

2021

The Enrollment and Persistence of Education Majors in a Community College

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Abstract

The Enrollment and Persistence of Education Majors in a Community College

by

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MS, Walden University, 2009

BS, Florida Agricultural & Mechanical University, 2000

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2021

Abstract

The problem that is facing one community college in Central Florida is the decrease in enrollment of teacher education majors and the low persistence of students who choose to pursue education as a major. The purpose of this qualitative study was to explore why education majors at this community college chose to enroll and their reasons for persisting and completing their respective programs. The conceptual framework of the study was grounded in Atkinson's expectancy-value theory and Tinto's retention theory. The research questions focused on the reasons for the enrollment and persistence of education majors in a community college in Florida. Open-ended interviews were administered to five purposefully selected participants. Participants included two current education majors who completed the introduction to education and a diversity course, one education major graduate who completed his education program in a community college and earned associate degrees, and two education department faculty members with at least 2 years of teaching experience in a community college. All data were analyzed using thematic analysis, and five themes were derived. The themes were (a) making a difference for students, (b) teaching job that fulfills learning, (c) driven to become a teacher, (d) highly motivated to earn a degree, and (e) teaching experiences helped growth. The findings informed the development of a position paper with program recommendations for recruitment program improvements. The position paper can promote positive social change by providing insight on programs that can enhance the enrollment and persistence of education majors in community colleges, which may increase the number of qualified teachers available to teach in society.

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Table of Contents

List of Tables	v
List of Figures	vi
Section 1: The Problem.....	1
The Local Problem.....	1
Rationale	3
Evidence of the Problem at the Local Level	3
Evidence of the Problem From the Professional Literature	4
Definition of Terms.....	6
Significance of the Study	6
Research Questions	7
Review of the Literature	8
Conceptual Framework.....	9
Review of the Broader Problem.....	12
Summary	20
Implications.....	21
Summary	22
Section 2: The Methodology.....	24
Introduction.....	24
Research Design and Approach	24
Participants.....	28
Criteria for Selecting Participants.....	28
Procedure for Gaining Access to Participants	29

The Researcher-Participant Relationship.....	31
Ethical Protection of the Participants.....	32
Data Collection	33
Data Collection Instruments and Sources.....	33
Role of the Researcher	36
Data Analysis	36
Process of Data Analysis	36
Coding Process.....	38
Data Saturation.....	39
Trustworthiness of the Findings.....	40
Triangulation.....	41
Discrepant Cases.....	41
Limitations	41
Data Analysis Results	42
Research Question 1: Why Do Teacher Education Majors in One Community College Choose to Enroll in Their Programs?	48
Research Question 2: Why Do Teacher Education Majors in One Community College Persist to Complete Their Programs?.....	51
Outcomes in Relation to the Research Study and Conceptual Framework	53
Discrepant Cases.....	54
Description of the Project	55
Section 3: The Project.....	56
Introduction.....	56

Rationale	56
Review of the Literature	57
Position Paper With Program Recommendations.....	58
Educational Program Recommendations.....	59
Recruitment of Teacher Education Majors.....	61
Current Strategies for Recruiting and Retaining Teacher Education Majors	63
Successful Recruitment Programs	65
Project Description.....	67
Project Evaluation Plan.....	69
Project Implications	70
Section 4: Reflections and Conclusions.....	72
Project Strengths and Limitations.....	72
Recommendations for Alternative Approaches	73
Scholarship, Project Development and Evaluation, and Leadership and	
Change	74
Scholarship.....	74
Project Development.....	74
Leadership and Change.....	74
Reflection on Importance of the Work	75
Implications, Applications, and Directions for Future Research	76
Implications.....	76
Applications	76
Future Research	77

Conclusion	77
References.....	79
Appendix A: The Project	93
Appendix B: Interview Guide for Education Major Students	115
Appendix C: Interview Guide for Education Major Graduates	118
Appendix D: Open-Ended Questionnaire for Faculty Members	123
Appendix E: Member Checking Letter.....	121
Appendix F: Member Checking Interview Summary for Participant 1.....	124
Appendix G: Interview Transcript for Participant 1	132
Appendix H: Data Analysis of Interview for Participant 1.....	147
Appendix I: Open-Ended Questionnaire for Participant 4.....	164

List of Tables

Table 1. Project Study Themes 1-3..... 45

Table 2. Project Study Themes 4 and 5 47

Table A1. Program Recommendations and Recruitment Program Outline for
Potential Teacher Education Majors.....109

List of Figures

Figure 1. Components of Expectancy-Value	10
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Section 1: The Problem

The Local Problem

It is important that teachers are prepared to meet the needs of all students. Gaining the necessary educational requirements is an essential part of pursuing a career in the teaching profession (Kopp, 2015). In the United States, teachers must be highly qualified and possess the necessary educational credentials to be hired to teach in public schools (LaSota & Zumeta, 2016). Ensuring that qualified individuals are available to meet the ongoing demand for teachers is important to sustaining the profession. The problem of decreasing enrollment in the education degree program at a community college in Central Florida prompted this study. In Section 1, I discuss the local problem, the rationale and significance of the project study, and the conceptual framework. I also review the current literature and discuss possible implications.

The problem that is facing one community college in Central Florida is the decrease in enrollment of teacher education majors and the low persistence of students who choose to pursue education as a major. In the 2012-2013 academic year, Florida colleges experienced a 3% enrollment decrease in education degree programs with only 2% of all students pursuing education degree programs (Bradley, 2013). The number of students who will graduate as teachers is affected (Bradley, 2013). The community college in Central Florida awarded 1,297 degrees in academic year 2013-2014, but only 10% of the conferred degrees were in education (Bradley, 2013). These statistics indicate that there is a problem of decreasing enrollment of education majors in Florida and at the project site, specifically.

The retention rate at the study site has also affected the number of graduates in the associate in education degree programs. In 2014, the retention rate for full-time teacher education majors was 74% while in 2015 the retention rate was 68% (Bradley, 2013). The statistic for the retention rate in 2014 highlights that even though many students persist, a significant number (26%) who are enrolled in education degrees are not able to complete their programs. The lack of perceived prestige for the teaching profession is reflected in many new teachers exiting the profession early as a result of perceptions of lack of career prospects (Struyven & Vanthournout, 2014). For nontraditional students who have limited opportunities and resources, education programs in community colleges can be a pathway for future enrollment in 4-year degree programs (Monaghan & Attewell, 2015). If community college students do not enroll and complete their education programs, the pool of future eligible teachers becomes smaller (Monaghan & Attewell, 2015).

Approximately half of community college students in the United States do not finish their programs and obtain their degrees, underscoring the low persistence of community college students nationwide (Martin et al., 2014). In this project, I explored why teacher education majors at one community college chose to enroll and their reasons for persisting and completing their respective programs. There is a gap between the number of students who enroll in the education degree program and the number of students who graduate from the program, suggesting that there is a local problem in the retention of students. I addressed this gap using research-based information which includes recommendations of the local community college improving their recruitment

program. Leaders of the community college may use this study's findings as a guide to understand how to recruit and retain more students in education degree programs.

Rationale

My rationale for conducting this study was to provide leaders of one community college useful information that may help facilitate the enrollment and persistence of education degree program students. There is a decrease in students who are pursuing education majors in universities and community colleges across the United States (Bradley, 2013), and this decrease in enrollment impacts the continuity of many universities and community colleges (Aragon, 2016). Low enrollment and low persistence of education degree students impact many public schools and students who need qualified teachers. The low enrollment rate of students majoring in education degree programs is a problem because the pool of eligible teachers becomes even smaller limiting the number of teachers who can fill the vacant position in many public schools (Aragon, 2016). If these consequences are not addressed, the shortage of teachers in public schools will continue to worsen (Aragon, 2016).

Evidence of the Problem at the Local Level

According to the administrator of the local community college that served as the study site, few students are pursuing the education degree program. For instance, in 2016, only one student decided to major in the education degree program at the community college. In 2015, only two students decided to major in the education degree program at the community college. In 2014, only one student decided to major in the education degree program at the community college. This low enrollment in education degree

programs at the study site is consistent with the broader problem of a shortage of graduates who have the necessary degrees for teaching (Fletcher & Gordon, 2017). The results of the study might serve as useful information the community college leaders can use to facilitate an increase in student enrollment and persistence in the education degree program.

The low enrollment rate of students majoring in the education degree program at the community college has adversely affected local area schools. A local area administrator stated that she has had to use substitutes in long-term assignments as classroom teachers. The administrator also explained that she hired teacher assistants to assist the regular teachers who had an excess of students because of the limited number of available teachers. Fewer enrollments of students in education programs in universities and community colleges exacerbates the shortage of teachers (Struyven & Vanthournout, 2014). A shortage of teachers may affect the quality of education in public schools in the local area.

Evidence of the Problem From the Professional Literature

Statistical reports have shown that the decrease in individuals pursuing education degrees in the United States is an ongoing issue (Bradley, 2013). In 1975, 22% of U.S. college and university students pursued education degrees, more than any other degree program (Bradley, 2013). Many of these education graduates from this time period who eventually became teachers are close to retirement and the number of current students majoring in education has dropped considerably, underscoring the problem of low enrollment in education programs. In 2015, only 10% of students in higher education

pursued education degrees in the United States (Bradley, 2013). In 2017, only 4.6% of college freshmen were pursuing education degree programs (Bradley, 2013).

Scholars have presented several reasons for the decrease in enrollment in education degree programs (Aragon, 2016). According to Sawchuk (2015), one reason may be changes such as teacher qualifications, students passing standardized tests, and wages based on students' performance. A second reason noted by Sawchuk had to do with changes to the teaching profession (fewer raises, stricter hiring qualifications, and larger classes) that have made some college students contemplate whether majoring in the program is logical. Third, Sawchuk noted that the discussion of teacher-evaluations in the press may have dissuaded students from pursuing education degrees. Teacher-evaluations that resulted in teachers being fired rather than allowing correction of the issues.

Fewer U.S. high school students are interested in pursuing teaching careers. This low interest is reflected in fewer enrollments of students in education programs in universities and community colleges (Struyven & Vanthournout, 2014). The low enrollment and retention rate of education majors is a problem because the scenario limits the availability of teachers in public schools (Aragon, 2016). Teacher shortage is a problem in many states, underscoring the importance of developing strategies that can enhance both the enrollment and retention of students who are pursuing education degrees (Aragon, 2016). Given this research problem, the purpose of the case study was to explore (a) why education majors at one community college chose to enroll and (b) their reasons for persisting and completing their respective programs.

Definition of Terms

The following definitions of terms are used throughout the study:

Enrollment: The process of signing up for teacher preparation programs to earn a degree in education (Sawchuk, 2015).

Expectancy-value theory: A theory that explains the motivations of individuals to pursue a particular line of action or behavior (Roberts et al., 2009).

Persistence: The quality of being able to continue and finish despite facing challenges and hardships (Mau, 2016).

Retention: The rate of students who have chosen to stay and complete their programs (Roberts et al., 2009).

Teacher education majors: Students who have decided to pursue careers in the teaching profession (Curtis, 2012).

Significance of the Study

Policy makers have proposed focusing on community colleges to address the decrease in eligible teachers in public schools (Park et al., 2016). Acquiring an associate degree in education at a community college can be instrumental in the subsequent enrollment of students in 4-year education degrees and in their persistence when completing their degrees because credits earned in community colleges can be used in their subsequent studies (Monaghan & Attewell, 2015). In this study, the problem was that there was a decrease in enrollment and low persistence of students in the education degree program of the Florida community college that served as the study site (Bradley, 2013).

It is essential to examine student persistence and decreased enrollment in the education degree program in community colleges in order to determine the appropriate solutions (Brown, 2012). The results of this study may be instrumental in developing programs that can improve student enrollment and recruitment of education majors and enhance the persistence of students when completing their programs. This study is significant to the target community college and other community colleges that share the same demographic and geographic profile based on the concept of naturalized generalization of case studies (Stake, 1995). This study may assist community colleges within the area through the application of concepts from this study and similar case studies.

It is important to explore why community college education majors choose to enroll and their reasons for persisting and completing their respective programs in order to have a deeper understanding of the solutions that program leaders can develop to enhance enrollment and retention of education majors (Roberts et al., 2009). The key stakeholders are the leaders and administrators of the study site because the results can aid them in making informed decisions on how to address the decreased enrollment in education degree programs. An increase in enrollment and retention of students in education degree programs can be instrumental in positive social change by addressing the shortage in teachers in many states (Aragon, 2016).

Research Questions

The purpose of this study was to explore why education majors at a community college choose to enroll and their reasons for persisting and completing their programs. I

used a qualitative case study design, including individual interviews with two current education major students and one education major graduate and an open-ended questionnaire for two faculty members. The inclusion of the one-on-one interview with the graduate and open-ended questionnaire for faculty members was necessary to have a more diverse explanation of the research problem. The research questions (RQs) for the study were as follows:

RQ1: Why do teacher education majors in one community college choose to enroll in their programs?

RQ2: Why do teacher education majors in one community college persist to complete their programs?

Review of the Literature

In this section, I review literature pertinent to the research problem. In the first part of the review, I focus on the conceptual framework, specifically the expectancy-value and retention theories. In the second part of the review, I focus on a broader assessment of the problem.

I used the Walden University Library, the library at my research site, and Google Scholar to search academic databases. The academic databases I utilized were ERIC, Education Source, SAGE Journals and Thoreau Multi Database Search. I used the following key terms for the literature search: *community college*, *community college students*, *enrollment in educational programs*, *retention in education programs*, *motivations of teacher education majors for teaching*, and *experiences of teacher education majors*. In my search for sources, I found 26 useful sources that I incorporated

in my study. I concluded my search because the use of the 26 sources allowed me to present an informed literature review.

Conceptual Framework

The conceptual framework for this study was grounded in Atkinson's (1957) expectancy-value theory and Tinto's (1987) retention theory. Both Atkinson's expectancy-value theory and Tinto's retention theory relate to the study approach, RQs, semistructured interviews, and thematic analysis. Expectancy theory served as a framework for understanding why individuals choose to enroll and major in education programs with the intent of becoming teachers. Tinto's retention theory served as a framework for understanding the persistence of community college students when finishing their programs in education. The expectancy-value theory informed RQ1, and Tinto's retention theory informed RQ2.

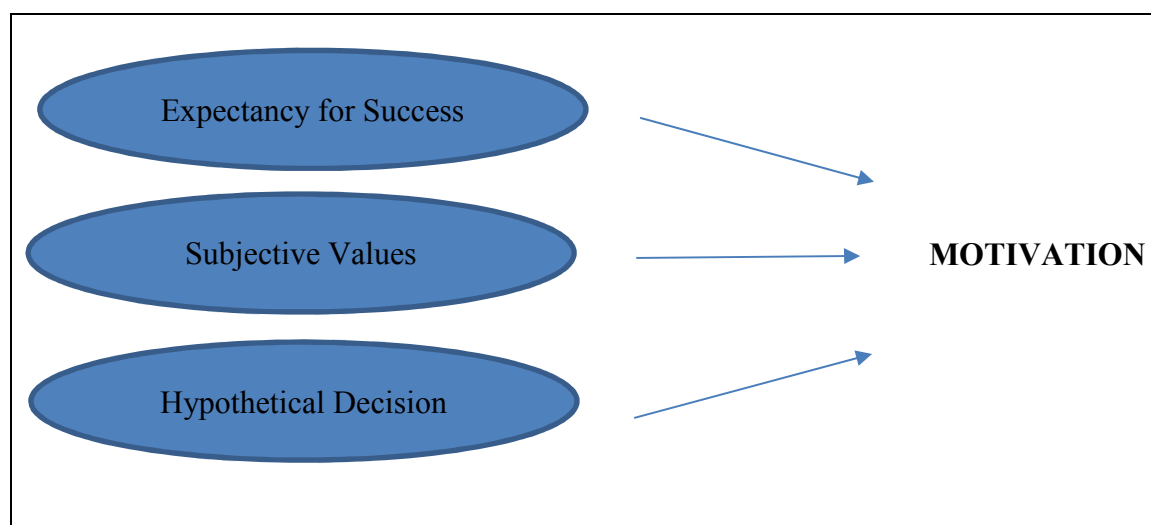
Expectancy-Value Theory

In his expectancy-value theory, Atkinson (1957) sought to explain individuals' motivation. I used the expectancy-value theory to discover why individuals choose to enroll and major in education programs and persist in completing their programs. In an expectancy-value framework, the assumption is that teacher education majors are motivated to teach after acquiring the experiences and credentials needed to pursue their careers (Roberts et al., 2009). The expectancy-value theory was used as framework for understanding the behaviors of individuals. Individuals are motivated to pursue and persist in specific academic goals based on their self-efficacy, expectancy for success, and subjective values attributed to tasks (Wigfield & Eccles, 2000). I used the three

components of the expectancy-value theory to understand the motivation of community college students to enroll in education degree programs (see Roberts et al., 2009). Figure 1 shows a visual representation of the three components of the expectancy value model.

Figure 1

Components of Expectancy-Value



The first component is the expectations that teacher education majors have for performing well during their teaching experiences as students (Roberts et al., 2009). While using the expectation component of the expectancy-value theory, I found that a strong motivator for education majors is their attitudes towards becoming teachers after being exposed to teaching responsibilities while majoring in education degree programs (see Roberts et al., 2009). As teacher education majors meet their expectations through their teaching experiences as students, they are more motivated to become teachers (Roberts et al., 2009). Values are the second component, which are evident when teacher education majors place importance on their teaching experiences (Roberts et al., 2009). The third component, hypothetical decision, happens after teacher education majors have

experiences teaching and make their final decision to teach (Roberts et al., 2009). The theory and each of the components assisted in using a strong framework for the current study.

Battle and Looney (2014) related the expectancy-value theory to the behaviors and choices of teachers with regard to their personal achievements. By using the three components of the expectancy-value theory, I hoped to understand the reasons and motivations of teacher education majors for choosing the education program (see Battle & Looney, 2014). Liao et al. (2014) noted that the expectancy-value theory helps researchers to determine which experiences prompt education majors to enroll and remain in their programs.

Retention Theory

Tinto's (1987) retention theory is a theory used for understanding the persistence of students in terms of their academic and social integration. The central idea of Tinto's theory is that the persistence of students is predicted by their degree of academic and social integration. The integration and persistence of students interact over time (Sidelinger, et al., 2016). Successful academic integration means that students are able to utilize academic support and resources within the school, acquire good grades in class, experience personal development, enjoy taking courses, and identify with academic norms and values in your school (Sidelinger, et al., 2016). Successful social integration is characterized by having peer interactions and mutual support and positive relationships with faculty. When students are academically and socially integrated with their schools,

they are more likely to persist and continue pursuing their education despite experiencing challenges and hardships (Sidelinger et al., 2016).

As Tinto (1987, 1997) explained, exploring students' rationale for dropping out of a program helps educational researchers and leaders to understand retention. Learning their reasons for persisting in completing their programs may allow for the understanding of how education majors' persistence affect their retention. Knowing education majors' commitment to their programs may possibly help leaders of the community college understand how to improve student retention.

Review of the Broader Problem

The literature review of the broader problem focuses on the following themes: education as a profession, education programs offered through community colleges, motivation of students to pursue teaching careers, recruitment of students to pursue education programs, and persistence of teacher education majors to remain in their programs.

Education as a Profession

Even though teachers are generally perceived as effective, the profession of teaching is not one of the most highly respected career options for the public at large. Many practicing teachers also view the profession as extremely stressful and exhausting and lacking in career prospects, resulting in early exits in the profession (Struyven & Vanthournout, 2014). These issues contribute to the difficulty in attracting individuals to pursue teaching careers (Skaalvik & Skaalvik, 2015).

In order to be qualified to teach in U.S. public schools, an individual needs to possess a minimum of a bachelor's degree. Individuals who only have an associate degree in education are not yet qualified to take teaching positions in public schools, but these individuals may hold teaching-related jobs such as teacher assistants or childcare workers (Olson & Spidell, 2017). Holders of associate degrees in education from community colleges need to pursue a 4-year bachelor's degree in order to qualify to be a licensed public school teacher (LaSota & Zumeta, 2016). The credits gained from community college can be transferred to a 4-year education degree program in universities (LaSota, & Zumeta, 2016).

Education Through Community Colleges

Community colleges are public higher education institutions that often provide 2-year degrees or certifications for students and other subbaccalaureate credentials such as short-term certificates, long-term certificates, and associate degrees (Dadgar & Trimble, 2015). The target students of community colleges are usually individuals with limited opportunities and means, providing an opportunity to encourage equality and diversity in higher education (Fong et al., 2017). For instance, Juskiewicz (2015) noted that 60% of students in community colleges are the age of 28, and can be considered nontraditional, work either full-time or part-time, and belong to ethnic minority groups and from low-income families (Juskiewicz, 2015). Community college institutions also provide opportunities for future enrollment in 4-year degree programs in universities (Monaghan & Attewell, 2015). However, Monaghan and Attewell (2015) reported that the transfer rate from community colleges to universities continues to be low. The likelihood of

acquiring a bachelor's degree for community college students tends to be lower compared to those who started in non-community college institutions (Monaghan & Attewell, 2015).

Policy makers have proposed focusing on community colleges as one of the solutions to address the decrease in enrollment of students in education degree programs (Park et al., 2016). Some accommodations are given to students in community colleges in order to increase their likelihood of success (Jaggars et al., 2015). For instance, policy makers have proposed 4-year baccalaureate education degree programs to be offered in community colleges. Park et al. (2016) noted, however, that the results of 4-year education degree programs in community colleges are mixed. The results are mixed because some policy makers believe that community colleges should only offer associate degrees, while other policy makers believe that students would benefit from completing a 4-year education degree program while attending a community college.

Another solution proposed to increase the number of graduates in community colleges is exposure to a student success course (Windham et al., 2014). Windham et al. (2014) conducted an ex post facto, quasi-experimental research study to examine the effectiveness of participation in a success course in terms of increasing student retention in a Southeast U.S. community college. The results of the data analysis revealed that student who participated in a study skills course had increased fall-to-fall retention

compared to students who did not participate in any success course program (Windham et al., 2014).

To conclude, the literature indicates that community college is an opportunity for students to earn credits toward a teaching credential (Fong et al., 2017). In order for community college associate degree holders to be qualified to teach in public schools, a 4-year baccalaureate degree is required (Monaghan & Attewell, 2015). The gap in the practice is that it is not known why individuals choose to pursue education programs in community colleges despite the limited teaching opportunities their degrees can bring to their careers (Dadgar & Trimble, 2015).

Motivation to Pursue Teaching Careers

Examining the motivation of students for pursuing teaching careers is important because the success of educators is often influenced by their commitment to the profession (Heinz, 2015). Several researchers have found reasons why students have decided to major in the program (Choi & Song, 2015; Sawchuk, 2015). However, Richardson and Watt (2016) contended that retaining individuals who are expected to demonstrate success within the profession continues to be a challenge.

The motivation of community college students is generally more complex than that of traditional college students because of the multiple responsibilities and obligations that need to be fulfilled while attending school (Fong et al., 2017). One of the main motivations for students to take education degree programs is interest in pursuing teaching careers (Choi & Song, 2015). Students are more interested in pursuing teaching when goals and professional plans are set. It is vital that the community college leaders

understand that in order for students to remain in education degree programs, the interest of students in pursuing teaching careers should be sustained by developing educational experiences that are encouraging (Fong et al., 2017).

Knowledge of teacher education majors' experiences while majoring in the program may permit leaders of the community college to learn which percentage of students will remain in the program. Choi and Song (2015) examined the reasons why teachers chose careers in education based on a sample of 266 Korean preservice teachers. The results of the analysis revealed that the main motivation for pursuing teaching careers was the intrinsic value given to the profession as a future career path. The results also indicated that both job security and the desire to influence the future generation have also been found to be significant predictors of the desire to be a teacher. Genders and grade levels had no statistically significant relationship with the desire to be a teacher. One key limitation of Choi and Song's study was that the sample was based on the perceptions of Korean teachers, who may have different experiences from American teachers.

Focusing on students' initial goals, motivation, and perceptions of teaching may aid in an increase in enrollment and retention of the program (Thomson & Palermo, 2014). Richardson and Watt (2016) contended that retention programs can be influenced by focusing on the factors that motivate individuals to pursue teaching careers. This strategy emphasizes the importance of retention in the educational training of teachers as often critical in their retention within the teaching profession (Thomson & Palermo, 2014).

Studies on the reasons why students pursue teaching careers have primarily involved those who are taking baccalaureate degrees in universities (Fong et al., 2017; Sawchuk, 2015). These students may be different than community college students who are pursuing certificates or associate degrees in education. The motivation of community college students is more complex than that of average college students because of the multiple responsibilities and obligations they need to fulfill while attending school (Fong et al., 2017). Given that the studies reviewed in this section involved baccalaureate students, the gap in the practice is that it is not known what motivates community college students to enroll in education programs and pursue teaching careers.

Recruitment of Teacher Education Majors

The decrease in enrollment in education degree program presents problems for leaders of different types of college institutions. Due to more than 40% of private colleges reporting a decrease in enrollment, educational leaders have made provisions to assist in the increase of enrollment of the programs (Jenkins, 2015). In order to attract students and fill the seats in the classrooms, some educational leaders have given enrollment discounts to students for enrolling in certain programs, developed tracking programs to determine trends, awarded financial aid, and taken a more proactive role in the retention of students (Jenkins, 2015).

A limitation is that many educational institutions lack the elaborate human resource systems that are apparent in other sectors' recruitment and selection processes. College leaders need to be more proactive in recruiting more students to pursue careers in education in order to address the shortage of teachers (Johnstone & Soares, 2014; Kopp,

2015). Focusing on the experiences of students who are taking education degree programs from the beginning to the end may give leaders of the community college insights for successfully recruiting students.

There are other strategies besides focusing on the needs of students that researchers have discovered that may help colleges to increase enrollment. Kalsbeek and Zucker (2013) found through their research that if college leaders use strategies that focused on the 4 Ps that there might be an increase in enrollment and retention of the program. The 4 Ps are profile, progress, process, and promise (Kalsbeek & Zucker, 2013). Each P of the 4 Ps framework focuses on students' profiles, including the accomplishments of graduating, their progress through meeting academic requirements, process improvement, and the promise of positive outcomes (Kalsbeek & Zucker, 2013). Addressing the problem of the decrease in enrollment in education degree programs in community colleges is significant because more qualified teachers are needed to address the shortage in the profession.

Persistence of Teacher Education Majors to Remain in Their Programs

Approximately half of community college students do not finish their programs and obtain their degrees. The reasons for why community college students do not finish their programs are not well documented (Crisp et al., 2016; Windham et al., 2014). In order to address the decrease in successful completion of education degree programs, it is important to discuss the exceptional experiences that may help community college students to remain and persist in their programs.

The persistence of students is often based on intrinsic motivation. Liao et al. (2014) conducted a quantitative study to examine the persistence of students in an urban community college in terms of their self-efficacy and motivation. Self-efficacy was examined using the dimension of self-regulated learning and academic achievement, whereas motivation was examined using the dimensions of intrinsic and extrinsic. The sample consisted of 310 students in a community college in Queens, New York. The results of the regression analysis revealed that self-regulated learning efficacy and extrinsic motivation were the only factors that predicted persistence among community college students. Both academic achievement efficacy and intrinsic motivation did not predict persistence. The results of the path analysis revealed that extrinsic motivation mediated the relationship between self-efficacy and motivation. The implication of the findings is that the extrinsic motivation or the benefits that can be attained from getting a degree is a major factor that can affect the persistence of community college students.

Contrary to Liao et al. (2014), Martin et al. (2014) found support for the role of intrinsic motivation in persistence. Martin et al. conducted a qualitative study to explore the factors or characteristics of community college students who were able to successfully complete their programs and graduate. The sample consisted of students, faculty, and staff members of a large community college in the Southeastern region of the United States. Data were collected using interviews. The results of the qualitative analysis revealed that having “clear goals, strong motivation and a drive to succeed, ability to manage external demands, and self-empowerment” (p. 221) were some of the characteristics shared by students who were able to persist in community colleges.

Having an awareness of students who are at risk for attrition may allow college leaders to create appropriate intervention programs to enhance student retention. School leaders are exploring ways to enhance the persistence of students (Grubb et al., 2017). Wang et al. (2015) focused on the relevance of dual enrollment in the academic success among 2-year technical college students. Based on the path analysis that was conducted, Wang et al. found that dual enrollment was positively related with higher attempt of credit acquisition, college entry without delay, and college completion and retention. One limitation of this research study is that the sample involved students of 2-year degree colleges and not community colleges.

To account for the limitations of Wang et al.'s (2015) study in terms of sample composition, Grubb et al. (2017) focused on dual enrollment among community college students. Grubb et al. examined the effect of dual enrollment on the completion of first-time and full-time community college students in Tennessee. The study involved 1,232 students who had their community college enrollment between 2008 and 2012. The results of the parametric comparisons revealed that students who took dual enrollment were 9% less likely to take remediation, 26% more likely to complete their degrees within 2 years, and 28% more likely to graduate in 3 years compared to their non-dual-enrolled counterparts. These findings highlight the possible policy benefit of encouraging dual enrollment as a strategy for increasing the retention of community college students.

Summary

To conclude, the literature indicates that motivation played an important role in the persistence of community college students (Liao et al., 2014). The studies that were

reviewed in this section primarily involved college students from 4-year colleges and universities who may not share the same experiences with community college students who are pursuing certificates or associate degrees in education. Also, the literature indicates that many educational institutions lack the elaborate human resource systems to recruit students who are more likely to succeed in education programs (Kopp, 2015). Recruitment strategies primarily involve students in mainstream 4-year degree colleges (Kalsbeek & Zucker, 2013), who may not share the same experiences with community college students who are pursuing certificates or associate degrees in education. The gap in the practice is that it is not known how students can be recruited to enroll in education degree programs in community colleges. Even though 4-year degree institutions accept nontraditional students, the majority of their students are traditional students who just graduated from high school (Kalsbeek & Zucker, 2013). Furthermore, it is not known what motivates community college students who are education majors to persist and complete their respective programs.

Implications

Based on the data collection and analysis from this study, I developed a position paper with recommendations for program development (see Appendix A). I will present the results of the study to the community college. A position paper with program recommendations for the community college may lead to improvement of the recruiting program that can help increase the enrollment rate in education degree programs. Successful recruitment of students is an important strategy that school leaders can adopt in order to sustain their institutions in an increasingly competitive sector (Lockwood et

al., 2013). After reviewing the results, leaders of the community college may decide to use the data to recruit college students.

Another option for the project may be professional development training that would focus on student retention. The retention of students is always considered an important aspect of a successful educational institution (Lockwood et al., 2013). The professional development training would include a 3-day training consisting of seminars and discussion panels on how to enhance the persistence of students to finish their education programs.

The findings of this study can inform the tentative deliverable of a project in terms of the information that will be disseminated for a position paper with program recommendations or professional development. I drew from the themes that emerged from the case study to develop the program recommendations for the project. The program recommendations may enable community college leaders to address teacher shortage. If community college students do not enroll and complete their education programs, the pool of future eligible teachers will become smaller (Monaghan & Attewell, 2015).

Summary

In Section 1, I explained how the decrease in enrollment in an education degree program has become a problem in the selected community college. The gap in practice is that it is not known what motivates community college students who are education majors to enroll and persist in their programs. The purpose of this qualitative case study was to explore why education majors of a community college chose to enroll and their

reasons for persisting and completing their respective programs. The results of the study can aid leaders of the community college to develop policies that can enhance the enrollment and retention of education majors.

The conceptual framework for this study was grounded in Atkinson's (1957) expectancy-value theory and Tinto's (1987) retention theory. Expectancy-value theory explains the motivations of individuals for selecting teaching as their careers and enrolling and persisting in education degree programs (Roberts et al., 2009). Tinto's retention theory is a useful theory for understanding the persistence of students in terms of their academic integration and social integration.

In Section 2 of this project study, I discuss the methodology, the participants, the data collection method, the data analysis, and the conclusions. Section 3 includes the explanation of the project. In Section 4, I reflect on the project and provide a conclusion to the project study. Each section to follow includes a thorough discussion of the project study.

Section 2: The Methodology

Introduction

The methodological approach for this study was the qualitative research tradition. The qualitative tradition is a research approach where the assumption is that information is generated from multiple versions of perceptions of different individuals (Silverman, 2016). Qualitative research is inductive in approach, which means that the data provided by different individuals drive the process of examining a phenomenon (Taylor et al., 2015). A qualitative research approach was appropriate for the project because the analysis of multiple perspectives of participants can be instrumental in understanding the reasons of community college students for pursuing education degree programs and their reasons for persisting in their programs.

Research Design and Approach

The specific qualitative research design that was used was case study. I used this design to explore the reasons for the enrollment and persistence of students in education degree programs in a community college. According to Baxter and Jack (2008), conducting a qualitative case study gives researchers the opportunity for in-depth exploration of a phenomenon without manipulating the environment or context. Merriam (2016) defined case study as “an in-depth description and analysis of a bounded system” (p. 40). Yin (2013) defined case study “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of

evidence are used” (p. 23). These definitions highlight the interconnectedness of the phenomenon and context that is central to case study research.

The specific type of case study that was used in this study is instrumental. According to Stake (1995), an instrumental case study involves the selection of a small group of participants in order to detect patterns of behaviors or perceptions. Even though the results of qualitative studies are not intended to be generalized, an instrumental case study may be transferable to other similar contexts. Naturalistic generalizations, the process of applying the results outside the study, can be made in qualitative case studies if sufficient similarities in conditions and contexts are present in two different cases (Stake, 1995).

Stake (1995) provided several criteria to assess the quality of a case study, which include communication, content, method, and practicality. Communication pertains to whether the case study is clear, has integrity, and is interesting. Content pertains to the adequate definition of a case and the identification of the RQs and the corresponding data sources. Method pertains to the reasonableness of the selection of the case, the outlining of the data gathering procedures, and the validation of findings through triangulation. Practicality pertains to the ability of the researcher to reach out to potential participants, confidentiality, and cost. These four criteria ensure that the results of a case study are trustworthy and rooted in rigor.

A case may be several individuals, a group, a program, events, or activities (Yin, 2013). The boundary of the case was a community college. The units of analysis were graduates and current education majors at a community college and faculty members.

The phenomenon that was examined was the reasons for the enrollment and persistence of students in education degree programs. According to the community college's administrator, the selected community college has had difficulties with low enrollment in education degree programs. I excluded the perspectives of administrators and community members because I expected their views to be only inferential. Current education majors, graduates of education degrees, and faculty members in the community college provided a firsthand account of their reasons for enrolling and persisting as education majors.

To triangulate data, I conducted semistructured interviews of current education major students and an education major graduate and administered an open-ended questionnaire to faculty members. Triangulation is a strategy used in case studies to enhance the rigor of the findings by having multiple sources of data taken from different groups of participants to comprehensively investigate a case (Yin, 2013). This case study will allow the leaders of the community college to gain deeper insights into the reasons for the enrollment and persistence of students in education degree programs. The open-ended questionnaire of faculty members also provided an opportunity for corroboration and another perspective for understanding the research phenomenon.

Phenomenological research was not appropriate for this study given the RQs that were formulated. Lodico et al. (2010) explained that phenomenological researchers attempt to capture the essence of the human experience. Using a phenomenological approach would appear to be a likely approach for my study because such an approach would help me to focus on the experiences of community college students who are education majors. Although a phenomenological approach would have been a useful

approach, conducting a case study was more appropriate in order to have a more in-depth examination of the research problem from various perspectives.

Researchers use a narrative inquiry design to tell stories about the individuals using their own words (Connelly & Clandinin, 1990). The use of a narrative design was not ideal because the scope of the study was more focused on the reasons for the enrollment and persistence of students in education degree programs. A case study allowed me to focus on a particular aspect of a phenomenon with depth and precision, making narrative research with a more holistic approach to storytelling inappropriate for the project study.

The design approach that involves the thinking, behaviors, and conversations of a group within their environment is ethnographic research (Creswell, 2012). It was not appropriate to examine the perceptions of education majors of a community college on why they chose to enroll in their programs and the reason for their persistence. The participants could provide useful insights about the case, which may not be possible using an ethnographic design where the focus is on a homogenous ethnic or cultural group.

A grounded theory approach is a systematic explanation of the process of educational events, activities, actions, and interactions that occur over time (Creswell, 2012). The results of grounded theory are intended to generate theories. In my study, it was not necessary to research the process of educational events, activities, actions, and interactions that occur when using a grounded theory approach, but rather it was necessary to examine a phenomenon in a bounded system. This necessity made the use of a case study research design appropriate for the project study.

Participants

There were three different participant groups in the study: (a) current education majors, (b) a graduate of education associate degrees from a community college, and (c) faculty members. The populations for the first two groups, education majors and a community college graduate in the education program, participated in individual interviews. The population for the third group, faculty members, completed an open-ended questionnaire.

Two education major students who attend a community college participated in the student interviews, one education major graduate of a community college participated in the graduate one-on-one interview, and two faculty members completed the open-ended questionnaire. The rationale for adding graduate one-on-one interviews and an open-ended questionnaire was to adhere to case study's use of multiple sources of data for triangulation to enhance the quality and comprehensiveness of the exploration of the case and phenomenon (Merriam, 2016). The rationale for setting the sample size at three participants for the interviews and two participants for the open-ended questionnaire was data saturation, a benchmark used in qualitative studies to determine when new data are no longer necessary due to repetition (Francis et al., 2010). I expected that five participants would produce sufficient range of data to examine the research problem.

Criteria for Selecting Participants

I used purposeful sampling to select the participants. Purposeful sampling involves selecting participants who can provide rich information about the important issues that relate to the purpose of the study (Lodico et al., 2010). Each participant who

was selected through purposeful sampling met a predetermined set of criteria. The inclusion criteria were the following for the interview participants: (a) students who have completed introduction to education and a diversity course and (b) students who are taking education degrees such as short-term certificates, long-term certificates, and associate degrees. The inclusion criteria for the graduate one-on-one interview participants were the following: (a) graduates who had completed their education programs from 2017-2019 in a community college and (b) graduates who have associate degrees in education. The inclusion criteria for the open-ended questionnaire participants were the following: (a) faculty members in the education department and (b) faculty members who have at least 2 years of professional experience in a community college.

I excluded community college students who were not able to complete their programs from this study. I did not recruit current or former students in order minimize bias and conflict of interests. To avoid ethical issues that can arise from recruiting my own students, I only recruited students who had not been part of my classes. I emphasized voluntary participation and did not compel any former or current student to be part of the study. I strove to introduce the study in a manner that enabled potential participants to have sufficient time and ability to decide about being part of the study without being coerced.

Procedure for Gaining Access to Participants

Gaining authorization or approval from the research site is necessary to maintain acceptable standards in research (Langley & Royer, 2006). The target research site was a community college in central Florida that has had a decrease in enrollment and retention

of teacher education majors. I submitted an institutional review board (IRB) application to the local community college in order to receive approval to conduct my study and collect data at the college. After IRB approval from the research site was secured, I sought the approval of the Walden University's IRB prior to the collection of any data. The procedure that was used to gain access to prospective participants was included in the IRB application. However, no participants were recruited until the university's IRB approval with the approval number of 10-31-19-0078878 was secured. After IRB approval was secured, I prepared to gain IRB approval from the targeted site.

After IRB approval was secured from the target community college, I posted recruitment materials on the college online bulletin boards that are accessible to both current students and the alumni of the school and faculty members. After consulting with the administrative leaders of the target community college, emails for both current students and alumni were sent which included recruitment materials to expand the number of individuals who can view the advertisement. Current students served as the participants for the interviews, alumni for the graduate one-on-one interviews, and faculty members for the open-ended questionnaire. Details about the study were provided in the recruitment materials including my email address so that interested potential participants could reach me. Five interested individuals received an email which included a letter informing them of the study and inviting them to be a participant in the study if all the inclusion criteria were satisfied.

The Researcher-Participant Relationship

The researcher-participant relationship is an integral component of conducting ethical research (Eide & Kahn, 2008). Conversing with the participants and answering their questions and concerns is usually considered important in building the researcher-participant relationship (Margerum-Leys & Marx, 2002). In order to establish an ethical researcher-participant relationship, I explained the rationale for the research study with the participants before the interviews and graduate one-on-one interviews. The interaction occurred during recruitment in order to prepare the participants for the actual interviews. I explained to the participants my credentials, the purpose of the study, the nature of their participation, and the eligibility criteria. The participants learned that I am an educator who earned my bachelor of science degree in theatre with a minor in education from Florida A&M University, that I earned my master of science degree in education from Walden University, and that I am currently earning my doctorate in education from Walden University. The participants also learned that I was an adjunct professor at a community college and that participation in the study was entirely voluntary. I planned on recruiting my own students from the past, but I decided to include three participants who have never been part of my classes to minimize bias and conflict of interests. Bias was also minimized by consciously setting aside personal opinions during the interview, focusing instead on the own views of the participants. The information that the participants received about me as the researcher during the recruitment phase of the study helped to create a healthy researcher-participant relationship.

Ethical Protection of the Participants

Ethical protection of participants is essential in conducting research studies (Etherington, 2007). I maintained ethical protection of the participants by adopting several procedures. I verified that the participants in the study were not my current students to avoid unethical participation in this study. The participants received an informed consent form prior to the commencement of the interviews or graduate one-on-one interviews. In the consent forms, I informed the participants of the processes that should be expected during the interviews or graduate one-on-one interviews such as the recording of the interview, protection of their personal information and confidentiality, and the transcribing of the interviews. The consent form also included a statement about the rights of the participant to discontinue being a participant of the study at any time. I assigned every participant a number, and I logged the participants in the research log under the assigned number in order to protect the participants' identity, and the research log was password protected to ensure safe and secure storage of the data.

Prior to the collection of data, I discussed the informed consent forms with the participants through email and telephone. The discussion of the informed consent form occurred individually during the recruitment phase of the study. Participants asked questions and made clarifications via email and telephone during the recruitment phase of the study before the study proper. It was made explicitly clear that they could discuss the study and ask questions before agreeing to be part of the study. Once all procedures were completed for protecting the participants, the participants signed the informed consent forms to affirm their voluntary participation in the project. The participants who agreed to

be part of the study were instructed to reply to the email containing the consent form with the statement “I Consent” if they consented to participate in the study.

Data Collection

Data Collection Instruments and Sources

In qualitative studies, interviews are a widely used technique to collect data (Creswell, 2012). Semistructured interviews are particularly useful in qualitative research because the format of asking several open-ended questions enhances the likelihood of collecting rich and detailed information from the participants (Galletta & Cross, 2013). The questions in the interview came from the careful examination of the RQs. Insights were also gained from the literature and the conceptual framework.

For the interviews, I asked the participants a series of open-ended questions (see Appendix B) in order to understand their reasons for pursuing education degree programs and why they chose to remain in their respective programs. The teacher education majors engaged in an interview in the form of a conversation that focused on questions related to the research study. I created and developed an interview protocol that included questions that related to the research questions.

All interviews occurred via telephone with only the researcher and the interviewee. There was a scheduled time of 30 to 40 minutes for each interview. Upon the approval of the participants, an iPhone and a recording device allowed me to accurately record each interview. Once the interview began, I started recording using the iPhone and the recording device. I double checked the devices in order to ensure that the interview was captured in its entirety. The system for storing the data that I collected

through the interviews consisted of a research log stored on my computer. I assigned every participant a number, and I logged the participants in the research log under the assigned number in order to protect the participants' identities. Each step used during the interview process aided in the completion of the study and answering the RQs (Creswell, 2012).

Similar to the current education majors' interviews, the questions that were used for the graduate one-on-one interview was based on the careful examination of the RQs. The questions were also formulated based on the literature and the conceptual framework. The data that was gained from the graduate one-on-one interview provided a different perspective on the case (Carlsen & Glenton, 2011; Kitziinger, 1995).

During the graduate one-on-one interview, I asked one community college graduate a series of open-ended questions in order to understand the views regarding the reasons why students pursue education degree programs and why they choose to remain and persist in their respective programs (see Appendix C). All ground rules were set and explained before the graduate one-on-one interview in order to set the expectations of the interview. The graduate one-on-one interview was expected to last for approximately 30 minutes and was conducted via telephone. I also clearly explained and ask permission from the participant to record, transcribe, and safely store data collected from the participant.

Open-ended questionnaires allowed me to collect rich and detailed information from the participants, while also giving them sufficient information to think and write their answers for each question (Galletta & Cross, 2013). The questions in the open-

ended questionnaire came from the careful examination of the RQs. Insights were also gained from the literature and the conceptual framework.

In the open-ended questionnaire, I asked the participants to answer a series of open-ended questions (see Appendix D) in order to understand the reasons of their students for pursuing education degree programs and why students chose to remain in their respective programs. The faculty members answered the open-ended questionnaire, and the answers were emailed via the faculties' private emails. I created and developed the open-ended questions on the questionnaire.

There questionnaire was completed in approximately 30 minutes. The system for storing the data that I collected through the open-ended questionnaire consisted of a research log stored in a secure file on my computer. I assigned every participant a number, and I logged the participants in the research log under the assigned number in order to protect the participants' identities. Each step used during the collection of the open-ended questionnaire data aided in completing the study and answering the RQs (Creswell, 2012).

Additionally, I collected data using a web-based resource. The web-based resource I used to collect data is titled LinkedIn. LinkedIn allows the use of filters which assisted me in finding potential participants that met the criteria of the study. Five potential participants received an invitation via email. All participant that decided to participate in the study received a consent form. I then interviewed each participant using the interview questions.

After completing the interviews, I manually transcribed the collected data in preparation for the analysis. To ensure the validity of data, I asked participants to engage in member checking (see Appendices E and F). The interview and graduate one-on-one interviews transcripts (see Appendix G for the interview transcript for Participant 1) and the open-ended questionnaire responses served as the raw data of the study.

Role of the Researcher

In qualitative studies, the researcher is often considered as the main instrument (Bresler, 1995). My role as the researcher in this project study was to make all the participants feel comfortable during data collection, gather data that can be instrumental in answering the RQs, and use the results of the study to disseminate the findings to leaders of community colleges. My role as the researcher was also to ensure that the gathered data are reliable and valid, to analyze the data, and to generate the results that assisted in answering the RQs. The participants of this research were not my current students; thus, the interviewees did not feel coerced or persuaded to be part of the study and to answer in socially desirable ways. I recorded and transcribed and safely stored data collected from the participants. The data was stored in the research log until the data analysis process began. I did not have direct authority to any of the participants in the study because I only recruited students who were not part of my class.

Data Analysis

Process of Data Analysis

According to Lotto et al. (1986), qualitative data analysis has four main components that are interactively related with each other: (a) data collection, which was

described in the previous section; (b) data reduction; (c) data display; and (d) conclusions. Data collection involved conducting interviews and their transcription. Data reduction is the process of converting large portions of text into smaller units so that categorization can be made (Lotto et al., 1986). Data display is the process of presenting the results of the analyzed data (Lotto et al., 1986). Drawing conclusions involve making sense of the data, especially when applied to the RQs of the study (Lotto et al., 1986). All four components were integrated into the implementation of thematic analysis.

After the data was collected, I conducted a thorough data analysis using thematic analysis (Braun & Clarke, 2014). This stage of the analysis coincides with Lotto et al.'s (1986) data reduction stage. Thematic analysis is the systematic inspection of qualitative data in order to make sense of their meaning through themes (Boyatzis, 1998). The process of coding was central to the implementation of thematic analysis. Coding is the systematic examination of portions of text in order to organize data into themes (Saldaña, 2015). The process of thematic analysis involved several cycles of coding in order to arrive at the final themes that were central in answering the RQs of the study. According to Saldaña (2015), the use of several coding cycles produced richer meanings and themes. Thematic analysis has six stages, and each was described in this section (Braun & Clarke, 2014).

The process involved in the first stage of thematic analysis is the reading and rereading of the manually transcribed interviews and the open-ended questionnaires (Braun & Clarke, 2014). I used preliminary exploratory analysis in order to analyze the data. Through the preliminary exploratory analysis, I explored the data by getting a

general sense of the data and thinking about organization of the data (Creswell, 2012).

The interview transcripts served as the raw data of the study.

Coding Process

The second stage in conducting thematic analysis is the generation of codes by reducing data into small units that can be categorized into several labels (Braun & Clarke, 2014). Coding is the process of categorizing data before bringing meaning to the information that is collected (Bogdan & Biklen, 2007, p. 173). The type of coding that I used was situational coding. Bogdan and Biklen (2007) stated that when researchers use situational coding, the researcher is placing data into smaller units (see Appendix H). Situational coding aided in coding and organizing the information collected from the participants. I performed the actual examination of the data by manually examining the transcripts in order to assign codes for specific portions of the text. I assigned codes within each transcript by giving every line of the interview answers a code for example for Participant 1 Research Question 1 for the first question under Research 1 Line 1 the code was 1.RQ1.1.1, for Participant 2 Research Question 1 for the second question under Research Question 1 Line 2 the code was 2.RQ1.2.2 etc. Creating the codes allowed me to further analyze the data and discover the initial codes.

The third stage of thematic analysis is the combination of different interrelated codes in order to determine the themes from the data (Braun & Clarke, 2014). The 17 initial codes were small phrases generated from the participants' interviews and questionnaires. As I performed the data analysis, I only highlighted the initial codes that were directly aligned with the RQs. I then combined the highlighted initial codes to

create the five themes (see Appendix H). At this stage of the data analysis, I listed all the possible themes based on the different combination of codes available. In order to accomplish this goal, I tried different combinations of codes to assess possible themes (see Appendix H).

Data Saturation

The fourth stage of thematic analysis involves reviewing the themes in terms of the narrative they generate when compared with each other (Braun & Clarke, 2014). The review of themes also entails situating the findings to the conceptual framework. For example, the conceptual framework for this study is expectancy-value theory which is the motivation of individuals (Atkinson, 1957), and the initial codes from the interviews and questionnaire of Participant 1 revealed that she was motivated to make a difference for students, Participant 2 wants to truly help students and Participant 5 believes that students are motivated to teach because they like children. The participant's answers show why students are motivated to teach which aligns with the conceptual framework; therefore, I combined the initial codes from the data analysis of Participant 1, 2 and 5's interviews and questionnaire to create Theme 1 which is making a difference for students. At the end of this stage of the analysis, I was able to connect all the themes together in order to tell a coherent story about the case study.

The fifth stage of thematic analysis is the explanation of significance of each theme, especially when used to explain the research problem (Braun & Clarke, 2014). This thematic explanation was accomplished by describing each theme using a few sentences that capture the essence of the findings. At this stage of the analysis, I ensured

that each theme was aligned with the RQs of the study. For example, RQ1 concerns why teacher education majors in one community college chose to enroll in their programs, and Theme 1 is making a difference, Theme 2 is teaching job fulfils learning, and Theme 3 is driven to become a teacher. Each theme aligned with and answered RQ1.

The final stage of thematic analysis is the creation of a written report that incorporates all the themes (Braun & Clarke, 2014). This phase of the analysis coincides with Lotto et al.'s (1986) data display and drawing conclusions stages. The researcher must ensure that the data are converged to understand the overall case, not the various parts of the case, or the contributing factors that influence the case (Baxter & Jack, 2008).

Trustworthiness of the Findings

Member checking was used to enhance the quality of the findings. Merriam (2016) defined member checking as taking data collected back to the participant in which it derived to assure accuracy. As the participants get involved in the member checking process, the credibility of the study can be enhanced. The individual summary of the interview was emailed to each participant via email in order to ensure that the report aligned with their actual experience or perceptions (see Appendix F). The two participants who engaged in member checking both gave feedback which stated that the summary of the interviews was accurate and correct. Although all the participants that were interviewed were emailed their interview summaries, one participant did not respond with feedback after the 2-week timeline. The feedback that I received from the participants was used to finalize the findings.

Triangulation

Data came from semistructured interviews, a graduate one-on-one interview and open-ended questionnaires for triangulation. After the results of the analysis for the interviews and open-ended questionnaires were completed, the findings were compared with each other to ensure consistency between the different data sources. Consistencies and discrepancies between the results were reported and analyzed to strengthen the findings. Triangulation was enhanced by ensuring that key themes that were reported are presented in the interviews and open-ended questionnaires (see Table 1).

Discrepant Cases

Based on the coding results revealing the frequency of certain experiences or perceptions, discrepant cases became apparent. Discrepancy provides multiple perspectives to the same phenomenon (Winter, 2000). Possible discrepant cases were presented in order to show the scope of the responses of the entire sample. Even though the goal of thematic analysis is to make sense of the meaning of data through themes (Boyatzis, 1998), it was also important to identify the range of responses that do not align with the main findings of the study. For this study, the summary of the coding results was presented in order to show both the themes and any discrepant findings for every RQ. There were no discrepant cases discovered within the data findings.

Limitations

One limitation of the proposed project is the lack of generalizability of the results of the study because of the use of a small sample size and the failure to account for confounding variables. However, naturalistic generalizations can be made in qualitative

case studies if certain conditions are present (Stake, 1995). The results of the project study may be generalized to other community colleges that have the same student demographics or geographic profile.

Another limitation of the proposed project study is the possible subjectivity of the findings. To mitigate possible researcher bias, I set aside my preconceived notions about the enrollment and retention of education majors in community colleges. I was conscious in inductively using the raw data from the individual interviews and graduate one-on-one interview that generated the findings.

Data Analysis Results

The local problem presented within this study was that one community college in Central Florida is facing a decrease in enrollment of teacher education majors and the low persistence of students who chose to pursue education as a major. The RQs for this study were why teacher education majors in one community college chose to enroll in their programs, and why teacher education majors in one community college persisted to complete their programs. The collected and analyzed data findings aligned with the local problem and RQs presented in this project study.

I collected the data from five participants through three interviews and two open-ended questionnaires. The three interviews were conducted via telephone, and each interview was recorded using an iPhone and a recording device. I conducted two interviews with current community college students, and I conducted one interview with one graduate student from a community college. I emailed two open-ended questionnaires to the faculty members at a community college, and the faculty members

answered each question and emailed the completed questionnaires. On the open-ended questionnaire Participant 4 stated, Success seemed highly plausible in part because of the perceived and real “need for teachers (see Appendix I). Participant 4’s response on the open-ended questionnaire assisted with answering RQ1. Participant 5 stated on the open-ended questionnaire that students see themselves as being fun teachers which also helped to answer RQ1. Participant 4 stated,

The aspects of “personal development” are somewhat subjective and arbitrary in my opinion, but in a general sense students in the Education pathway (perhaps and for lack of a better descriptor) had a better sense of identity and purpose about their educational goals.

Participant 4’s response to the open-ended questionnaire regarding students’ personal growth aided in answering RQ2. I then transcribed each interview. After completing the transcription of the interviews, I conducted a thorough data analysis using thematic analysis.

I utilized the six stages of thematic analysis (Braun & Clarke, 2014). I used preliminary exploratory analysis which is the first step of thematic analysis. The second stage of thematic analysis is the generation of codes (Braun & Clarke, 2014). Examples of codes that I generated are experienced great teachers, my children motivated me to go to college, and positive comments to assignments was a good experience. While conducting the second stage of thematic analysis, I conducted member checking.

Member checking is taking the data back to the participants (Merriam, 2016). I emailed a summary of their interviews to the three participants who were interviewed,

and two out of the three participants stated that the summary of the transcripts were accurate. After the two-week timeframe to respond to the summary of the interview, the third participant did not make a statement regarding the accuracy of the summary of the interview. I generated several initial codes as I conducted the second stage of the data analysis a few examples of these initial codes are experiences learning like never before, success appeared possible and fun teachers. After completing the second stage, I progressed to the third stage of thematic analysis which is the combination of different codes to create themes (Braun & Clarke, 2014). An example of combined codes is the combination of the initial code of motivated to make a change and the initial code of ideals or values of truly helping students which created Theme 1 of making a difference for students (see Table 1). I combined the initial codes and through the combination of the codes five themes were identified. Table 1 shows the initial codes and resulting themes (Themes 1-3) per group for RQ1, which was, Why do teacher education majors in one community college choose to enroll in their programs?

Table 1*Project Study Themes 1-3*

Initial Codes					Theme
Group 1: Current Education Majors	Group 2: Graduate Education Major	Group 3: Faculty Members			
Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	
Motivated to make a change 1.RQ1.2.2	Ideals or values of truly helping students 2.RQ1.4.1	Teaching is a job I would enjoy 3.RQ1.3.3	fulfill love for learning 4.3.3	want to work with children because they like children 5.3.1	Theme 1: Making a Difference for Students (Initial codes- 1.RQ1.2.2, 2.RQ1.4.1 and 5.3.1 of Participants 1,2 and 5) Theme 2: Teaching Job That Fulfills Learning (Initial codes- 3.RQ1.3.3 and 4.3.3 of Participants 3 and 4)

(table continues)

Initial Codes				
Group 1: Current Education Majors		Group 2: Graduate Education Majors	Group 3: Faculty Members	Theme
Pushing to pursue an education degree and becoming a teacher 1.RQ1.4.4 A lot of value in earning an A.A. that will pay off later 1.RQ2.3.1	Driven to be a great teacher 2.RQ1.5.1 The A.A. degree in education is invaluable 2.RQ2.3.1	My A.A. helped me to go to the university so that was the value of the degree 3.RQ2.2.3	A.A. degree helps students get enrolled into a university 5.7.1	Theme 3: Driven to Become a Teacher (Initial codes- 1.RQ1.4.4, 2.RQ1.5.1, 1.RQ2.3.1, 2.RQ2.3.1, 3.RQ2.2.3 and 5.7.1 of Participants 1,2,3 and 5)

Table 2 shows the initial codes and resulting themes (Themes 4 and 5) per group for RQ2, which was, Why do teacher education majors in one community college persist to complete their programs?

Table 2

Project Study Themes 4 and 5

		Initial Codes			
Group 1: Current Education Majors		Group 2: Graduate Education Major	Group 3: Faculty Members		Theme
Education courses help me grow as an educator 1.RQ2.8.4	Experiencing real life teaching has helped me to grow 2.RQ2.8.2	Academic s that were targeted, focused and applicable 3.RQ2.4.4	A strong motivation to earn their A.A. 4.5.1	Academics challenges the education majors 5.9.1	Theme 4: highly motivated to earn a degree (Initial codes- 4.5.1, 3.RQ2.4.4 and 5.9.1 of Participant 3, 4 and 5) Theme 5: teaching experiences helped growth (Initial codes- 1.RQ2.8.4 and 2.RQ2.8.2 of Participants 1 and 2)

There were three themes created that aligned with RQ1. These are as follows:

Theme 1, making a difference for students, Theme 2, teaching job that fulfills learning, and Theme 3, driven to become a teacher (see Table 1). Two themes were created that aligned with RQ2, which are Theme 4, highly motivated to earn a degree, and Theme 5, teaching experiences helped growth (see Table 2). I then reviewed and compared each theme, which is the fourth stage of thematic analysis (Braun & Clarke, 2014).

The fifth stage of the thematic analysis is the explanation of significance of each theme (Braun & Clarke, 2014). Each initial code in Table 1 aligned with the participants' answers and the RQs. Each initial code was then combined to create themes. For example, I combined the following initial codes to create Theme 3 pushing to pursue an education degree and becoming a teacher, driven to be a great teacher, a lot of in earning an AA degree that will pay off later, the A.A degree in education is invaluable, the AA degree helped me go to the university so that was the value in the degree, and value in earning an AA degree in education. The following is an explanation of the significance of each theme created from the combination of the initial codes:

Research Question 1: Why Do Teacher Education Majors in One Community College Choose to Enroll in Their Programs?

Theme 1: Making a Difference for Students

As discussed on Table 1 teacher education majors enroll in their programs to work with and make a difference for students. The three teacher education major participants that I interviewed attended or are attending a community college to earn an

education degree, and to help students through teaching. Participants 1, 2 and 3 each had a desire to make a difference in their students' lives. Participant 1 stated,

I would say the thing that really got me into educational politics is the disparities in education between like statistics for example and continually seeing the lack of support that that gets and the lack of action that our government takes towards improving the education in this country. I think that kinda keeps me motivated to be kinda a part of that change, hopefully.

Participant 2 stated,

I guess my reasoning for going through with an educational program to become a teacher is I want to make a difference in America's youth you know just try to be the light in some of these children's lives is the reason why I'm going through this particular program.

In their own way each participant feels that there is a need for teachers to try to make a difference as they teach students rather it occurs in America or Japan.

Theme 2: Teaching Job That Fulfills Learning

Teacher education majors enroll in their programs because teaching is an enjoyable teaching job that fulfills learning (see Table 1). While reviewing participant 4's faculty member open-ended questionnaire it was revealed that many teacher education majors enroll in an education degree program because they believe that teaching would be an enjoyable job. Participant 3 shared,

I guess teaching is something I see I think it's a job I would enjoy more so than many others I considered in the past I feel like I used to be motivated by getting a

higher paycheck, but I think as I matured I just kinda want to do something I think I'll enjoy more so then just making money on something I would hate or just be just feel depressed doing for a while and I don't want necessarily a desk job either I think having fully communication with other people in relationships is much more important than making a paycheck.

Teacher education majors believe that they will feel a sense of fulfilment through aiding their students in learning.

Theme 3: Driven to Become Teachers

As discussed on Table 1 aligned with RQ1 which shows that teacher education majors enroll in their programs because they are pushed and driven to become teachers.

Participant 1 stated,

Once I get into policy you know and feeling out on a greater field that would be pretty much the value that is pushing me towards making sure that I can get that far.

Participant 2 stated,

Theoretically I mean I think that I 100% will go through and complete the program just because I am so driven to become a teacher.

Many students use an AA degree as a gateway to an automatic admission into a university. Attending education courses and earning an AA degree in education at a community allows a graduate to receive automatic admission to a university. Participant 3 stated,

So my associate's degree is really my entire gateway I think of just getting to a university. In high school I didn't I wasn't the best student I kinda just scrapped along like I didn't have terrible grades or anything but like they were like Cs and Bs cause I just felt like I just needed to float through I didn't know if I were going to college or what I wanted to do so getting my A.A. was really really more of a means of getting to a university I think so not the most noblest of means but it's a start to like a higher education.

The participants expressed that there is value in earning an education degree, because an education degree will pay off in the future and the degree helps with admission into a university. During the interviews both participant 1 and 2 discussed that they continue to pursue their education degree because of their drive to become a teacher.

Research Question 2: Why Do Teacher Education Majors in One Community College Persist to Complete Their Programs?

Theme 4: Highly Motivated to Earn a Degree

On Table 2 it shows that teacher education majors are highly motivated to earn an AA degree in education which helps them to persist to complete their programs. Teacher education majors persist to complete their programs because an AA degree in education is an invaluable degree that helps later. Many teacher education majors value having an AA degree in education. Teacher education majors persist to complete their programs because they learned that although the academics were challenging, they were applicable. Each teacher education major that I interviewed stated that attending their educational courses was fun even though the courses were challenging. Participant 4 shared, "The

motivation is typically strong, but not inordinately different than that of the general student population seeking an AA degree”. Participant 3 stated,

I just feel like what they had you do was very targeted and focused and like what you were learning was actually applied which I thought was very motivational like was very motivating.

The interviewees felt that the courses required them to learn and retain a large amount of information, but that the information would be useful and applicable as they enter their classrooms and become teachers. Participant 4 was a faculty member that feels that the majority of his students are highly motivated to earn their A.A degree in education, because teacher education majors feel that an education degree will assist them with reaching their goals of becoming great teachers that help their students to learn.

Theme 5: Teaching Experiences Helped Growth

As discussed on Table 2 teacher education majors persist to complete their program because education courses and teaching experiences helped teacher education majors to grow. Participant 1 shared, “I think those classes has really kinda taught me how to grow as an educator”. Participant 2 stated,

I feel like I have grown a lot since you know starting college. I’ve been able through the teaching classes that TCC offers I’ve been able to experience what what real life teaching is like just by going out and doing volunteer hours at different schools, and so that has really really opened my eyes to what the teachers and the people in the school system have to deal with so I would just say that growth growth is definitely number one.

The three teacher education major participants that I interviewed stated that attending the education courses and earning their education degree aided in their personal development and growth. Participant 3 shared “Yah I feel like I have just grown a lot as a person as far as like tolerance and perspectives go”. Each teacher education major felt that they grew simply by attending college, but that completing their education courses truly assisted them with growth both personally and educationally.

Outcomes in Relation to the Research Study and Conceptual Framework

To summarize, the data collected answered RQs 1 and 2 of this project study, and the data analysis results aligned with the conceptual framework of Atkinson’s (1957) expectancy-value theory and Tinto’s (1987) retention theory. The expectancy-value theory is a theory that seeks to explain the motivations of individuals (Atkinson, 1957). As discussed on Table 1 teacher education majors are motivated to complete their education degree programs, because they want to make a difference in students’ lives, they feel that teaching is enjoyable, and they want to be great teachers. Participant 2 shared,

I guess another experience would be or I guess you could say inexperience is the fact that I would be the first in my family to graduate a college period, so that’s more of a motivation as well.

The interviews revealed that although each student had a similar goal of completing their AA degree in education, each student had a different way in which they were motivated to earn their degree. Participant 1 was motivated to complete her degree so that she would have the ability to assist in changing the politics of education. Participant 2 was

motivated by her family to earn her degree. What motivated Participant 3 to earn his AA degree was that the degree allowed him direct admission into a university and to start earning his BA degree in education.

Understanding students' persistence in terms of academics and social integration is the retention theory (Tinto, 1987). The data on Table 2 aligned with Tinto's retention theory by showing that teacher education majors persist to complete their education degree programs because earning an AA degree in education is invaluable, students' motivations are high to earn their degree, the students grew through course work and teaching experiences, and that academics were both applicable and challenging.

Participant 4 stated, "Students in the Education pathway had a better sense of identity and purpose about their educational goals." The five participants all expressed that earning an AA in education truly helps college students gain knowledge in the teaching field. The knowledge gained through earning the degree is what gave the interviewees the reasons to persist to complete their education degree program. The collected data were thoroughly analyzed, and data analysis results are aligned with the RQs and the conceptual framework.

Discrepant Cases

After completing the data analysis through reading, reviewing, and transcribing the participants' answers to the interviews and questionnaires there were no discrepant cases discovered within the data findings. I constructed a written report of the themes that were created which is the sixth stage of thematic analysis (Braun & Clarke, 2014).

Through a thorough thematic analysis, I identified five themes, all of which aligned with the research study and RQs.

Description of the Project

After carefully reviewing the results of the analyzed data, the most appropriate project would be a position paper with program recommendation. Institutions that create successful recruitment programs to recruit students are able to increase their institutions sustainability (Lockwood et al., 2013). A position paper with program recommendations would be an appropriate project because the local community college may improve their recruiting program and improving the recruitment program can help to increase the enrolment of teacher education majors in the education degree programs at the community colleges. The five themes that derived from the data analysis will inform the content of the recruitment program through five 45-minute sessions. Each session was given the title of the five themes that derived from the research study. The five sessions will include data analysis results for each theme and activities that relate to the themes. In Section 3 I give a detailed description of the project.

Section 3: The Project

Introduction

The project for the current study was based on the research findings that were collected, analyzed, and reported in Section 2 of this project study. The project genre for the project is a position paper with program recommendations for a recruiting program. Leaders at the community college that served as the project site may use the research findings to improve a recruiting program for the community college to address the local problem of the decrease in enrollment of teacher education majors and the low persistence of students who choose to pursue education as a major. The analyzed data findings indicate that teacher education majors in the study want to make a difference in students' lives and have a teaching job that fulfills learning, are driven to become teachers, feel that an education degree is invaluable, are highly motivated to earn their degree, felt that their teaching experiences helped them to develop and grow, and felt that their courses were challenging and applicable. The goal for the recruiting program is the possible increase of the enrollment and persistence of teacher education majors through use of the data findings.

Rationale

The project genre that I chose is a position paper with program recommendations. A position paper is a written statement that discusses a specific problem and “suggests an established and agreed upon approach to the stated problem” (Bala et al., 2018, p. 45). My position is that the problem of decrease in enrollment of teacher education majors in the education degree program at the local community college may be corrected through

the application of the five program recommendations identified in this study for improvement of the recruitment program.

The rationale for choosing the project genre of a position paper with program recommendations is that the study findings indicate that the improvement of the recruitment program would aid the community college in addressing the local problem. As shown in the Data Analysis Results subsection of Section 2, I identified five themes. The five themes are making a difference for students (Theme 1), teaching job that fulfills learning (Theme 2), driven to become a teacher (Theme 3), highly motivated to earn a degree (Theme 4), and teaching experiences helped growth (Theme 5). The themes serve as evidence that teacher education majors are motivated to enroll and persist to complete their education degree program. For this reason, I integrated the themes in the recruitment program as a tool to recruit students to become teacher education majors. A recruitment program would possibly aid in increasing the enrollment and persistence of teacher education majors which in turn addresses the local problem.

Review of the Literature

In the literature review for this section, I provide a thorough explanation of the appropriateness for using the genre of a position paper with program recommendations. Using the data analysis findings, I developed a position paper with program recommendations. The position paper addresses the problem of decrease in enrollment and low persistence of teacher education majors majoring in education degree programs and provides recommendations that college leaders can use to improve their existing

recruitment program. The focus of the review is 25-40 peer-reviewed articles published in the last 5 years (2017-2021) on program recommendations and recruitment programs.

I used Walden University Library's academic databases to research peer-reviewed sources. The key terms used for the literature search were as follows: *program recommendation for higher education, higher education program recommendations, program recommendation for education, community college program recommendations, education program recommendations, recruitment programs for education programs, educational recruitment programs, teacher recruitment programs, recruiting teachers,* and *position papers*. I incorporated 31 sources in the literature review, because the use of the 31 sources was essential for completing a thorough literature review.

Position Paper With Program Recommendations A position paper with program recommendations may aid the college leaders with correcting their local problem. It is essential that the problem of the decrease in enrollment of the education degree program be corrected. After thoroughly analyzing the collected data. I determined that a position paper with program recommendations for a recruitment program improvement may assist the community college leaders with enrolling teacher education majors in the education degree program. The following section includes the review of literature on position papers and educational program recommendations.

Position papers are used by educators and other associations to address research problems through useful research findings. Malone and Wright (2018) stated that position papers present useful ideas and information to aid stakeholders understand issues and to solve problems. A position paper is a written statement that discusses a specific problem

and suggests an established and agreed-upon approach to the stated problem (Bala et al., 2018). I used a position paper with program recommendations to improve the recruitment program at the community college.

Educational Program Recommendations

Program recommendations would include information that the local community college leaders could use to recruit teacher education majors. Many colleges use program recommendations that include suggestions of utilizing useful programs to increase enrollment such as dual enrollment. Grubb et al. (2017) stated that policy and program recommendations should increase equitable participation, normalize dual enrollment for students academically able to do college coursework, align state terminology with the nation, and improve data for future research. Some researchers offer program recommendations aimed at reforming teacher education programs. Recommendations for future policy reforms should rethink teacher education and licensure programs so that they value and centralize often-marginalized knowledges of teacher educators (Lucero et al., 2020). Other researchers recommend that to improve educational programs and retain students institutions need to understand students' values for their degrees. Conroy, 2021) recommended that additional studies be undertaken to better understand how students view the value of their degree years later,

There is such a need to increase enrollment of teacher education majors that there have been recommendations of programs to be created to assist teacher education majors with funding. These recommendations will provide necessary access to grants and loans for Americans seeking postsecondary education and training, while appropriately

balancing risk among borrowers, higher education institutions, and taxpayers (Committee for Economic Development of The Conference Board, 2017). In promoting the improvement of a program, researchers recommend that the colleges give support to the professors and adjunct professors who instruct the students within a program. Danaei (2019) explained that improving the services and offerings that institutions provide to their adjunct faculty enhances the skills and methodologies that the instructors subsequently bring to their classrooms, which in turn will enhance student success. It is important to consider the program recommendations given for all areas of education such as special education students and faculty.

To conclude, it is essential that the local community college leaders consider the position paper with program recommendations presented in this study, because the numerous program recommendations suggested by other colleges, educational centers, and special education program are all given in hopes of increase the availability of teachers. Implementing the program recommendations of a recruitment program may assist with enrollment of teacher education majors. Increasing enrollment of teacher education majors may enhance the education degree program at the local community college.

Summary

To possibly increase the enrollment of teacher education majors, I developed a position paper with program recommendations to the local community college for improvement of their recruitment program. Improving the recruitment program may assist the local community college with discovering students who are interested in

majoring in the education degree program and becoming teachers. The following paragraphs are a literature review of the areas of teacher education majors recruitment, recruitment and retention, and successful recruitment programs.

Recruitment of Teacher Education Majors

There are several recruitment programs that have been created to recruit teacher education majors to enter the classrooms across the United States as qualified teachers. Recruitment programs that are created must include strategies that attract students who majored in education. With the persistent need to attract more people into the teaching profession, comprehensive recruitment strategies require more than just the creation of new programs (Chamberlin-Kim et al., 2019). The need to recruit teacher education majors also depends on the needs of the students; therefore, leaders of some districts have created recruitment programs that encompass strategies to recruit African American teachers. Interventions to support their confidence and self-efficacy in the prerequisite teacher preparation content will assist teacher education majors, and these types of support may have a direct influence on the recruitment of Black women teachers once they are enrolled in colleges and universities (Young & Easton-Brooks, 2020). According to research instructors' support system should be developed to assist students with achieving academic success (Atun & Usta, 2019). Support system was a heavy focus of discussion for recruitment and retention. However, instead of a specific focus on mentoring, some participants of Scott and Alexander's study commented that an internal system of support should exist for those who enroll in and want to be retained in the program (see also Scott & Alexander, 2019).

Creating a recruitment program that promotes support for all teacher education majors including Africa American teacher education majors is important, because some colleges are having difficulties recruiting teacher education majors. Ardley et al. (2020) stated that institutes of higher education are facing the critical problems of recruiting, retaining, and supporting students of color who desire to be teachers. It is important that colleges consider all aspects of the recruitment process and the teacher education majors that are being recruited. It essential that teacher education majors who are male and African American are also recruited to teach students. Scott and Alexander (2019) stated that it is of great importance that educational leaders invest in and take seriously the recruitment and retention of Black men. Recruitment of special education teachers is occurring due to the need to have teacher education majors enrolled in the colleges' and universities' education degree programs in order to meet the need of all students. Many researchers contend that a large amount of energy and focus should be placed on creating a recruitment plan. Edgar (2018) noted that the institution, to develop a rich and effective marketing and recruitment plan, often devotes a great deal of time and energy to attract prospective students.

In conclusion, taking an active approach to recruitment is more critical now than ever before. A shift in the way the teaching profession is viewed, as well as policy surrounding better preparation, compensation, support, and recruitment of diverse teachers, is needed (Wiggan et al., 2020). Students perform at their best and achieve their academic endeavors with a support system that includes guidance and encouragement (Remenick, 2019). Creating and expanding recruitment programs through attracting

potential teacher education majors, providing support, recruiting students who want to teach in a specific area, or ensuring that energy is put towards the program may help to solve the local problem. Teacher education major recruitment programs are program recommendations that have a potential to assist with the decrease in enrollment.

Current Strategies for Recruiting and Retaining Teacher Education Majors

Recruiting and retaining teacher education majors starts as early as high school. Hornick-Lockard (2019) stated that recruitment is the process of working to ensure a pool of quality teachers; hiring involves selecting the most suitable highly qualified candidates from the pool. Recruitment starts at the high school level as colleges with teacher education programs attract students. Most teachers make the decision in college whether to pursue the profession, but increasingly popular alternate certification routes also allow career-changers the opportunity to enter the ranks. It is important for institutions to recruit teacher education majors, because having qualified teachers to teach affects the lives of students. Teacher recruitment, hiring, and retention are crucial factors to help a school positively impact the lives of its students (Eller & Eller, 2018). Due to the decrease in enrollment of teacher education majors, there is a teacher shortage; therefore, researchers contend that there is a need for recruitment programs to be revised.

The teacher shortages and attrition being experienced around the world clearly signal the need to revise current recruitment and preparation practices (Lee et al., 2019). The need for the enrollment of more teacher education majors affects many programs within the school system. Egan (2019) noted that there is a need for PETE faculty, SHAPE America, and frontline recruiters (secondary teachers) to help change the

face of physical education. Educators should be working together to create posters, downloadable presentations, and other recruiting tools. The future of the education profession is relying on it. With PETE programs closing or facing the threat of closing due to low enrollment, educators need to come up with out-of-the-box ideas to help with low enrollment not just for the profession that they are so passionate about but for the future of today's youth (Egan, 2019).

Organizations that were created to assist schools are also participating in efforts to recruit teacher education majors and teachers. Key factors to motivate adult college students to enroll are the desire to learn new and exciting concepts that will aid students to better themselves and their lives (Moore & Richards, 2019). Organizations such as Teacher Recruitment International help teachers around the world find short and long-term teaching positions and assist schools in filling their teaching rosters (Conroy, 2021). The efforts to recruit and retain teacher education majors also includes offering valuable information and making changes to recruitment programs. Offering experiences prior to the point in their academic career when they would apply for a scholarship may be one strategy to increase the number of students who are recruited to pursue teaching but who might not have otherwise thought about a career in K-12 teaching (Whitfield et al., 2021). Recruiting and retaining teacher education majors may assist both the students and all schools in general.

To conclude, the process of recruiting and retaining teacher education majors is an important process that allows schools to continue to provide an educational experience for all students. Currently, teacher education majors are being recruited through

recruitment organizations, revised recruitment programs, or for special programs areas.

This study may assist the local college leaders in their efforts to recruit and retain teacher education majors in the teacher education degree program.

Successful Recruitment Programs

The collaboration of many groups is necessary to have a successful recruitment program that recruits teacher education majors. Recruitment does not rest solely on the shoulders of practicing teachers. Researchers found that having a supportive administration is a useful strategy for recruiting teacher education majors. Although administrative support is often linked with teacher retention, it also influences teacher recruitment given that individuals want to be supported in their work and prefer a more supportive work environment (Tran & Smith, 2020). Teacher education majors' academic achievement and motivations are enhanced when their efforts are supported by their instructors (Glowacki-Dudka, 2019). Leaders of colleges and universities need to adopt successful recruitment programs with recruiters that aid in increasing enrollment of all their programs, especially programs that have a decrease in enrollment such as education degree programs. Goodloe et al. (2020) stated that institutes of higher education should hire recruiters who represent the community to recruit and follow up with students. The recruiters must be willing to learn the culture of their assigned regions. Successful recruitment programs include useful strategies that are needed to increase enrollment of teacher education majors.

Specific, targeted recruitment strategies are needed to address teacher shortages, and recruitment methods should include multiple approaches in an effort to seek out and

use all services, resources, and opportunities available (Miller et al., 2019). The government has also created successful strategies to recruit teacher education majors and teachers. In August 2007, the federal government passed new legislation to improve science and mathematics education throughout the nation by using federal grant funds to enhance teacher recruitment and training (Myers, 2019). Our government is not the only place that is creating recruitment programs and strategies to recruit teacher education majors. Rodrigues et al. (2018) noted that the ‘Programa Institucional de Bolsas de Iniciação à Docência’ (PIBID), is a national program in Brazil that was created to promote teacher recruitment and encourage undergraduates to pursue a career in teaching. Whether the successful recruitment program is in the US or Brazil it is important that all recruitment programs include a teacher preparation portion of the program to attract teacher education majors.

Teacher preparation and connections to the district through origin and family ties, may improve recruitment and retention (Lazarev et al., 2017). Teacher preparation and connection to teacher education majors’ districts may improve recruitment, but a successful recruitment program also needs to be thoughtfully created. Teacher education majors may be motivated or deterred by the teaching methods of their instructors (Wlodkowski & Ginsberg, 2017). Teacher preparation programs, if developed thoughtfully and with intention, have the potential to recruit and effectively prepare middle and high school students to be successful teachers who will understand and appreciate the context-specific needs of their future students (Conroy, 2021). Institution

creating successful recruitment programs to recruit teacher education majors may help every area of the educational field.

In conclusion, successful teacher education major recruitment programs includes useful strategies, teacher preparation and many helpful groups of people. The creation of recruitment programs may give colleges the opportunity to enhance the education degree program. I presented a position paper with program recommendations to the local community college for their recruitment program which may aid in improving the problem with decrease in enrollment of the education degree program.

Project Description

A position paper with program recommendation for recruitment program improvements is the proposed project which derived from a thorough analysis of the collected data. The local problem presented in this study was the decrease in enrollment of teacher education majors in the education degree program. An enhancement of their current recruitment program may assist the local community college with increasing enrollment and persistence of the education degree program. I recommend that the local community college integrate the following into their recruitment program information regarding the five themes that derived from this project study, the personal experiences from current teacher education majors, and activities related to the five themes.

It is essential that the project includes a recruitment program that provides resources and support. To update their recruitment program the community college will need support of the community college's administration, hire a group of recruiters to recruit potential teacher education majors, and the involvement of professors that instruct

education degree courses. The professors will be able to describe the courses to potential teacher education majors. Updating their recruitment program through the use of my program recommendations the local community college may have the opportunity to improve their program and increase enrollment in the education degree program.

The resources needed for the recruitment program are basic but necessary. The recruitment program will need to be presented in a room with an accessible projector and screen. Information gathered from the data collection and analysis will be presented on the projector. The potential teacher education majors will need a packet that includes the five themes that derived from the data analysis. Writing utensils will be needed to complete the packets which will include activities related to the five themes.

It is recommended that the recruitment program be implemented during the end of the first semester. Many students apply for college at the end of the first semester of high school and middle-school students start to think about their majors; therefore, if the recruitment program is implemented before students apply for college, students will have the opportunity to choose and apply to major in the education degree program on their applications. The Center for Educator Recruitment, Retention, and Advancement, housed at Winthrop University, encompasses a number of precollegiate, collegiate, and service programs aimed at strengthening the teaching workforce by attracting prospective candidates as early as middle school and offering support through their induction into the field (Conroy, 2021). In the position paper with program recommendations for recruitment program improvements it is suggested that the five themes presented in this study be used as five 45-minute informative sessions (see Appendix A).

During the five 45-minute session potential teacher education majors will receive information related to each theme. The roles of the current education majors enrolled at the local community college will be to reveal their experiences while attending the education degree courses and the college. Real life experiences being relayed during the recruitment program may enhance the program and increase enrollment of teacher education majors.

Potential barriers of the position paper with program recommendation may include leaders not being interested in creating a recruitment program or not having enough potential teacher education majors involved in the recruitment program. A solution to increase the leaders' interest in creating a recruitment program would be to provide the leaders with the results of the study an explanation of the five themes and an outline of a recruitment program. Possible solutions to increase involvement of potential teacher education majors would be to include incentives such as games and prizes. Solving potential barriers will allow the community college to have a useful recruitment program.

Project Evaluation Plan

The goal of the position paper with program recommendations is to assist the community college with improving their recruitment program. The five program recommendations will be presented to the community college's leaders as a goal that may help the community college with enrollment. Meeting the goal may possibly aid the community college with correcting the problem of decrease in enrollment of teacher

education majors in the education degree program. The evaluation plan for the project is a formative evaluation.

Formative evaluation focuses on uncovering the shortcomings of a project with the purpose of generating suggestions for improvement (Encyclopedia Nieveen, N. & Folmer, 2013, p. 158). Using a formative evaluation is appropriate for the project because the research included research design, data collection, data analysis and program recommendations to improve the college's recruitment program. The community college's leaders will have the opportunity to implement the recruitment program outline and compare the results of the recruitment program outline and their current recruitment program to complete an evaluation of the program recommendations (see Appendix A).

Project Implications

A position paper with program recommendations for recruitment program improvements will aid the local community college by possibly increasing the enrollment of teacher education majors in the education degree program. Once teacher education majors enroll in the education degree program it is important that the students remain in the program, because each student that graduates as a teacher creates available teachers. Having more available teachers means that society will be positively affected, because the teacher shortage gap will begin to close.

Colleges and universities all over the world are being affected by a decrease in enrollment of the education degree program which in turn creates a teacher shortage. Schulman (1990) noted that project TEACH addressed the need to increase the number of talented individuals who enter the teaching profession to combat the critical national

teacher shortage. The recruitment program presented in this study may assist the local community college, and improvement of the recruitment program may assist colleges and universities all over the world which will aid teachers, and students.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

A project that consists of a position paper with program recommendations for recruitment program improvements has many strengths. One strength of a recruitment program is that it may increase enrollment and persistence of teacher education majors. An increase in enrollment may enhance the education degree program, which is another strength of the project. By expanding recruitment practices and increasing venues for communication among stakeholders, quality educators will continue to seek fulfillment as valued contributors to the profession (Woods et al., 2016). Also, teacher education majors remaining in the education degree program and graduating is a strength of the recruitment program. As more teachers graduate and become available for hire, schools will be able to meet the needs of all students by addressing the teacher shortage. Meeting the need of the teacher shortage means more available teacher and a smaller group of students within each classroom (Woods et al., 2016). Overall, implementing a recruitment program may strengthen enrollment and the education degree program, increase the availability of teachers, and better meet the needs of students.

There are also limitations with using the recruitment program. A possible limitation of using a recruitment program is the inability to reach potential teacher education majors to participate in the program. A low involvement of potential teacher education majors in the recruitment program results in a limited number of students being recruited into the education degree program. Another limitation of the recruitment program may be the lack of involvement of administration or staff with implementing the

program. It is important for the administration or staff to be involved in the implementation of the recruitment program because involvement of the administration will allow easier access to an on-campus venue, materials, and potential teacher education majors. The program recommendations to improve recruitment program have the potential to be successful if the strengths of the program are executed and the limitations are eliminated.

Recommendations for Alternative Approaches

The problem presented in this study was the decrease in enrollment of teacher education majors in the education degree program. The decrease in enrollments of teacher education majors also involves the retention of students in the program. An alternative approach from using a recruitment program to solve the problem may be a professional development training. A professional development training may help to improve the education degree program by training the local community college's faculty to assist students with remaining in the education degree program. Woods (2014) noted that at a college in Florida professional development is occurring with faculty linked directly to the emphasis on student learning outcomes. The professional development training will consist of seminars and discussion panels created to aid in the training of the community college's faculty. Enhancing the education degree program through a professional development training may help with both retention of the current teacher education majors and attracting potential teacher education majors into the program.

Scholarship, Project Development and Evaluation, and Leadership and Change Scholarship

As a scholarly practitioner I developed as the project developed. I learned that although there is a decrease in enrollment of teacher education majors there is a possibility that the problem may be corrected. Throughout the process of collecting and analyzing the data, I discovered that both current and graduate teacher education majors truly want to teach and aid their students in learning.

Project Development

Through gathering positive information from the five participants, the project started to develop, and as the creation of each theme occurred it was evident that a program recommendation of a recruitment program would be the most appropriate project to assist the local community college. Allen (2002) noted that community colleges are attempting to meet the challenge of providing new teachers to their communities through a variety of programs. Many of the new programs involve collaborating with other educational institutions in recruiting and educating potential teachers. Through sharing the results from the use of the five program recommendations with other institutions the local community college will have the opportunity to collaborate and assist with the decrease in enrollment of the education degree program.

Leadership and Change

As the process of developing the project progressed, I realized that implementation of the recruitment program may aid the local community college and in turn the community college may have the opportunity to collaborate with other

institutions by providing the positive results of the recruitment program. By conveying the positive results of the improved recruitment program to other institutions, the local community college would have the opportunity to become leaders. As leaders the community college would be able to assist other institutions with any problems with decrease in enrollment of teacher education majors.

Additionally, I personally developed and changed throughout the entire development process of creating the project. I learned that data must undergo a thorough analysis after being collected. Then, an appropriate project must be created. The process of collecting data, analyzing data, and developing a project allowed me to become a scholar who is ready to assist and lead the educational field and broader society into a positive direction.

Reflection on Importance of the Work

Reflecting on the importance of this study is crucial because it allows me as the researcher to understand how I grew personally and discuss what I have learned from the production of the overall work. The development of some form of personal awareness is often referred to as the “reflexive” or “critical” goal of reflection (Van Beveren et al., 2018). As I worked through the research study process, I learned that the study was very important. One way that this study is important is because analyzing the data, reviewing the results, and using the presented project colleges and universities may yield insights that leaders can use to increase the enrollment of teacher education majors. In producing this work, I also learned that each step of the project study process is essential for creating a scholarly study. Another reason that this project study is important is that it

may serve as an example of how to develop a study for doctoral students working towards earning their doctorate degree. Although the work on this study was long and hard, I appreciated every moment of the process, and I believe that I have created an important and useful project study.

Implications, Applications, and Directions for Future Research

Implications

Increasing enrollment and persistence of teacher education majors in the education degree program has implications for positive social change. Increasing the enrollment and retention of teacher education majors would give schools the opportunity to hire more qualified teachers. Recruiting teachers with the intrinsic belief in the role of teachers and the role of education as drivers helps to reduce the attrition rates in the early years of teaching and offers commitment to the profession (Lee et al., 2019). Using this project study may help the leaders of the local community college to promote enrollment of potential teacher education majors in the education degree program. Overall, there is a possibility that this project study may increase the enrollment of teacher education majors which will allow for more available teachers to teach, and more available teachers aids in social change for students and society.

Applications

Application of this project study is theoretical. Although there is a decrease in the enrollment of teacher education majors, it is at the discretion of the local community college's leaders if the stakeholders will use the presented project study. Interest in applied educational research methodology is growing as educators and researchers strive

to seek empirical evidence about what is effective for their educational programs (Peel, 2020). The hypothesis presented in this study is that the application of the program recommendations to improve the recruitment program may aid in increasing enrollment of the education degree program. I collected an abundance of positive data that I analyzed and used to create a project. Theoretically, if the local community college uses the presented project study an increase in enrollment and retention of teacher education majors may occur. Enhancing the education degree program may improve the local community college; therefore, it would prove to be ideal if the results of this study are applied to improve the decrease in enrollment problem.

Future Research

A future research study is highly recommended. I recommend that if the local community college uses this project study that the results from the recruitment program be used as a research study. I believe that it is important to have a research study conducted to relay the results of the recruitment program, because college and university leaders will have the opportunity to review, analyze, and use the results of the recruitment program revealed from the research study to assist in increasing enrollment and retention and improving their education degree program. The recommended future research study would serve as an extension or follow up to this study.

Conclusion

It is an essential and critical responsibility of educators to aid in social change. It is my belief that using my project study, titled “The Enrollment and Persistence of Education Majors in a Community College,” is a true way to aid in social change. I

proposed the project study, applied for approval, collected data, analyzed data, and created a potential project. The entire project study process allowed me to come to an appropriate potential project of a position paper with program recommendation.

A position paper with program recommendations for recruitment program improvements may allow the leaders of the local community college to correct their problem of a decrease in enrollment of teacher education majors. On a larger scale the presented recruitment program may be utilized by colleges and universities worldwide. Using this project study may result in the increased enrollment and persistence of teacher education majors, allow more teachers to be available for hire, and produce quality teachers to teach students. In these ways, this project study may aid in improving society and promoting social change.

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Appendix A: The Project

**Recruitment Program Improvements to Increase Enrollment of Teacher Education
Majors at a Community College
Position Paper**

The following program recommendations are recommendations given to improve the community college's recruitment program. The decrease in enrollment of teacher education majors in the education degree program has affected the community college, the schools, and the students. Based on research, by improving the recruitment program the community college may be able to increase enrollment of the education degree program. This paper will focus on a) providing research based background information on the decrease of enrollment of teacher education majors, b) producing findings of positive experiences of teacher education majors while enrolled in the program, and c) describing five program recommendations that may improve the college's recruitment program. Through the application of the program recommendations to improve the recruitment program the community college may increase enrollment, schools may have the opportunity to hire more qualified teachers, and students will have teachers available to teach within the classrooms.

Nneka Hunter

August 2021

Table of Contents

Executive Summary	1
Background Information.....	3
Recommendations.....	7
Recruitment Program Outline Table A1	14
Conclusion	16
References.....	18

Executive Summary

The Problem

The problem that is facing one community college in Florida is the decrease in enrollment of teacher education majors and the low persistence of students who choose to pursue education as a major. The low enrollment rate of students majoring in the education degree program at the community college leads to a shortage of college students involved in the program that in turn affects local area schools.

Proposed Solution

The community college may increase the enrollment and persistence of teacher education majors in the education degree program by utilizing the following program recommendations to improve their recruitment program.

- Reveal how Teacher Education Majors want to make a difference for students
- Show the reasons why Teacher Education Majors need teaching job that fulfills learning
- Describe what makes Teacher Education Majors so driven to become teachers
- Explain why Teacher Education Majors are highly motivated to earn a degree
- Discuss the Teacher Education Majors' teaching experiences that helped growth

Value

Improving the recruitment program at the community college may assist with the increases in enrollment and persistence of teacher education majors. A larger percentage

of available teacher for hire will aid schools with ending the teacher shortage and provide qualified teachers to teach students.

Background Information

Problem and Purpose of the Study

It is important that teachers are prepared to meet the needs of all students. Ensuring that qualified individuals are available to meet the ongoing demand for teachers is important to sustaining the profession. The problem of decreasing enrollment in the education degree program at a community college in Florida prompted this study. The retention rate at the study site has also affected the number of graduates in the associate in education degree programs.

The lack of perceived prestige for the teaching profession is reflected in many new teachers exiting the profession early as a result of perceptions of lack of career prospects (Struyven & Vanthournout, 2014). For nontraditional students who have limited opportunities and resources, education programs in community colleges can be a pathway for future enrollment in 4-year degree programs (Monaghan & Attewell, 2015). If community college students do not enroll and complete their education programs, the pool of future eligible teachers becomes smaller (Monaghan & Attewell, 2015).

I conducted this study to provide leaders of one community college useful information that may help facilitate the enrollment and persistence of education degree program students. There is a decrease in students who are pursuing education majors in universities and community colleges across the nation (Bradley, 2013), and this decrease in enrollment impacts the continuity of many universities and community colleges (Aragon, 2016). Low enrollment and low persistence of education degree students impact many public schools and students who need qualified teachers. In 1975, 22% of students

pursued education degrees more than any other degree programs in the United States (Bradley, 2013). Many of these education graduates from this time period who eventually became teachers are close to retirement and the number of current students majoring in education has dropped considerably, underscoring the problem of low enrollment in education programs.

In 2015, only two students decided to major in the education degree program at the community college, according to its administrator. The administrator added that in 2014, only one student decided to major in the education degree program at the community college. This low enrollment in education degree programs at the study site is consistent with the broader problem of a shortage of graduates who have the necessary degrees for teaching (Fletcher & Gordon, 2017). The results of the study might serve as useful information the community college can use to facilitate an increase in student enrollment and persistence in the education degree program.

The low enrollment rate of students majoring in the education degree program at the community college leads to a shortage of college students involved in the program that in turn affects local area schools. The fewer enrollments of students in education programs in universities and community colleges have repercussions in the exacerbation of shortage of teachers (Struyven & Vanthournout, 2014). Shortage of teachers may affect the quality of education in public schools in the local area.

In 2015, only 10% of students in higher education pursued education degrees in the United States (Bradley, 2013). In 2017, only 4.6% of college freshmen are pursuing education degree programs (Chronicle, 2017). Fewer high school students are interested

in pursuing teaching careers. Teacher shortage is a problem in many states, underscoring the importance of developing strategies that can enhance both the enrollment and retention of students who are pursuing education degrees (Aragon, 2016). Given this research problem, the purpose of the case study was to explore (a) why education majors at one community college chose to enroll, and (b) their reasons for persisting and completing their respective programs.

Significance

Acquiring an associate degree in education at a community college can be instrumental in the subsequent enrollment of students in 4-year education degrees and in their persistence when completing their degrees because credits earned in community colleges can be used in their subsequent studies (Monaghan & Attewell, 2015). It is essential to examine student persistence and decreased enrollment in the education degree program in community colleges in order to determine the appropriate solutions (Brown, 2012). The results of this study may be instrumental in developing policies or programs that can improve student enrollment and recruitment of education majors and enhance the persistence of students when completing their programs.

The key stakeholders are the leaders and administrators of the study site because the results can aid them in making informed decisions on how to address the decreased enrollment in education degree programs. An increase in enrollment and retention of students in education degree programs can be instrumental in positive social change by addressing the shortage in teachers in many states (Aragon, 2016).

Results and Findings

I collected the data from five participants through three interviews and two open-ended questionnaires. The three interviews were conducted via telephone, and each interview was recorded using an iPhone and a recording device. Two of the interviews were conducted with current community college students, and one interview was conducted with one graduate student from a community college. The two open-ended questionnaires were emailed to the faculty members at a community college, and the faculty members answered each question and emailed the completed questionnaires. I then transcribed each interview.

The RQs for this study are why do teacher education majors in one community college choose to enroll in their programs, and why do teacher education majors in one community college persist to complete their programs? The collected and analyzed data findings aligned with the local problem and RQs presented in this project study. Each initial code was then combined to create themes. For example I combined the following initial codes to create Theme 3 pushing to pursue an education degree and becoming a teacher, driven to be a great teacher, a lot of in earning an AA degree that will pay off later, the AA degree in education is invaluable, the AA degree helped me go to the university so that was the value in the degree, and value in earning an AA degree in education.

During the data analysis process, I combined the initial codes and through the combination of the codes five themes were created. There were three themes created that aligned with RQ1, which are Theme 1, making a difference for students, Theme 2, teaching job that fulfills learning, and Theme 3, driven to become a teacher. Two themes

were created that aligned with RQ2, which are Theme 4, highly motivated to earn a degree, and Theme 5, teaching experiences helped growth.

After carefully reviewing the results of the analyzed data, the most appropriate project would be a position paper with program recommendations. A position paper with program recommendations would be an appropriate project because the use of an improved recruitment program can help the local community college to increase the enrollment of teacher education majors in the education degree programs at the community colleges. The five themes that derived from the data analysis will inform the content of the recruitment program through five informative sessions. The recruitment program will include five 45-minute sessions.

The informative sessions may aid in improving the community college's recruitment program. It is my recommendation that the community college integrates the five themes or recommendations into their recruitment program. Improving the recruitment program may improve education degree program.

Recommendations

Reveal How Teacher Education Majors Want to Make a Difference for Students

The first program recommendation that I recommend to the community college is to reveal information on how teachers want to make a difference in students' lives into their recruitment program. With the persistent need to attract more people into the teaching profession, comprehensive recruitment strategies require more than just the creation of new programs (Chamberlin-Kim et al., 2019). The two current teacher education majors and the graduate student that were interviewed expressed that they want

to make a difference in their students' lives through teaching and support. Relaying information regarding how many teachers want to enhance their students' lives to potential teacher education majors may aid the community college with improving their recruitment program and increasing enrollment and persistence in the education degree program.

Teacher education majors enroll in their programs to work with and make a difference for students. The three teacher education major participants that I interviewed attended or are attending a community college to earn an education degree, and to help students through teaching. Participants 1, 2 and 3 each had a desire to make a difference in their students lives. Participant 1 stated,

I would say the thing that really got me into educational politics is the disparities in education between like statistics for example and continually seeing the lack of support that that gets and the lack of action that our government takes towards improving the education in this country. I think that kinda keeps me motivated to be kinda a part of that change, hopefully.

Participant 2 stated,

I guess my reasoning for going through with an educational program to become a teacher is I want to make a difference in America's youth you know just try to be the light in some of these children's lives is the reason why I'm going through this particular program.

In their own way each participant feels that there is a need for teachers to try to make a difference as they teach students rather it occurs in America or Japan.

Show the Reasons Why Teacher Education Majors Need Teaching Jobs That Fulfill Learning

After a thorough analysis of the interviews, it was discovered that teacher education majors believe that a teaching job is fulfilling. Edgar (2018) noted that the institution, to develop a rich and effective marketing and recruitment plan, often devotes a great deal of time and energy to attract prospective students. My second program recommendation is that the community college may be able to improve their recruitment program by showing potential teacher education majors how current teacher education majors believe that teaching is fulfilling, because teaching students not only helps students to learn but that teaching gives teachers the opportunity to learn as well.

Teacher education majors enroll in their programs because teaching is an enjoyable teaching job that fulfills learning. While reviewing the participant 4's faculty member open-ended questionnaire it was revealed that many teacher education majors enroll in an education degree program because they believe that teaching would be an enjoyable job. Participant 3 shared,

I guess teaching is something I see I think it's a job I would enjoy more so than many others I considered in the past I feel like I used to be motivated by getting a higher paycheck, but I think as I matured I just kinda want to do something I think I'll enjoy more so than just making money on something I would hate or just be just feel depressed doing for a while and I don't want necessarily a desk job either I think having fully communication with other people in relationships is much more important than making a paycheck.

Teacher education majors believe that they will feel a sense of fulfilment through aiding their students in learning.

Describe What Makes Teacher Education Majors So Driven to Become Teachers

The third program recommendation that I recommend to the community college is that the college describe what drives teacher education majors to become teachers in their recruitment program. Teacher recruitment, hiring, and retention are crucial factors to help a school positively impact the lives of its students (Eller & Eller, 2018). I learned through the data collection process that although the teacher education majors have different reasons why they are wanting to become teachers their reasons drive and push them to become teachers. It may be beneficial to the community college to apply the different reasons why teacher education majors are driven to become teachers into their recruitment program.

Teacher education majors enroll in their programs because they are pushed and driven to become teachers. Participant 1 stated,

Once I get into policy you know and feeling out on a greater field that would be pretty much the value that is pushing me towards making sure that I can get that far.

Participant 2 stated,

Theoretically I mean I think that I 100% will go through and complete the program just because I am so driven to become a teacher.

Many students use an AA degree as a gateway to an automatic admission into a university. Attending education courses and earning an AA degree in education at a

community allows a graduate to receive automatic admission to a university. Participant 3 stated,

So my associate's degree is really my entire gateway I think of just getting to a university. In high school I didn't I wasn't the best student I kinda just scrapped along like I didn't have terrible grades or anything but like they were like Cs and Bs cause I just felt like I just needed to float through I didn't know if I were going to college or what I wanted to do so getting my A.A. was really really more of a means of getting to a university I think so not the most noblest of means but it's a start to like a higher education.

The participants expressed that there is value in earning an education degree, because an education degree will pay off in the future and the degree helps with admission into a university. During the interviews both participant 1 and 2 discussed that they continue to pursue their education degree because of their drive to become a teacher.

Explain Why Teacher Education Majors Are Highly Motivated to Earn a Degree

Earning a teacher education degree is important to teacher education majors. The fourth program recommendation that I recommend to the community college is to explain to potential teacher education majors how highly motivated teacher education majors are to earn their degree. Specific, targeted recruitment strategies are needed to address teacher shortages, and recruitment methods should include multiple approaches in an effort to seek out and use all services, resources, and opportunities available (Miller et al., 2019). Many teacher education majors want to earn their AA degree in education, because earning their AA degree in education is the first accomplishment to becoming a

teacher. Some teacher education majors earn their AA degree as a gateway to automatically enter a university to earn a bachelor's degree in education. I believe that if the community college adds the information related to why teacher education majors are highly motivated to earn their degree into their recruitment program that the college may be able to correct the problem of decrease in enrollment and persistence of teacher education majors.

Teacher education majors are highly motivated to earn an AA degree in education which helps them to persist to complete their programs. Teacher education majors persist to complete their programs because an AA degree in education is an invaluable degree that helps later. Many teacher education majors value having an AA degree in education. Teacher education majors persist to complete their programs because they learned that although the academics were challenging, they were applicable. Each teacher education major that I interviewed stated that attending their educational courses was fun even though the courses were challenging. Participant 4 shared,

The motivation is typically strong, but not inordinately different than that of the general student population seeking an AA degree.

Participant 3 stated,

I just feel like what they had you do was very targeted and focused and like what you were learning was actually applied which I thought was very motivational like was very motivating.

The interviewees felt that the courses required them to learn and retain a large amount of information, but that the information would be useful and applicable as they enter their

classrooms and become teachers. Participant 4 was a faculty member that feels that the majority of his students are highly motivated to earn their A.A degree in education, because teacher education majors feel that an education degree will assist them with reaching their goals of becoming great teachers that help their students to learn.

Discuss the Teacher Education Majors' Teaching Experiences That Helped Growth

The fifth program recommendation that I recommend to the community college is to discuss the experiences that helped the teacher education majors to grow into their recruitment program. The teacher shortages and attrition being experienced around the world clearly signal the need to revise current recruitment and preparation practices (Lee et al., 2019). Each teacher education major that I interviewed stated that they grew through completing their education courses and incorporating such information into their recruitment program will help the college.

The teacher education majors expressed that through the education courses they developed educationally by learning information that they will be able to utilize in their future classrooms. It was also revealed that attending the education courses helped the teacher education majors to grow personally through learning how to apply what was learned in the courses to become more studious. It would be ideal for the community college to use the information regarding teacher education majors' growth while attending education courses into their recruitment program in hopes that the information will inspire potential teacher education majors to enroll in the education degree program.

Teacher education majors persist to complete their program because education courses and teaching experiences helped teacher education majors to grow. Participant 1 shared,

I think those classes has really kinda taught me how to grow as an educator.

Participant 2 stated,

I feel like I have grown a lot since you know starting college. I've been able through the teaching classes that TCC offers I've been able to experience what what real life teaching is like just by going out and doing volunteer hours at different schools, and so that has really really opened my eyes to what the teachers and the people in the school system have to deal with so I would just say that growth growth is definitely number one.

The three teacher education major participants that I interviewed stated that attending the education courses and earning their education degree aided in their personal development and growth. Participant 3 shared "Yah I feel like I have just grown a lot as a person as far as like tolerance and perspectives go". Each teacher education major felt that they grew simply by attending college, but that completing their education courses truly assisted them with growth both personally and educationally.

Recruitment Program Outline

I recommend that the community college use a recruitment program that will assist in recruiting potential teacher education majors. The recruitment program may be implemented through informational sessions occurring during the day from 9:00am-3:00pm. The following is a table of a recruitment program outline which includes five

45-minute sessions, breaks and lunch that the college may use to possibly improve their recruitment program.

Table A1

Program Recommendations and Recruitment Program Outline for Potential Teacher Education Majors

Session title/theme	Introduction	Study results	Sharing time	Activities	Conclusion/Break
Session 1: Making a Difference for Students	9:00am-9:05am A brief explanation of the theme	9:05am-9:15am Information from the research study related to the theme	9:15am-9:25am Current teacher education majors will reveal their experiences regarding making a difference for students	9:25am-9:35am Recruitment Participants will complete an Activity related to the theme	9:35am-9:45 Recruitment Participants will reveal their activity results Break- 9:45am-10:00am
Session 2: Teaching Job That Fulfills Learning	10:00am-10:05am A brief explanation of the theme	10:05am-10:15am Information from the research study related to the theme	10:15am-10:25am Current teacher education majors will reveal their experiences regarding how a teaching job fulfills learning	10:25am-10:35am Recruitment Participants will complete an Activity related to the theme	10:35am-10:45am Recruitment Participants will reveal their activity results Break- 10:45-11:00am
Session 3: Driven to Become a Teacher	11:00am-11:05am A brief explanation of the theme	11:05am-11:15am Information from the research study related to the theme	11:15am-11:25am Current teacher education majors will reveal their experiences regarding what drives them to become a teacher	11:25am-11:35am Recruitment Participants will complete an Activity related to the theme	11:35am-11:45am Recruitment Participants will reveal their activity results

(table continues)

Session title/theme	Introduction	Study results	Sharing time	Activities	Conclusion/Break
Lunch Break! 11:45am- 1:00pm	-----	-----	-----	-----	-----
Session 4: Highly Motivated to Earn a Degree	1:00pm- 1:05pm A brief explanation of the theme	1:05pm- 1:15pm Information from the research study related to the theme	1:15pm- 1:25pm Current teacher education majors will reveal their experiences regarding how motivated they are to earn their degree	1:25pm- 1:35pm Recruitment Participants will complete an Activity related to the theme	1:35pm-1:45pm Recruitment Participants will reveal their activity results Break- 1:45pm- 2:00
Session 5: Teaching Experiences Helped Growth	2:00pm- 2:05pm A brief explanation of the theme	2:05pm- 2:15pm Information from the research study related to the theme	2:15pm- 2:25pm Current teacher education majors will reveal the experiences that helped them to grow	2:25pm- 2:35pm Complete an Activity related to the theme	2:35pm-3:00pm Recruitment Participants will reveal their activity results The recruitment program will conclude with reflections and comments

Conclusion

The purpose of this project is to aid the community college with correcting the problem of decrease in enrollment and persistence of teacher education majors in the education degree program. The decrease in enrollment of teacher education majors has affected the local community college, schools, and students. I recommend to the community college to utilize this position paper with program recommendations presented in this project to improve their recruitment program. By using this project there

is a possibility that the community college may be able to recruit potential teacher education majors and improve their recruitment program.

I recommended five program recommendations to the community college to improve their recruitment program. The first program recommendation is for the community college to integrate into their recruitment program information on how teachers want to make a difference in students' lives. Showing potential teacher education majors how current teacher education majors believe that teaching is fulfilling is the second program recommendation that I recommended to the community college and revealing such information may improve the college's recruitment program. The third program recommendation that I recommend to the community college is to describe what drives teacher education majors to become teachers into their recruitment program. Explaining to potential teacher education majors how highly motivated teacher education majors are to earn their degree is the fourth program recommendation that I recommend to the community college. The fifth and final recommendation that I recommend to the community college is to discuss the experiences that helped the teacher education majors to grow into their recruitment program.

Overall, I believe that through the implementation of this project and the recruitment program outline the community college may be able to improve their recruitment program. Improving the recruitment program may aid the community college with increasing the enrollment and persistence of teacher education majors which in turn will make more teachers available for the schools to hire. Increasing enrollment and

persistence of teacher education majors may help the community college and create a social change that is needed in society.

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Appendix B: Interview Guide for Education Major Students

Introduction: I am going to ask several questions about why education majors of a community college choose to enroll and their reasons for persisting and completing their respective programs. Please try to make your answers as detailed as possible. Before we start do you have any questions that you would like to ask?

Research Questions	Literature/theory Theme	Interview Questions
RQ1: Why do education majors of a community college choose to enroll in their respective programs?		
	In an expectancy-value framework, the assumption is that teacher education majors are motivated to teach after having the experiences and credentials needed to pursue their careers (Roberts et al., 2009).	1. How would you describe your previous experiences that made you choose to enroll in an education program? What relevant experiences stood out for you?
	Teacher education majors meet their expectations through their teaching experiences as students, they are more motivated to become teachers (Roberts et al., 2009)	2. What is your motivation for pursuing an education program? 3. What is your expectancy for success for pursuing an education program? 4. What are your subjective values for pursuing an education program? 5. What is your hypothetical decision for pursuing education program?
RQ2: Why do education majors of a community		

college persist to complete their programs?		
	Individuals are motivated to pursue and persist in specific academic goals based on their self-efficacy, expectancy for success, and subjective values attributed to tasks (Wigfield & Eccles, 2000)	1. How would you describe your self-efficacy in terms of completing your degree?
	Individuals are motivated to pursue and persist in specific academic goals based on their self-efficacy, expectancy for success, and subjective values attributed to tasks (Wigfield & Eccles, 2000)	2. How would you describe your expectancy for success in completing your degree?
	Individuals are motivated to pursue and persist in specific academic goals based on their self-efficacy, expectancy for success, and subjective values attributed to tasks (Wigfield & Eccles, 2000)	3. What value do you give to completing an associate degree in education?
	The central idea of Tinto's (1987) theory is that the persistence of students is predicted by their degree of social integration.	4. How would you describe the quality of social integration in your community college? Relationship with peers? Relationship with faculty?
	The central idea of Tinto's (1987) theory is that the persistence of students is predicted by their degree of academic integration.	5. What did your academic integration or lack thereof have to do with your persistence? 6. How would you describe your access to academic resources? 7. How was your grade / mark performance? 8. How would you describe your personal development?

		9. How would you describe your overall academic performance? 10. How would you describe your enjoyment in taking your courses? 11. How well did you identify with academic norms and values in your school?
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Conclusion: Thank you for participating in this interview. Please be reminded that member checking will be used to enhance the quality of the findings. The individual summary of the interview analysis will be sent to you through email in order to ensure that the report aligns with their actual experience or perceptions. The feedback gained from you will be used to finalize the findings.

Appendix C: Interview Guide for Education Major Graduates

Introduction: Hello everyone, I am going to ask several questions about why education major graduates of a community college choose to enroll and their reasons for persisting and completing their respective programs. If you have any questions, please ask right now before we start.

Research Questions	Literature/theory Theme	Interview Questions
RQ1: Why do education majors of a community college choose to enroll in their respective programs?		
	In an expectancy-value framework, the assumption is that teacher education majors are motivated to teach after having the experiences and credentials needed to pursue their careers (Roberts et al., 2009).	1. What were your previous experiences that made you choose to enroll in an education program? What relevant experiences stood out for you?
	Teacher education majors meet their expectations through their teaching experiences as students, they are more motivated to become teachers (Roberts et al., 2009)	2. What was your motivation for pursuing an education program? 3. What were your subjective values for pursuing an education program? 4. Describe your hypothetical decision for pursuing education program?
RQ2: Why do education majors of a community college persist to complete their programs?		

	<p>Individuals are motivated to pursue and persist in specific academic goals based on their self-efficacy, expectancy for success, and subjective values attributed to tasks (Wigfield & Eccles, 2000)</p>	<p>1. Describe your motivation in terms of completing your degree?</p>
	<p>Individuals are motivated to pursue and persist in specific academic goals based on their self-efficacy, expectancy for success, and subjective values attributed to tasks (Wigfield & Eccles, 2000)</p>	<p>2. What value do you give to completing an associate degree in education?</p>
	<p>The central idea of Tinto's (1987) theory is that the persistence of students is predicted by their degree of social integration.</p>	<p>3. Describe the quality of social integration in your community college? Relationship with peers? Relationship with faculty?</p>
	<p>The central idea of Tinto's (1987) theory is that the persistence of students is predicted by their degree of academic integration.</p>	<p>4. What were your academic integration or lack thereof have to do with your persistence? 5. Describe the access that you had to academic resources? 6. What was your personal development while earning your degree? 7. Describe your overall academic performance? 8. Describe your enjoyment in taking your courses? 9. How well did you identify with academic norms and values in your school?</p>

Conclusion: Thank you for participating, and please be reminded that member checking will be used to enhance the quality of the findings. The summary of the interview will be sent to you through email in order to ensure that the report aligns with their actual experience or perceptions. The feedback gained from you will be used to finalize the findings.

Appendix D: Open-Ended Questionnaire for Faculty Members

Introduction: Please answer the following questions with as much details as possible.

The questions all pertain to why education major graduates of a community college choose to enroll and their reasons for persisting and completing their respective programs.

Questions	Answers
1. How would you describe the previous experience/background of your students who chose to enroll in an education program?	
2. What is their expectancy for success for pursuing an education program? 3. What are their subjective values for pursuing an education program? 4. What is their hypothetical decision for pursuing education program?	
5. How would you describe the motivation of your students in terms of completing their degree?	
6. How would you describe the expectancy for success of your students in completing their degree?	
7. What value do your students give to completing an associate degree in education?	

<p>8. How would you describe the quality of social integration in your community college? Relationship with peers? Relationship with faculty?</p>	
<p>9. What did their academic integration or lack thereof have to do with their persistence? 10. How would you describe their access to academic resources? 11. How was their grade / mark performance? 12. How would you describe their personal development? 13. How would you describe their overall academic performance? 14. How would you describe their enjoyment in taking your courses?</p>	

Appendix E: Member Checking Letter

Attached is the summary of the interview data that you provided. Please review the summary in order to ensure that the report aligns with your actual experiences and perceptions. Please send your feedback by replying to this email. Please send your reply not later than 2 weeks from the date of this email. The feedback will be used to finalize the findings.

Thank you very much!

Sincerely,
Nneka Hunter

Appendix F: Member Checking Interview Summary for Participant 1

The Enrollment and Persistence of Education Majors in a Community College Current

Education Major Interview Summary

EPEMCC1

Interviewer:

How would you describe your previous experiences that made you choose to enroll in an education program?

Interviewee:

So I guess that would be why I changed my major, more was because I was always interested in the politics of education and then going into the classroom made me change from going at that aspect of from a Poly Sci major to an education major, if that makes sense.

Interviewer:

What relevant experiences stood out for you? So where there any relevant experiences as far as becoming a teacher or being an educator that stood out for you?

Interviewee:

Yah, I guess I had a lot of really great teachers throughout my experience. My fourth grade teacher was very hands on for every unit she would completely turn our classroom into an environment that we could through ourselves into, so for History that quarter we turned our entire classroom into Colonial Jamestown. So she could really embarrass how creative a fourth grade mind is, and made sure

that you know I mean every student she had will remember that for ever that kinda pivoted you know a way of learning that I hadn't seen before.

Interviewer:

What is your motivation for pursuing an education program? What just motivates you for pursuing it staying with it?

Interviewee:

I would say the thing that really got me into educational politics is the disparities in education between like statistics for example and continually seeing the lack of support that that gets and the lack of action that our government takes towards improving the education in this country. I think that kinda keeps me motivated to be kinda a part of that change, hopefully.

Interviewer:

What is your expectancy for success for pursuing an education program?

Interviewee:

My ideal goal is to finish here at TCC and then transfer over to Flagler program for elementary education and then finish my master's in educational policies and evaluation at FSU.

Interviewer:

What are your subjective values for pursuing an education program? So basically, what are your ideals and values that help you to continue to pursue an education program?

Interviewee:

I would say the biggest one is going back to kinda the disparities in education programs. I really just think that you know no matter your background or where you come from or where you live or what your parents do every child in this country is intitled to the same level of education through our public school system.

Interviewer:

What is your hypothetical decision for pursuing education program? So basically, how do you you know once you get your degree and everything hypothetical how do you see this program helping you as far as an educator?

Interviewee:

I would say I mean living in a town that has so many different colleges with different programs even through working at a school or being in an education program period I kinda see a lot of different students encounter with the education system, and TCC has given me a lot of opportunities that I didn't think they would. So all of those things that we've learned over the past two years you know all of the strong details of going into a classroom and you know you writing down three things that you would use in your own classroom, three things that you

thought could be improved on, detailing lessons all about so the stuff that seems kinda like busy work but then you know when you have it in a full file.

Interviewer:

How would you describe your self-efficacy in terms of completing your degree?

As far as yourself how would you describe what you will do to complete your degree, your A.A. degree?

Interviewee:

I mean I'm only two months away I think from that, and I think right now the biggest thing is just finishing this semester of classes that I'm in, and the biggest thing you know for finishing your A.A. degree is passes the classes but also keeping a GPA up.

Interviewer:

How would you describe your expectancy for success in completing your degree?

Interviewee:

I would say honestly you know getting into the Flagler program and graduating with not so much I mean I'm focus on getting good grades in the program but more so learning how to be the best educator that I can be and then you know making sure that I can go into a classroom and also get acceptance into the master's program then trying to.

Interviewer:

What value do you give to completing an associate degree in education? What value do you give to completing that degree?

Interviewee:

I would say a lot I mean for my specific bachelor's program you do have to take that path, so I think you know the opportunities that has been given to me by TCC and the education department are going to you know pay off quite a lot down the road.

Interviewer:

How would you describe the quality of social integration in your community college? At TCC how would you describe the social integration?

Interviewee:

I would say definitely more than I expected. I think that that might have a I think a large part of that might just be cause TCC is truly a pretty based community college that has a really big presence here in Tallahassee.

Interviewer:

Your relationship with peers? Your relationship with faculty? How would you describe those?

Interviewee:

I end up becoming friends with but you know I expected to kinda just go to class and come home but getting involved on campus to where you hang out on campus and you see people from your classes outside of campus or you know three years

later I'm still friends with people I was in freshmen English with. As far as faculty TCC has some of the best faculty I could have ever asked for we have a lot of really really amazing professors and I genuinely think that they would do anything they possibly could to help you.

Interviewer:

What did your academic integration or lack thereof have to do with your persistence? So the academics how did that help you to persist in continuing to be an educator or to become an educator?

Interviewee:

I really like most about and I said many times about TCC and about faculty is that you not just there to get a grade and move on a lot of the programs are very focus on you actually getting hands on experience and learning. I think that kinda always pushed me is knowing how it relates to what I'm doing overall even if it doesn't directly correlate with the path that I'm on at that very moment.

Interviewer:

How would you describe your access to academic resources?

Interviewee:

I would say we have quite a large access. I don't think I ever encountered something where I didn't feel like they had a resource for me.

Interviewer:

How was your grade / mark performance? So in the Intro to Ed. and your Diversity class what were your grades marks?

Interviewee:

Both of them were As. I mean like it is a lot of work in both of those classes but it's stuff that you know her entire class if you building resources that you will use the rest of your career.

Interviewer:

How would you describe your personal development?

Interviewee:

I would say I've grown a lot through especially those classes. I think those classes has really kinda taught me how to grow as an educator to where that wouldn't be an issue for me.

Interviewer:

How would you describe your overall academic performance? So overall being at TCC how would you describe your performance?

Interviewee:

I would say good. There are definitely yah I would say good. I don't think I've ever had a necessarily like bad professor or a professor who I didn't think that was doing enough.

Interviewer:

How would you describe your enjoyment in taking your courses? You kinda did touch on that earlier.

Interviewee:

I think most of the time really good. I would say overall I've yah I've enjoyed most of the classes that I have taken there.

Interviewer:

How well did you identify with academic norms and values in your school?

Interviewee:

I mean I think in general like I said TCC is very forward on making sure that people have a good learning experience and a good like they come out of each class actually knowing more about the topic and being more educated on the topic more so than like just getting the degree.

Interviewer:

That's fine, Thank you so much I'm gonna that was my last question I'm gonna stop the recording now.

Appendix G: Interview Transcript for Participant 1

The Enrollment and Persistence of Education Majors in a Community College Current

Education Major Interview

EPEMCC1

Interviewer:

Starting the recording of EPEMCC1 the first question that I have for you is: How would you describe your previous experiences that made you choose to enroll in an education program?

Interviewee:

Hopefully this is kinda what you are looking for. I was originally actually a Political Science major. I stated volunteering for Lean county schools just to kinda see if it would be something I would be interested in, and now I am on year three with working directly with elementary school here in the county. Which resulted with me changing my major to education towards more educational politics. So I guess that would be why I changed my major, more was because I was always interested in the politics of education and then going into the classroom made me change from going at that aspect of from a Poly Sci major to an education major, if that makes sense.

Interviewer:

I understand that sounds good so another part of that question is: What relevant experiences stood out for you? So where there any relevant experiences as far as becoming a teacher or being an educator that stood out for you?

Interviewee:

Yah, I guess I had a lot of really great teachers throughout my experience. I went to public school. My fourth grade teacher was very hands on for every unit she would completely turn our classroom into an environment that we could through ourselves into, so for History that quarter we turned our entire classroom into Colonial Jamestown. So she could really embarrass how creative a fourth grade mind is, and made that you know I mean every student she had will remember that for ever that kinda pivoted you know a way of learning that I hadn't seen before. I still think about that in my education classes to this day and then you know I had a couple of really great teachers in high school who went beyond the classroom to support and educate their students so you know those sort of things where a teacher isn't necessarily just teaching kids math problems or you know grammar, kinda creating an environment where students can grow. I think those situation kinda pushed me towards being okay and being excited about the fact the fact of like going into education. Is that what you were looking for those situations?

Interviewer:

Yes, thank you thank you, so the next question is: What is your motivation for pursuing an education program? What just motivates you for pursuing it staying with it?

Interviewee:

I would say the thing that really got me into educational politics is the disparities in education between like statistics for example and continually seeing the lack of support that that gets and the lack of action that our government takes towards improving the education in this country. I think that kinda keeps me motivated to be kinda a part of that change, hopefully.

Interviewer:

Okay Okay, thank you thank you great answer, What is your expectancy for success for pursuing an education program?

Interviewee:

Again Hopefully I am interpreting this right but, my ideal goal is to finish here at TCC and then transfer over to Flagler program for elementary education and then finish my masters in educational policies and evaluation at FSU.

Interviewer:

Okay

Interviewee:

That's kinda my journey you know the progress between going from an A.A. degree to an education degree to a degree in educational policies.

Interviewer:

Right, Oay, great, great thank you, and then the next one is: What are your subjective values for pursuing an education program? So basically, what are your ideals and values that help you to continue to pursue an education program?

Interviewee:

I would say the biggest one is going back to kinda the disparities in education programs. I really just think that you know no matter your background or where you come from or where you live or what your parents do every child in this country is intitled to the same level of education through our public school system and that's not the case right now and I think that you know that is something that I very strongly agree with and I think that that is something that I would institute you know in education is whether you know it is making sure that all the kids in my classroom has the same level of education or you know once I get into policy you know and feeling out on a greater field that would be pretty much the value that is pushing me towards making sure that I can get that far.

Interviewer:

Okay, Okay thank you, What is your hypothetical decision for pursuing education program?

So basically, how do you you know once you get your degree and everything hypothetical how do you see this program helping you as far as an educator?

Interviewee:

At TCC?

Interviewer:

Yes

Interviewee:

Okay, I would say I mean living in a town that has so many different colleges with different programs even through working at a school or being in an education program period I kinda see a of different students in counter with the education system, and TCC has given me a lot od opportunities that I didn't think they would. Our main professor I don't know if I can say her name, but she our education director for TCC has truly been the best teacher I think I've ever had. She has given us a lot of resources beyond what was necessary. As far as for education we have classroom hours that we have to do ever semester and I've talked to kids that go to other universities you know three other universities here in town who don't get nearly the resources that we do going into that, and I'm thinking one of the biggest things was throughout all the classes that I've taken with her she has compiled all of our work into kinda like a file that is completely you know not something she uses for herself it's basically for us to reference once we become educators. So all of those things that we've learned over the past two years you know all of the strong details of going into a classroom and you know you writing down three things that you would use in your own classroom, three things that you thought could be improved on, detailing lessons all about so the stuff that seems kinda like busy work but then you know when you have it in a full file. Becoming a first year teacher it's extremely valuable to have as a background. I think that those this would probably be the most important.

Interviewer:

Okay, Then How would you describe your self-efficacy in terms of completing your degree? As far as yourself how would you describe what you will do to complete your degree, your A.A. degree?

Interviewee:

Right now I mean I'm only two months away I think from that, and I think right now the biggest thing is just finishing this semester of classes that I'm in, and the biggest thing you know for finishing your A.A. degree is passes the classes but also keeping a GPA up. I made an effort to even my elective classes that aren't you know necessary to my degree kinda not focusing on education which I think will be valuable down the line and that was kinda the choice I made completely on my own you know taking classes and things like social work and family dynamics and child development and that sort of stuff that isn't directly correlated with the education path at TCC but is you know something that will be extremely valuable as a teacher and as an educator.

Interviewer:

Okay, great great and How would you describe your expectancy for success in completing your degree?

Interviewee:

I would say, I would say honestly you know getting into the Flagler program and graduating with not so much I mean I'm focus on getting good grades in the

program but more so learning how to be the best educator that I can be and then you know making sure that I can go into a classroom and also get acceptance into the master's program then trying to. I don't know if that's quite what you were looking for as an answer.

Interviewer:

That's fine that's fine and What value do you give to completing an associate degree in education? What value do you give to completing that degree?

Interviewee:

I would say a lot I mean for my specific bachelor's program you do have to take that path, so I think you know the opportunities that has been given to me by TCC and the education department are going to you know pay off quite a lot down the road. I feel that a lot of people that go into different bachelor's program and they don't have nearly the same resources by their second year as TCC has given me so I would say a lot of value. I would definitely I mean I have even definitely recommended going that route through TCC for sure.

Interviewer:

Okay, great and How would you describe the quality of social integration in your community college? At TCC how would you describe the social integration?

Interviewee:

I would say definitely more than I expected. I think that that might have a I think a large part of that might just be cause TCC is truly a pretty based community

college that has a really big presence here in Tallahassee, but I'm not super involved on campus but it's one of those things where I mean I personally work full time so I think if I didn't there would be a lot more opportunities to be involved on campus there always doing different things and especially they're always providing for the community more so than I would expect them to but there are always things going on not necessarily on campus at the moment but in general on campus. They always have different clubs stating and they have different sports and they have different resources for kids and students and stuff like that so I think it's definitely a lot more than I would have expected for a community college before going through that experience.

Interviewer:

Okay you kinda answered it a little bit too cause there's two more parts to this question Your relationship with peers? Your relationship with faculty? How would you describe those?

Interviewee:

Yah, as far as students I've actually met a lot of people who, I don't know when I and this is you know me going into a community college with a very like narrow minded view of it. Community college wasn't my first choice I was actually admitted to another university and decided last minute not to like go that route but so I was kinda going into it with a very narrow mind and I shouldn't have but a lot of the students are you know on the same path you are you know they're just trying to get an education you know a lot of them I end up becoming friends with

but you know I expected to kinda just go to class and come home but getting involved on campus to where you hang out on campus and you see people from your classes outside of campus or you know three years later I'm still friends with people I was in freshmen English with. So as far as students there is a lot more interaction than I would have thought with the people in your classes. As far as faculty TCC has some of the best faculty I could have ever asked for we have a lot of really really amazing professors and I genuinely think that they would do anything they possibly could to help you. I kinda always compared in my mind I don't know if you could you this but both of my roommates are students at FSU and we regularly talk about how I've never been in classes with more than 25 people. All of my professors know me by name. I could email any of them and there all always understanding and you know more then not will put me learning the content over them sticking to their grading structure which you know isn't always the best but in general they're focus is always been on providing a good learning environment and then also making sure you are actually learning from the content. So I would say like TCC has the best faculty I could ask for and a lot of the professors that I have had I have relationships with now and probably will for years just on the bases that they have really kinda made themselves part of my life beyond the classroom.

Interviewer:

Awesome, that's awesome, okay so What did your academic integration or lack thereof have to do with your persistence? So the academics how did that help you to persist in continuing to be an educator or to become an educator?

Interviewee:

I think it also has to do with like I don't know the thing I really like most about and I said many times about TCC and about faculty is that you not just there to get a grade and move on a lot of the programs are very focus on you actually getting hands on experience and learning and I think I don't know maybe that's because there are a lot of people who go to TCC just for a specific class just to get experience in a subject because at a community college you have that ability but it's I think what's really pushed me forward is that I never left class not completely understanding the topic. They always kinda made an effort to push you and then you know I even have like right now a professor in social work where she knows that not everyone in her class is going to be going into a B.S.W. but she kinda makes it a point to relate the topics that she discusses within her class to each students' major and I think that kinda always pushed me is knowing how it relates to what I'm doing overall even if it doesn't directly correlate with the path that I'm on at that very moment.

Interviewer:

Okay, okay thank you and then How would you describe your access to academic resources?

Interviewee:

I would say we have quite a large access. I think that like I still use a ton of like I mean yah I would say I mean I think you know between we have like the Learning Commons which if you need help with any topics, free tutoring and essay writing help and all of that sort of stuff and then online resources are pretty broad, but I don't think I ever encountered something where I didn't feel like they had a resource for me.

Interviewer:

Okay that's great and then what How was your grade / mark performance? So in the Intro to Ed. and your Diversity class what where your grads marks?

Interviewee:

Both of them were, you mean like my actual grades?

Interviewer:

Yes

Interviewee:

Both of them were As

Interviewer:

Awesome okay A student

Interviewee:

Well that's kinda like especially with Marschett the professor there she is one of those teachers there where she grades you based on how much you learn not how much work you did which I mean like it is a lot of work in both of those classes but it's stuff that you know her entire class if you building resources that you will use the rest of your career.

Interviewer:

Okay, and How would you describe your personal development?

Interviewee:

I would say I've grown a lot through especially those classes. I think I was really unsure about education before hand and those classes kinda reassured me that that was the right path and that also kinda reassured me that I could be kinda an educator that had some background and you know she really pushes us to get as much knowledge on people other than ourselves that we could because there are a lot of issues with teachers you know walking into schools and neighborhoods and communities where they're not familiar with the cultures of their students and the background of their students and that creating kinda like a kinda wall between the teachers and the students and I think those classes has really kinda taught me how to grow as an educator to where that wouldn't be an issue for me I don't know I'm kinda went over sorry.

Interviewer:

No, it's okay, no problem, thank you and How would you describe your overall academic performance? So overall being at TCC how would you describe your performance?

Interviewee:

I would say good. There are definitely yah I would say good. I think even if it wasn't like I don't know like a basic astronomy class for example and I don't think I would ever use that in my life but still kinda they made it interesting to students that weren't necessarily interested in that, so overall like I don't think I've ever had a necessarily like bad professor or a professor who I didn't think that was doing enough. I mean I never been taught by a TA me and my roommates talk all the time how they have been taught by TAs I've never been put into that situation.

Interviewer:

So you feel like your performance is pretty pretty great there since you've been

Interviewee:

Yes

Interviewer:

Okay and two more questions How would you describe your enjoyment in taking your courses? You kinda did touch on that earlier.

Interviewee:

Yah

Interviewer:

How would you describe your enjoyment?

Interviewee:

I think most of the time really good. I had some classes that where kinda painful, but I think that was more so me being awful at math more so than the actual professor you know lacking in translating that information, but I would say overall I've yah I've enjoyed most of the classes that I have taken there.

Interviewer:

And you did mention earlier that you did enjoy your education classes like that
Intro to Ed. and Diversity

Interviewee:

If I could retake those classes every semester for the rest of my college career I would. I learned so so so much during those classes.

Interviewer:

That's great that's great and How well did you identify with academic norms and values in your school?

Interviewee:

Could you clarify that question just a little bit?

Interviewer:

Yah so basically at the school the academics and and the values that they have there their normal academic values and and everything how did you identify with those?

Interviewee:

I mean I think in general like said TCC is very forward on making sure that people have a good learning experience and a good like they come out of each class actually knowing more about the topic and being more educated on the topic more so than like just getting the degree and I think you know I align with that pretty well and I think that's something I love and respect about going to TCC. I would say in general that's probably their biggest value is making sure that students leave knowing more not only having that degree. I hope that answered your question.

Interviewer:

That's fine, Thank you so much I'm gonna that was my last question I'm gonna stop the recording now.

Appendix H: Data Analysis of Interview for Participant 1

EPEMCC1

Participant 1	Initial Codes	
Interview Question RQ1.A Sentence Number	How would you describe your previous experiences that made you choose to enroll in an education program?	previous experiences- decision to enroll
1.RQ1.1A.1	Hopefully this is kinda what you are looking for. I was originally actually a Political Science major.	Different major
1.RQ1.1A.2	I started volunteering for Lean county schools just to kinda see if it would be something I would be interested in, and now I am on year three with working directly with elementary school here in the county.	Started volunteering for schools for interest Working with elementary schools
1.RQ1.1A.3	Which resulted with me changing my major to education towards more educational politics.	Changing major to education
1.RQ1.1A.4	So I guess that would be why I changed my major, more was because I was always interested in the politics of education and then going into the classroom made me change from going at that aspect of from a Poly Sci major to an education major, if that makes sense.	Interested in the politics of education Going into the classroom
Interview Question RQ1.1B	What relevant experiences stood out for you?	Meaningful experiences that were memorable
1.RQ1.1B.1	Yah, I guess I had a lot of really great teachers	Experienced great teachers

	throughout my experience. I went to public school.	
1.RQ1.1B.2	My fourth grade teacher was very hands on for every unit she would completely turn our classroom into an environment that we could throw ourselves into, so for History that quarter we turned our entire classroom into Colonial Jamestown.	Fourth grade teacher made the classroom into a learning experience
1.RQ1.1B.3	So she could really embarrass how creative a fourth grade mind is, and made sure that you know I mean every student she had will remember that forever that kinda pivoted you know a way of learning that I hadn't seen before.	Experiences learning like never before
1.RQ1.1B.4	I still think about that in my education classes to this day and then you know I had a couple of really great teachers in high school who went beyond the classroom to support and educate their students so you know those sort of things where a teacher isn't necessarily just teaching kids math problems or you know grammar, kinda creating an environment where students can grow. I think those situation kinda pushed me towards being okay and being excited about the fact the fact of like going into education.	Great Teachers going beyond the classroom Experience pushed me towards education

Interview Question RQ1.2	What is your motivation for pursuing an education program?	Motivation for becoming a teacher
1.RQ1.2.1	I would say the thing that really got me into educational politics is the disparities in education between like statistics for example and continually seeing the lack of support that that gets and the lack of action that our government takes towards improving the education in this country.	Motivated by the disparities in education Lack of government action taken to improve education motivates me
1.RQ1.2.2	I think that kinda keeps me motivated to be kinda a part of that change.	Motivated to make a change
Interview Question RQ1.3	What is your expectancy for success for pursuing an education program?	Expectancy for successfully completing the education program
1.RQ1.3.1	my ideal goal is to finish here at TCC and then transfer over to Flagler program for elementary education and then finish my master's in educational policies and evaluation at FSU.	Earn an A.A. at TCC Earn an B.A. at Flagler Earn a M.A. at FSU All in the educational field
1.RQ1.3.2	That's kinda my journey you know the progress between going from an A.A. degree to an education degree to a degree in educational policies	Journey of success from one degree to the next in education
Interview Question RQ1.4	What are your subjective values for pursuing an education program?	Ideals and Values
1.RQ1.4.1	I would say the biggest one is going back to kinda the disparities in education programs	Disparities in education

1.RQ1.4.2	I really just think that you know no matter your background or where you come from or where you live or what your parents do every child in this country is intitled to the same level of education through our public school system and that's not the case right now	Children are intitled to an education no mater the circumstances
1.RQ1.4.3	I think that you know that is something that I very strongly agree with and I think that that is something that I would institute you know in education is whether you know it is making sure that all the kids in my classroom has the same level of education	Ensure that every child in my classroom has the same level of education
1.RQ1.4.4	I get into policy you know and feeling out on a greater field that would be pretty much the value that is pushing me towards making sure that I can get that far.	My values pushing to pursue an education degree and becoming a teacher

Interview Question RQ1.5	What is your hypothetical decision for pursuing education program?	Hypothetical decision
1.RQ1.5.1	I would say I mean living in a town that has so many different colleges with different programs even through working at a school or being in an education program period I kinda see a lot of different students encounter with the education system and TCC has given me a lot of opportunities that I didn't think they would.	Educational opportunities
1.RQ1.5.2	Our main professor I don't know if I can say her name, but she our education director for TCC has truly been the best teacher I think I've ever had. She has given us a lot of resources beyond what was necessary	Educational resources
1.RQ1.5.3	As far as for education we have classroom hours that we have to do ever semester and I've talked to kids that go to other universities you know three other universities here in town who don't get nearly the resources that we do going into that	Many resources

1.RQ1.5.4	I'm thinking one of the biggest things was throughout all the classes that I've taken with her she has compiled all of our work into kinda like a file that is completely you know not something she uses for herself it's basically for us to reference once we become educators.	Compiled resources or references to use as an educator
1.RQ1.5.5	So all of those things that we've learned over the past two years you know all of the strong details of going into a classroom and you know you writing down three things that you would use in your own classroom, three things that you thought could be improved on, detailing lessons all about so the stuff that seems kinda like busy work but then you know when you have it in a full file.	Full resource file to use in the classroom
1.RQ1.5.6	Becoming a first-year teacher it's extremely valuable to have as a background. I think that those this would probably be the most important.	Valuable background information as a resource
Interview Question RQ2.1	How would you describe your self-efficacy in terms of completing your degree?	Earning a degree
1.RQ2.1.1	Right now I mean I'm only two months away I think from that, and I think right now the biggest thing is just finishing this semester of classes that I'm in, and	Finishing the A.A. degree in education

	the biggest thing you know for finishing your A.A. degree is passes the classes but also keeping a GPA up.	
1.RQ2.1.2	I made an effort to even my elective classes that aren't you know necessary to my degree kinda not focusing on education which I think will be valuable down the line and that was kinda the choice I made completely on my own you know taking classes and things like social work and family dynamics and child development and that sort of stuff that isn't directly correlated with the education path at TCC but is you know something that will be extremely valuable as a teacher and as an educator.	Completing other non-education courses that will be valuable as a teacher
Interview Question RQ2.2	How would you describe your expectancy for success in completing your degree?	Expected Success
1.RQ2.2.1	I would say, I would say honestly you know getting into the Flagler program and graduating with not so much I mean I'm focus on getting good grades in the program but more so learning how to be the best educator that I can be and then you know making sure that I can go into a classroom and also get acceptance into the master's program then trying to.	Succeeding in being the best educator

Interview Question RQ2.3	What value do you give to completing an associate degree in education?	Value of an A.A. in education
1.RQ2.3.1	I would say a lot I mean for my specific bachelor's program you do have to take that path, so I think you know the opportunities that has been given to me by TCC and the education department are going to you know pay off quite a lot down the road.	A lot of value in earning an A.A. that will pay off later
1.RQ2.3.2	I feel that a lot of people that go into different bachelor's program and they don't have nearly the same resources by their second year as TCC has given me so I would say a lot of value.	Many resources for earning the A.A. in education gives the degree a lot of value
1.RQ2.3.3	I mean I have even definitely recommended going that route through TCC for sure	Recommendation to earn an A.A. in education shows the value
Interview Question RQ2.4A	How would you describe the quality of social integration in your community college?	Socializing at the community college
1.RQ2.4A.1	I would say definitely more than I expected. I think that that might have a I think a large part of that might just be cause TCC is truly a pretty based community college that has a really big presence here in Tallahassee	A lot of socializing due to the college's presence in the city
1.RQ2.4A.2	I'm not super involved on campus but it's one of those things where I mean I personally work full time so I think if I didn't there would be a lot more	Always having social activities

	<p>opportunities to be involved on campus their always doing different things and especially they're always providing for the community more so than I would expect them to but there are always things going on not necessarily on campus at the moment but in general on campus.</p>	
1.RQ2.4A.3	<p>They always have different clubs stating and they have different sports and they have different resources for kids and students and stuff like that so I think it's definitely a lot more than I would have expected for a community college before going through that experience.</p>	<p>Social clubs, sports and resources for the community</p>
Interview Question RQ2.4B.4C	<p>Your relationship with peers? Your relationship with faculty?</p>	<p>Relationships with peers and faculty</p>
1.RQ2.4B.4C.1	<p>Yah, as far as students I've actually met a lot of people who, I don't know when I and this is you know me going into a community college with a very like narrow minded view of it. Community college wasn't my first choice I was actually admitted to another university and decided last minute not to like go that route but so I was kinda going into it with a very narrow mind</p>	<p>Meet a lot of peers</p>
1.RQ2.4B.4C.2	<p>I shouldn't have but a lot of the students are you</p>	<p>Became and still friends with peers</p>

	<p>know on the same path you are you know they're just trying to get an education you know a lot of them I end up becoming friends with but you know I expected to kinda just go to class and come home but getting involved on campus to where you hang out on campus and you see people from your classes outside of campus or you know three years later I'm still friends with people I was in freshmen English with.</p>	
1.RQ2.4B.4C.3	<p>So as far as students there is a lot more interaction than I would have thought with the people in your classes.</p>	Interaction with peers
1.RQ2.4B.4C.4	<p>As far as faculty TCC has some of the best faculty I could have ever asked for we have a lot of really really amazing professors and I genuinely think that they would do anything they possibly could to help you.</p>	Helpful Faculty
1.RQ2.4B.4C.5	<p>I kinda always compared in my mind I don't know if you could use this but both of my roommates are students at FSU and we regularly talk about how I've never been in classes with more than 25 people. All of my professors know me by name.</p>	Faculty knows me
1.RQ2.4B.4C.6	<p>I could email any of them and there all always understanding and you</p>	Faculty are available and focused on ensuring that students learn

	<p>know more then not will put me learning the content over them sticking to their grading structure which you know isn't always the best but in general they're focus is always been on providing a good learning environment and then also making sure you are actually learning from the content.</p>	
1.RQ2.4B.4C.7	<p>So I would say like TCC has the best faculty I could ask for and a lot of the professors that I have had I have relationships with now and probably will for years just on the bases that they have really kinda made themselves part of my life beyond the classroom.</p>	Lifetime relationships with faculty
Interview Question RQ2.5	<p>What did your academic integration or lack thereof have to do with your persistence?</p>	Academic Integration
1.RQ2.5.1	<p>I think it also has to do with like I don't know the thing I really like most about and I said many times about TCC and about faculty is that you not just there to get a grade and move on a lot of the programs are very focus on you actually getting hands on experience and learning</p>	The community college and faculty provide hands on experiences to promote learning
1.RQ2.5.2	<p>I think I don't know maybe that's because there are a lot of people who go to TCC just for a specific class just to get experience</p>	I understood all academic content presented in class

	in a subject because at a community college you have that ability but it's I think what's really pushed me forward is that I never left class not completely understanding the topic.	
1.RQ2.5.3	They always kinda made an effort to push you and then you know I even have like right now a professor in social work where she knows that not everyone in her class is going to be going into a B.S.W. but she kinda makes it a point to relate the topics that she discusses within her class to each students' major	Academic topics relate to the students' major
1.RQ2.5.4	I think that kinda always pushed me is knowing how it relates to what I'm doing overall even if it doesn't directly correlate with the path that I'm on at that very moment.	Related academic topics that pushed me along the path
Interview Questions RQ2.6	How would you describe your access to academic resources?	Academic resources
1.RQ2.6.1	I would say we have quite a large access.	A lot of academic resources
1.RQ2.6.2	I think that like I still use a tun of like I mean yah I would say I mean I think you know between we have like the Learning Commons which if you need help with any topics, free tutoring and essay writing help and all of that sort of stuff and then online resources are pretty broad, but I don't think I ever encountered	Several different resources that are always available

	something where I didn't feel like they had a resource for me.	
Interview Questions RQ2.7	How was your grade / mark performance?	Grades and performance
1.RQ2.7.1	Both of them were As	Grade A in my education courses
1.RQ2.7.2	Well that's kinda like especially with Marchessault the professor there she is one of those teachers there where she grades you based on how much you learn not how much work you did which I mean like it is a lot of work in both of those classes but it's stuff that you know her entire class if you building resources that you will use the rest of your career	Grades based on learning
Interview Question RQ2.8	How would you describe your personal development	Personal development
1.RQ2.8.1	I would say I've grown a lot through especially those classes	A lot of growth in the education classes
1.RQ2.8.2	I think I was really unsure about education before hand and those classes kinda reassured me that that was the right path and that also kinda reassured me that I could be kinda an educator that had some background and you know she really pushes us to get as much knowledge on people other than ourselves that we could	The education courses help me develop as a student and know I was on the right path
1.RQ2.8.3	there are a lot of issues with teachers you know walking into schools and neighborhoods and	Personally developed by learning the issues and backgrounds of some children

	communities where they're not familiar with the cultures of their students and the background of their students and that creating kinda like a kinda wall between the teachers and the students	
1.RQ2.8.4	I think those classes has really kinda taught me how to grow as an educator to where that wouldn't be an issue for me	Education courses help me grow as an educator
Interview Question RQ2.9	How would you describe your overall academic performance?	Total academic performance
1.RQ2.9.1	I would say good. There are definitely yah I would say good.	Good academic performance
1.RQ2.9.2	I think even if it wasn't like I don't know like a basic astronomy class for example and I don't think I would ever use that in my life but still kinda they made it interesting to students that weren't necessarily interested in that	Academic performance was good because faculty made int interesting
1.RQ2.9.3	overall like I don't think I've ever had a necessarily like bad professor or a professor who I didn't think that was doing enough. I mean I never been taught by a TA me and my roommates talk all the time how they have been taught by TAs I've never been put into that situation.	Professors ensured we had a good academic experience
Interview Question RQ2.10	How would you describe your enjoyment in taking your courses?	Enjoyment in your courses

1.RQ2.10.1	I think most of the time really good.	Really enjoyed the courses
1.RQ2.10.2	I had some classes that where kinda painful, but I think that was more so me being awful at math more so than the actual professor you know lacking in translating that information, but I would say overall I've yah I've enjoyed most of the classes that I have taken there.	Enjoyed most of the courses
1.RQ2.10.3	If I could retake those classes every semester for the rest of my college career I would. I learned so so so much during those classes.	Enjoyed the courses so much I would retake them if I could
Interview Question RQ2.11	How well did you identify with academic norms and values in your school?	Academic norms and values
1.RQ2.11.1	I mean I think in general like I said TCC is very forward on making sure that people have a good learning experience and a good like they come out of each class actually knowing more about the topic and being more educated on the topic more so than like just getting the degree	Academic experience that is good and students learn about the topic
1.RQ2.11.2	I think you know I align with that pretty well and I think that's something I love and respect about going to TCC. I would say in general that's probably their biggest value is making sure that students leave knowing more not only having that degree	A large value is that faculty ensure that students leave knowing more

Appendix I
Open-Ended Questionnaire for Participant 4

Questions	Answers
<p>1. How would you describe the previous experience/background of your students who chose to enroll in an education program?</p>	<p>1. The students have embodied diversity. They are from many different backgrounds of race and ethnicity. Although I do not have a grasp on actual percentages, I am certain that there were more students who presented as female than male. Self-reported socio-economic status suggests that there were a number of lower to middle income family backgrounds represented in the mix of these students. A majority of the students were 2nd year students and recent high school graduates.</p>
<p>2. What is their expectancy for success for pursuing an education program? 3. What are their subjective values for pursuing an education program? (I took this to mean what are the student's own choices and latent preferences for pursuing an education program.) 4. What is their hypothetical decision for pursuing education program? (I took this to mean decisions revolving around socially constructed 'national narratives' about teaching.)</p>	<p>2. Success would be measured by "getting a job in teaching." Success seemed highly plausible in part because of the perceived and real "need for teachers." Additionally, in Western Washington State I hear "salary and benefits" often cited as a reason. This is not something I heard in Florida.</p> <p><i>(3 and 4).</i> We had an assignment that asked for feedback on these questions implicitly. While I do not remember all of the qualifiers and outcomes, I do recall some. (Around 200 students enrolled in Introduction to Education).</p> <p>3. One of the assignments at the beginning of the Introduction to Education course was a "Why do you want to be a teacher?" short essay. Common responses regarding subjective values for pursuing and education program were "a teacher from my past inspired me" and students also noted notions surrounding "job security." These were among the top reasons. Additional common statements were situated around the work environment such as "it's fun to work with kids" and several more personal, individualistic statements such as "I don't want to stop learning myself," or "it will fulfill my love of learning." Some respondents said that mobility of the job was important in that they were open to, or excited about relocation.</p>

	<p>4. A majority of respondents over a period of two years (I'm guessing around 75-80%) suggested hypothetical decisions for pursuing education were along the lines of "wanting to make a difference in the lives of young people" or "helping people realize their potential." Other notable, and similar answers or sentiments were about "giving back" and sharing, indicating a desire to leave a legacy as a teacher.</p>
<p>5. How would you describe the motivation of your students in terms of completing their degree?</p>	<p>The motivation is typically strong, but not inordinately different than that of the general student population seeking an AA degree. Perhaps more often than in a quest for a general AA, we heard what I'll call "legacy comments." My point is that in some cases the lines between motivation and hypothetical decisions/selective values is blurred. Students indicate that the legacy of "parents being teachers" or "valuing education" and conversely, First Generation College Student narratives come into play. Students are seemingly equally motivated on both ends of that spectrum, but certainly equity gaps became apparent for the First Gen population.</p>
<p>6. How would you describe the expectancy for success of your students in completing their degree?</p>	<p>At the onset, students in the Education program were highly expectant of completing their degree. While I have empirical evidence for this, I don't really have data to back it up: I saw similar <i>expectations for completion</i> by this subset of "education majors" (for lack of a better term) as I did for STEM majors, categorically. I am only making an assumption but perhaps it might be because there is a clearer path to an outcome for education majors than for many other "social science discipline specific" majors.</p>
<p>7. What value do your students give to completing an associate degree in education?</p>	<p>In some ways, these students give the same value to a degree in education as <i>any</i> student gives for completing <i>any</i> degree. However, the</p>
<p>8. How would you describe the quality of social integration in your community college? Relationship with peers? Relationship with faculty?</p>	<p>I am framing my answer primarily from thinking of responses to social integration of race and ethnicity. While my current CC is taking some action to make changes in regard to being anti-racist, change is slow. Having said that, white people are involved--which is an element of what it must take in order to call out white supremacy practice in higher education. In my</p>

	<p>previous position in Florida what I saw primarily was lip service paid to the idea of “hiring more people of color” or “working towards a faculty and staff that mirrors our student population.” These goals often become platitudes and allow for the proverbial boxes to be checked.</p> <p>The campus where I taught in Florida was designated as a “32% Hispanic Serving Institution” there was certainly more representation than integration. Individuals formed friendships that were ethnically and racially integrated, but other than initiatives and programs inspired by, or that were the result of, grants little was done at the institutional level. My current institution has an “8 Point Plan” in place that specifically addresses recent events affecting Black students and employees. For instance, one of the points in the plan is to: about various identities. Affinity Groups will identify and implement actionable change, especially (but not limited to) anti-racism and solidarity among groups, particularly oppressed groups. Another point commits to Implement multiple opportunities for professional learning on equity minded hiring, the promotion of racial justice, unpacking implicit biases, Whiteness, anti-Blackness, racism in education, and racial battle fatigue. The last point calls for allocating and securing existing and additional resources that ensure this plan’s success.</p>
<p>9. What did their academic integration or lack thereof have to do with their persistence? 10. How would you describe their access to academic resources? 11. How was their grade / mark performance? 12. How would you describe their personal development? 13. How would you describe their overall academic performance? 14. How would you describe their enjoyment in taking your courses?</p>	<p>9. In reference to academic integration that refers to Developmental Education that bridges the gap between K-12 and college, it seems that less education students were participants in DevEd coursework. In regard to academic integration as part of a FYE class or plan, it seems that most students were involved in a “Student Success” college-credit class. Again, First Gen College Students faced more barriers to persistence.</p> <p>10. Both of the community colleges where I have been an educator provided very good to excellent resources, however in some cases the processes to obtain the resources were convoluted and/or students did not have the time, capacity, or knowledge to access said resources.</p>

<p>15. How well did you identify with academic norms and values in your school?</p>	<p>11. I do recall that in 2014-16 around 92% of Introduction to Education and Multicultural Education students completed the classes with a successful, passing grade.</p> <p>12. The aspects of “personal development” are somewhat subjective and arbitrary in my opinion, but in a general sense students in the Education pathway (perhaps and for lack of a better descriptor) had a better sense of identity and purpose about their educational goals.</p> <p>13. Grades of “A” or “B” were far more common in the Education classes, and the second course in the pathway, Multicultural Education, boasted higher grades, but not necessarily a higher completion rate.</p> <p>14. Attitudes and levels of enjoyment were seemingly higher in the Multicultural Education course, primarily based on participation. This is not to say it wasn’t good in the Intro class. However, students were at “sophomore” level when taking the Multicultural Education class and had successfully passed English 101 or its equivalent prior to taking either course. It could be surmised that students at this level had sorted out how to navigate through the college experience, and had the academic maturity</p>
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