



8TH ANNUAL
**GRADUATE RESEARCH AND CREATIVE
ACTIVITIES SYMPOSIUM**

***PROCEEDINGS
OF THE
2016 SYMPOSIUM***

Thursday, May 5, 2016

Sponsored by:

California State University, Fresno
Division of Graduate Studies
Doctoral Program in Educational Leadership
Doctoral Program in Physical Therapy
Doctoral Nursing Program
Henry Madden Library



Discovery. Diversity. Distinction.

CENTRAL CALIFORNIA GRADUATE RESEARCH AND CREATIVE ACTIVITIES SYMPOSIUM



Discovery. Diversity. Distinction.



California State University, Fresno

California State University, Fresno
Division of Graduate Studies

WELCOME

May 5, 2016

Dear Symposium Participants:

It is our pleasure to welcome you to the eighth annual Graduate Research and Creative Activities Symposium. This event is sponsored by California State University, Fresno, the Division of Graduate Studies, the Henry Madden Library, and the doctoral programs at Fresno State to recognize the work of the approximately 2,000 master's and doctoral degree-seeking graduate students. This symposium provides an opportunity for our graduate students to express their ideas and to showcase their accomplishments. Their work is not only creating new knowledge, it is establishing the foundation for the next generation of graduate students who will become contributors to cutting edge information for the future.

Thank you for participating in today's event. We invite you to engage the participants in thoughtful dialogue and to discover new information that will strengthen the impact of today's contributions within our disciplines, our universities, and our community.

Sincerely,



James E. Marshall, Dean
Division of Graduate Studies
California State University, Fresno

Program Agenda

Posters	Oral Presentations
1:00 – 1:15 p.m. - Welcome, Set up	1:00 – 2:15 p.m. - Session I: Oral Presentation (Concurrent sessions)
1:15 – 2:15 p.m. - Session I: Poster	2:15 – 2:30 p.m. - Break/Set-up
2:15 – 2:30 p.m. - Break/Set-up	2:30 – 3:45 p.m. - Session II: Oral Presentation (Concurrent sessions)
2:30 – 3:30 p.m. - Session II: Poster	3:45 – 4:00 p.m. Break
3:30 – 4:00 p.m. - Break	

4:00 – 5:00 p.m. 3 Minute Thesis, Library 2206

5:00 – 5:50 p.m. Reception, remarks by Graduate Dean James E. Marshall
Library 2206

6:00 – 8:30 p.m. Session III: Doctoral student presentations (Concurrent Sessions)

Table of Contents

Oral/Paper Presentations.	1
Doctoral Student Presentations	5
Doctoral Student Abstracts	8
Poster Presentations	17
Students by Alphabetical Order	22
Map of Meeting Rooms/Presentations.	26

Oral Presentations: Session I - 1:00-2:15 p.m.

Oral Presentations: Session I - 1:00-2:15 p.m.

HML Rm: 2119 (Graduate Writing Studio)

1:00 p.m. Rodriguez, Annabel: Plant Science
Effect of Irrigation Regimes on the Soil Movement and Nematicidal Efficacy of Fluopyram for Grape Production
Faculty Advisor: Dr. Sharon Benes

1:15 p.m. Mosqueda, Elizabeth: Plant Science
A Comparison between the Efficacy of Automated Thinnings and Hand Thinning of Lettuce
Faculty Advisor: Dr. Anil Shrestha

1:30 p.m. Galdi, Giuliano: Plant Science
Field Performance of 21 Alfalfa (*Medicago sativa*) Varieties under Saline Irrigation: Dry Matter Yield, Mineral Composition and Soil Mapping
Faculty Advisor: Dr. Sharon Benes

1:45 p.m. Roy, Sandip: Business Administration
The Impacts of Gender, Personality, and Previous Use on Consumer Behavior in the Sharing Economy
Faculty Advisor: Dr. William Bommer

Oral Presentations: Session I - 1:00-2:15 p.m.

HML Rm: 2127

1:00 p.m. Crill-Hornsby, Cherylyn: Higher Education, Administration and Leadership (HEAL)
Student Support Services: Financial Training and Student Outcomes
Faculty Advisor: Dr. Ignacio Hernández

1:15 p.m. Perez, Daniel: Higher Education, Administration and Leadership (HEAL)
Engaging Students Diagnosed with Autism Spectrum Disorder in Higher Education
Faculty Advisor: Dr. Ignacio Hernández

1:30 p.m. Quintero, Monica: Higher Education, Administration and Leadership (HEAL)
Women Leaders in Higher Education: An Exploration of Their Career Choices
Faculty Advisor: Dr. Susana Hernández

1:45 p.m. Maldonado, Rima: Higher Education, Administration and Leadership (HEAL)
Challenges and Mediators of Latina Women in Midlevel Leadership Within Student Affairs
Faculty Advisor: Dr. Susana Hernández

2:00 p.m. Bennett, Taylan: Higher Education, Administration and Leadership (HEAL)
Women Student Affairs Administrators: An Analysis of Challenges and Career Mobility
Faculty Advisor: Dr. Ignacio Hernández

Oral Presentations: Session I - 1:00-2:15 p.m.

HML Rm: 2134

1:00 p.m. Jones, Alexandra: History
The Southern Rebels of 1850-1865
Faculty Advisor: Dr. Frederik Vermote

1:15 p.m. Small, Ashlee: History
Cruel Murderesses and Thievish Rogues: A Comparative Look at Gender in Seventeenth-Century English Crime Pamphlets
Faculty Advisor: Dr. Maritere Lopez

1:30 p.m. Hogue, Katy: History
Scientific Explorers: Clarence King and Scientific Legitimacy in the Postbellum American West
Faculty Advisor: Dr. Blain Roberts

1:45 p.m. Janzen, Lukas: History
Anticipating Attack: Civil Defense in the Early Cold War
Faculty Advisor: Dr. Lori Clune

2:00 p.m. Anderson, Meghan E. : History
Redefining British Female Identity: Fanny Burney "Brief Reflections Relative to the Emigrant French Clergy"
Faculty Advisor: Dr. Maritere Lopez

Oral Presentations: Session I - 1:00-2:15 p.m.

HML Rm: 2206

1:00 p.m. Ogbuehi, Matthew: Biology
Nanoparticle Delivery of Curcumin and Chemotherapeutics For The Treatment Of Drug-Resistant Pancreatic Cancer
Faculty Advisor: Dr. Jason Bush

1:15 p.m. Esani, Saika: Biology
Genetic Analysis of Persister Cell Formation in *Pseudomonas aeruginosa*
Faculty Advisor: Dr. Tricia Van Laar

1:30 p.m. Her, Cheenou: Chemistry
Structural Study Of Antifreeze Glycoproteins (AFGP) Using High-Resolution Nuclear Magnetic Resonance (NMR) Spectroscopy
Faculty Advisor: Dr. Krish Krishnan

1:45 p.m. Patanapongpibul, Manee: Chemistry
Synthesis and Antiproliferative Evaluation of (1E,4E)-1,5-bis(1H-imidazol-2-yl) penta-1,4-diene-3-one
Faculty Advisor: Dr. Qiao-Hong Chen

2:00 p.m. Li, Xiang: Chemistry
Chemical Modifications of 3-OH in 3', 4'-Dimethoxyflavonol and 3', 4', 7-Trimethoxyflavonol Attenuate Prostate Cancer Cell Proliferation
Faculty Advisor: Dr. Qiao-Hong Chen

Oral Presentations: Session I - 1:00-2:15 p.m.

HML Rm: 3212

1:00 p.m. Gray, Bregan Lonnie: Industrial Technology
Crop Cam UAV
Faculty Advisor: Dr. Arun Nambiar

1:15 p.m. Xu, Bing: Mathematics
The Relationship Between the Topological Properties and Common Modal Logics
Faculty Advisor: Dr. Maria Nogin

1:30 p.m. Aceves, Elaina: Mathematics
A Study of Projections of 2-Bouquet Graphs
Faculty Advisor: Dr. Carmen Caprau

1:45 p.m. Park, Jeffrey: Mathematics
Bell Multiplier Sequences
Faculty Advisor: Dr. Tamas Forgacs

2:00 p.m. Friesen, Kelsey: Mathematics
The Extended Kauffman-Jones Polynomial of Virtual Singular Knots
Faculty Advisor: Dr. Carmen Caprau

Oral Presentations: Session II - 2:30-3:45 p.m.

Oral Presentations: Session II - 2:30-3:45 p.m.

HML Rm: 2119 (Graduate Writing Studio)

2:30 p.m. Losongco, Tony: Counseling- Student Affairs & College Counseling
Jobs of the Working College Student: Time, Career Relevance, and Student Success
Faculty Advisor: Dr. Albert Valencia

2:45 p.m. Henry, Melissa: Counseling, Option Marriage, Family, and Child Counseling
Secondary Traumatic Stress in Paramedic's Spouses
Faculty Advisor: Dr. Marinn L. Pierce

3:00 p.m. Gomez, Nathalie M.: Counseling- Student Affairs & College Counseling
Access to Higher Education for Migrant High School
Faculty Advisor: Dr. Albert Valencia

3:15 p.m. Mertens, Edward: Curriculum & Instruction
Gamification and Learning Analytics, Building A Bridge To 21st Century Assessment
Faculty Advisor: Dr. Roy Bohlin

3:30 p.m. Dalal, Rutu: Education: Early Childhood Education
Barriers for Fresno County Early Childhood Educators in Relation to Pursuing a Bachelor's Degree
Faculty Advisor: Dr. Cathy Yun

Oral Presentations: Session II - 2:30-3:45 p.m.

HML Rm: 2127

2:30 p.m. Ojieh, Vivian I: Higher Education, Administration and Leadership (HEAL)
The Impact of Spirituality on Students' Persistence in Higher Education
Faculty Advisor: Dr. Ignacio Hernández

2:45 p.m. Yang, May K.: Higher Education, Administration and Leadership (HEAL)
Asians in Academia: A Closer Look at Fresno State Students
Faculty Advisor: Dr. Juan Carlos Gonzalez

3:00 p.m. Ortega, Guadalupe Remigio: English
Blending Disciplines to Include Marginalized Latino Students in Writing Courses
Faculty Advisor: Dr. John Beynon

3:15 p.m. Meroney, Samantha: English
A Watery Warrior Queen: Boudicca as Inspiration for Malory's Nenive in *Le Morte Darthur*
Faculty Advisor: Dr. Lisa Weston

3:30 p.m. Beals, Emily: English, Composition Theory
The Contemplative Composition Classroom: Ontological Pedagogy for Meaningful Reading and Writing
Faculty Advisor: Dr. Virginia Crisco

Oral Presentations: Session II - 2:30-3:45 p.m.

HML Rm: 2134 (Studio 2)

2:30 p.m. Greer, Savonna: History
The Mexican-American Educational Experience in 1920s Fresno California
Faculty Advisor: Dr. Dan Cady

2:45 p.m. Gardea, Ashley: Kinesiology
Determining Reasons and Barriers for Employee Participation in Fitness Classes Provided by Fresno State's Worksite Wellness Program
Faculty Advisor: Dr. Jenelle Gilbert

3:00 p.m.	Kowal, Igor: Kinesiology - Sport Psychology The Relationship Between Resilience and NCAA Swimming Times: Does It Contribute to Peak Performance? Faculty Advisor: Dr. Jenelle N. Gilbert
3:15 p.m.	Dodd, Michele: Social Work Perceptions of Factors Affecting Recidivism and Recovery Faculty Advisor: Dr. Betty Garcia
3:30 p.m.	De La Cruz, Lizbeth: Spanish (*Spanish Session) Narración y memoria en testimonios chilenos después del 11 de septiembre de 1973 Faculty Advisor: Dr. Yolanda A. Doub

Oral Presentations: Session II - 2:30-3:45 p.m.

HML Rm: 2206

2:30 p.m.	Vue, Vah: School Psychology, Ed.S. Learning from Oral Teaching: Hmong American Students' Understanding of Their Learning Process Faculty Advisor: Dr. Hong Ni
2:45 p.m.	Esquivel, Elaine: School Psychology, Ed.S. Classroom Acoustics: An Online Resource for Parents and Educators Faculty Advisor: Dr. Lorin Lachs
3:00 p.m.	Ketcherside, Tiffany: School Psychology, Ed.S. Video Self-Modeling of Social Skills for Children with Autism Spectrum Disorder Faculty Advisor: Dr. Marilyn Wilson

Oral Presentations: Session II - 2:30-3:45 p.m.

HML Rm: 3212

2:30 p.m.	Hajian, Peyvand: Civil and Geomatics Engineering Potential Impact of SAV on the Transportation System in Fresno Faculty Advisor: Dr. Aly Tawfik
2:45 p.m.	Caffrey-Casiano, Carla: Psychology - General Experimental My Best Friend is a Cat: An Investigation of the Relationship Between Pet Ownership, Attachment, Stress, and Episodic Memory Faculty Advisor: Dr. Karl Oswald
3:00 p.m.	Lewis, Shanda: Nursing Female to Male Transgender Experience of Pap Testing Faculty Advisor: Dr. Peter Garcia
3:15 p.m.	Moreno, Carlos: Computer Science A Survey of Filtering Methods for Point Clouds in Real-Time Video Streaming Faculty Advisor: Dr. Ming Li
3:30 p.m.	Singh, Kalyani: Computer Science Protocol Verification System Faculty Advisor: Dr. Brent Auernheimer

4:00 - 5:00 p.m. - 3 Minute Thesis Presentation

5:00-5:50 p.m. - Reception

**Doctoral
Oral Presentations: Session III - 6:00-8:30 p.m.**

Oral Presentations: Session II - 6:00-8:30 p.m.

HML Rm: 2108 - ED.D Educational Leadership

6:00 p.m. Kunnath, Joshua P: Ed.D Educational Leadership and Administration
A Critical Pedagogy Perspective of the Impact of School Poverty Level on the Teacher Grading Decision-making Process
Faculty Advisor: Dr. Mahmoud Suleiman

6:20 p.m. Singh, Kashmir: Ed.D Educational Leadership
Trends of Nutrition, Fitness, Health and Attendance in (K-6) Schools
Faculty Advisor: Dr. Susan Tracz

6:40 p.m. Rocha, Rebecca J.: Ed.D Educational Leadership
An Investigation on the Sustainability of Character Education Programs and the Impact of Principal Turnover
Faculty Advisor: Dr. Susan Tracz

7:00 p.m. Bays, Kathy: Ed.D Educational Leadership
Teaching the Next Generation of Scientists: Science Education in the Primary Grades
Faculty Advisor: Dr. James Mullooly

7:20 p.m. Hively, Jocelyn: Ed.D Educational Leadership
Equity and Impact of Linked Learning for Students with Disabilities: An Investigation of Implementation Fidelity
Faculty Advisor: Dr. Nancy Akhavan

7:40 p.m. Jackson, Arika R: Ed.D Educational Leadership
An Examination of Individual, Family, and School Factors That Promote Knowledge and Motivation for African-American Females to Attend College
Faculty Advisor: Dr. Bruce Friedman

8:00 p.m. Burchett, Mike: Ed.D Educational Leadership
Investigating the Effect of a Performance-Based Instructional System on the Perceived Academic Self-Efficacy and College Readiness of Students
Faculty Advisor: Dr. Susan Tracz

Oral Presentations: Session II - 6:00-8:30 p.m.

HML Rm: 2127 - ED.D Educational Leadership and Administration

6:00 p.m. Harrington, Lisa: Ed.D Educational Leadership
A Study of Teacher Preparation Programs for Preparedness in Classroom Management to Affect Student Learning
Faculty Advisor: Dr. Colleen Torgerson

6:20 p.m. Hodgson, Jason: Ed.D Educational Leadership
One-to-One Technology Integration: An Examination of Academic Tasks and Pedagogical Shifts and Changes to the Instructional Environment
Faculty Advisor: Dr. Linda Hauser

6:40 p.m. Maldonado, Maria Witrado: Ed.D Educational Leadership
The Effect of Specific Professional Learning Practices on English Learners' English Language Acquisition and Reading Achievement
Faculty Advisor: Dr. Donald Wise

7:00 p.m. Cha, Ton: Ed.D Educational Leadership
An Analysis of the Effectiveness of Hmong Literacy Programs at the Secondary Level
Faculty Advisor: Dr. Donald Wise

7:20 p.m. Richardson, Nicole: Ed.D Educational Leadership
Agricultural Literacy of Students in the Central Valley in California
Faculty Advisor: Dr. Nancy Akhavan

7:40 p.m. Dolin, Erin T.: Ed.D Educational Leadership
An Analysis of the Effectiveness of Curriculum Embedded Handwriting Instruction and the Impact on Student Achievement
Faculty Advisor: Dr. Donald Wise

8:00 p.m. Guerra, Maricela: Ed.D Educational Leadership *(virtual presentation)
A Comparative Study of Achieved Curricula Between Physics and Other STEM Subjects by Fourth and Eighth Grade Students
Faculty Advisor: Dr. Jianjun Wang

Oral Presentations: Session IV - 6:00-8:30 p.m.
HML Rm: 2206 - Doctoral Physical Therapy Program

6:00 p.m. Bentley, Carolyn: Doctoral Physical Therapy Program
Multiple System Involvement and a History of Falls in a Patient with a Sub-Acute CVA and Right Total Hip Replacement: A Case Report
Faculty Advisor: Dr. Toni Tyner

6:20 p.m. Pratt, Caleb: Doctoral Physical Therapy Program
Rehabilitation in a Skilled Nursing Facility Following a Total Hip Arthroplasty: A Case Report
Faculty Advisor: Dr. Cheryl Hickey

6:40 p.m. Madonick, Joshua: Doctoral Physical Therapy Program
Early Mobilization Following ORIF for a Femoral Intertrochanteric Fracture: A Case Report
Faculty Advisor: Dr. Marcia Thompson

7:00 p.m. Joyner, Diana: Doctoral Physical Therapy Program
The Effectiveness of Conservative Physical Therapy Intervention in a Patient with Acute Guillain-Barre Syndrome: A Case Report
Faculty Advisor: Dr. Marcia Thompson

7:20 p.m. Fonseca, Joseph: Doctoral Physical Therapy Program
When Shoulder Impingement Isn't Really Shoulder Impingement: A Case Report
Faculty Advisor: Dr. Jenna Sawdon-Bea

Doctoral Program in Educational Leadership and Administration

Teaching the Next Generation of Scientists: Science Education in the Primary Grades

Bays, Kathy

The emphasis on achievement in the fields of science, technology, engineering and math (STEM) has shifted in recent decades from being solely an issue of national security, as it was during the Cold War, to becoming a combination of security and efforts to maintain global economic primacy. Economies are becoming more dependent on the ability of workers to design and implement solutions to the many resource challenges that are becoming common as populations and demands on raw materials increase and industries evolve and emerge. Although the federal government has implemented many reform programs designed to increase the numbers of workers in STEM fields over the past six decades, the nation continues to experience critical shortages of workers in these areas. For many years, foreign nationals filled the manpower void in STEM fields, but as the economies of other countries have become more developed, recruitment of these workers by foreign entities has increased, resulting in greater competition for the finite resource of qualified STEM workers. Maintenance of the level of innovation necessary to ensure continued economic growth is dependent on effective teachers in an educational system that is able to produce workers who possess the ability to persevere through challenges and who think both creatively and analytically. Production of workers with such skills must be accomplished while supporting the development of the human capital potential of all citizens and prospective workers, which places a heavy burden upon schools. To support these efforts, the United States government has invested significantly in science education. In 2010, the federal government spent \$3.4 billion to support research and science education programs, yet the results of the 2012 Programme for International Assessment (PISA) administered by the Organisation for Economic Cooperation and Development (OECD) showed that the performance of U.S. students has remained static over the past decade. Increasing the science content knowledge and science pedagogical content knowledge of teachers in the primary grades may improve the self-efficacy of teachers in science education and result in gains in student achievement in STEM fields. This study examined the state of science teaching in the primary grades in two Central San Joaquin Valley school districts.

Investigating the Effect of a Performance-Based Instructional System on the Perceived Academic Self-Efficacy and College Readiness of Students

Burchett, Mike

This was accomplished through qualitative methods of data collection and analysis, specifically individual and focus group interviews, which utilized semi-structured, open-ended questions to capture the feelings, intention, and actions of African American female student perceptions. The interviews were conducted with 24 African American females and one administrator from the same California State University. The data revealed that most African American females were not prepared for college level work, as many of them were enrolled in remedial courses. The interviews further revealed that parents played a significant role in influencing their daughters to attend college, yet they were not actively involved in the process of preparing them with the knowledge to gain admission and be successful.

An Analysis of the Effectiveness of Hmong Literacy Programs at the Secondary Level

Cha, Ton

Language loss seems to be an inevitable outcome confronted by the Hmong people since their arrival here in the US over forty years ago. Despite the first generation being able to retain the spoken, cultural and written aspects of their language, the threat of language loss resides in the second and now very young third generation living in an English dominated society. Though organizations have worked to meet the needs of this targeted Hmong population, they have been unable to broaden their scope to encompass the broader population which can only be reached within the public education system. California is one of three states in the US with the highest concentration of K-12 Hmong population. This dissertation study conducted by a Hmong Native Speaker teacher in the secondary level analyzed Hmong World Language programs in California to determine elements within the teaching profession that defines effective teaching practices in Hmong language courses.

This study encompassed four California districts with Hmong World Language programs to analyze student perception, literacy skills, teaching pedagogy, resources, and teacher perceptions.

An Analysis of the Effectiveness of Curriculum Embedded Handwriting Instruction and the Impact on Student Achievement

Dolin, Erin T.

Common Core Standards bring increased educational demands with focused expectations for the production of quality writing however explicit handwriting instruction has minimal presence in today's elementary school classrooms. The purpose of this study was to investigate the effect of handwriting instruction, using the Handwriting Without Tears handwriting curriculum, on student achievement. Performance on measures of handwriting legibility, written literacy, and basic literacy skills were compared between two groups; students receiving Handwriting Without Tears curriculum instruction and those who were receiving typical classroom instruction. Participants included a total of 817 Kindergarten and First-grade students from two Central Valley school districts in California. Analysis indicated significant differences between the two groups for handwriting legibility and Written Literacy. Students who received instruction using the Handwriting Without Tears curriculum demonstrated significantly better performance on specific elements of written literacy as compared to those students who did not receive Handwriting Without Tears curriculum instruction. These findings support the use of specific handwriting instruction for promoting student achievement with written production and written literacy. Implications of these findings for instructional practices and the development of written literacy as related to academic achievement are addressed.

A Comparative Study Of Achieved Curricula between Physics and Other Stem Subjects By Fourth and Eighth Grade Students

Guerra, Maricela

Data from the Trends in International Mathematics and Science Study (TIMSS) was employed in this dissertation to examine the correlation of student achievement between physics and other Science, Technology, Engineering, and Mathematics (STEM) subjects. The analysis encompassed a comparison of empirical relationships across grade levels and countries. To assess the impact of cross-subject integration, this study focused on indicators of student achievement from a large-scale empirical investigation. Altogether this study was designed to assess the impact of cross-subject correlation on STEM learning outcomes using an international data set.

A Study of Teacher Preparation Programs for Preparedness in Classroom Management to Affect Student Learning

Harrington, Lisa

A growing body of research has emerged which defines the need to reorganize and refocus teacher preparation programs at Institutions of Higher Learning (IHEs). An effort on the part of numerous school districts and IHEs has paved the way for the enhancement of teacher preparation programs. Many programs today are alternative in nature and provide teacher candidates experiences in how to create conditions for student learning.

The objective of this study was to examine the effectiveness of teacher preparation in classroom management of first year teachers within a partnership program between a local CSU institution and the 4th largest district in the state of California. The Fresno Teacher Residency Program (FTRP) is one such partnership in which the collaborative work between Fresno Unified School District and Fresno State are refining the work of teacher preparation. Through the use of a 30-response, online survey (BIMS), interviews, and observations, a comparative study on the perceptions of first year teachers prepared through the FTRP, traditional 5th year program, and site administrators was conducted and analyzed.

Preliminary results indicate there is not a significant difference in the perceived levels of effectiveness in classroom management. There is however, varying significance to perceived levels of preparedness and levels of job satisfaction when accounting for gender, ethnicity, type of degree held and type of preparation program. Further analysis will help define results and provide recommendations.

The conclusions will be used to further research in the area of enhancing teacher preparation programs to affect student learning outcomes.

Equity and Impact of Linked Learning for Students with Disabilities: An Investigation of Implementation Fidelity

Hively, Jocelyn

Students with disabilities have diverse needs that can be difficult for schools to meet. One promising approach that addresses this issue is Linked Learning (LL). LL is a high school reform initiative aimed at simultaneously preparing all students for college and career (Oakes & Saunders, 2008). Although research has shown that participation in LL is associated with positive student outcomes such as higher rates of graduation and enrollment in postsecondary institutions, educators continue to report difficulties of LL schools to meet the needs of students with disabilities (Saunders, Rogers, & Terriquez, 2013; Guha et al., 2014). Significant inconsistencies in the implementation of LL practices across districts impede the initiative's equitable and meaningful impact for all students (Saunders et al., 2013). Likewise, the fragmented nature of transition programming inhibits achievement and sustainability of positive outcomes for students with disabilities.

This mixed-methods study compares transition practices in LL and traditional high schools, examines the self-determination, career maturity, and school engagement of students, and investigates the factors that inhibit or facilitate effective transition services. Participants include a convenience sampling of special education teachers and students with disabilities from six high school districts in California.

Preliminary results indicate that LL and non-LL schools have similar challenges regarding transition programming for students with disabilities. Fidelity of implementation of transition programming best practices appears to be a moderator for LL's impact. The preliminary results also suggest areas for developing future policy initiatives relevant to transition programming for students with and without disabilities.

One-To-One Technology Integration: An Examination of Academic Tasks and Pedagogical Shifts and Changes to the Instructional Environment

Hodgson, Jason

Teachers across the nation are being asked to do something they have never done before and may not have developed the capacity to do, yet—educate every student at a high level for the 21st century by designing lessons and academic tasks that integrate the use of one-on-one technological devices to deepen learning of Common Core State Standards and 21st century skills. However, what this integration looks like in K-12 classrooms remains largely unknown. Key to understanding the rigor of the academic work expected of students and a predictor of future student performance is the academic task. Little is known about the academic tasks teachers are using to produce a literate 21st century learner. The purpose of this study was to examine and describe what one-to-one technology and 21st century skill integration in middle school academic tasks looks like and the extent to which teachers are using technological tools to substitute, augment, modify, or redefine traditional academic tasks. Additionally, the most significant instructional environment changes and pedagogical shifts resulting in the greatest impact due to integration of one-to-one devices were explored. A mixed method approach was used involving the concurrent collection and analysis of archival/written documents (student academic tasks) with a corresponding written survey and teacher focus group interview data. Purposive criterion sampling was the technique used to select study participants, teachers from two school districts where one-to-one classroom technology integration is a district initiative. The eligible population was approximately 500 teachers in 14 middle schools serving approximately 12,000 students.

An Examination of Individual, Family, and School Factors That Promote Knowledge and Motivation for African American Females to Attend College

Jackson, Arika R.

African American females have been marginalized and overlooked in education literature. Presently, there is little or no attention given to the achievement, success, and resiliency for African American females (Evan-Winter, 2011). Instead, research focuses on social problems (e.g., economic issues or racial, gender, and ethnic inequalities). This dissertation examined and explored factors that promote knowledge and motivation for African American females to attend college. This study contributes to the literature by helping to provide a clear understanding of the challenges experienced by African American females to gain admission into postsecondary education. Critical Race Feminism was used as its conceptual and theoretical foundation to examine the phenomenon.

This was accomplished through qualitative methods of data collection and analysis, specifically individual and focus group interviews, which utilized semi-structured, open-ended questions to capture the feelings, intention, and actions of African American female student perceptions. The interviews were conducted with 24 African American females and one administrator from the same California State University. The data revealed that most African American females were not prepared for college level work, as many of them were enrolled in remedial courses. The interviews further revealed that parents played a significant role in influencing their daughters to attend college, yet they were not actively involved in the process of preparing them with the knowledge to gain admission and be successful.

The study concluded that the African American females participants had access to knowledge about college and they were motivated to attend, but did not know what to do to reach their intended goal. Furthermore, they expressed a need to have more information in regards to the following areas to be adequately prepared for college: finances, knowledge on transitioning from high school to college, and understanding the importance of putting forth their best effort. It suggests that these girls needed proper guidance from parents, teachers, counselors, mentors, or positive role models to prepare them for college-level work and to be successful in their transition from high school to college.

A Critical Pedagogy Perspective of the Impact of School Poverty Level on the Teacher Grading Decision-making Process

Kunnath, Joshua P

This dissertation examined the effects of school poverty level on the teacher grading decision-making process by utilizing both critical pedagogy and teacher grading decision-making frameworks to compare teacher grading practices, influences of teacher grading, and teacher grading rationale by school poverty level. While a small, yet significant group of studies has found grades in high-poverty schools to be less accurate and more subjective than low-poverty schools in communicating student achievement, this study contributes to the literature by helping to establish the link between high-poverty schools and inaccurate student grades. Additionally, this study is novel in being the first to combine the concepts of teacher grading, poverty, and decision making.

Set in an ethnically and socioeconomically diverse high school district in California's South San Joaquin Valley, this study employed a transformative explanatory sequential mixed methods design to answer a guiding research question: How does school poverty level affect the teacher grading decision-making process? A 36-item grading survey was used to collect quantitative and qualitative data, while focus groups were conducted for additional qualitative data. Results indicated that the direct effects of school-poverty level on the process are nuanced, yet existent. While teachers seek to grade in objective, pedagogically-sound ways that align to their own philosophy, multiple influences cause them to stray from these practices. These influences occur more often in high-poverty schools, which lead to greater subjectivity and less accuracy in grading. Important implications exist both for administrators and teachers in ensuring equity and strong pedagogy in the classroom.

The Effect of Specific Professional Learning Practices on English Learners' English Language Acquisition and Reading Achievement

Maldonado, Maria Witrado

English learners have been part of the landscape of California public schools for many years. Since English Learners (ELs) became a "significant subgroup" under the No Child Left Behind legislation of 2001, the urgency of ensuring the academic achievement of ELs has become a major focus for schools throughout the state. However, teachers are unprepared to meet the instructional needs of this group of students. A quantitative research method was utilized to examine how professional learning focused on practices designed to teach ELs impacts the academic achievement of ELs. A professional learning survey was used to measure teacher perceptions about the effectiveness of specific aspects of professional learning in preparing them to teach ELs. Additionally, results of the California English Language Development Test (CELDT) were used to measure impact in learning English and results of the Degrees of Reading Power (DRP) and Benchmark Assessment System (BAS) were used to measure impact in reading achievement. Findings indicate that teachers found the professional learning moderately effective, with job-embedded instructional coaching slightly more effective than traditional face-to-face training. Students' learning English and reading achievement were found not significantly impacted. Conducting similar studies throughout the nation would be helpful in identifying the instructional practices needed to accelerate the academic achievement of ELs.

Agricultural Literacy of Students in the Central Valley in California

Richardson, Nicole

This research study investigated the agricultural literacy of students in the Central Valley in California. Surveys were administered to students throughout the Central Valley in California to assess their understanding and knowledge of Agriculture. Follow-up interviews were conducted with their teachers. Convenience sampling techniques were used to provide a sample from the larger populations. This study was conducted using a concurrent triangulation mixed methods design which allows for the confirmation, cross-validation, and corroboration of results. Although this study did have some limitations, the implications of the students' knowledge will lead to further research.

An Investigation on the Sustainability of Character Education Programs and the Impact of Principal Turnover

Rocha, Rebecca J.

This dissertation examined the impact of principal turnover on the sustainability of Character Education Programs (CEPs) in the elementary school setting. The four research questions that guided this study were: What content on the Bonner Center Character and Citizenship Application results in qualification for the award? What is the principal's perception of the CEP? How does the principal influence the sustainability of the school's CEP? How does principal turnover impact the continuity of an elementary school's CEP?

This study explored the CEPs in a total of 96 elementary schools from 4 counties and 22 districts in California's Central Valley in schools that applied for a distinguished character education award through California State University, Fresno's Bonner Center for Character Education and Citizenship. This study focused on data from the years 2000-2014, focusing on alternating years which pertained to elementary schools. This study employed a case study qualitative approach through the use of content analysis, 11 principal semi-structured interviews, and the researcher's journal to ensure triangulation.

Data from applications have been archived through the Bonner Center and semi-structured interviews from principals were collected to analyze a relationship between principal turnover and the continuity of CEPs. Principals who have continued to lead at winning schools and principals who have left their position will be interviewed and data will be triangulated.

Trends of Nutrition, Fitness, Health and Attendance in (K-6) Schools

Singh, Kashmir

The intent of this mixed methods study is to present a case study to describe the eating patterns of students and how it relates to health, fitness and academics, and to examine the academic, fitness, nutrition and attendance differences at all three elementary schools in comparison to two districts with like schools. Research suggests that the executive functioning of the brain is higher functioning if the body has proper nutrition. Researchers have suggested that for every one dollar invested in childhood nutrition programs, potentially three dollars is gained in academic achievement and more. Additionally, physical fitness data indicates student achievement improvement.

This case study caught the complexity of a single phenomenon at three schools in Fresno Unified School District. The qualitative data was collected through face-to-face interviews with parents, focus group of teachers, cafeteria managers and administrators. Observations were conducted at all three school sites during the lunch periods. In addition, quantitative analyses examined differences among students who have the Fresh Fruit and Vegetable Program (FFVP) at their site compared to like schools who do not have the FFVP with academics, fitness or attendance. Data mining was completed from public CDE website for district Annual Yearly Progress reports per No child Left Behind mandates to determine changes in student achievement.

The outcome of the qualitative data analysis indicate that there is lack of nutrition education, students are hungry and poor, and the healthy snacks (FFVP) is beneficial at each school site to meet the hunger needs of students as well as trying a variety of fruits and vegetables the students may not have the opportunity in their homes. The quantitative results also show similarities among schools.

Doctoral in Physical Therapy Program

Multiple System Involvement and a History of Falls in a Patient with a Sub-Acute CVA and Right Total Hip Replacement: A Case Report

Bentley, Carolyn

Background and Purpose: Falls are currently the leading cause of death and injury in the elderly. Falls and balance impairments are caused directly by a multitude of factors, therefore rehabilitation needs to incorporate the dynamic equilibrium model. Restoring balance can be complicated when it involves co-morbidities including a stroke and a joint replacement. Treatment for balance impairments need to be multi-dimensional and specific for each patient. The purpose of this case report is to describe the clinical presentation, the intervention and the outcomes in a patient with multi-system balance impairments.

Case Description: The patient is an 83 year old female with balance impairments and falls secondary to a left cerebrovascular accident and a right total hip replacement. The patient was referred to an outpatient physical therapist 6 months after her L CVA with the chief complaints of falls and abnormal gait. The patient presented with inadequate use of her vestibular and visual cues for postural control, COG mal-alignment, limited LOS with ROM and strength deficits. Physical therapy was provided 2 times a week for 6 weeks with a comprehensive home exercise program with the combination of group exercise classes. Interventions addressed balance, ROM, strength and gait mechanics.

Outcomes: Patient significantly improved her balance but continues to be at risk for falls. She demonstrates improved use of her vestibular and visual system for balance through the SOT, decreased fall risk through the DGI, improvements in her LOS and completion of her group exercise classes.

Discussion: This case demonstrates the importance of implementing a comprehensive rehabilitation approach to treating a balance impairment complicated by multiple systems.

When Shoulder Impingement Isn't Really Shoulder Impingement: A Case Report

Fonseca, Joseph

Background: Shoulder pain is responsible for 1.2% of visits to a general medical practitioner, and 30% of these patients are referred to physical therapy. The purpose of this case report is to describe the differential diagnosis of a client referred for left shoulder impingement presenting with limited overhead movement, anterior shoulder pain and lateral shoulder numbness.

Case Description: This client is a 20 year-old female referred to an outpatient physical therapy clinic with a diagnosis of "left shoulder impingement." She complained of left shoulder pain with shoulder elevation and occasional numbness/tingling. Examination findings included decreased shoulder range of motion, upper-crossed syndrome, neural tension and pain with cervical spine passive range of motion. She was treated for these impairments and achieved resolution of pain and restoration of shoulder range of motion.

Outcomes: The Disabilities of the Arm, Shoulder and Hand (DASH) was used to monitor progress of this patient's shoulder pain. She demonstrated a 58-point improvement over six physical therapy visits.

Discussion: This report can be used to help further the understanding of shoulder limitations as they relate to neural extensibility. While painful shoulder elevation is a hallmark sign of Subacromial Impingement Syndrome, the mechanism of injury in this case was inconsistent with the referral diagnosis. Obtaining a thorough history is

a vital component of any physical therapy evaluation, as it can expedite the diagnostic process. A cervical spine screen should be included in the upper-extremity examination to rule out neural entrapment and mobility deficits, as these impairments can lead to more distal symptoms.

The effectiveness of conservative physical therapy intervention in a patient with acute Guillain-Barre Syndrome: A Case Report

Joyner, Diana

Guillain-Barré Syndrome (GBS) is an acute peripheral neuropathy affecting 1 to 2 of every 100,000 people worldwide each year. Symptoms present with rapid progressive, ascending, symmetrical muscle weakness as well as tingling in the extremities and diminished or absent deep tendon reflexes. Early diagnosis and medical attention is necessary for severe cases due to the incidence of ventilator failure and cardiovascular instability. This case describes a 46-year-old male who presented to a large multi-service hospital with a medical diagnosis of respiratory distress and limb paralysis, secondary to rapidly progressive GBS. The physical therapy evaluation revealed profound weakness throughout bilateral upper and lower extremities, and required maximal assistance for all functional mobility tasks. Treatment focused on restoring functional independence and strengthening exercises, careful not to fatigue the patient, along with daily plasmapheresis treatments. After 8 days of treatment, the patient was able to perform exercises with resistance, bed mobility with minimal assistance and 50 feet of gait training using an assistive device. The outcomes in this case suggest the importance of an early physical therapy intervention combined with a full multi-disciplinary team, in order to decrease long-term effects and aid in future treatment for similar patients.

Early Mobilization Following ORIF for a Femoral Intertrochanteric Fracture: A Case Report

Madonick, Joshua

With a growing geriatric population in America, there has been an associated increase in falls, hip fractures, and patients requiring physical therapy following surgery to repair these injuries. Recent literature suggests early mobilization of post-operative hip fracture patients improves functional outcomes and aids in faster discharge from the acute care setting. This report examines a 90 year-old Caucasian female with dementia and rhabdomyolysis who received open reduction internal fixation surgery following a fall and hip fracture. She demonstrated impaired functional mobility, decreased gait tolerance, and cognitive deficits at the time of her physical therapy evaluation. The patient in this case followed an established rehabilitation protocol consisting of therapeutic exercises, gait training, and caregiver training. The only exception to the program followed in this patient's treatment included the addition of out of bed mobilization on the day of her surgery. Following 3 30-minute physical therapy sessions over the course of 1.5 days, and 3 total days of hospitalization, she met the requirements for discharge to home health physical therapy. With this patient's rapid improvement in function, this case adds to the existing literature that suggests early mobilization has a positive influence on the recovery process following surgical intervention for hip fracture.

Rehabilitation in a Skilled Nursing Facility Following a Total Hip Arthroplasty: A Case Report

Pratt, Caleb

Background and Purpose: Fractures of the femoral neck are one of the most common results of falls that happen among the elderly. Choosing the appropriate intervention and implementing rehabilitation services after surgery are crucial in achieving the highest possible return to function. The purpose of my case study is to provide an evidence based rationale for the appropriate treatment of an elderly male following a femoral neck fracture managed with a total hip arthroplasty (THA).

Case Description: The patient is an eighty-five year old male, who recently underwent total hip arthroplasty (THA) of the right hip secondary to a displaced, Garden grade 3 femoral neck fracture. He was referred to rehabilitation services at a Skilled Nursing Facility with the primary goal of improving functional mobility.

Outcomes: The patient was able to significantly increase his functional mobility over the course of 9 physical therapy treatments allowing him to be safely discharged to home with caregiver support.

Discussion: Due to an early mobilization approach and proper selection of surgical intervention the patient was able to begin weight bearing and mobility training as soon as medically stable. Complications were faced secondary to the surgical procedure that required treatment modification, however these were overcome and the patient was able to attain improvements in functional mobility.

Poster Presentations: Session I - 1:15-2:15 p.m.

Henry Madden Library (HML) 2nd Floor

Acebedo-Gonzalez, Estela

Pathways to Graduation Among Mexican-American Graduates of Fresno State

Faculty Advisor: Dr. Irán Barrera

Adineh, Shadi Haji

Quantifying Paternal Mitochondrial DNA Transmission in *caenorhabditis briggsae* Hybrids

Faculty Advisor: Dr. Joseph A. Ross

Cavallero, Daniel

Choose Your Identity: Gender Identity Formation Through Video Game Characters

Faculty Advisor: Dr. Falon Kartch

Cortney, Candice

Keto-Enol Tautomerization Equilibrium of Acetylacetone in Mixed Solvents. Does Meyer's Rule Still Apply?

Faculty Advisor: Dr. Krish Krishnan

Edmonds, Keith A.

Priming Numbers? In Search of Magnitude Priming Effects on Quantitative Estimates

Faculty Advisor: Dr. Paul C. Price

Galinating, Kathleen Mae

Exploring Differences in Influenza Vaccination Rates of Hispanic and non-Hispanic College Students

Faculty Advisor: Dr. Vicki Krenz

Gutierrez, Andrea

Caregiver Burden in Dementia Caregivers

Faculty Advisor: Dr. Kammi Sayaseng

Haddad, Rania

Investigating Adaptability to Climate Change by Monitoring Temperature Effects on Genetic Inheritance

Patterns in *Caenorhabditis briggsae*

Faculty Advisor: Dr. Joseph Ross

Kaundart, Katlin

The Effect of White Noise on Sentence Recall in College Students at Risk for ADHD

Faculty Advisor: Dr. Paul Price

Kuizenga, Tristan

Teaching Sight Words Using Incremental Rehearsal with a First Grader

Faculty Advisor: Dr. Marilyn Wilson

Lange, AP

The Effect of Local Flower Distribution on the Foraging and Communication Behavior of the Common Eastern

Bumblebee, *Bombus impatiens*

Faculty Advisor: Dr. David Lent

Mitchell, Michelle

Certified Nursing Assistant Receives a Multidimensional Therapeutic Intervention for Low Back Injury Sustained

During Patient Handling: A Case Report

Faculty Advisor: Dr. Jennifer Roos

Murata, Karen

Outpatient Physical Therapy Focuses on Functional Mobility Progression for an 85 Year Old Femal Post Right CVA: A Case Report

Faculty Advisor: Dr. Paul Ullucci

Romero, Jacqueline

A Multi-Modal Approach to Patellofemoral Pain: A Case Report

Faculty Advisor: Dr. Monica Rivera

Semas, Melissa

Response to Movement Strategy Training and Joint Mobilization to Increase Ankle Range in an 89 Year-old Female with Increased Fall Risk: A Case Study

Faculty Advisor: Dr. Toni Tyner

Singh, Jaideep

Role of Enzyme Kinetics on the Anomerization of Glucose Using Real Time Quantitative NMR (qNMR) Spectroscopy.

Faculty Advisor: Dr. Krish Krishnan

Staples, Andrea

Physical Therapy Treatment of a Middle-Aged Woman After Surgical Arthroscopy Secondary to Micro-Traumatic SLAP Lesion and Chronic Shoulder Injuries: A Case Report

Faculty Advisor: Dr. Toni Tyner

Taba, Lucie

Physical Therapy Intervention to Treat Subacromial Impingement Through Kinetic Chain Rehabilitation in a 64-year-old African American Female: A Case Report.

Faculty Advisor: Dr. Paul Ullucci

Tregoning, Mason

Physical Therapy Intervention in a Skilled Nursing Facility for a 74-year-old Male 10 Years Post Stroke: A Case Report

Faculty Advisor: Dr. Marcia Thompson

Williams, Courtney

Complex Regional Pain Syndrome Physical Therapy Diagnosis: A Case Report

Faculty Advisor: Dr. Jenna Swadon-Bea

Williams, MaryBeth

Improving Functional Mobility of an Elderly Patient with Cerebral Palsy: Case Study

Faculty Advisor: Dr. Cheryl Hickey

Wooten, Collen

Effects of Cognitive Retention Techniques Combined with Physical Therapy Rehabilitation for a Diabetic Patient with Advanced Dementia: A Case Report

Faculty Advisor: Dr. Bhupinder Singh

Wu, Annie

PT Intervention for a 40-year-old Male with CIDP in Inpatient Rehabilitation Facility: A Case Report

Faculty Advisor: Dr. Deborah Walker

Xie, Jude

Fear Avoidance Behavior Secondary to Delayed Access to PT in a College Female with MCL and POL Injury: A Case Report

Faculty Advisor: Dr. Bhupinder Singh

Yun, Justin

The Effectiveness of an Early Mobilization Protocol Status Post Rotator Cuff Repair in a 72-Year Old Patient with Multiple Comorbidities: A Case Report

Faculty Advisor: Dr. Marcia Thompson

Poster Presentations: Session II - 2:30-3:30 p.m.

Henry Madden Library (HML) 2nd Floor

Arora, Nidhi

Age Classification Using Feature Selection

Faculty Advisor: Dr. Alex Liu

Bachtelle, Alexandra

Interdisciplinary Therapy Post CVA with Right Hemi-Spatial Neglect and Expressive Aphasia: A Case Report

Faculty Advisor: Dr. Monica Rivera

Bae, Aaron

Functional Mobility Progression after Total Knee Revision Following Prolonged Bed Rest: A Case Report

Faculty Advisor: Dr. Cheryl Hickey

Bailey, Brittney

Individualized Custom Wheelchair Fitting in a Skilled Nursing Facility: A Case Report

Faculty Advisor: Dr. Bhupinder Singh

Baxter, Kyle

Early Physical Therapy Intervention in an ICU Patient with Confounding Morbid Obesity: A Case Report

Faculty Advisor: Dr. Deborah Walker

Carranza, Marissa

Is Physical Therapy Intervention Effective for a Middle-Aged Female 4-years Post Hemorrhagic Stroke?

Faculty Advisor: Dr. Paul Ullucci

Crespin, Mario Ernesto

Postsurgical Interventions for a 44 Year-Old Patient with an ACL and MCL Allograft Reconstruction: A Case Report

Faculty Advisor: Dr. Monica Rivera

Fox, Benjamin

The Use of Conservative Treatment to Rehabilitate an Elderly Woman with a Rotator Cuff Tear

Faculty Advisor: Dr. Cheryl Hickey

Lai, Melissa

Nonspecific Trochanteric Bursitis in a 70 year Old Patient with a History of THA: A Case Report

Faculty Advisor: Dr. Monica Rivera

Lee, Spencer

Conservative Management of a 64 year-old Female with Chronic Shoulder Pain and Complications Following Reverse Total Shoulder Arthroplasty Revision: A Case Report

Faculty Advisor: Dr. Paul Ullucci

Li, Michael

Conservative Management of a Patient Referred for Repetitive Strain Injury: A Case Report

Faculty Advisor: Dr. Monica Rivera

Loper, Meghan
Stocking Density Effects on Production Qualities of Antibiotic Free Broilers
Faculty Advisor: Dr. Amanda McKeith

Lopez, Christian
Does an Aquatic Therapy Intervention Produce Improved Outcomes on a Patient with Multiple Sclerosis?: A Case Report
Faculty Advisor: Dr. Jenna Sawdon-Bea

Lozano, Alyssa
HPV Awareness in Female College Students
Faculty Advisor: Dr. Vicki Krenz

Machado, Megan
Impact of Chronic Diabetes on Intervention Program Status Post Achilles Tendon Repair: A Case Study
Faculty Advisor: Dr. Cheryl Hickey

McCaffrey, Allyson
Check-In/Check-Out Intervention with Children with Attention-Deficit/Hyperactivity Symptoms
Faculty Advisor: Dr. Marilyn Wilson

Mendes, Brad
Evaluation of the Reduction of E. coli in Beef Strip Loins at Temperatures Lower than 54.4°C
Faculty Advisor: Dr. Amanda McKeith

Miller, Melissa
A Rotating Platform Total Knee Arthroplasty in a 48-year-old Patient with Obesity: A Case Report
Faculty Advisor: Dr. Deborah Walker

Ortega, Brandon
Investigating the Genetic Basis of Delayed Development with *Caenorhabditis briggsae* Recombinant Inbred Lines
Faculty Advisor: Dr. Joseph Ross

Quitoriano, Erica
Standardized Method of Hourly Rounding on a Medical/Surgical Unit
Faculty Advisor: Dr. Silvia Miller

Sanchez, Adriana
Promoting Mental Health Awareness in the Hispanic Community
Faculty Advisor: Dr. Marilyn Wilson

Shea, Katelyn
Fatigue Induced Compensation of the Infraspinatus and Lower Trapezius in Volleyball Players
Faculty Advisor: Dr. Stephanie D. Moore-Reed

Slonka, Stephanie
The Effects of Changing Water Availability and Landscaping Practices on Bird Communities in a California Urban Landscape
Faculty Advisor: Dr. Madhu Katti

Urtecho, J.B.
Quantification of a Pro-Apoptotic Protein Using a Conformation-Specific ELISA
Faculty Advisor: Dr. Laurent Dejean

Waldron, Heather
The Effects of Choice on Exercise Contingencies for Children
Faculty Advisor: Dr. Laurent Dejean

Wong, Stacy
Self-Monitoring as an Intervention for Test Anxiety
Faculty Advisor: Dr. Marilyn Wilson

Students by Alphabetical Order (Last Name, First Name – Time -Room)

Acebedo-Gonzalez, Estela - 1:15 PM - Lib. 2nd
Adineh, Shadi Haji - 1:15 PM - Lib. 2nd
Anderson, Meghan E. - 2:00 PM - 2134
Arora, Nidhi - 2:30 PM - Lib. 2nd
Bachtelle, Alexandra - 2:30 PM - Lib. 2nd
Bae, Aaron - 2:30 PM - Lib. 2nd
Bailey, Brittney - 2:30 PM Lib. 2nd
Baxter, Kyle - 2:30 PM - Lib. 2nd
Bays, Kathy - 7:00 PM - 2108
Beals, Emily - 3:30 PM - 2127
Bennett, Taylan L. - 2:00 PM - 2127
Bentley, Carolyn - 6:00 PM - 2206
Burchett, Mike - 8:00 PM - 2108
Carranza, Marissa - 2:30 PM - Lib. 2nd
Cavallero, Daniel - 1:15 PM - Lib. 2nd
Cha, Ton - 7:00 PM - 2127
Cortney, Candice - 1:15 PM - Lib. 2nd
Crespin, Mario Ernesto - 2:30 PM - Lib. 2nd
Crill-Hornsby, Cherylyn - 1:00 PM - 2127
Dalal, Ritu - 3:30 PM - 2119
De La Cruz, Lizbeth - 3:30 PM - 2134
Dodd, Michele - 3:15 PM - 2134
Dolin, Erin T. - 7:40 PM - 2127
Edmonds, Keith A. - 1:15 PM - Lib. 2nd
Esani, Saika - 1:15 PM - 2206
Esquivel, Elaine - 2:45 PM - 2206
Fonseca, Joseph - 7:20 PM - 2206
Fox, Benjamin - 2:30 PM - Lib. 2nd
Galdi, Giuliano - 1:30 PM - 2119
Galinato, Kathleen Mae - 1:15 PM - Lib. 2nd
Gardea, Ashley - 2:45 PM - 2134
Gomez, Nathalie M. - 3:00 PM - 2119
Greer, Savonna - 2:30 PM - 2134
Guerra, Maricela - 8:00 PM - 2127
Gutierrez, Andrea - 1:15 PM - Lib. 2nd
Haddad, Rania - 1:15 PM - Lib. 2nd
Harrington, Lisa - 6:00 PM - 127
Henry, Melissa C. - 2:45 PM - 2119
Her, Cheenou - 1:30 PM - 2206
Hively, Jocelyn - 7:20 PM - 2108
Hodgson, Jason - 6:20 PM - 2127
Hogue, Katy - 1:30 PM - 2134
Jackson, Arika R. - 7:40 PM - 2108
Janzen, Lukas - 1:45 PM - 2134
Jones, Alexandra - 1:00 PM - 2134
Joyner, Diana - 7:00 PM - 2206
Kaundart, Katlin - 1:15 PM - Lib. 2nd

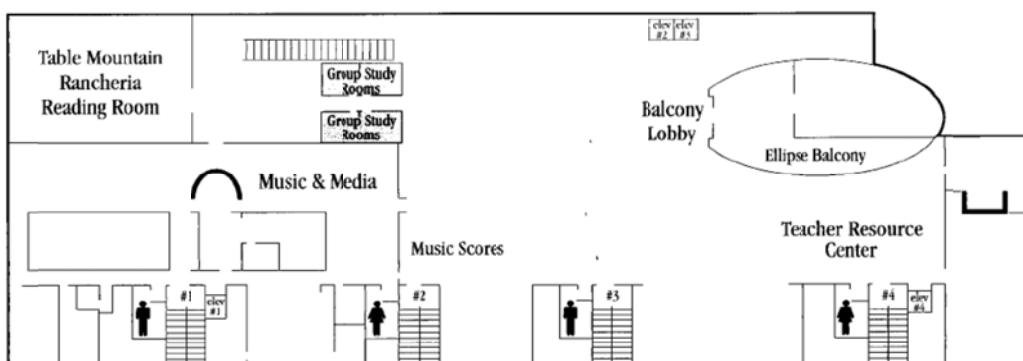
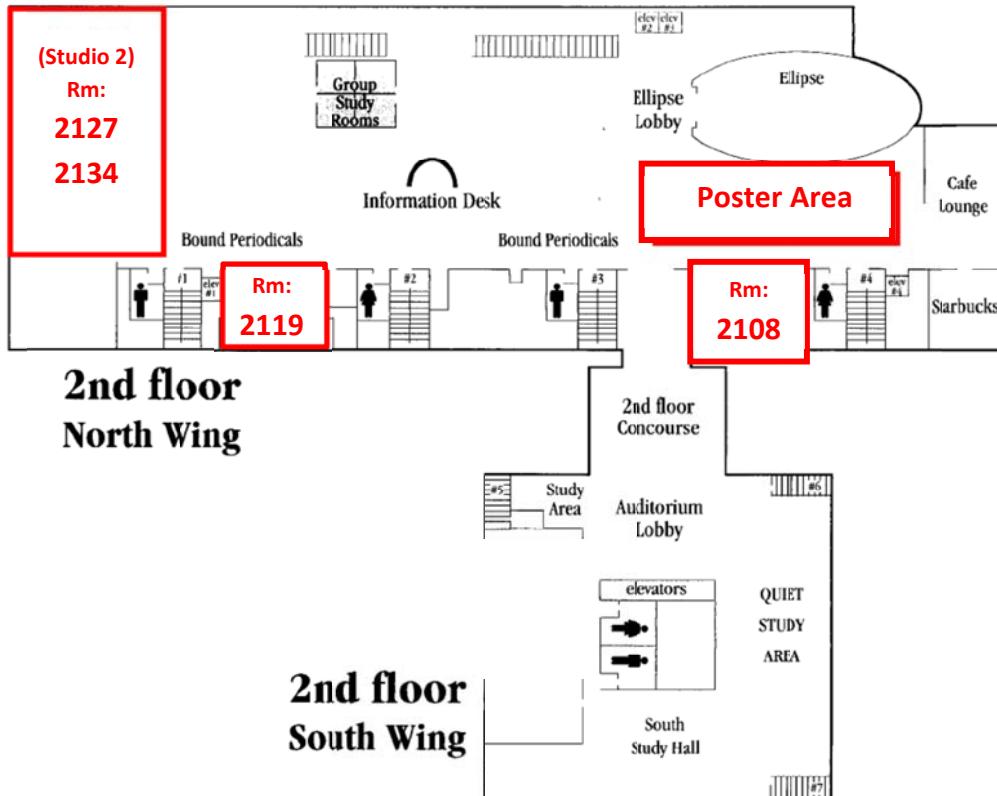
Students by Alphabetical Order (Last Name, First Name – Time -Room)

Ketcherside, Tiffany - 3:00 PM - 2206
Kowal, Igor - 3:00 PM - 2134
Kuizenga, Tristan - 1:15 PM - Lib. 2nd
Kunnath, Joshua P. - 6:00 PM - 2108
Lai, Melissa - 2:30 PM - Lib. 2nd
Lange, AP - 1:15 PM - Lib. 2nd
Lee, Spencer - 2:30 PM - Lib. 2nd
Li, Michael - 2:30 PM - Lib. 2nd
Li, Xiang - 2:00 PM - 2206
Loper, Meghan - 2:30 PM - Lib. 2nd
Lopez, Christian - 2:30 PM - Lib. 2nd
Losongco, Tony - 2:30 PM - 2119
Lozano, Alyssa - 2:30 PM - Lib. 2nd
Machado, Megan - 2:30 PM - Lib. 2nd
Madonick, Joshua - 6:40 PM - 2206
Maldonado, Maria Witrado - 6:40 PM - 2127
Maldonado, Rima - 1:45 PM - 2127
McCaffrey, Allyson - 2:30 PM - Lib. 2nd
Mendes, Brad - 2:30 PM - Lib. 2nd
Meroney, Samantha - 3:15 PM - 2127
Mertens, Edward - 3:15 PM - 2119
Miller, Melissa - 2:30 PM - Lib. 2nd
Mitchell, Michelle - 1:15 PM - Lib. 2nd
Mosqueda, Elizabeth - 1:15 PM - 2119
Murata, Karen - 1:15 PM - Lib. 2nd
Ogbuehi, Matthew - 1:00 PM - 2206
Ojieh, Vivian I. - 2:30 PM - 2127
Ortega, Brandon - 2:30 PM - Lib. 2nd
Ortega, Guadalupe Remigio - 3:00 PM - 2127
Patanapongpibul, Manee - 1:45 PM - 2206
Perez, Daniel - 1:15 PM - 2127
Pratt, Caleb - 6:20 PM - 2206
Quintero, Monica - 1:30 PM - 2127
Quitoriano, Erica - 2:30 PM - Lib. 2nd
Richardson, Nicole - 7:20 PM - 2127
Rocha, Rebecca J. - 6:40 PM - 2108
Rodriguez, Annabel - 1:00 PM - 2119
Romero, Jacqueline - 1:15 PM - Lib. 2nd
Roy, Sandip - 1:45 PM - 2119
Sanchez, Adriana - 2:30 PM - Lib. 2nd
Semas, Melissa - 1:15 PM - Lib. 2nd
Shea, Katelyn - 2:30 PM - Lib. 2nd
Singh, Jaideep - 1:15 PM - Lib. 2nd
Singh, Kashmir - 6:20 PM - 2108
Slonka, Stephanie - 2:30 PM - Lib. 2nd
Small, Ashlee - 1:15 PM - 2134

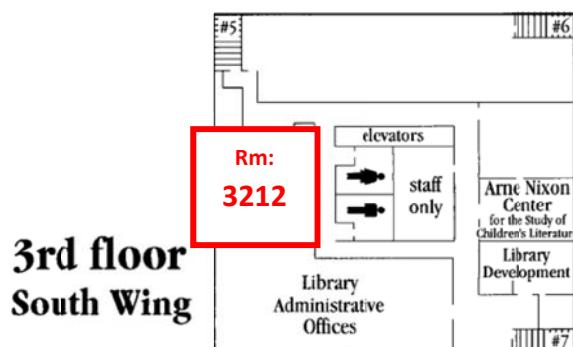
Students by Alphabetical Order (Last Name, First Name – Time -Room)

Staples, Andrea - 1:15 PM - Lib. 2nd
Taba, Lucie - 1:15 PM - Lib. 2nd
Tregoning, Mason - 1:15 PM - Lib. 2nd
Urtecho, J.B. - 2:30 PM - Lib. 2nd
Vue, Vah - 2:30 PM - 2206
Waldron, Heather - 2:30 PM - Lib. 2nd
Williams, Courtney - 1:15 PM - Lib. 2nd
Williams, MaryBeth - 1:15 PM - Lib. 2nd
Wong, Stacy - 2:30 PM - Lib. 2nd
Wooten, Collen - 1:15 PM - Lib. 2nd
Wu, Annie - 1:15 PM - Lib. 2nd
Xie, Jude - 1:15 PM - Lib. 2nd
Yang, May K. - 2:45 PM - 2127
Yun, Justin - 1:15 PM - Lib. 2nd

NOTES:



3rd floor North Wing



3rd floor South Wing