Texas A&M University-Corpus Christi

Detailed Assessment Report
2007-2008 MS Elementary Education

Mission/Purpose

The Mission of the Department of Teacher Education is to recruit and prepare professional teachers through a field-based program for the schools of Texas and the nation. The teachers will be able to provide developmentally appropriate, active, and varied instruction using best practices, create a positive, well disciplined classroom climate, address the educational needs of special populations especially linguistically and culturally diverse students, and incorporate technology into instructional delivery. We will form partnerships with public school districts in order to create a community of learners for our students, to collaborate with professional educators, participate in inquiry, impact the renewal of curriculum and instruction and mentor new teachers.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Design instruction and assessment

Design instruction and assessment to promote student learning among diverse student populations.

Strategic Plans:

Texas A&M-Corpus Christi
1. Provide excellent academic programs & instruction.

Related Measures:

M 1: TExES PPR exams (100 and 160)

1. Domain I of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used. 2. Domain II of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used. 3. Domain III of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used. 4. Domain IV of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used.

Domain I of the Pedagogy and Professional Responsibilities (PPR) EC-12 TExES Test 160 will be used. 2. Domain II of the Pedagogy and Professional Responsibilities (PPR) EC-12 TExES Test 160 will be used. 3. Domain III of the Pedagogy and Professional Responsibilities (PPR) EC-12 TExES Test 160 will be used. 4. Domain IV of the Pedagogy and Professional Responsibilities (PPR) EC-12 TExES Test 160 will be used.

Source of Evidence: Certification or licensure exam, national or state

Achievement Target:

At least 70% of "post-bac" test takers from August 1, 2007 through July 31, 2008 will pass Domain I of the TExES PPR EC-4 exam (100) or TExES PPR EC-12 exam (160).

Findings (2007-2008) - Achievement Target: Not Met

Fifteen out of 26 test takers passed Domain I of the TExES PPR EC-4 (100) or EC-12 (160) exams - 58%.

Related Action Plans:

Domain I test prep for MAC elem stdnts

Ten of the 13 failing scores on either TExES PPR EC-4 (100) or EC-12 (160) exams were recorded by a total of four "post-bac" MAC students, two of which passed the test on their final attempt. If the scores are viewed in terms of the students' most recent attempt on the exam the pass rate improves to 14 out of 18 (78%). Furthermore, from September 1, 2007 through December 31, 2008, 15 out of 15 Master of Science in Elementary Education program completers passed the TExES PPR EC-4 (100) or EC-12 exams (160). Nevertheless, the TExES PPR (Domain I) pass rate among the post-bac students seeking a Master of Science in Elementary Education degree needs improvement. These findings will be shared with the graduate faculty in the Department of Teacher Education and the College of Education.

For more information, see the Action Plan Details section of this report.

O 2: Promote a positive classroom climate

Promote a positive classroom climate among diverse student populations.

Strategic Plans:

Texas A&M-Corpus Christi
1. Provide excellent academic programs & instruction.

Related Measures:

M 1: TExES PPR exams (100 and 160)

1. Domain I of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used. 2. Domain II of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used. 3. Domain III of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used. 4. Domain IV of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used.

Domain I of the Pedagogy and Professional Responsibilities (PPR) EC-12 TExES Test 160 will be used. 2. Domain II of the Pedagogy and Professional Responsibilities (PPR) EC-12 TExES Test 160 will be used. 3. Domain III of the Pedagogy and Professional Responsibilities (PPR) EC-12 TExES Test 160 will be used. 4. Domain IV of the Pedagogy and Professional Responsibilities (PPR) EC-12 TExES Test 160 will be used.

Source of Evidence: Certification or licensure exam, national or state

Achievement Target:

At least 70% of "post-bac" test takers from August 1, 2007 through July 31, 2008 will pass Domain II of the TExES PPR EC-4 exam (100) or TExES PPR EC-12 exam (160).

Findings (2007-2008) - Achievement Target: Not Met

Seventeen out of 26 test takers passed Domain I of the TExES PPR EC-4 (100) or EC-12 (160) exams - 65%.

Related Action Plans:

TExES PPR (Domain II) test prep for MAC elem stdnts

Ten of the 13 failing scores on either TExES PPR EC-4 (100) or EC-12 (160) exams were recorded by a total of four "post-bac" MAC students, two of which passed the test on their final attempt. If the scores are viewed in terms of the students' most recent attempt on the exams the pass rate improves to 14 out of 18 (78%). Furthermore, from September 1, 2007 through December 31, 2008, 15 out of 15 Master of Science in Elementary Education program completers passed the TExES PPR EC-4 (100) or EC-12 exams (160). Nevertheless, the TExES PPR (Domain I) pass rate among the post-bac students seeking a Master of Science in Elementary Education degree needs improvement. These findings will be shared with the graduate faculty in the Department of Teacher Education and the College of Education.

For more information, see the Action Plan Details section of this report.
State Testing Coordinator. The current tutoring program will be re-evaluated during Spring 2009.
For more information, see the Action Plan Details section of this report.

O 3: Determine effective instruction
Determine effective, responsive instruction and assessment as teachers among diverse student populations.

**Strategic Plans:**
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

**Related Measures:**

**M 1: TExES PPR exams (100 and 160)**
1. Domain I of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used. 2. Domain II of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used. 3. Domain III of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used. 4. Domain IV of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used.

**Achievement Target:** At least 70% of "post-bac" test takers from August 1, 2007 through July 31, 2008 will pass Domain III of the TExES PPR EC-4 exam (100) or the TExES PPR EC-12 (160).

**Findings (2007-2008) - Achievement Target: Not Met**
Fifteen out of 26 test takers passed Domain I of the TExES PPR EC-4 (100) or EC-12 (160) exams - 58%.

**Related Action Plans:**
**TExES PPR (Domain III) test prep for MAC stdts**
Ten of the 13 failing scores on either TExES PPR EC-4 (100) or EC-12 (160) exams were recorded by a total of four "post-bac" MAC students, two of which passed the test on their final attempt. If the scores are viewed in terms of the students' most recent attempt on the exams the pass rate improves to 14 out of 18 (78%). Furthermore, from September 1, 2007 through December 31, 2008, 15 out of 15 Master of Science in Elementary Education program completers passed the TExES PPR EC-4 (100) or EC-12 exams (160). Nevertheless, the TExES PPR (Domain I) pass rate among the post-bac students seeking a Master of Science in Elementary Education degree needs improvement. These findings will be shared with the graduate faculty in the Department of Teacher Education and the College of Education State Testing Coordinator. The current tutoring program will be re-evaluated during Spring 2009.
For more information, see the Action Plan Details section of this report.

**O 4: Articulate professional roles**
Articulate and fulfill professional roles and responsibilities.

**Strategic Plans:**
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

**Related Measures:**

**M 1: TExES PPR exams (100 and 160)**
1. Domain I of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used. 2. Domain II of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used. 3. Domain III of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used. 4. Domain IV of the Pedagogy and Professional Responsibilities (PPR) EC-4 TExES Test 100 will be used.

**Achievement Target:** At least 70% of "post-bac" test takers from August 1, 2007 through July 31, 2008 will pass Domain IV of the TExES PPR EC-4 exam (100) or the TExES PPR EC-12 (160).

**Findings (2007-2008) - Achievement Target: Not Met**
Eighteen out of 26 test takers passed Domain I of the TExES PPR EC-4 (100) or EC-12 (160) exams - 69%.

**Related Action Plans:**
**TExES PPR (Domain IV) test prep for MAC stdts**
Ten of the 13 failing scores on either TExES PPR EC-4 (100) or EC-12 (160) exams were recorded by a total of four "post-bac" MAC students, two of which passed the test on their final attempt. If the scores are viewed in terms of the students' most recent attempt on the exams the pass rate improves to 14 out of 18 (78%). Furthermore, from September 1, 2007 through December 31, 2008, 15 out of 15 Master of Science in Elementary Education program completers passed the TExES PPR EC-4 (100) or EC-12 exams (160). Nevertheless, the TExES PPR (Domain I) pass rate among the post-bac students seeking a Master of Science in Elementary Education degree needs improvement. These findings will be shared with the graduate faculty in the Department of Teacher Education and the College of Education State Testing Coordinator. The current tutoring program will be re-evaluated during Spring 2009.
For more information, see the Action Plan Details section of this report.

**O 5: Design an action research project**
Design and implement an action research project that utilizes knowledge of the content and pedagogy acquired in the program to inform their teaching.

**Strategic Plans:**
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

**Related Measures:**

**M 2: Capstone course**
The final grade in capstone course, EDCI 5304, will be used.

**Achievement Target:** At least 80% of graduate students will complete EDCI 5304 with a grade of either "A" or "B."

**Findings (2007-2008) - Achievement Target: Partially Met**
Ten out of 14 students completed the Master of Science in Elementary Education capstone course, EDCI 5304, with a grade of "A" or "B" (71%). However, 37 out of 45 post-bac MAC students (includes Master of Science in Secondary Education) achieved a final grade of either...
an “A” or “B” in the capstone course in 2007-08 (82%).

**Findings** (2006-2007) - Achievement Target: Partially Met
Twenty-three out of 26 MS in Elementary Education graduate students completed the EDCI 5304 capstone course with either an A or a B during 2006-07.

**Details for Action Plans Established This Cycle**

**TEXES PPR (Domain I) test prep for MAC elem stdnts**
Ten of the 13 failing scores on either TEES PPR EC-4 (100) or EC-12 (160) exams were recorded by a total of four “post-bac” MAC students, two of which passed the test on their final attempt. If the scores are viewed in terms of the students’ most recent attempt on the exams the pass rate improves to 14 out of 18 (78%). Furthermore, from September 1, 2007 through December 31, 2008, 15 out of 15 Master of Science in Elementary Education program completers passed the TEES PPR EC-4 (100) or EC-12 exams (160). Nevertheless, the TEES PPR (Domain I) pass rate among the post-bac students
The assessments of the Master of Science in Elementary Education degree program showed that all 15 of the program completers passed the state-mandated teacher certification exams during program completion year 2008 (August 1, 2007 - December 31, 2008). Furthermore, students' success with the degree program's culminating action research project is reflected in the final grades for the capstone course. The faculty in the Department of Teacher Education and the College of Education State Testing Coordinator. The current tutoring program will be re-evaluated during Spring 2009.

Ten of the 13 failing scores on either TExES PPR EC-4 (100) or EC-12 (160) exams were recorded by a total of four "post-bac" MAC students, two of which passed the test on their final attempt. If the scores are viewed in terms of the students' most recent attempt on the exams the pass rate improves to 14 out of 18 (78%). Furthermore, from September 1, 2007 through December 31, 2008, 15 out of 15 Master of Science in Elementary Education program completers passed the TExES PPR EC-4 (100) or EC-12 exams (160). Nevertheless, the TExES PPR (Domain I) pass rate among the post-baccalaureate students seeking a Master of Science in Elementary Education degree needs improvement. These findings will be shared with the graduate faculty in the Department of Teacher Education and the College of Education State Testing Coordinator. The current tutoring program will be re-evaluated during Spring 2009.

Ten of the 13 failing scores on either TExES PPR EC-4 (100) or EC-12 (160) exams were recorded by a total of four "post-bac" MAC students, two of which passed the test on their final attempt. If the scores are viewed in terms of the students' most recent attempt on the exams the pass rate improves to 14 out of 18 (78%). Furthermore, from September 1, 2007 through December 31, 2008, 15 out of 15 Master of Science in Elementary Education program completers passed the TExES PPR EC-4 (100) or EC-12 exams (160). Nevertheless, the TExES PPR (Domain I) pass rate among the post-baccalaureate students seeking a Master of Science in Elementary Education degree needs improvement. These findings will be shared with the graduate faculty in the Department of Teacher Education and the College of Education State Testing Coordinator. The current tutoring program will be re-evaluated during Spring 2009.

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

The assessments of the Master of Science in Elementary Education degree program showed that all 15 of the program completers passed the state-mandated teacher certification exams during program completion year 2008 (August 1, 2007 - December 31, 2008). Furthermore, students' success with the degree program's culminating action research project is reflected in the final grades for the capstone course. The faculty in the Department of Teacher Education have aligned the MAC curriculum with the State of Texas teacher certification standards. Regular department meetings and recent degree plan revisions serve to make the review/revision of teacher education curriculum and instruction an on-going process. Also, the Annual Development and Evaluation Plans, along with student end-of-course evaluations of instructors provide evidence of the reported high levels of faculty teaching, scholarship and service.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

The MAC degree programs have recently revised to feature WebCT-based/hybrid instruction, compacted course delivery, course scheduling alignment and increased scholarship funds in efforts to bolster enrollment. The curriculum is aligned with state standards and the instruction is provided by experienced, successful educators who are full-time, tenure-track faculty of the College of Education. Hopefully, the new innovative revisions of the MAC degree programs coupled with the continued strong instruction will result in enrollment increases.

Annual Reports

Executive Summary
Program reviews are in progress for the Master of Science in Elementary Education and the Master of Science in Secondary Education degree programs. Among other things, these reviews will focus upon the declining enrollment in both degree programs that began occurring six to seven years ago primarily due to significantly increased competition in the post-bac/alternative teacher certification arena. In December of 2007, a strategic planning committee comprised of faculty, staff and administration from the College of Education was convened to address the declining enrollment. That planning session resulted in specific plans to implement MAC WebCT-based/hybrid courses, the development of efficient program completion tracks based upon students entry into the MAC program, production/dissemination a new MAC brochure, and increased scholarship funding. All of these plans have been implemented and continue to be improved/revised. The continued quality of the Master of Science in Elementary Education is reflected, in part, by the teacher certification examinations results. All 15 of the post-baccalaureate Master of Science in Elementary Education program completers passed the TExES PPR EC-4 (100) or EC-12 (160) exams for completion year 2008 (August 1, 2007 - December 31, 2008). In addition to the continued high quality of this degree program, enrollment gains were achieved for the Fall 2008 and Spring 2009 semester (at the time that this 2007-08 annual report was being written).

Public/Community Service

SELECTED PUBLIC/COMMUNITY SERVICE:

Dr. Bolick served on the Advisory Board for the Corpus Christi Museum of Science and History.

Dr. Bolick participated in K-12 Science Conversations that involved area teachers and administrators.

Dr. Bolick reviewed grant proposals for the Flour Bluff ISD Foundation for Educational Excellence.
Dr. Canales served as team member of the Rhode Island Program Approval Visit to Rhode Island College.

Dr. Cunningham served on the Flour Bluff Independent School District Advisory Committee.

Dr. Cunningham served on the Board of Directors for the TAMU-CC Women’s Center for Education and Services.

Dr. Hill served as a member of the Coastal Bend Bays & Estuaries Program’s Education Outreach Committee.

Dr. Kelly worked with CCISD to promote enrollment in the SOS Program. The district allotted over $20,000 to pay for the tuition of first, second and third-year teachers, however only five teachers took advantage of this opportunity.

Dr. Paciotti is joined Delta Kappa Gamma Society International for Key Women Educators and was a member in good standing.

Dr. Paciotti participated in the Coastal Bend Phi Delta Kappa chapter activities during 2007-08.

Dr. Sanders was elected president of the Texas Association for Childhood Education International and presided over the Texas ACEI meeting on March 27, 2008. As Texas ACEI president, Dr. Sanders is a member of the national ACEI President’s Council.

Dr. Sanders served as the Bay Area Association for the Education of Young Children Vice-President of Advocacy and played a key role in the October 2008 Texas ACEI conference.

Dr. Sanders, along with Ms. Norma Zunker, served as a faculty advisor for the Islander Association for Childhood Education International and facilitated the attendance/presentations of five students at the international conference during March 2008 held in Atlanta. One of the students was awarded a highly competitive scholarship.

Ms. Tierce served as a Regional Judge for the 2008 HEB Excellence in Education Awards.

Ms. Tierce served on the Executive Board of the Corpus Christi International Reading Association.

Ms. Tierce served on the 2007-08 Texas Teacher Leadership Council and participated in the October 2007 meeting held in Austin.

Ward, M. J. participated in the “Live United” walk to reduce high drop outs at Miller High School in August 2008.

Dr. Wells emceed the College of Education Hooding and Pinning Ceremonies both semesters.

Ms. Zunker was elected Vice-President of the Texas Association of Childhood Educators International in March 2008.

Ms. Zunker served as head judge for the Literacy Council annual Scrabble Tournament.

Ms. Zunker and Dr. Jana Sanders, at the request of County Commissioner, Peggy Banales, involved their students in providing healthy activities for children at the Juneteenth Diabetes Awareness program held at Coles High School in Corpus Christi.

Ms. Zunker served on the planning committee for the Corpus Christi Children’s Book Festival during 2007-08.

Anticipated Challenges

Program reviews are in-progress for the elementary and secondary MAC degree programs. The program reviews will highlight the declining enrollment in both of these degree programs in recent years due significantly increased competition in the post-bac/alternative teacher certification arena.

Closing the Loop / Planned Actions

Strategic plans involving WebCT-based/hybrid course delivery, improved (quicker, more efficient) degree plan-of-study, and increased scholarship funding aimed at bolstering the MAC enrollment were developed in December 2007 and implemented in the Summer of 2008. The Dean supported faculty training in WebCT course delivery with instruction, tutorials and stipends. Continued efforts to bolster graduate student enrollment and improve preparation for MAC students on the teacher certification exams will be discussed in the Department of Teacher Education faculty meeting on Wednesday, February 4.

Summary of Requested Resources

Increased scholarship funding for the MAC degree programs was requested by the department chair and supported by the Associate Dean of the College of Education.

Administrative Unit Accomplishments

Not applicable, pertains to administrative units.

Teaching Results / Accomplishments

Not applicable, pertains to administrative units.

Research/Scholar Activity Accomplishment

PUBLICATIONS:

Dr. Bolick and Dr. Hill’s manuscript entitled Project TEACH: A study to assess the Centers for the Professional Development of Teachers and predict the success of the beginning teacher was published in the 2007 CEDER Yearbook Supporting Student Success.

Dr. Hill’s manuscript entitled Mathematics + Science = Success was published the December 2007 issue of Science Scope, a middle school science journal sponsored by the National Science Teachers Association.

Dr. Paciotti’s manuscript about hiring considerations of middle school teachers was published in the journal of the Texas Association of Secondary School Principals.


Ward, M. J. & Lucido, F.  *Low Performance on Teacher Certification Exams: A Hidden Consequence of English Learners’ Underdeveloped First Language?* (Accepted for publication in the *Journal of Intercultural Disciplines* – February 2007.)

GRANTS:

Dr. Bolick will serve as the “Education Partner” with the $112,911 Teacher Quality Grant-funded project *Quantitative Experience for Decision-Making – Making Q.E.D.*

Dr. Bolick, as a Co-PI, submitted a pre-proposal for NOAA grant *An Ocean and Atmosphere Theme for Texas Fifth-Grade Science Education* ($544,533) in partnership with the University of Texas and University of Texas Pan-American.

Dr. Bolick and Dr. Hill wrote a proposal for the funding of EDCI 5330 – Teaching Environmental Science I and EDCI 5331 – Teaching Environmental Science II to the Coastal Bend Bays and Estuaries Program. Funding of $20,000 funding was awarded.

Dr. Kelly coordinated the Transition to Teaching grant through the Texas A&M University System’s Regents Initiative for Excellence in Education which provided interns training in the use of e-mentoring.

Dr. Bolick worked with CCISD to promote enrollment in the SOS Program. The district allotted over $20,000 to pay for the tuition of first, second and third-year teachers, however only five teachers took advantage of this opportunity.

Dr. McDonald continued to serve as Co-Principal Investigator and Project Director, along with PI Kit Price-Blount, provided training to math and science faculty of TAMU-CC and the University of Texas Pan American through NSF grant *Preservice Teachers Learning to Engage Hispanic Parents in Mathematics and Science*.

Dr. McDonald continued to serve as the Co-PI, along with fellow Co-PI Dr. Jim Stillman, for the NSF grant *The Cabeza de Vaca Earthmobile* that organized events in the Aransas County, Riveria, San Diego and Premont ISDs.

Dr. McDonald served as PI for the 2007-08 TAMU-CC/ESC2 Regional Collaborative for Excellence in Science Teaching (funded for $137,000 for one year). The grant provides mentoring and professional development for 40 elementary science teachers, in addition to outreach training for 85 TAMU-CC preservice teachers in Project WILD.

PRESENTATIONS:

Dr. Bolick presented *Wondering . . . about Clouds* at the Association for Science Education annual meeting in Liverpool, England in January 2008.

Dr. Bolick, along with Dr. Denise Hill, presented *Project TEACH: The Emerging Reflection of Teaching Effectiveness and Interactive Notebooks for Preservice Teachers* with Dr. Glennis Cunningham at the National Association of Professional Development Schools Conference in Orlando in April 2008.

Dr. Canales delivered three presentations involving TAMU-CC graduate students and junior faculty at the American Association of Hispanics in Higher Education conference held in Miami during March 2008. The presentations were entitled *Increasing the Number of Hispanics in STEM, College Readiness Programs: What to Do and How to Do It,* and *Promising Models for Engaging Hispanic Students and Their Families in Quality Math and Science Instruction.*

Dr. Canales, along with TAMU-CC graduate students and junior faculty presented *Increasing the Number of Hispanics in STEM, Particularly Technology,* and *HSI Funding Opportunities to Get Them There* at the Hispanic Association of Colleges and Universities in Chicago during October 2007.

Dr. Canales, Dr. JoAnn McDonald and Dr. Cherie McCollough presented *Family Science and Math Learning Events for Hispanic Students and Their Families: Personal and Professional Growth Opportunities* at the CEDER conference on November 30, 2007.

Dr. Cunningham and Dr. Margaret Bolick presented *Interactive Notebooks for Preservice Teachers* at the 2008 National Association for Professional Development Schools Conference in Orlando during April.

Dr. Paciotti presented her research on middle school repeaters’ perceptions of teacher caring behaviors at the Southwest Educational Research Association conference in New Orleans during February 2008 and also at the TAMU-CC Reading Conference in April 2008.

Dr. JoAnn Canales, Dr. JoAnn McDonald and Dr. Cherie McCollough presented *Family Science and Math Learning Events for Hispanic Students and Their Families: Personal and Professional Growth Opportunities* at the CEDER conference on November 30, 2007.


OTHER SCHOLARSHIP:

Dr. Canales finalized an evaluation report entitled Academic Rising Scholars: Evaluation Report 2006-07 concerning the partnership between TAMU-CC and local school districts.

Dr. Bolick assembled the manuals Expanding the Floating Classroom Program from Coast to Classroom: Moving Upstream – Elementary Science Investigations and Expanding the Floating Classroom Program from Coast to Classroom – Moving Upstream – Secondary Science Investigations (as a part of the Coastal Management Program grant requirements) for distribution among area school teachers.


Ward, M.J. review of the text, Teaching Strategies, A Guide to Effective Instruction (9th ed.) provided for Lisa Mafriei, editorial assistant, of Houghton Mifflin Company during January (Chapters 1-5) and April (Chapters 6-10).

Ward, M. J. served on two dissertation committees - Amber Daub and Nicole during 2007-08.

Dr. Wells served as a member of five dissertation committees – Debbie Litton, Daniel Ceballos, Gabe Munoz, Chris Leal and Cathy Salinas during 2007-08.

Dr. Wells served Lola Lazarte’s math thesis committee during 2007-08.