



TIPS TRICKS

TO SURVIVE THE DISSERTATION PROCESS

DR. LAURA JAIME

ACTEAZ MID-WINTER CONFERENCE

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DR. LAURA JAIME

- West-MEC - Program Quality Manager
- Laura.Jaime@west-mec.org
- 928-830-5708

WHERE ARE YOU AT IN THE DISSERTATION PROCESS?

Are you are 1, 2, or 3?

1. Signed up and taking classes.
2. Been thinking about it.
3. You people are crazy.



TOPICS COVERED

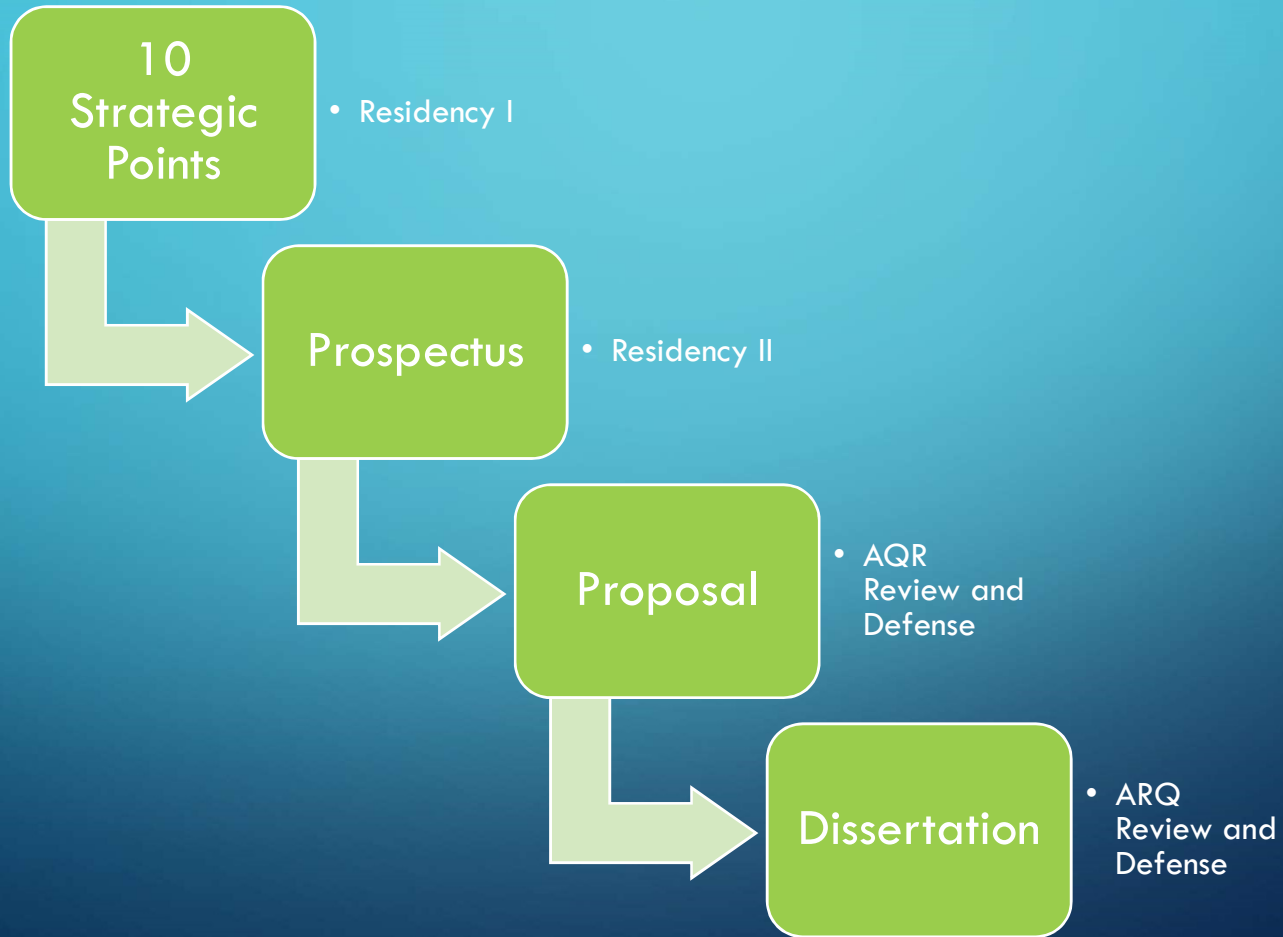
Process Overview

Tips and Tricks for Success

Take Care of You

Results

DISSERTATION PROCESS OVERVIEW



10 Strategic Points

- Tips
 - Go to Residency | Early
 - Bring completed 10 pts. to Residency 1
 - Will evolve during the week



Find the Gap in Literature

Research Prospectus (RES880)



- Tips

- Go to Residency II Early
- Your Final 10 pts. Needs to be turned in day 1 of class.
- Have completed prospectus ready before next research class starts.

Complete 6-8
page
description of
whole study

Developing the Research Proposal (RES885)

- Tips
 - Teacher is your Chair
 - Turn in completed 10 pts and prospectus day 1
 - Finish Proposal by end of class for committee review
 - Committee includes: Chair, Methodologist, Content Expert, and Learner

Chapters 1-3 of Dissertation

- AQR Review
- Defense
- IRB Review

Dissertation



- Tips
 - Get proposal completed by first dissertation class
 - Remember it takes time for committee review
 - Plan with Milestone Guide (Doctoral DNA)

Chapters 1-5

- AQR Review
- Defense

TIPS & TRICKS



HOW TO SURVIVE THE DISSERTATION PROCESS

Tip 1
Organization

Organizing

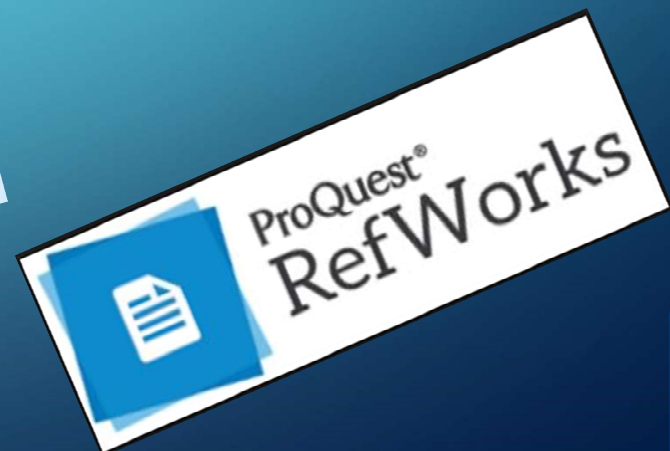
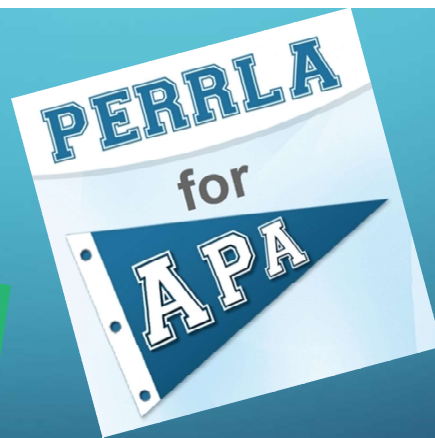
IS WHAT YOU DO BEFORE
YOU DO SOMETHING, SO
THAT WHEN YOU DO IT,
IT IS NOT ALL MIXED UP.

A.A. MILNE

Tip 2 Articles



Tip 3 Review Software





▼ In Text References (0/60)

A reference by reference breakdown of all the inline references found within the submitted paper.

Show only problems: Show possible citations:

1 (see Baer, 2003 for a recent review)

1: Year and author(s) match to:
Baer, R.A. (2003). Mindfulness training as a clinical intervention: a conceptual and empirical review. *Clinical Psychology: Science and Practice* 10, 125-143. doi:10.1093/clipsy.bpg015

2 (Kabat-Zinn, 1994, pp.4)

1: Year and author(s) match to:
Kabat-Zinn, J. (1994). *Wherever you go, there you are: mindfulness meditation in everyday life*. New York: Hyperion.

3 (see Rosenberg, 1999 or Thera, 1962)

Multi Reference (2)
1: Different year and same authors match to:
Rosenberg, L. (1998). *Breath by breath: The liberating practice of insight meditation*. Boston: Shambhala.
2: Year and author(s) match to:
Thera, N. (1962). *The heart of Buddha's way of mindfulness*. London:

▼ Reference List (31/43)

A full list of all the references found within the submitted paper.

Show only issues: | Filter by Year: All | OR Author:
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1 Baer, R.*A. (2003). Mindfulness training as a clinical intervention: a conceptual and empirical review. *Clinical Psychology: Science and Practice* 10, 125-143. doi:10.1093/clipsy.bpg015

* Space expected | [\[GS\]](#)

Found in document: 4

2 Baer, R.*A., Smith, G.T., & Allen, K.B. (2004). Assessment of mindfulness by self-report: The Kentucky Inventory of Mindfulness Skills. *Assessment*, 11, 191-206.

* Space expected | [\[GS\]](#)

Found in document: 1

3 Beck, J.*S. (1995). *Cognitive Therapy: Basics and beyond*. New York: Guilford.

* Space expected | [\[GS\]](#)

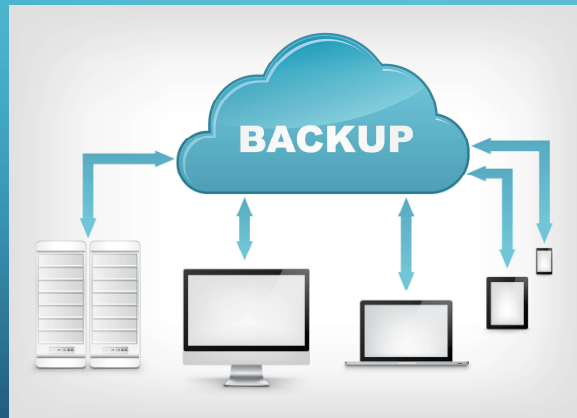
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An annotated output of the submitted paper highlighting all in text references.

Tip 4
Hustle While
You Wait



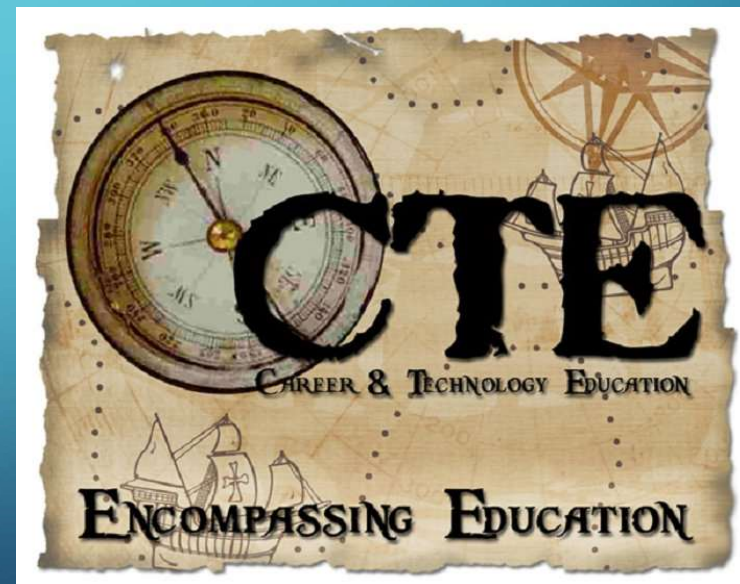
Tip 5 Must Have Items



There's nothing selfish about
taking care of YOU.



On-Time Graduation of Career and Technical Education Concentrators in Arizona



Purpose

- Quantitative Causal Comparative Study to examine the effect that CTE, non-CTE, and academic concentrators have on on-time graduation.

Gap

- On the Rise Study, Stated further research is needed on taking a CTE course and increasing on-time graduation.

Theoretical Foundation

- Social Cognitive Theory with a focus on Self-Efficacy

Problem

- **The effect** CTE concentrators, non-CTE concentrators, and academic concentrators have on an individual's on-time graduation of high school students in Arizona.

Variables

- Independent Variables:
 - 366 CTE Concentrators
 - 273 Non-CTE Concentrators
 - 396 Academic Concentrators
- Dependent Variable:
 - On-Time Graduation

Questions

- What effect does CTE concentration and non-CTE concentration have on on-time graduation?
- What effect does CTE concentration and academic concentration have on on-time graduation?
- What effect does non-CTE concentration and academic concentration have on on-time graduation?

Methodology

- Quantitative

Research Design

- Causal - Comparative

CTE Concentrators and Non-CTE Concentrators

CTE concentrators statistically do not have a higher on-time graduation than non-CTE concentrators.



R1

CTE Concentrators and Academic Concentrators

CTE concentrators were
4 times more likely to
have on-time
graduation over
academic concentrators.



R2

Non-CTE Concentrators and Academic Concentrators

Non-CTE concentrators
were 1.9 times more
likely to have on-time
graduation over
academic concentrators.



R3



Learning that works for America

CTE[™]

Students who take a CTE course have an increased on-time graduation over students who do not take a CTE course.

THANK YOU.....

DO YOU HAVE ANY QUESTIONS ?

