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# 201 Dissertations

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Teachers' Perceptions of the Impact of Standards-Based Reform on Curriculum, Instructional Practices, and Student Learning

absent in this debate and their voices continue to be relegated to a less rank in the design and implementation of educational reforms. In efforts to give voice to teachers, this qualitative multiple case study explored middle and high school English and Mathematics teachers' perceptions of both the value and effects of standards-based reform in relationship to curriculum, instructional practices, and the quality of student learning. The study's focus on English and mathematics teachers was motivated by the emphasis standards-based reform, notably the No Child Left Behind Act, places on these two subjects with the goal of 100% proficiency for every student by the year 2014.

The findings of this study revealed teachers believed the K-12 educational system needs to be "reformed" and they unanimously welcomed the ideals that the reform movement and NCLB promote. However, they believed standards-based reform has floundered in its implementation because policymakers, uninformed about classroom realities, set policies promoting unrealistic expectations that affect the curriculum, instructional practices and the quality of student learning adversely. Teachers viewed the reform as an attack on their profession, and they expressed strong views against the testing culture as well as the excessive volume of the prescribed curriculum and the lack of time to teach it. Further, they were concerned about students' lack of academic preparation to meet the standards, because most of them are performing far below grade level, which places them at greater risks for failure.

These findings suggest teachers' voices and opinions are important factors to consider for designing appropriate educational policies, for teachers are the ones most closely affected by any legislative mandates and the ones who know their students better than any policymaker. If legislative mandates continue to be crafted without any basis in classroom realities, students will continue to

suffer and flounder academically. Similarly, teaching will become a mere act of compliance as opposed to a creative exercise, which promotes the intellectual and personal growth of both the teacher and the learner.

A Community College Study of Low income, First generation, African American Female  
Students and Persistence in Extended Opportunities Programs and Services

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Alfred, Tangelia

Associate Dean, Student Services, Los Angeles Southwest College

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Factorial Structure of Engagement and its Relationship to Persistence: A Study of Adult  
Secondary Education Students

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Arballo, Madelyn Rodriguez

Director, Adult Basic Education, Mt. San Antonio College

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California State University, Long Beach, 2011

Specialization: Community College/Higher Education Leadership

Chair: Masunaga, Hiromi

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ProQuest Document ID: 890142473

Document URL <http://search.proquest.com/docview/890142473?accountid=10351>

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## A Nurse at Heart: The Journeys and Experiences of Nursing School Deans

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Blass, Tammy C.

Dean, Nursing Continuing Education, Los Angeles County College of Nursing and Allied Health

Novice Principals' Perceptions of Beginning Principal Support and Induction

## High School Principals' Perceptions of Teacher Leadership

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Boyd, Kerry

Secondary Teacher, English, Long Beach Poly High School, Long Beach Unified School District

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California State University, Long Beach, 2011

Specialization: Elementary/Secondary Education Leadership

Chair: Scott, James

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ProQuest Document ID:

A Case Study Examining Chief Business Officials' View of Essential



The Role of the Dean in the Public Comprehensive Community College

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Colvin, Diane J.

Professor of ESL, Orange Coast College

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California

Finding Our Way through the House of Mirrors: Higher Education, Administrative Leadership, and Social Justice

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Diaz, Susan

Training Manager, Office Careers Academy Taller San Jose

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California State University, Long Beach, 2011.

Specialization: Community College/Higher Education Leadership

Chair: Dumas, Michael

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ProQuest Document ID:

Document URL:

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Abstract

Leadership within higher education is currently limited in its capacity to address the needs of a diverse student population. Although diversity initiatives within higher education are growing, educational inequities among various social groups persist. This evidence suggests a need to address issues of social justice within higher education and higher education administration. However, we have not sufficiently theorized nor documented leadership for social justice within higher education administration.

This





The findings of this study also indicate a strong and increasingly large trend in the disparity between state and federal accountability standards. Over the span of 4 years, the number of California elementary schools who achieved state API scores of at least 800 but failed to meet federal AYP standards increased approximately 1,900%, while the number of middle schools increased approximately 2,000%.

## Success of Online Mathematics Courses at the Community College Level

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Lee, Lisa S.

Mathematics Department Chair & Professor of Mathematics, Coastline Community College

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California State University, Long Beach, 2011.

Specialization: Community College/Higher Education Leadership

Chair: An, Shuhua

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ProQuest Document ID: 890142484

Document URL <http://search.proquest.com/docview/890142484?accountid=10351>

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### Abstract

Low success rates in online mathematics courses at the community college level have raised concerns. The purpose of this study was to investigate the factors that contribute to student success in online mathematics courses at community colleges. The non-experimental quantitative design began with descriptive statistics to explore the quantitative evidence and then applied multiple regression analysis to identify the significant predictors. A total of 135 students enrolled in three online math courses at a Southern California community college were invited to complete the Self-Assessment Questionnaire which was designed based on the seven principles of successful college teaching. The findings show that student success was associated with the following areas: Principle One interaction between students and faculty and Principle Three use of active learning, tutoring

and seven

Wired and Engaged? Student Engagement in Online Learning  
at





Student Athletes' Perceptions of Their Academic and Athletic Roles: Intersections amongst  
Their Athletic Role, Academic Motivation, Choice of Major, and Career Decision Making

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Mahoney, Michele

Academic Counselor & Director, Student Athlete Orientation

Bickerstaff Academic Center for Student Athletes California State University, Long Beach

Narratives of New Principals: Facing Challenges and Finding Support

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McKivett Magee, Constance

Principal, Lindbergh Middle School, Long      Principal,

## Emerging Technologies as a Form of Student Engagement for Nontraditional California Community College Students

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Ogilvie, Gina

Instructional Specialist, Long Beach City College

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California State University, Long Beach, 2011.

Specialization: Community College/Higher Education Leadership

Chair: Murray, John

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ProQuest Document ID:

Document URL:

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### Abstract

Technology usage is increasingly important for community college students, but whether Nontraditional students differ from Traditional students in technology usage and support was unclear. Further, it was not known whether Nontraditional and Traditional community college students feel equally connected to the college when using social networking software for school purposes.

A large percentage of students attending community colleges have characteristics that may negatively influence their persistence in college. These at-risk characteristics include receiving a GED or not completing high school, delaying postsecondary enrollment, being financially independent of one's parents, being a single parent, having dependents other than a spouse, attending college part time, and working full time. Students who possess one or more of these characteristics are categorized as Nontraditional students.

However, Nontraditional students cannot be lumped into one grouping. Using Horn's (1993) Nontraditional definition, students are considered minimally Nontraditional if they have one characteristic, moderate if they have two to

use and both faculty and student interaction and support

Funding the Plan: Integration of Strategic Planning and Resource Allocation

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Pagel, Richard

Vice President, Administrative Services, Orange Coast Community College

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California State University, Long Beach, 2011.

Specialization: Community College/Higher Education Leadership

Chair: Vega, William

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ProQuest Document ID:

Document URL:

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Abstract

California Community Colleges are facing increased accountability while at the

## Perceptions Held by High School Counselors of Community Colleges

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Parham, Martha

District Director of Public Affairs, Marketing, & Government Relations  
Coast Community College District

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California State University, Long Beach, 2011.

Specialization: Community College/Higher Education Leadership

Chair: Vega, William

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ProQuest Document ID:

Document URL:

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Abstract

High school counselors have a

Transitioning to Green: Implementing a

curriculum, as well as within administrative departments



Relationships between Student Characteristics and Student Persistence  
in Online Classes at a Community College

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Rodriguez, Vincent

Dean, Distance Learning, Coast College

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Supporting Student Scholars: College Success of First Generation  
and Low Income Students

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Salas Head, Angelita

Admissions Counselor, Keck Graduate Institute

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California State University, Long Beach, 2011.

Specialization: Community College/Higher Education Leadership

Chair: O'Brien, Jonathan

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ProQuest Document ID:

Document URL:

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Abstract

This study examined the role of a federally funded, TRIO Student Support Services (SSS) program at a large, public university and how it may have contributed to the retention and persistence of students.

TRIO/SSS programs are designed to assist students whose parent or guardian has not completed a 4 year college degree as well as meeting income guidelines set by the U.S. Department of Health and Human Services (2011). SSS programs are to "... assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education" (Department of Education, Student Support Services Program, 2010).

While there is research available that focuses on the effectiveness of the SSS

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