhat disagreed when asked how reliable the center was, 73% (n=8) somewhat agreed, agreed, or strongly agreed the center was reliable (See Figure 4).
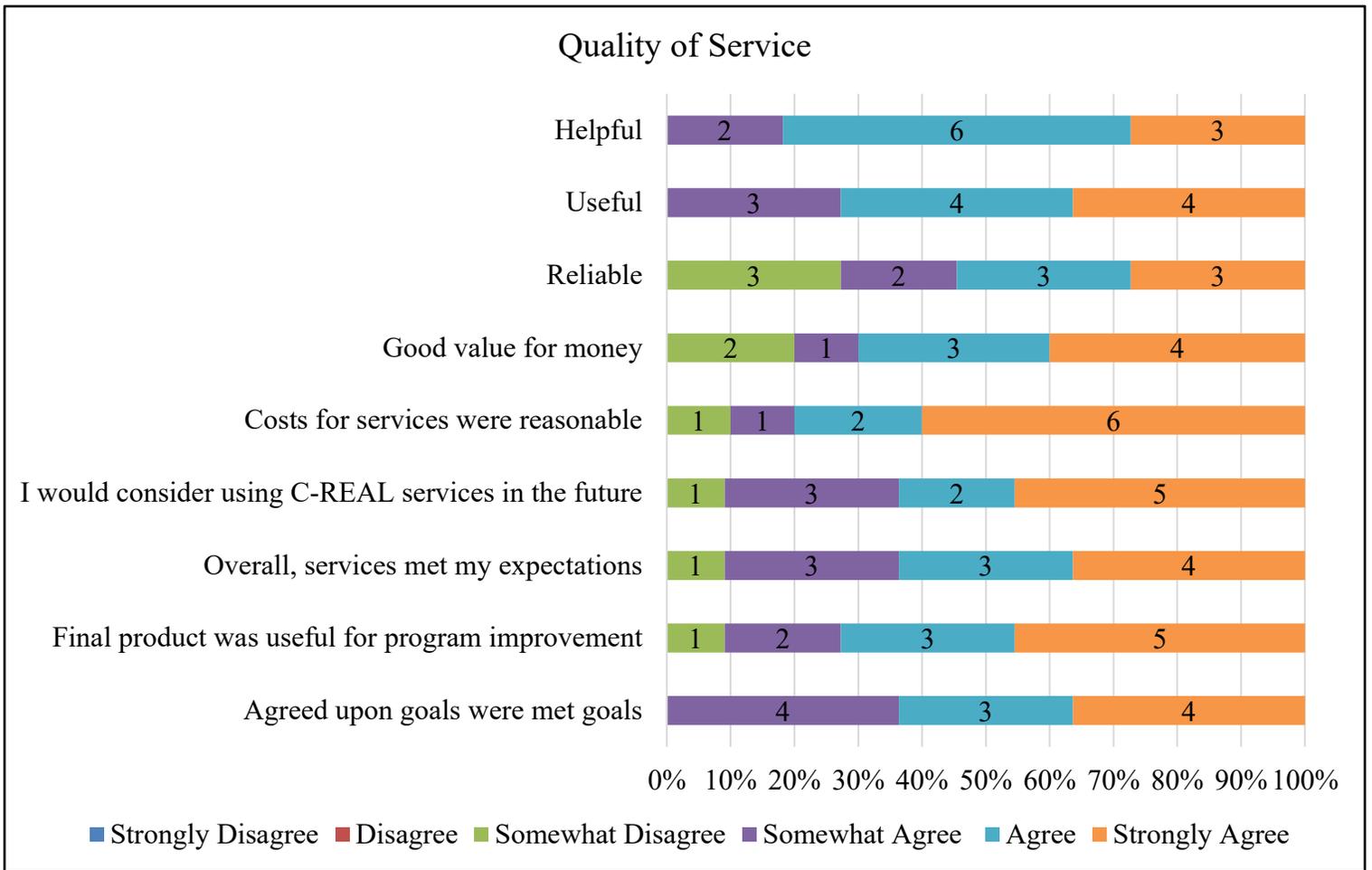
Figure 4: Quality of Service

All clients (n=11) expressed they either *agreed* or *strongly agreed* C-REAL's final product and services included principals of JEIE (See Figure 5).
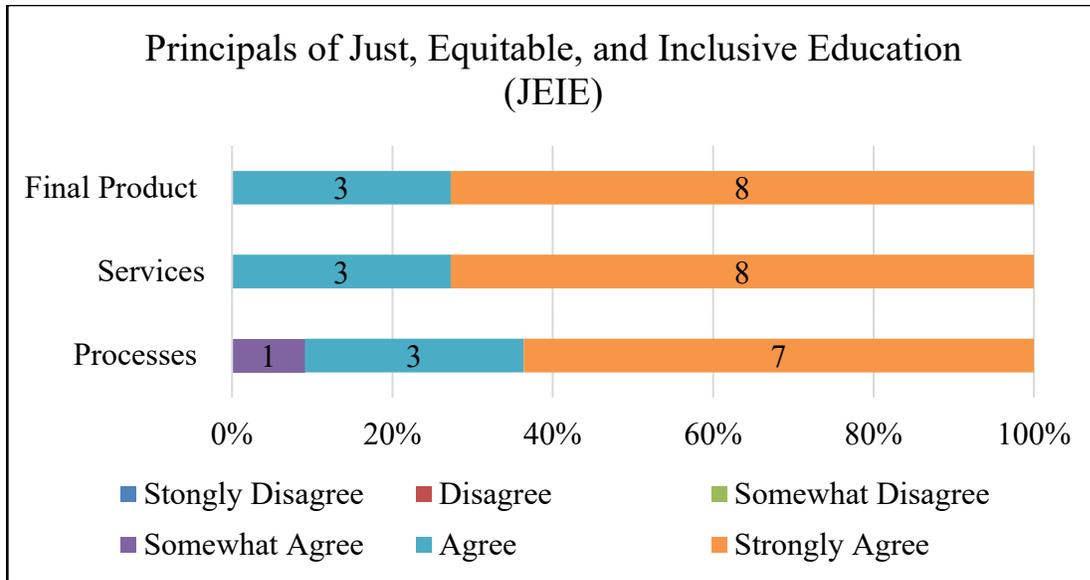
Figure 5: *Principals of Just, Equitable, and Inclusive Education*

Discussion

Most of C-REAL's partners and clients have worked with the center for over three years. Overall, clients and partners were satisfied with the quality and services of the center; however, some clients felt that there were opportunities to improve services to be timelier.

The center provides excellent quality services for a reasonable cost to their partners and clients. C-REAL met the expectations of their clients and many stated they plan to return to C-REAL's services in the future. Clients found that the data they received from the center aided in program improvement. Clients found the services to be useful, helpful, and often reliable. Most clients felt that their agreed upon deadlines were met; however, about a quarter of C-REAL partners reported receiving their services past their deadlines. Upon interviewing the C-REAL director regarding the quality of service, additional information was provided on center processes and client satisfaction. The gap in service regarding timeliness lies between product completion and product approval. Historically C-REAL has had a

director who is part-time. While the volume of work has increased, as well as the volume of reports produced, the number of hours the director has been able to allocate have stayed consistent.

Despite a few clients feeling that their deadline goals were not met, all partners and clients agreed that the principles of just, equitable, and inclusive education were seen in the final reports, presentations, services, and processes from their designated C-REAL research teams.

All in all, Clients were satisfied with the overall quality of the center and the centers' services and that the goals of their evaluations were met. They were pleased with the work done by the researchers and were happy with the reasonable cost of the center's services.

Recommendations

- Work with the research team to ensure each individual project has enough support to meet deadlines, allow additional time for director approval of completed projects, and strive to provide clients access to research leads on a daily basis.
- Ensure research assistant leads are transitioned into multi-year projects thoroughly to avoid gaps in service and so that the quality of reporting is not hindered.
- Place emphasis on writing and reporting professional development sessions for researcher assistants to improve the quality of the product sent to clients.

Appendix G: Research Colloquia and Round Table Hot Topics

Research Colloquium

"Why Do You Do It That Way? Collaborating in Cross Cultural Relationships"

Wednesday, April 6, 2016

Presenters: Dr. Alicia Fedelina Chavez; Dr. Susan Diana Longerbeam

"Showcasing Studies about Undergraduate African-American Male Students"

Wednesday, February 7, 2018

Presenters: Dr. Roberts Shields; Dr. Dawn Person

"In-Service Outcomes: Training Oncology Medical Professionals to Support Patients with Autism Spectrum Disorder"

April 4, 2018

Presenters: Dr. Erica Howell

"Problematizing Bilingualism: Identity, Violence, and Latinx Adolescents"

September 5, 2018

Presenters: Dr. Amando Garza

Hot Topics

"NASPA Case Study Competition Winners: Examining #MeToo"

Wednesday, April 18, 2018

Presenters: Micheal Yepez, Moises Alvarado, and Sam Nieto

"Equity And Inclusivity For Students Of Color On Campus"

October 2020

Presenter(s): VP for Student Affairs Dr. Oseguera

"Faculty And Student Affairs Partnerships: Restructuring Learning"

November 2020

Presenter(s): Torrell Foree

*"Health Equity and the COVID-19 Vaccine"*

February 2021

Presenter(s): Kate Bayhan, DNP,RN

"The Anatomy and Urgency of Anti-Racism: Radically Resisting Systemic Racism"

March 2021

Presenter(s): Dr. Maulana Karenga

"Assessing and providing basic needs for college students in COVID-19"

April 2021

Presenter(s): CSUF EdD Candidate & Panther Pride Care Manager at Chaffey College, Alberto Rodriguez

"CAPS: Holistic Support and Trends During Covid"

Monday, November 8, 2021

Presenters: Myesha Dunn, LMFT

"An Anti-Racist Pedagogy: The Conversation Continues"

Wednesday, November 17, 2021

Presenter: Dr. Antoinette S. Linton

"Going Beyond the Rainbow: Transgender and Gender Nonconforming Experience Trends in Higher Education"

Monday, March 14, 2022
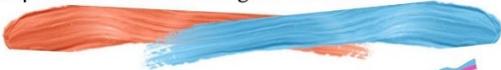
Presenter: Nat Betancourt Arellano, M.S

"Bilingual Teachers' Experiences During COVID-19"

Monday, April 11th, 2022

Presenter: Lisa Winstead, Ed.D

"Environmental Justice – The Impact of Warehouse Development on Students in the Inland Empire"

Wednesday, September 21, 2022

Presenters: Ana Gonzalez; Elizabeth Sena

"Adult Learner & Transfer Student Experiences"

Wednesday, October 19, 2022

Presenters: Miguel Huerta, Dorian Escamilla

"Examining Experiences of Men of Color in Higher Education: The Landscape of the CSU"

Thursday, November 17, 2022

Presenters: William Franklin PhD; Matthew Smith PhD

"Disabilities: A Much Needed Conversation"

Thursday, February 16, 2023

Presenters: Zane Landin; Miguel Martinez

Appendix H: 10th Year Celebratory Events

The Center for Research on Educational Access and Leadership celebrated its 10th anniversary with a series of activities to commemorate this historical event. The celebration began Friday, November 16, 2018, with a dinner and awards entitled 'A Legacy of Transformation.' The dinner and ceremony was a "homecoming" and recognition of the people who have helped C-REAL to be a vehicle for transformation in educational leadership.

November 17, 2018, included a Family Run in the morning, and concluded with a Sunset Cruise out of Long Beach.

The weekend concluded with a Sunday Brunch on November 18, 2018. This activity was co-hosted by the Masters of Higher Education (MSHE) Program and their student organization, Higher Education Leadership Organization (HELO). Alumni were able to network, as well as a bid one another a fond farewell.

Appendix I: Publication and Presentations List

Conferences Attended
• American Educational Research Association (AERA)
• American College Personnel Association (ACPA)
• California Association of African-American Superintendents and Administrators (CAAASA)
• California Sociological Association Conference
• National Association of Student Personnel Administrators (NASPA)Region IV Southern California Careers in Student Affairs Day
• National Association of Student Personnel Administrators (NASPA) Annual Conference
• National Conference on Race & Ethnicity in American Higher Education (NCORE) Annual Conference
• NASPA Western Regional Conference
• National Council for Community Education Partnerships
• Annual Men of Color Leadership Initiative Conference
• Men of Color Leadership Institute
• National Council for Community Education Partnerships
• American Association of Community Colleges Conference
• Council for the Study of Community Colleges Conference
• National Council for Community and Education Partnerships/GEAR UP Annual Conference

Table 2: C-REAL Attended Conferences

*Publications List

Pitones, R., & Person, D. R. (2022, March). *Ways to Distinguish Equity from Equality*. Museum Of Teaching And Learning. Retrieved March 1, 2023, from https://www.motal.org/motal-articles.html

Jones, V., & Person, D. (May, 2020). Factors Influencing Resilience: A Gendered Perspective. Department of Special Education and Rehabilitation, 2020 UNLV Building Bridges Conference Proceedings. Ljubljana, Slovenia.

Curry, K., Person, D., Sechang, T., Egeonuigwe, E., & Jones, A. (2018) The Minority Male Initiative Database. The League for Innovation in the Community College. 13(5). Retrieved from https://www.league.org/leadership-abstracts/minority-male-initiative-database

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Person, D., Kaveh, H., García, Y., & Carsey, T. (2017). What leaders believe: Increasing educational attainment among urban youth. Urban Education, 1-15.

Person, D., Dawson, R., Garcia, Y., Jones, A. (2017). The intersectionality of gender and   race-Programs to support men of color in education. In P. L. Eddy (Eds.), New Directions for Community Colleges (67-76). Jossey Bass: San Francisco.

Person, D., Kaveh, H., García, Y., & Carsey, T. (2017). *What leaders believe: Increasing educational attainment among urban youth. Urban Education*, 1-15.

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Locks, A. M., Person, D. R., Cuellar, M., Maduena, J., Schneider Castro, M. (2016). Racially and social economically diverse students' pathways to college: An exploration of Latin@ students. In P. Pasque, N. Ortega, J. C. Burkhardt, & M. P. Ting (Eds.), *Transforming understandings of diversity in higher education* (pp. 88-117). Sterling, VA: Stylus Publishing.

Presentations

Young. D., Taylor, M. (2022). *An Equitable Approach to Aligning Education and Health for the Success of African American and Other Students of Color.* California Association of African-American Superintendents and Administrators (CAAASA). Virtual.

Telahun, M., Santander, M., Molina, L., (2021). *Latinas in Higher Education.* 2021 California Sociological Association Conference. Virtual.

Cuellar, R., Gomez, L., Pitones, R., March (2021). *From Student Affairs to Activism: Creating Critical Hope in Underserved Communities.* 2021 National Association of Student Personnel Administrators (NASPA)Region IV Southern California Careers in Student Affairs Day. Virtual.

Person, D., Garcia, Y., Yepez, M., & Holyfield, J. (2018) *"Guess who's coming to college": Predictors for 1st year student success.* Presented at the National Association of Student Personnel Administrators (NASPA) Annual Conference. Philadelphia, PA.

Person, D., Garcia, Y., & Yepez, M. (2018) *Understanding student cultures: Addressing systemic and structural barriers to student success.* Presented at the National Conference on Race & Ethnicity in American Higher Education (NCORE) Annual Conference. New Orleans, LA.

Person, D., Garcia, M., Edwards, A., Banks, A., Moss, Y. (2018). *The application of praxis to engage graduate students in just equitable and inclusive educational practice.* Presented at the National Conference on Race & Ethnicity in American Higher Education (NCORE) Annual Conference. New Orleans, LA.

Person, D., Garcia, Y., & Egeonuigwe, E. (2017) *Data Driven Decisions to Support Men of Color in Community Colleges.* Presented at NASPA Western Regional Conference. Honolulu, HI

Person, D., Garcia, Y., Nanverkis, R. (2017). *Best Practices in Non-cognitive Development: A Summer Enrichment Program Experience.* 2017 National Council for Community Education Partnerships. San Francisco, CA.

Person, D., Egeonuigwe, E, & Seallong, S. (2017). *Best Practices from the Men of Color Leadership Initiative Longitudinal Study.* The 6th Annual Men of Color Leadership Initiative Conference. Baltimore, MD.

Person, D., Garcia, Y., Egeonuigwe, E., Cuellar-Garcia, M. (2017, November). *Data Driven Decisions to Support Men of Color at Community Colleges*. 2017 NASPA Western Regional Conference. Honolulu, Hawai'i.

Person, D. & Jones, A. (2017, October). Advisor Session Facilitation. Men of Color Leadership Institute. Baltimore, MD.

Person, D. & Bailous, J. (2017, July). Leadership for Social Change. Maywood Leadership Development Institute. Maywood, CA.

Person, D., Garcia, Y., Nanverkis, R. (2017, July). *Best Practices in Non-cognitive Development: A Summer Enrichment Program Experience.* 2017 National Council for Community Education Partnerships. San Francisco, CA.

Person, D. (2017, May). Creative Pedagogy. Shanghai Normal University. Shanghai, China.

Person, Dawn. & Garcia, Y. (2017, April). Developing the Mission, Vision and Purpose of the Student Equity Committee. Fullerton College. Fullerton, CA.

Person, D., Garcia, M., & Garcia, Y. (2017, May). *Center for Research on Educational Access and Leadership: The Ultimate High Impact Student Experience.* Annual National Conference on Race and Ethnicity. Fort Worth, TX.

Person, D., & Dawson, R. (2017, April). *Data Driven Decisions to Support Men of Color in Community Colleges.* Presentation at the American Association of Community Colleges, New Orleans, LA.

Person, D., & Dawson, R. (2017, April). *MMI Database Updates for the President's Roundtable Business Meeting.* Presentation at the American Association of Community Colleges, New Orleans, LA.

Person, D., Blake, M., & Egeonuigwe, E. (2017, April). *Leading the way: Models of success for men of color.* Presentation at the Council for the Study of Community Colleges Conference, Fort Worth, TX.

Person, D., Currie, D., & Blake, M. (2017, April). *Best practices for Community College Baccalaureate Programs.* Presentation at the Council for the Study of Community Colleges Conference, Fort Worth, TX.

Person, D., Currie, D., & Blake, M. (2017, April)*. National Best Practices in Community College Baccalaureate Degree Programs*. Presentation at the American Association of Community Colleges Conference, New Orleans, LA.

Person, D., Dawson, R., & Egeonuigwe, E. (2017, February). *Stories of success: An alternative perspective on male students of color.* Presented at the 2017 Educational Research Symposium. Fullerton, CA.

Person, D., Garcia, Y., & Egeonuigwe, E. (2017, February). *Going beyond the dream: Developing*

undergraduates and graduate students into scholar-practitioners. Presented at the 2017 Educational Research Symposium. Fullerton, CA.

Person, D., Garcia, Y., Bruno, M., & Boykin, S. (2017, February). *Creating a successful community partnership: The city of Maywood and California State University, Fullerton, College of Education.* Presented at the 2017 Educational Research Symposium. Fullerton, CA.

Person, D., Longman, K., Salas, K., Mestas, S. & Pena, I. (2017, January). *Student services professionals at the nexus of leading equity & success in the California community colleges.* Presentation at Mt. San Antonio College. San Antonio, CA.

Person, D., Phan, D., & Schneider Castro, M. (2016, July). *Using GEAR UP students' non-cognitive variables survey data for formative evaluation and program improvement.* Presentation at National Council for Community and Education Partnerships/GEAR UP Annual Conference, Washington, D.C.

Person, D., Sagehorn, R., & Palafox, R. (2017, April). *Encouraging new graduates and gaining expertise in STEM.* Presentation at the Council for the Study of Community Colleges Conference, Fort Worth, TX.

Person, D. & Dawson, R. (2017, February). *Transforming the community college culture using an intervention to improve student success at a Hispanic Serving Institution (HSI).* Presented at the 2017 Educational Research Symposium. Fullerton, CA.

Person, D., Tai, A., Mendoza, G., & Sutrisno, R. (2017, February). *Understanding Latina/o high school students' school engagement, academic self-perception and anticipated high school extracurricular engagement and their degree aspirations.* Presented at the 2017 Educational Research Symposium. Fullerton, CA.

Person, D. (2017) Cerritos College Umoja and Puente Program Leadership Development. Cerritos College. Norwalk, CA.

Person, D., Walker, J., Legohn, R., & Macias, K. (2016, November). *Developing critical thinking skills for student success with Habits of Mind: Implications for inside and outside the classroom.* Presented at NASPA Western Regional Conference. Seattle, WA.