Walden Dissertations and Doctoral Studies

Walden Dissertations and Doctoral Studies Collection

2015

Community College Developmental Education Services: Perspectives of Spanish-Speaking Latino Early Childhood Educators

John Edward Eberly
Walden University

Walden University

COLLEGE OF EDUCATION

This is to certify that the doctoral study by

John Eberly

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Stacy Wahl, Committee Chairperson, Education Faculty
Dr. Debra Beebe, Committee Member, Education Faculty
Dr. Karen Hunt, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University
2015

Abstract

Community College Developmental Education Services: Perspectives of Spanish-

Speaking Latino Early Childhood Educators

by

John E. Eberly

MA, University of San Francisco, 1998

BA, West Virginia University, 1979

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2015

Abstract

The purpose of this single case study was to understand the perceptions of Latino Spanish-speaking English learners on the efficacy of developmental education services at a western United States community college. The conceptual frameworks used in the investigation included critical theory related to human emancipation, social learning theory aligned to second language acquisition, and contemporary adult learning theories. The goal of the investigation was to understand how students used and perceived the developmental education services to transition from Spanish language instruction to English coursework. Research questions focused on how the developmental education services contributed to the successful completion of the child development practicum for Latino Spanish-speaking English learners. The primary data collection method was in-depth individual interviews of a purposeful sample of 9 successful students. Data were transcribed, coded, and themes were developed based on the components of the conceptual frameworks. Findings indicated that participants relied on Spanish instruction for comprehensible context, but needed consistent education support services and information from a culturally responsive institution in a language they understood. The results prompted the development of a multicultural introduction to college course designed to facilitate access to developmental education services. Implications for social change include developing curriculum to inform Spanish-speaking English learners in the community college system and remediating the shortage of qualified Latino preschool teachers in the community, thereby providing positive role models for young Latino children.

Community College Developmental Education Services: Perspectives of Spanish-

speaking Latino Early Childhood Educators

by

John E. Eberly

MA, University of San Francisco, 1998

BA, West Virginia University, 1979

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2015

Dedication

I dedicate this work to my amazing wife, Candi Eberly. She was my go-to editor and proofreader for every assignment during this journey. When my resolve wavered, her support never ebbed. I will be forever grateful to this amazing woman.

I cannot forget to include my father, Frank H. Eberly, who died during this doctoral trek. While he is not here to celebrate this work, his passion for education lives on in his children, grandchildren, and great grandchildren.

Acknowledgments

I want to acknowledge my Walden instructors, Dr. Stacy Wahl and Dr. Debra Beebe. I must thank them for their unwavering support and superior instruction that challenged my thinking, making me the scholar I have become. I also recognize Dr. Karen Hunt, my university reviewer, for her sage advice to ensure that my research met my objectives.

Finally, a thank you to my new work colleagues, employees, and Dr. Sue Field for their support. They allowed me to continue this process to fruition while I transitioned to a new assignment. Their patience with my cognitive lapses did not go unnoticed and I am grateful for their belief in me while I finished this project.

Table of Contents

iii

List of Tables

Section 1: The Problem

Introduction

From 2002 to 2013, the number of Latino students at a western United States

community college district, hereafter referred to as the District, increased from 14.8% to

over 30% of the total student population. Given county demographic projections, the

college's Office of Institutional Research (OIR) estimated that Latinos would become the

majority student population by 2020 (Greaney, 2013). Some Latino students attending

the community college were Spanish-speaking English learners (ELs) enrolled in the

college's Child Development Spanish Language Pathway. Through these courses,

Spanish-speaking students obtained a local certificate or a state Child Development

Associate Permit while concurrently enrolled in English as a Second Language (ESL)

classes. In this study, I explored the adequacy of the college's developmental education

services designed to facilitate the transition from Spanish content coursework to

mainstream academic English.

Providing trained and qualified preschool teachers who represent the diversity of

the local community is an essential mission of the District. This mission requirement is

especially important for young Latino children who need constructive cultural role

models for positive self-identity development (Gonzales-Mena, 2013; Ochoa, 2013).

However, low graduation and completion rates of Spanish-speaking Latino students

create a problem towards providing positive cultural role models for young children. The

Hispanic Association of Colleges and Universities (HACU, 2013) confirmed the local

observation and reported that from 2000 to 2011 Latinos showed the largest population

growth of reported groups while at the same time the number of Latino teachers did not experience the same increases.

To support Latino students pursuing degrees and certificates in early childhood education (ECE), the District's Child Development Department offers a Spanish Language Pathway for Spanish-speaking students. This sequence of four courses (12 units) is taught entirely in Spanish and allows Spanish-speaking students the opportunity to meet the local certificate and state Child Development Associate Permit requirements. Arguably, the concept supporting native language instruction while students acquire English has merit due to the 5 to 7 years required to develop academic language proficiency in a second language (Adamuti-Trache, 2013; Ardasheva, Tretter, & Kinny, 2012; Cummins; 2011; Finn, 2011; Krashen, 1979; Thomas & Collier, 1997). While this initiative seemingly appears to address the issue of increasing the cultural diversity of the early childhood classroom, Spanish-speaking ELs struggle to meet the prerequisites of the more advanced courses taught in English. The failure of these Latino early childhood educators to become proficient in English results in a stagnation of local career advancements and state permit renewal deficiencies.

The convergence of the current national education agenda with the increasing number of Latino students at the District created a challenge for educational policy makers and the general public responsible for funding the institution of higher education. As reported by McNeil and Klein (2009), President Obama's education plan calls for an increase in the number of college graduates so that the United States will once again claim the highest number of college graduates in the world. However, the fact that many

high school graduates are increasingly underprepared for college level work potentially undermines the president's educational goal, as the typical higher education student population requires additional support services to succeed academically (Ross-Gordon, 2011). Among the underprepared students are Latino adults, who recorded the lowest high school completion rates of measured demographic groups and even lower rates of obtaining bachelor's degrees (Ryan & Siebens, 2012). While the president's goal appears to be laudable, the details to support the agenda are untested and seem to represent an unfunded mandate for public higher education (Rhoades, 2012).

The ambitious national agenda placed the District in a position of complexity as diverse stakeholders vie for resources in an environment of diminished state and local funding. Historically, community colleges have served multifaceted mission requirements ranging from preparation for transfer to 4-year colleges to community enrichment programs (Beach, 2011). A recent description of community colleges likened the institutions to "the utility infielders of higher education: They do a little bit of everything" ("Aid for Grades at Community Colleges," 2013, p. T6). Moreover, Gonzalez (2012) noted how budgetary deficits and the emphasis on graduation rates have shifted the focus away from developmental education programs to serving only the most academically well prepared. This shift affects not only developmental education students but also the local community as employers continue to need community college graduates with vocational degrees or certificates.

Compounding the change in focus towards more academically oriented students, the recent economic downturn resulted in system wide decreases in the number of course

offerings at community colleges during a period of increasing demand (Wetstein, Hays, & Ngyuen, 2011). The decrease in the number of available courses correlates with the amount of time necessary to complete 2-year degree and certificate programs in that many students require additional time to finish the required coursework (Knapp, Kelly-Reid, & Grinder, 2012). While the causes are not clear, it appears that the typical pathway from high school to community college to a four-year institution represents a decreasing population of first-year college students as many students enroll at multiple community colleges and 4-year colleges in pursuit of degrees and certificates (Bahr, 2012). Notwithstanding the documented financial and completion pressures on community colleges, the mission of preparing vocational students and remediating underprepared students for the workplace continues to exist.

While the vocational preparation task of the community college may appear to conflict with the national education agenda, Shulock, Moore, and Offenstein (2011) suggested that Career and Technical Education (CTE) programs support the national college completion agenda through certificate completion, workforce development, accessibility, and student productivity. The vocational development mission of the community college stemmed from policies of the early 20th century when educational leaders suggested that vocational training was a less rigorous pathway for students desiring to improve their social status. More recently, CTE programs have received support from local business leaders who are interested in workplace ready employees with the skills necessary in a variety of fields (Beach, 2011). Local business leaders and policy makers view CTE programs as remedies for local economic problems and labor

market shortages; however, many potential students fail to access these educational opportunities. Shulock and Offenstein (2012) suggested that students are often unaware of the career benefits of CTE and community colleges must provide accessible programs that meet specific labor needs. Symonds (2012) argued that the current system of education fails many young adults as the college ready pathway is limiting and that educational systems should provide multiple pathways to careers through CTE type programs.

One of the mission requirements of the District included the instruction of underprepared or developmental education students. Ryder and Hagedorn (2012) described developmental education students as low-performing high school students or high school dropouts previously underserved by their schools. Using several sources of longitudinal data, Bailey (2009) suggested that over half of all community college students enrolled in at least one developmental education course. Bailey posited that this percentage might underestimate the actual number of developmental students in that California allows students to enroll in courses regardless of assessment test scores. While these figures may underrepresent actual totals of developmental education students, Moore and Shulock (2010) reported that minorities represent the greatest percentage of the underprepared college student. In further analysis, Moore and Shulock determined that among minority students, Latinos have the lowest community college completion and transfer rates even when provided with significant developmental education programs. Quint, Jaggars, Byndloss, and Magazinni (2013) found that students

recommended for remedial instruction fail to complete developmental coursework and subsequently do not graduate or obtain program certificates.

A form of a developmental education program related to this project is ESL instruction. ESL courses are unique instructional programs designed to improve the English reading, writing, and speaking proficiency of students who are fluent in a native language other than English (Cohen, Brawer, & Kisker, 2014; McCabe, 2003). ESL programs serve a variety of educational purposes and community colleges typically offer these programs in geographic areas with high concentrations of ELs (Chisman, 2008; Leigh & Gill, 2007). The community college is uniquely positioned to serve the academic needs of ELs due to geographic accessibility, flexible schedules, lower tuitions rates, and permissive prerequisite standards (American Association of Community Colleges, 2009; Bragg & Durham, 2012; Teranishi, Suarez-Orozco, & Suarez-Orozco, 2011). Even with open access to ESL courses, non-English speaking students face onerous challenges in learning English and the pathway towards proficiency is often a multiyear process (Becker, 2011).

Definition of the Problem

One student group caught in the confluence of the national academic agenda and need for developmental education are Spanish-speaking Latino ELs enrolled in the Child Development program. These students struggle to transition from Spanish language instruction to academic English courses to meet preschool teacher certificate requirements. A resolution to this problem became more urgent as Latinos comprised over 30% of the student population.

The District serves approximately 32,000 full time equivalent (FTE) students in a mostly semirural, coastal area of the western United States encompassing nearly 1,600 square miles with two campuses and four training sites. The District offers general education credit courses for transfer to 4-year institutions, over 175 certificate programs, as well as noncredit developmental education classes. In line with the community college mission, the District plays a central role in local workforce development and many of these students enroll in courses offered by the District's Child Development Department.

The aforementioned increase in Latino population at the District mirrored the changing statewide demographics as the percentage of Latinos was projected to exceed 40% of the total state population by 2020 (California Department of Finance, n.d.). As a result of the change in student demographics, the U.S. Department of Education designated the District as a Hispanic Serving Institution (HSI). The federal government, under Title V, Part A of the Higher Education Act identifies institutions of higher education as an HSI when more than 25% of the total credit enrollment is Hispanic (U.S. Department of Education, n.d.). Representative of the Latino students enrolled in courses at the District were potential preschool teachers pursuing degrees, permits, and certificates in Child Development.

The implication for social change was significant as the preparation and certification of diverse early childhood educators was vital for the development of young children. Ethnically diverse and well-qualified preschool teachers were an essential component of providing a culturally responsive learning environment for young children. When young children arrive at school, they had the possibility of encountering an

educational environment that does not represent their cultural identity (Gonzales-Mena, 2013). The misrepresentation of cultural identity was especially crucial for Latino children in an era of changing demographics both locally and nationally. The previously cited national disparity noted by HACU (2013) between the Latino population and trained Latino teachers often created classroom environments where young children viewed Latinos in subordinate positions, thereby complicating the child's self-identity development (Gonzales-Mena, 2013; Ochoa, 2013).

The District's Latino Spanish-speaking students represented a portion of the community college student population needing developmental education in order to receive certificates or degrees required for graduation (Quint, Jaggars, Byndloss, & Magazinnik, 2013). Harris (2012) noted that English language proficiency is often the barrier for ELs in degree or certificate completion. While the District offered numerous developmental education services designed to increase English language proficiency through ESL courses, these classes were often ineffective at meeting the needs of the English learner in transition to academic English coursework (Becker, 2011; Kirkgoz, 2009; Liton, 2013; Pu, 2010). As English language acquisition posed a significant barrier towards achieving degrees and certificates, students benefited from college services specifically designed to mitigate the developmental academic needs of Latino ELs.

Rationale

Evidence of the Problem at the Local Level

Latino Spanish-speaking ELs enrolled in the District's Child Development program demonstrated similar low rates of degree and certificate completion as those reported nationally. While the factors contributing to Latino college success were multifarious, one example of a District developmental education program illuminated the depth of the local problem faced by Latino students. The District began the Child Development Associate Spanish Language Pathway during the fall semester of 1997. A July 2013 analysis of completion rates of Latino ELs conducted by the OIR revealed that from 2009 to 2013, 139 Spanish-speaking students completed the requirements for the Child Development Associate Certificate, thereby meeting the prerequisites for the child development practicum course. However, only 17 Spanish-speaking students designated as ELs actually completed the practicum course (Fadelli, 2013). While there are academic and social benefits to providing an educational bridge between native language and academic English (Lukes, 2011), the benefits do not outweigh the fact that comparatively few students have made the transition from Spanish college classes to English classes.

The Advisory Committee of the Child Development Department reported in 2012 that the local community no longer needed monolingual Spanish-speaking preschool teachers for their early education programs. Moreover, many child development associates previously hired through the Spanish Language Pathway failed to continue with their professional development in order to complete the state mandates for career

advancement. The state required child development associates to complete the higher requirements for Child Development Teacher Permit within 10 years of initial licensing (Child Development Training Consortium, n.d.). Furthermore, the Child Development Associates previously hired by local agencies were unable to renew their permits, thereby potentially losing their employment without the requisite additional units of instruction.

The District monitored Spanish-speaking Latino ELs as they attempted to progress through the courses of study required for the state Child Development Teacher Permit. The completion rate for students completing the Child Development Associate Permit in the Spanish Language Pathway was approximately 95%. While this completion rate appeared laudable, most of these students did not continue their studies to earn the Child Development Teacher Permit. Only 12% of the students who began their studies in the Spanish Language Pathway have completed the more advanced Child Development Teacher Permit in the past four years (Fadelli, 2013). The courses required for the Child Development Teacher Permit required college level proficiency in written and spoken English including the child development practicum course. Among other factors, the lack of ability to perform academic work in English forced many of these students to abandon their studies and settle for the Child Development Associate Permit. The failure to continue with the program was not always the case in that while some have dropped out of school, other Latino Spanish-speaking students learning English continued and transitioned to academic English courses.

Evidence of the Problem From the Professional Literature

The ability to speak, read, and write in English is a prerequisite for completing college level coursework and many community college students are unable to meet these prerequisites. The acquisition of academic English is even more challenging for the success of community college students learning English and the lack of academic English skills is often a barrier for completing college degree or certificate programs (Harris, 2012). Colleges often enroll students learning English in developmental or remedial education courses prior to admission in mainstream English college courses to improve student academic progress (Rutschow & Schneider, 2011). Developmental education, including ESL instruction, is crucial for ensuring the college success of Latino students (Crisp & Nora, 2010; Nora & Crisp, 2012). Santiago, Kienzi, Sponsler, and Bowles (2010) recommended that national policy for higher education emphasize programs for Latino college success and articulate clear best practices for increasing Latino graduation rates. In support of developmental education programs, Nobel and Sawyer (2013) reported that students enrolled in developmental courses benefit from these classes and completed degree programs at a similar rate to that of nondevelopmental education students. These efforts appear to provide needed support for developmental education students and understanding how students use these programs will further assist educators in program planning.

While the factors contributing to college persistence, graduation, and English language acquisition are multifarious, the literature indicated that ESL programs often do not prepare Latino students for mainstream English coursework. Liton (2013) reported

on the inadequacy of English language programs to prepare students for discipline and career-oriented classes. Becker (2011) wrote of the complexities involved with students learning English as they transition from noncredit courses to mainstream academic classes. Pu (2010) noted the dilemma of higher language test scores while ESL students continued to struggle academically in English mainstream courses. Pu concluded that mainstream curriculum often overlooked the sociolinguistic needs of the ESL students. Moreover, Kirkgoz (2009) criticized some ESL programs for failing to prepare students for the academic rigors of mainstream English classes. In their seminal longitudinal study on language minority students, Thomas and Collier (1997) reported that English language acquisition is a complex undertaking for many students requiring five to six years of study to reach native English speaker proficiency. Each of these studies relates to the findings of Barr, Rasor, and Grill (2002), Kokhan (2013), and Banegas (2013), who argued that standardized placement examinations often fail to provide a correct ESL placement level for students and counselors should consider these inaccuracies when placing students in certain academic programs.

The obstacles to teacher certificate and degree completion for Spanish-speaking ELs appear to originate from academic deficiencies noted throughout the educational system. In a longitudinal study, Bailey (2009) posited that over 50% of all community college students are underprepared for college level work and Latino students represented a large majority of these developmental education students. Moore and Shulock (2010) noted that even with developmental education programs, Latinos have the lowest reported community college completion rate when compared to other ethnic groups. Ryan and

Siebens (2012) confirmed these studies finding that Hispanics had the lowest rate of high school diploma attainment with even lower rates of college graduation. In brief, the noted academic deficiencies of many Spanish-speaking ELs prohibit degree attainment and subsequent teacher certification.

The literature offered numerous examples of successful strategies for remediating ELs and programs to facilitate degree or certificate completion (ACT, 2010; Cortez, 2011; Levin, Cox, Cerven, & Haberler, 2010; Moore & Shulock, 2010). However, information and support of native language or heritage language instruction to facilitate English language acquisition was sparse (Felix, 2009). While the efforts of the District are laudable in attempting to meet the developmental education needs of Latino Spanish-speaking ELs, there is little information as to how Latino Spanish-speaking ELs actually use the developmental education services to acquire English and complete certificate or degree requirements. The District required a better understanding of how students perceived and benefited from developmental education beyond statistics in order to meet the anticipated demographic changes at the college.

Given the need for Latino preschool teachers in the community, low rates of certification for Latino teachers, difficulties associated with English language acquisition, and a lack of understanding of how students use developmental education services, this qualitative study had three objectives:

1. Report how Spanish-speaking Latino ELs describe their community college experience beginning in a Spanish language program and then transitioning to academic English.

2. Explore the educational factors that influence Spanish-speaking Latino ELs in the successful completion of the child development practicum.

3. Examine District educational policies and services designed to provide support for Spanish-speaking Latino ELs and document the perceptions of Spanish-speaking Latino ELs using these services who successfully completed the child development practicum.

Definitions

Child Development Associate Permit: State authorization to provide service in the care, development, and instruction of children in a childcare and development program and supervise a child development assistant and an aide (California Commission on Teacher Credentialing, n.d).

Child development practicum: Supervised field experience defined as instruction performed in a childcare and development program for college credit that is supervised by a person approved through a regionally accredited institution of higher education (California Commission on Teacher Credentialing, n.d.; Child Development Training Consortium, n.d.).

Child Development Teacher Permit: State authorization to provide service in the care, development, and instruction of children in a child care and development program and supervise a child development associate teacher, a child development assistant, and an aide (California Commission on Teacher Credentialing, n.d).

Developmental education: Remedial services provided to students unable to meet college level academic standards (Bailey & Cho, 2010).

Early childhood education: Instruction designed for young children from birth to age eight (National Association for the Education of Young Children, n.d.).

English as a Second Language (ESL): Courses or unique instructional programs designed to improve the English reading, writing, and speaking proficiency of students who are fluent in a native language other than English (Cohen, Brawer, & Kisker, 2014).

English learner (EL): Students who do not speak, read, write, or understand English well (California Department of Education, n.d.).

Hispanic: Term used by the Census bureau since 1970 to define individuals of Spanish descent and generally considered to be inclusive of Latinos (Lopez-Rangel, 1996).

Latino: Describes individuals from Latin America and often considered a subgroup of people of Hispanic origin (Fraga et al., 2010).

Significance

In order to prepare an early education workforce that represents the diversity in the preschool classroom, a first step was to ensure that Latino Spanish-speaking ELs had access to developmental education services that met their academic needs. The District had little information on the effectiveness of developmental education programs especially with respect to facilitating the transition from Spanish to English. The value of this investigation was that it provided the District with information about how Latino Spanish-speaking ELs use the District-sponsored developmental education services to facilitate the acquisition of academic English. This study documented the Latino Spanish-speaking ELs' perceptions of the District's developmental education services

and increased the District's awareness of the issues confronting ELs as they transition to academic English courses.

While the literature contained many recommendations for initiatives to increase Latino certificate and graduation completion rates, the voice of the student was absent in many of these reports. Therefore, the anticipated benefactors of this investigation will be all District ELs. The ELs will benefit if the District staff and faculty understand how ELs negotiate the labyrinth of courses and developmental education services to make the transition to academic English. This information may require staff and faculty to modify their traditional District roles and develop culturally sensitive and linguistically appropriate developmental education services to avoid a hegemonic curriculum that ignores the diverse needs of non-English speaking students. The ultimate beneficiaries of this study will be young Latino children. Children will have well-trained bilingual early childhood educators familiar with their cultural and linguistic needs to facilitate their development of a positive self-identity.

Guiding/Research Question

As previously suggested, the purpose of this study was to report on the experiences of Spanish-speaking Latino students as they transitioned to academic English courses and how they used the District's developmental education services to facilitate this transition. Previous scholars investigating English language acquisition frequently noted the difficulty and length of time required to become fluent in academic English (Adamuti-Trache, 2013; Ardasheva et al., 2012; Cummins, 2011; Finn, 2011; Krashen, 1979; Thomas & Collier, 1997). While the literature contained numerous references to

ESL programs, there was a noted gap in the literature regarding the use of native or heritage language instruction to support adults learning English. In the following literature review, few scholars investigated bilingual education programs or evaluated the efficacy of native language instruction towards English language acquisition for adult learners. The gap in the literature was a concern for the District as one of the developmental education services provided to Spanish-speaking students was native language instruction.

The guiding question of this study aligned with the previously referenced objectives and problem observed at the District. The perspectives of successful students provided the District with information needed to address the low Latino completion rate of the child development practicum. I used the following question to guide my research: How do the developmental education services provided by the District contribute to the successful completion of the child development practicum for Spanish-speaking Latino ELs? Using the experiences of successful Spanish-speaking Latino practicum students as a guide, the following specific subquestions illuminated the college experience of these students using the District's development education services:

1. Which District developmental education services do Latino Spanish-speaking ELs use?

2. Why do Latino Spanish-speaking ELs use some developmental education services provided by the District and not others?

3. How do Latino Spanish-speaking ELs think the District could improve or modify developmental education services?

Review of the Literature

The methodology used to survey the literature involved an examination of research databases containing information relevant to English language acquisition and Latino/Hispanic developmental education. Several databases provided content from journal articles relating to the academic needs of ELs. The literature review included information from books, peer-reviewed journals, online databases, research databases, State of California websites, U.S. government websites, and professional education network websites. Scholarly information used in the literature review originated from searches in the following electronic databases: Academic Search Complete, Education Research Complete, Educational Resources Information Center (ERIC), Journal Storage (JSTOR), and the Walden University online library. Keyword search terms included *English (Second Language) proficiency, English transition, bilingual education, native language, second language learning, ESL (English as a Second Language), adult language acquisition, developmental education, higher education student support services, student retention, Latino / Hispanic academic achievement,* and *college student persistence.* Moreover, citation chaining from Google Scholar added other sources to the overall literature review.

While the literature review revealed numerous themes with regard to adult developmental education and English language acquisition, one common thread appeared: learning English for adults was difficult and often required many years of study to become academically proficient (Greene, 2011). The literature included many references to instructional programs purported to support adult students learning English;

however, the perspective of the student was absent in many of these reports. Furthermore, few scholars investigated the use of native language or heritage language instruction to facilitate English language acquisition.

Conceptual Frameworks

The conceptual frameworks proposed in this investigation encompassed critical theory with regard to human emancipation and social learning theory related to facilitating second language acquisition. In addition to critical and social learning theories, more recent persistence theory provided a context for understanding motivational factors of students learning English at the college level. Contemporary adult language acquisition theory also closely related to understanding the experience of adult ELs at the college level.

Critical theory, as posited in Habermas's (1985, 1987) communicative action theory (CAT), emphasizes language use and communication as vehicles for overcoming economic oppression and finding solutions to social problems. Merriam, Caffarella, and Baumgartner (2007) characterized critical theory as overly complex and only useful in academic circles; however, they acknowledged that critical theory was effective in creating awareness of systemic oppression related to the class power struggles often observed with the dominant English speaking culture and those attempting to learn English. Moreover, Kellner (1989) added that critical theory provided a useful framework for understanding the complex relationships among sociocultural, economic, and political forces. The efforts of ELs attempting to assimilate into the dominate culture through English acquisition exemplifies the propositions of Habermas's CAT.

More specific to the precepts of CAT, Rueda-Delgado (2012) offered a view emphasizing the social integrating role of language especially in the era of globalization. Cavico, Muffler, and Mujtaba (2013) noted some of the economic oppressions and tension for language minorities working in a dominate culture. The authors cited an example of this power struggle in the American workplace as employers attempted to qualm tensions and conflicts stemming from the multicultural and linguistically diverse work environment. Moreover, Greene (2011) noted, "America has a long track record of nativism, including fear and distrust of immigrants speaking languages other than English" (p. 233). Debatably, these nationalistic fears and workplace language policies provided incentive for non-English speakers to improve their language capabilities through higher education.

As described by Merriam et al. (2007), social cognitive theory emphasized the importance of human interaction as part of the learning process. Bandura (1986) suggested that both observation and environmental factors contributed to human learning. The observational experience of Latino Spanish-speaking ELs was especially relevant as child development practicum students immersed themselves in an English language environment for academic instruction where faculty and staff served as role models for language acquisition.

In this investigation, I attempted to understand the successful Latino Spanish-speaking community college student, an understanding of student persistence and adult language acquisition theory was an important component of the conceptual framework. The work of Tinto (1975, 1988) to comprehend the issues of student persistence provided

insights into the barriers that successful students have overcome in the pursuit of their academic and career goals. Krashen's (1979, 1981, 1985, 1992) language acquisition theory provided a context for understanding the ELs' effort to use the educational vocabulary for communicating with children, teachers, and parents.

Developmental Education

Cohen, Brawer, and Kisker (2014) described developmental education as "remedial, compensatory, preparatory, or basic skills" instruction designed for students who were unprepared or underprepared for college level work (p. 28). The District requirement to provide developmental education to students stemmed from the historical practice of open enrollment at the community college (Beach, 2011). Latino Spanish-speaking ELs were representative of this group of community college students requiring such remedial services.

In an investigation of longitudinal data, Bailey (2009) suggested that nearly 60% of all community college students enrolled in at least one developmental education course. The success rates of these students varied with respect to the number of remedial courses; however, less than 25% of students enrolled in developmental education courses completed degree or certificate requirements within eight years of initial enrollment (Bailey, Jeong, & Cho, 2010). Quint, Jaggars, Byndloss, and Magazinnik (2013) confirmed the findings and reported that even when referred to a developmental program, only 60% actually enrolled in the recommended developmental course. Of concern for future preschool teachers enrolled in Child Development programs, the authors reported that students enrolled in vocational programs were even less likely to complete the

courses of study. Latinos appeared overrepresented in the demographic analysis of

developmental education student success as Bremer et al. (2013) reported on the lower

degree and certificate completion rates of non-White students.

With the large number of community college students referred to developmental

education services, the question of expense was arguably an issue for institutions

providing these services. Breneman, Abraham, and Hoxby (1998) estimated that U.S.

higher education invested $1 billion in remedial services during the 1993-1994 academic

year. Pretlow and Wathington (2012) updated this estimate and suggested that

institutions of higher education in the United States spent $1.13 billion on developmental

education services during the 2004-2005 academic year. The more recent estimate

represented an increase of 13% above the original investigation. Both groups of

researchers noted the difficulty in obtaining accurate data from states due to national

confusion over the definition of developmental education. Moreover, many institutions

of higher education were reluctant to release actual data to avoid harming their

reputations. Pretlow and Wathington concluded that these factors contributed to a

general underreporting of the number of developmental education students receiving

assistance. The institutional expense of developmental education services combined with

the overall decrease in the number of course offerings (Wetstein, Hays, & Ngyuen, 2011)

creates an additional barrier to academic success especially for ELs.

The previously cited difficulties in calculating the number of developmental

education students prompted an investigation of the types of students using these

services. Brock (2010) suggested that changes in federal education policy and public

perceptions of higher education led to an increase of nontraditional students seeking higher education and remedial education. Wlodkoswki (2008) characterized nontraditional students as individuals enrolling in higher education programs without the fundamental skills required for college level work. These students often carried the financial burden of supporting families that necessitates part-time college attendance. Chen (2014) reported on the rapid growth of nontraditional students in higher education and posited that education models should address the specific learning needs of adult students. Particular to the success of developmental education students, Kenner and Weinerman (2011) suggested that adult educators should strive to understand and value the variety of life experiences that nontraditional students bring to higher education. As previously noted, Moore and Schulock (2010) reported on the overrepresentation of Latino students in developmental education classes, adding that these students also fit the description of nontraditional students with specific learning needs.

Placement into the correct level of classes based on an accurate skills assessment ensured that students begin their college studies prepared for success and ultimate completion (Yin & Volkwein, 2010). However, as previously mentioned, many developmental education students neglected to enroll in the recommended remedial coursework ultimately resulting in college failure (Quint et al., 2013). Belfield and Crosta (2012) used community college student data to evaluate literacy placement tests and reported that the assessments did not provide an accurate prediction of school success. Of concern to developmental education students was their finding of significant error rates in placement cutoff scores. The authors continued that the colleges misplaced

three of every ten students for English instruction. Hodara, Jaggars, and Karp (2012)

supported these findings and added that inconsistent standards among different colleges

compounded the placement inaccuracies leading to student failure. While the literature

was generally critical of college placement exams, Hughes and Scott-Clayton (2011)

countered that assessments used at community colleges are relatively accurate predictors

of college success. The authors added that the most underprepared students demonstrated

low achievement levels regardless of the assessment instrument. They continued that

individual student learning problems and poor instruction were potential causes of the

lower achievement.

Scholars often could not come to a consensus regarding the effectiveness of

developmental education. Goudas and Boylan (2012) attributed the disparagement of

developmental education effectiveness to a misinterpretation of the research. The authors

alluded to the problem of the variety of definitions typically associated with

developmental education as a potential cause for the criticisms. In a published rebuttal,

Bailey, Jaggers, and Scott-Clayton (2013) defended the methodology and interpretation

of the research data especially with regard to enhancing services for college students with

weak academic skills. Noble and Sawyer (2013) added to the debate and suggested that

developmental education students might experience success at rates similar to

nondevelopmental students. The authors investigated the academic records of 118,000

students and compared success rates of students enrolled in developmental courses in

English, mathematics, or academic reading. They found that developmental education

students generally completed a bachelor's degree in six years, a rate similar to students not enrolled in developmental education.

As scholars continued to debate the issues surrounding developmental education efficacy, the fact remained that remedial instruction for unprepared and underprepared students was an essential mission of the community college (Cohen et al., 2014). Brothen and Wambach (2012) suggested that regardless of the ongoing deliberations, institutions of higher education should examine remedial education as part of a strategic plan for all educational services. The plan should include a broad range of support services for students that include instructional programs for both underprepared and remedial learners (Daiek, Dixon, & Talbert, 2012). Jaggars and Hodara (2013) noted the difficulties faced by community colleges to improve developmental education services and suggested a multidisciplinary approach to creating a comprehensive system to support all students. This system should include a focus on learning outcomes, assessment based on contextualized course offerings, and faculty involvement in the development of placement exams.

English as a Second Language (ESL)

As proficiency in English is key to completing college level coursework, many community college students, including Latino Spanish-speaking ELs, are at a linguistic disadvantage compared to native English speakers. A form of developmental education used by community colleges to mitigate this language deficiency is ESL. Cohen, Brawer, and Kisker (2014) described ESL as part of adult basic education for students having limited English language proficiency and fluency. Community colleges have become the

preferred destination for adults seeking to improve their English skills due to convenient locations, affordability, flexible schedules, and the documented lenient open enrollment policies (Teranishi, Suarez-Orozco, & Suarez-Orozco, 2011).

Nora and Crisp (2012) reported on the importance of developmental education for Latino students; however, they also lamented the lack of empirical data documenting the effectiveness of these programs. While the literature reporting on the effectiveness of ESL was sparse, one significant investigation by Chisman (2008) was indicative of the problems observed at many community colleges. In an investigation of several ESL programs at community colleges for the Council for Advancement of Adult Literacy, Chisman reported that only about 8% of ESL students acquired a level of English proficiency to transfer to academic English or vocational programs. Becker (2011) confirmed these findings in a qualitative study conducted at a large community college in southern California. Becker found that the transition from noncredit ESL to academic credit courses to be a difficult path for many ELs, and cultural capital and previous education level of ELs were often determining factors in transitioning success.

The literature indicated that the low success rates experienced by ESL students resulted from deficiencies in ESL instruction. Liton (2013) reported that English foundational courses failed to prepare students for mainstream English coursework in discipline and program oriented courses. The author suggested this problem resulted from English course content unrelated to the needs of the student and large class sizes affecting the delivery of language instruction. Kirkgoz (2009) also criticized some ESL programs for failing to prepare students for the academic rigors of mainstream English

classes. Moreover, Pu (2010) noted the dilemma of higher language test scores while ESL students continued to struggle academically in English mainstream courses. Pu added that mainstream curriculum often overlooked the sociolinguistic needs of the ESL students.

Poor academic achievement for ELs transcended specific course assessments to include overall performance on college-wide outcomes. Lakin, Elliot, and Liu (2012) compared outcome assessments of ESL students with non-ESL students, finding that ESL students scored consistently lower on standardized testing with language subtests displaying the lowest results. Despite the results of lower test scores on college outcomes, ESL students reported that standardized institutional testing procedures affected their ability to demonstrate content knowledge (Teemant, 2010). The students cited test anxiety and exam formats as having a negative impact on assessment results. The reports by the authors indicated that educational researchers strongly consider language backgrounds and equitability when conducting investigations of higher educational achievement data.

Abedi and Levine (2013) wrote that assessment and correct placement of ELs was more important for their academic success than for native English speakers. Callahan, Wilkinson, and Muller (2010) suggested that correct placement directly related to college preparation and academic achievement for language minority students. In an early investigation, Barr, Rasor, and Grill (2002) questioned the validity of the frequently used ESL Compass[©] test (ACT, n.d.) for academic placement of ELs. More recently, Kokhan (2013) supported these earlier findings and suggested that there was a 40% chance of

incorrect student placement based on standardized test scores. Banegas (2013) added that standardized placement examinations often failed to provide a correct ESL placement level for students and counselors should consider these inaccuracies when placing students in certain academic programs. The criticisms of ESL placement exams included writing assessments that were often biased and contained errors in analysis (Huang, 2012). The crucial nature of correct placement in ESL for ELs and related criticisms of placement exams creates a conundrum for faculty, administrators, and policy makers as they strive to create instructional programs that will benefit ELs at the community college.

In their seminal longitudinal study on language minority students, Thomas and Collier (1997) reported that English language acquisition is a complex undertaking for many students requiring five to six years of study to reach native English speaker proficiency. Noteworthy in their investigation was the finding that ESL best facilitated English acquisition when used in multiple content areas across the full curriculum. The authors added that sociocultural support from faculty assisted non-English speaking students as instructors provided an integrated school experience for students learning English. These findings supported Krashen's (1979) earlier findings suggesting that while adults pass through the early stages of language acquisition much faster than children do, adults with natural exposure to language content had higher levels of proficiency. The literature confirmed that adult second language acquisition is a lengthy process requiring 5 to 7 years of study to acquire academic proficiency (Adamuti-Trache, 2013; Ardasheva et al., 2012; Cummins, 2011; Finn, 2011).

Native/Heritage Language Instruction

The research revealed few studies investigating the efficacy of native language or heritage language instruction to facilitate English acquisition. In a study of native language literacy instruction for non-English speaking immigrants, Lukes (2011) found that adults were motivated to participate in literacy education in Spanish and believed that both English and Spanish were important for their future success. The author also found significant barriers for adult ELs as they attempted to balance their academic studies with work and family responsibilities. Moreover, Lukes posited that there was little interest on the part of education policy makers to support native language instruction as the federal emphasis for literacy instruction was exclusively in English. Callahan (2010) supported this notion lamenting that institutions of higher education minimize course offerings in Spanish due to budgetary constraints. The author added that heritage language speakers were reluctant to continue taking courses in Spanish because of the English requirements for degree and certificate completion.

Barbosa (2013) noted the numerous sociocultural benefits that bilingual or native language instruction contributed to a global society in the form of increased cultural competency and communication. Felix (2009) suggested that adult native Spanish speakers benefited from such programs in the development of self-determination and personal actualization. Delgado (2013) suggested that native language literacy was an underutilized tool to improve the literacy level of a marginalized second language community. Critical of native language instruction for transition to English was an investigation by Gonzalez-Iznaga (2013) in Puerto Rico. The author concluded that

Spanish language instruction in the public school system did not prepare students for English classes in higher education and recommended ESL instruction for all core classes.

Tutoring Centers

To address the needs of developmental education students, many colleges offer academic assistance in learning resource centers where tutors provide supplemental instruction and support for basic skills courses (Cohen et al., 2014). Specific to the needs of ELs were writing services offered at these centers or learning laboratories. While not exclusive for ELs, the literature revealed mostly positive outcomes for students utilizing the tutoring services.

Cooper (2010) reported that some institutions maligned drop-in tutoring services as "homework help" (p. 22); however, the success rates of students using these tutoring services revealed favorable outcomes. In a quantitative analysis of a college-tutoring center, Cooper found that students who visited the center more than 10 times per quarter demonstrated higher persistence rates and higher GPAs than students who used the center fewer than 10 times. Moreover, minority students were more likely to use these services than Caucasian students were and institutions should consider these results when planning to support unprepared and underprepared students. Fullmer (2012) found similar positive results in pretest and posttest scores of students attending at least six tutoring sessions. Worth mentioning in this investigation, the center required a high level of academic preparation for the tutors requiring a bachelor's or master's degree combined with advanced certification.

Specifically related to writing, Boughey (2012) suggested that tutoring had a positive effect on academic writing. The author reported on a combination of general academic tutoring support with on demand and appointment based assistance for academic writing. Senior students at the college provided the services and college instructors supervised the program. Noteworthy in these findings was the recommendation that tutors receive training and ongoing feedback from staff and faculty.

Academic Counseling

Cohen et al. (2014) wrote that academic counseling was an important aspect of student achievement where students develop educational plans to meet personal and career goals. Teranishi, Suarez-Orozco, and Suarez-Orozco (2011) suggested that community colleges supported immigrant students especially well in this aspect due to location, cost, and flexible schedules. As an important consideration for this investigation, Cortez (2011) posited that Latinos needed more frequent academic advising to articulate the pathway towards degree and certificate completion. The author found that repeated advising sessions, focused on a specific degree pathway, was instrumental for student completion.

Berrios-Allen (2011) reported on the importance of culturally responsive counseling services to support Latino college students. The author posited that this type of service also facilitated positive outcomes in life and wellness skills as well as enhancing academic achievement. Perez (2010) noted the difficulties associated with counseling undocumented students given the fear experienced by these students generated from often-repressive immigration policies. Perez suggested that counselors

should assist undocumented students by providing information on financial aid, conducting outreach to high schools, promoting transfer pathways to four-year colleges, and advocating for undocumented students through institutional professional development for staff and faculty.

Allen, Smith, and Muehleck (2013) investigated the most critical types of academic advising for community college students. The participants in their investigation reported that assistance in course selection and career advising were types of counseling most effective for academic success. The importance of personal advising services were noted by Porter (2011) who found that students engaged in this type of support experience a higher retention rate than the general student population.

While reporting on college students' perceptions of high school counselors, the findings of Vela-Gude et al. (2009) on the perceptions of Latino college students of high school counselors' effectiveness provided important lessons for community college counselors. The students in this investigation criticized the counselors for having low expectations for Latino students, a lack of availability for advising services, and providing a general inadequacy of counseling services. These findings mirrored the results of the study by Espinoza and Espinoza (2012) who documented the plight of a seventh-year undergraduate Latino student. The authors used the experience of the student to emphasize the need for academic advising that was innovative and responsive to the needs of the nontraditional student.

Social Emotional Factors

The literature contained numerous references to the social and emotional aspects of second language acquisition. Many of the investigations referenced Krashen's (1981) *affective filter* theory to explain the importance of the emotional state of mind of students learning another language. Bown and White (2010), in an investigation of college students learning Russian, concluded that student emotions were integral to the ability to learn. Relationships with teachers, the learning environment, and other social interactions affected the students' ability to acquire the second language. In a longitudinal study of Korean immigrants, Kim (2011) noted the social emotional aspects of *motivation*, *demotivation*, and *amotivation* to learn a second language and the subsequent impact on overall language acquisition. Exacerbating the barriers facing Latino students, Perez, Cortes, Ramos, and Coronado (2010) documented how poverty, violence, and discrimination affected the learning opportunities faced by undocumented Latinos in the United States. Flynn, Brown, Johnson, and Rodger (2011) added that social exclusion and racial marginalization posed significant barriers for illiterate adult learners.

The literature also noted how student social emotional well-being transcended language acquisition and affected overall persistence in higher education. Cortez (2011) reported on the importance of student collaboration and faculty relationships to create an environment that contributed to Latino success in higher education. As suggested by Merriam, Caffarella, and Baumgartner (2007), the literature demonstrated that social

emotional factors strongly influence participation, learning, and academic achievement for adults in higher education.

Implications

The transition from Spanish language instruction to academic English was a difficult task for higher education students even when supported by the developmental education services offered by the District. While the success rate of Latino developmental education students was low compared to nondevelopmental education students, there were positive outcomes for many Latino students as a result of services provided by colleges to support these students. The efficacy of these developmental education support services depended on the intentionality and commitment by institutions that serve this group of students (Santiago, Kienzi, Sponsler, & Bowles, 2010).

One common theme noted in many of the suggested strategies for supporting Latino students was the importance of staff and faculty relationships with Latino students (ACT, 2010; Cortez, 2011; Nunez, Ramalho, & Cuero, 2010). Espinoza and Espinoza (2012) posited that Latino students needed more robust academic advising from faculty to increase academic success and persistence. The data from this study may raise the consciousness of administration, staff, and faculty at the District concerning the needs of Spanish-speaking Latino ELs. It may also provide the impetus for administration to develop and provide training for a faculty-student mentoring program specifically designed to support ELs.

Also suggested as a positive support strategy for increasing Latino higher education success was culturally responsive academic counseling (Berrios-Alison, 2011;

Cavazos, Cavazos, Hinojosa, & Silva, 2009; Clark, Ponjuan, Orrock, Wilson, & Flores, 2013). The findings of this study may provide information to the District for approving a culturally and linguistically appropriate introductory course for Spanish-speaking Latino ELs enrolling in Child Development programs (see Appendix A). Marisco and Getch (2009) noted the difficulty that Latino students have navigating the higher education system and an introductory course or seminar might remedy this barrier for accessing the developmental education services offered by the District. Espinoza and Espinoza (2012) noted that many Latino students do not know where or how to access services to assist with academic coursework.

Summary

The transition from Spanish language instruction to academic English was a difficult task for higher education students even when supported by the developmental education services offered by the District. While the success rates of Latino developmental education students were low compared to nondevelopmental education students, there were positive outcomes for many Latino students as a result of services provided by colleges to support these students. The efficacy of these developmental education support services depended on the intentionality and commitment by institutions that serve this group of students (Santiago et al., 2010).

The District problem of low certificate completion and graduation rates of Spanish-speaking EL students enrolled in the Child Development program resulted in local ECE classrooms that did not represent the diversity of the children enrolled in these programs. The literature reviewed to date revealed that this dilemma originated from

problems associated with English language acquisition and the deficiencies of developmental education services designed to support ELs. While much of the literature focused on the instructional aspects of developmental education, ESL, and native language instruction, programs to support ELs cannot overlook the social emotional needs of these students.

The low academic success rates of Spanish-speaking ELs reported by the District mirrors national education trends. At a time of increasing Latino population and shortage of Latino teachers, it is crucial for the District to investigate methods to support Spanish-speaking ELs and increase the number of highly qualified preschool teachers for the community. The effort to support these students is the responsibility of all District personnel and includes best instructional practices for teaching ELs while also supporting the emotional well-being of these students.

The following section of this project details the qualitative research methodology, data collection, and interpretation used to design an introductory course for Spanish-speaking Latino students. Following the project overview, a final section includes a reflection containing a summary, conclusions, and recommendations for further action.

Section 2: The Methodology

Introduction

In this section, I provide a rationale for the research design and a detailed presentation of methodology. This section includes an overview of the sample, the sampling strategy, and a justification for the sample size. I document my ethical responsibilities and role as the principal researcher in the investigation. I then describe the data collection procedure and provide an overview of the procedure for data analysis. This section also includes a discussion of the qualitative credibility, dependability, and transferability of the investigation.

As identified in Section 1, Latino Spanish-speaking ELs have struggled academically to meet the English language proficiency requirement for the child development practicum. The low completion rate of the practicum by this group of students has created a shortage of qualified Latino preschool teachers in the community and the District is interested in improving the graduation rate of this demographic group. While the District offers the full panoply of developmental education services to EL students, relatively few have successfully made the transition to complete the practicum. I used the following question to guide my overall research project: How do the developmental education services provided by the District contribute to the successful completion of the child development practicum for Spanish-speaking Latino ELs? I used the following subquestions for the study: Which District developmental education services do Latino Spanish-speaking ELs use? Why do Latino Spanish-speaking ELs use some developmental education services provided by the District and not others? How do

Latino Spanish-speaking ELs think the District could improve or modify developmental

education services?

Qualitative Research Design

In this research project, I attempted to heuristically understand the experience of

Latino Spanish-speaking ELs who navigated the college's developmental education

services to successfully complete the child development practicum. Lodico, Spaulding,

and Voegtle (2011) suggested that qualitative research methodologies were appropriate

for researchers attempting to gain a deeper insight of a given phenomenon. Merriam

(2009) noted the usefulness of qualitative research when reporting on how people express

their experiences and the meaning of those experiences on their lives. Although there are

several types of qualitative research and each has the goal of understanding of the human

experience (Bogdan & Biklen, 2007), the qualitative case study afforded a deeper

understanding of the EL student as directed by the guiding question of this study

(Creswell, 2012).

While Creswell (2012) noted the similarity between case study and ethnographic

research, the case study provided a greater emphasis on programs or events such as those

associated with developmental education services. Even though Lodico et al. (2011)

suggested that ethnographic studies were useful for investigating the cultural aspects of

human interactions, the emphasis in this methodology on the larger society would extend

beyond the focus of the services offered by the District. In addition, my role as an

instructor in the District inhibited my ability to spend time with the students and perhaps

unduly influence the results of the investigation. I briefly considered the use of a

phenomenological approach to understanding the lived experiences of the successful EL

practicum student; however, the emphasis on intense human emotions and my inability to

suspend consciousness of my role as a District instructor eliminated the

phenomenological approach from consideration (Merriam, 2009). As previously

suggested, a qualitative case study design was the most effective methodology to answer

the research question. The EL completers of the practicum offered an insight into the

phenomenon due their uniqueness and limited number not applicable when using other

qualitative methodologies.

Even though the District maintained data on student enrollment and completion

rates in developmental education courses, the quantitative information provided little

insight into the actual perceptions of the services by students. Therefore, I did not

consider a quantitative approach to answering the proposed research question. In further

support of a qualitative investigation, the nature of the phenomenon was not applicable

for an experimental approach using variables, hypothesis testing or analysis through

statistical procedures (Creswell, 2009). Yin (2014) recommended a qualitative case

study method when the research questions demand to understand why a phenomenon

occurs; and the need to provide deep descriptions of the circumstances.

As there are several forms of qualitative research, Bogdan and Biklen (2007)

suggested that there are varieties of case studies depending on the purpose of the

investigation. Historical case studies, observational case studies, and life histories are

case study methods that describe events using a holistic approach to the investigation.

Merriam (2009) included the notion of a *bounded system* in all forms of case study

research. This description suggests the existence of a limited number of possible participants and their unique experience serves as the focus of the investigation.   The limited number of successful ELs arguably met this delimiting requirement.

Yin (2014) described two basic designs for case study research, the single-case design and the multi-case design. Yin offered five rationales for single-case designs that supported the proposed methodology for this investigation. Yin suggested these circumstances have "critical, unusual, common, revelatory, or longitudinal" attributes that warrant this type of case study (p. 51). Given the relatively few Latino Spanish-speaking ELs that transitioned to English courses and completed the practicum, this circumstance validated the selection of a single-case study design.

Setting and Sample

The setting for this investigation was a community college located in a semirural, coastal area of the western United States. Cohen et al. (2014) defined the community college as an institution of higher education that offers courses for transfer to 4-year colleges, vocational training, and developmental education services. One of the vocational training programs offered by the District is Child Development. Students enrolled in this course of study pursue careers in ECE as preschool teachers in the local community. While the District enrolls many students in this vocational program, one unique group of students is Latino Spanish-speaking ELs. This group of students begins their studies in Child Development through the Spanish Language Pathway to meet the certificate and permit requirements for the Child Development Associate. These students study early childhood education theory and curriculum in Spanish while concurrently

enrolled in ESL. This single-case investigation explored how Latino Spanish-speaking ELs perceived, utilized, and evaluated the District developmental education services for English acquisition.

Yin (2014) proposed a two-step process of *defining* and *bounding* the case as fundamental for selecting the unit of analysis for the case study and the previously referenced data will facilitate this process. According to District data, since 2009 fewer than 20 Latino Spanish-speaking students transitioned from the developmental education instruction to academic English courses and were able to complete the child development practicum. This group of students provided a unique and key perspective for how Spanish-speaking developmental education students utilized the multitude of developmental education services provided by the District. Lodico et al. (2010) wrote that qualitative research most often uses a purposeful sampling technique and only certain individuals have the specific knowledge about the experience. Patton (1990) suggested an *extreme or deviant case sampling* technique by seeking participants who are information rich or unusual due to their experience or accomplishments (p. 169). The successful Latino Spanish-speaking ELs practicum completers met this criterion.

Following formal approval of the investigation from the Walden Institutional Review Board (IRB) and the District, I used a purposeful sampling method of archival student data to identify possible participants. The District provided a signed letter of cooperation authorizing the use of the Student Information System to obtain student enrollment data (see Appendix B). The potential participants for the investigation were current or former students who successfully completed the child development practicum

and previously completed the prerequisite curriculum course in the SLP. Given the

relative small number of prospective participants, I forwarded to the full census an initial

recruitment letter via e-mail that contained an overview of the study, purpose, procedure,

and method for allowing the potential participants to ask any questions (see Appendix C).

If a student did not respond to the initial email after 7 calendar days, I re-sent the initial e-

mail along with one U.S. Postal Service letter to their address of record (see Appendix

C). If a student did not respond to the second recruitment attempt within seven calendar

days, I assumed that the student declined to participate in the study.

When a student agreed to participate in the study, I arranged a tentative time, date,

and location for the interview. Prior to the interview, I confirmed through a manual

investigation of student records that the student was previously enrolled in the SLP and

completed the practicum. I then mailed to the participant the research consent form in

English and Spanish (see Appendix D), an addressed stamped return envelope, and

verification of the date, time, and location of the interview. The participants had 7 days

to return the research consent form. If the participants did not return the consent form

within the 7-day period, I assumed that the participant declined to join in the study.

Approximately 2 days prior to the interview, I contacted the participants by e-mail or

telephone to confirm the appointment time and location. I did not conduct any interviews

prior to the completion of the consent form.

Based on the results of the student record search and subsequent verification, I

forwarded the recruitment emails to 22 potential participants. Of the 22 possible

candidates, 15 responded to the initial inquires. The U.S. Postal Service returned two of

the invitations, one candidate reported she had moved from the area, and following the

recruitment protocol, I assumed the others declined to participate after receiving the

consent form (see Appendix D). Of the 15 initial respondents, nine agreed and

participated in the interview process.

Researcher's Role

As I was solely responsible for the collection and analysis of the data, my

objectivity and awareness of personal biases were crucial for protecting the integrity of

this investigation (Merriam, 2009). Yin (2014) suggested that case study researchers

actively work to avoid bias by searching for contrary evidence during data collection. To

follow this suggestion, I shared my preliminary findings with an educational research

colleague in another school District to seek alternative explanations and analyses.

Through confidential consultation with an outside educational research professional who

had no contact with the District or potential participants, the peer reviewer added to the

overall objectivity of the investigation. Yin noted that the mitigation of bias is part of a

comprehensive set of ideals encompassed in a framework for research ethics that I further

address in the following section of this study.

The District employed me as instructor of Child Development and Education, and

I worked in this capacity for more than 12 years as adjunct and full-time faculty. It was

highly likely that some of the participants were former students that I had instructed

directly or indirectly. At the time of the investigation, another school district employed

me and I had no teaching, supervisory, or personal relationships with any of the

participants. My role as researcher in this study was that of reporter and nonparticipant in order to not influence the responses of the participants (Lodico et al., 2010).

I have over 20 years of experience as an early childhood educator and teacher trainer. As demonstrated by my certification as a National Board Certified Early Childhood Generalist, I brought to this investigation a deep understanding of the developmental needs of children and the educational needs of adults responsible for caring for these children. With a Master's Degree in Teaching English as a Second Language (TESOL), I had experience with ESL curriculum and second language teaching methodologies. I assisted in the development of the previous curriculum used by the District for ESL in conjunction with the SLP and often conducted professional development training for early childhood educators in English acquisition pedagogy. I am fluent in Spanish and I previously taught the courses in the SLP.

Given the breadth of my educational and work experiences, I understood the issues and complexities with learning a second language. While these experiences were beneficial for understanding the observed phenomenon, the potential for personal bias existed. To ensure the credibility and dependability of this study, Patton (2002) proposed several strategies that included member checks, peer examinations, and maximum variations to assist in this aspect of qualitative research. I used each of these suggested strategies to mitigate the possible biases that I brought to this investigation.

Measures for Ethical Protection

In cooperation with the District and Walden University's IRB, the chief instructional officer (CIO) of the District signed a formal letter of cooperation authorizing the qualitative study (see Appendix B). The District did not have an IRB; however, the CIO had authority to approve research studies of current and former students that benefited the District. Walden IRB approval 08-15-14-0330334 confirmed that all aspects of the study met the requirements of the Code of Federal Regulations Title 45, Part 46, thereby assuring the protection of the individuals involved in this study (Protection of Human Subjects, 2009).

While I used purposeful sampling to recruit participants for the study, the participants willingly participated and understood the nature of the project and the associated obligations (Bogdan & Biklen, 2007). No interviews occurred without a completed consent form that disclosed all of the appropriate information about the study. I maintained the signed consent forms in a secure location in my home and used pseudonyms for the participants throughout this report to protect their identity. I reported data collected during the course of the study without changing or altering the information (Creswell, 2012) and I securely maintained all evidence collected in the investigation.

In order to answer the proposed research question and provide information to the District to improve EL completion rates, I recruited previously identified Spanish-speaking ELs as potential participants. Even though the District previously classified the potential participants as ELs, the participants had since completed significant academic coursework in English as documented by a grade of C or better in the child development

practicum. This fact indicated a high level of academic English proficiency by the participants and I did not consider them as a vulnerable population based on a diminished level of English fluency.

The potential participants might have been in some sort of crisis, economically disadvantaged, pregnant, or older than 65, but I was unaware of this vulnerability status at the time of recruitment (Protection of Human Subjects, 2009; Walden University, n.d.). I did not have the ability to screen or exclude these individuals; therefore, I ensured participant protection and safety during the recruitment process. To protect these potentially vulnerable groups from pressure to participate, I provided an interview location that did not require the participant to travel extensively at the participants' convenience. The interviews occurred during typical nonworking hours at the participants' convenience.

To maintain the confidentiality of the investigation, I secured all of the data collected during the study in a locked file cabinet at my residence. I will maintain the data for five years, then shred and dispose all of the documentation. I consulted with an educational research professional not associated with the District for the purposes of a peer review. This individual signed a confidentiality agreement to protect the integrity of the study.

Data Collection

The principal method of data collection was audiotape interviews with the participants in the study. Bogdan and Biklen (2007) recommended taped interviews when interviews are the main source of information for a qualitative study. None of the

participants objected to the audiotape interview; however, I was prepared to take notes if a participant refused to have the interview recorded (Yin, 2014). I then transcribed the recorded interview for further analysis and subsequent review by the participant.

During the interviews, I followed a protocol for using open-ended questions based on a technique of guided inquiry to develop an in-depth understanding of the student experience (See Appendix E). Yin (2014) suggested researchers establish a defined procedure for critical inquiry focused on the research questions that allows for flexibility in conversation during the interview. Therefore, the interview followed a *semistructured* format (Lodico et al., 2010; Merriam, 2009) that permitted the use of follow-up questions to add clarity to the responses and provided additional information for the research questions. The interviews concluded with a prescribed protocol employing a systematic closure of the interview session (Morrison, Gregory, & Thibodeau, 2012). Following the interview, I emailed the participants the transcripts of the interview for their review to ensure accuracy. I provided a method for the participants to provide additional comments to their responses and advised them that I might require an additional interview to clarify information critical to the investigation.

Research Question Alignment

I prepared the interview questions (see Appendix E) to align with the guiding research question and subquestions identified in Section 1 of this project. While the prescribed questions guided the interview, I maintained flexibility to ask follow-up questions. The general interview questions were

1. When did you begin taking classes at the District?

2. What District classes or support do you think contributed to your success in completing the child development practicum?

3. What do you think were the major obstacles that you encountered at the District as you worked to complete the child development practicum?

4. Tell me about the role that the District services played in your journey to completing the child development practicum.

5. What support services do you wish that the District provided that would have helped you meet your goal?

6. What else would you like to tell me about your experience here at the District that may have contributed to your success?

In addition to answering the research question and subquestions, I used the responses to understand the student perceptions of the District's developmental education services with the ultimate goal of designing an introductory course to support ELs. Table 1 illustrates the relationship between the interview questions and the research questions.

Table 1

Relationship of Research Questions to Interview Questions

Research question	Interview question
RQ 1: How do the developmental education services provided by the District contribute to the successful completion of the child development practicum for Spanish-speaking Latino ELs?	**IQ 2:** What District classes or support do you think contributed to your success in completing the child development practicum? **IQ 7:** What else would you like to tell me about your experience here at the District that may have contributed to your success?
SQ 1: Which District developmental education services do Latino Spanish-speaking ELs use?	**IQ 4:** Tell me about the role that the District support services played in your journey to completing the child development practicum. Were you aware of these services? Did you access the services? If not, why not? Describe how the service helped or didn't help.
SQ 2: Why do Latino Spanish-speaking ELs use some developmental education services provided by the District and not others?	**IQ 1:** When did you begin taking classes at the District? a. How did you learn about the Child Development program? b. Why did you decide to begin this program? c. Who helped you enroll in classes? **IQ 3:** What do you think were the major obstacles that you encountered at the District as you worked to complete the child development practicum?
SQ 3: How do Latino Spanish-speaking ELs think the District could improve or modify developmental education services?	**IQ 5** What support services do you wish that the District provided that would have helped you meet your goal? **IQ 6:** What else would you like to tell me about your experience here at the District that may have contributed to your success?

Findings

Nine former or current students of the Child Development program agreed to an

interview for the qualitative study. The student information system query revealed 22

eligible students and 9 students agreed to participate in the interview process. Of the eligible students, 15 responded to the invitation during the recruitment process. Six of the initial respondents either declined to participate after receiving the consent form or were unable to arrange an interview time. Given the relatively small potential participant pool, I originally planned to interview no more than 10 students and the final 9 participants met this criterion.

I conducted all of the interviews in a private conference room at the District. I reviewed the IRB consent form with each participant prior to beginning the interview and reminded the participants they could stop the interview at any time. I transcribed each interview and sent the transcriptions to each participant to ensure accuracy. None of the participants returned the transcription with comments or additions to our interview notes.

Coding Procedure

Prior to conducting formal coding, I used the aforementioned conceptual frameworks for an initial analysis. Bogdan and Biklen (2007) suggested that theories and published studies provide a framework for qualitative studies when researchers structure their investigations around a particular topic. The conceptual frameworks of critical theory, social cognitive theory, language acquisition theory, and persistence theory all applied to the efforts of Latino ELs and provided a fundamental focus for the analysis.

Saldaña (2013) emphasized that coding methodologies align with the research question. Given the ontological nature of the questions proposed for this study, Saldaña recommended an *In Vivo* coding process to identify the participants' perspectives (p. 61). The author added that In Vivo coding is especially useful for capturing the voices of

often-marginalized groups such as those of the Latino Spanish-speaking ELs in this investigation.

Following the transcription of the recorded interview, I began the initial analysis of the collected data by conducting a key word search using Wordle™. Wordle is an open source program that creates word clouds from text allowing the viewer to identify the key words and themes in a visual format (Feinberg, 2013). Butler-Kisber and Poldma (2010) reported on the usefulness of visual collages and concept mapping during analysis of qualitative research. I identified 10 key words (Table 2) through this process that facilitated the *First Cycle* coding (Saldaña, 2013, p. 64). With the key words identified through Wordle in mind, I conducted an initial review of the data in order to obtain an overall perception of the collected data (Creswell, 2012).

I then used a key words-in-context method (Onwuegbuzie, Leech, & Collins, 2012) combined with a line-by-line scan (Chenail, 2012) to identify the major codes for analysis. This analysis revealed eight major codes that led to the development of the final themes. The eight codes were (a) English acquisition, (b) Spanish content knowledge, (c) writing assistance, (d) inconsistent feedback, (e) teacher influence, (f) informal information network, (g) unaware of services, and (h) staff empathy and support. I used these major codes to create the themes that provided a detailed description of the data (Bogdan & Biklen, 2007; Creswell, 2012). To visually assist in the coding process, I color coded the transcripts according to the key words in context codes and maintained this standard color coding system throughout the analysis of all transcribed interviews (see Appendix F).

Table 2

Codes and Themes

Codes – Key words	Codes – Key words in context	Themes
1. Spanish classes (9) 2. ESL (8) 3. English (9)	1. English acquisition 2. Spanish content knowledge	Comprehensible context for learning English
4. Counselor (9) 5. Teacher (9) 6. Writing (8) 7. Friend, classmate (8) 8. Tutor, tutoring (9) 9. Encouraged, supported, helped (9)	3. Writing assistance 4. Inconsistent feedback 5. Teacher influence	Consistent educational support services
4. Teacher (9) 7. Friend, classmate (8) 10. Scared, Afraid, Nervous (7)	5. Teacher influence 6. Informal information network 7. Unaware of services	Informal, disconnected support network
1. Spanish classes (9) 5. Teacher (9) 9. Encouraged, supported, helped (9) 10. Scared, Afraid, Nervous (7)	2. Spanish content knowledge 8. Staff empathy and support	Culturally responsive support services

Data Analysis

Saldaña (2013) suggested that qualitative research required multiple inquiries

during the coding process to express the patterns contained in the participants' responses.

The author added that codes appear as recurring thoughts, descriptions, topics,

expressions or perhaps omissions on the part of the participants. To this end, I repeatedly

refined the initial codes that I identified using a strategy referred to as *First and Second Cycle* coding (Saldaña, 2013, p. 64). I then clustered the codes to form categories thereby leading to the broader themes and concepts required to answer the research questions.

During the interviews and subsequent analysis, I considered multiple perspectives while searching for evidence related to the central question (Creswell, 2012). Also suggested by Creswell (2012), I analyzed the data for contrary evidence in order to fully define the experience of the successful child development practicum graduate. When I exhausted the expansion of all possible themes, I reached the *saturation* point of the analysis and then confirmed these conclusions with the participants in the study (Creswell, 2012, p. 251).

Themes

During the coding process, four major themes emerged (a) comprehensible context for learning English; (b) consistent educational support services (c) informal, disconnected support network and (d) culturally responsive support services. The themes described the experiences of the participants as they navigated the District's development education network and provided information for the creation of the introduction to college course that I describe in detail in Section 3.

Theme 1: Comprehensible context for learning English. Theme 1 emerged through an analysis of the interview responses of Questions 2 and 7 that asked the students to reflect on which District classes or support services were most beneficial for completing the practicum. All of the participants believed that the Spanish language

classes in Child Development provided context for their acquisition of English. This

finding is in line with Krashen's (1979, 1981, 1985, 1992) language acquisition theory

that emphasizes the need for comprehensible and contextualized instruction for language

learning. A statement referencing the Spanish language instruction by one participant

captured the essence of the responses. Beatrice commented, "It helped me see the points

or knowledge in my own language. The teachers were great because I could understand

everything because it was in the language that I grew up with." All of the participants

reported the same feeling about the Spanish classes.

   While providing native language instruction was an essential part of these

students' success, ESL classes at the District also played an important role. Eight of the

participants mentioned ESL classes as supporting their development of the academic

English skills required to make the transition from Spanish instruction to English. Tita

reflected,

   The ESL helped me a lot. I started in the lowest level and it took me two years to

   finish the ESL program. ESL helped with my writing, reading, and vocabulary.

   Because when I came here I didn't know how to say the alphabet in English.

The one participant who did not enroll in ESL classes completed lower level

developmental English classes that have similar student learning outcomes to those of the

higher level ESL classes. Table 3 provides examples of participant responses aligning to

Theme 1.

Table 3

Theme 1: Comprehensible Context for Learning English

Context	Sample responses
Child Development Spanish classes	1. "It helped me to go through the classes in Spanish first…" 2. "I felt comfortable writing in Spanish…" 3. "The Spanish classes helped me understand the concepts…" 4. "…I think the Spanish classes helped me with the knowledge and opened my mind…" 5. "…I started linking the Spanish and English information." 6. "…we feel more confident to continue and I had the foundation in my own language."
ESL classes	1. "I passed ESL 100 and felt more comfortable with my writing…" 2. "…was getting me ready to take the rest of the Child Development classes that were only in English." 3. "ESL helped me at one point academically in the advanced level." 4. "The ESL helped me a lot." 5. "I needed to take the package, the combo of Child Development in Spanish and ESL at the same time." 6. "I think the ESL helped me a lot. Now I can write, read, and speak more clearly."

Theme 2: Consistent educational support services. I developed Theme 2 based on analysis of Interview Question 4 that asked the participants about the various District support services that provided assistance for their successful completion of the practicum. To understand the EL student experience, I prompted the participants during the interview to consider all of the different services and their awareness of the services. Students often referred to the tutoring/writing center, counselors, and teachers as being the most significant sources of support. The students universally noted their need for consistent writing, tutoring, and counseling support.

Nearly all of the students used the District's tutoring/writing center for academic support at some point during their studies at the District, but the students did not always view this support as effective or consistent. Maria's experience with the tutoring center exemplified the difficult paradox faced by ELs as they sought writing support. Maria recalled:

> The tutoring center helped me. I used to go almost every day for my grammar. They helped me understand the different concepts in Spanish and English. Like when you write in Spanish and English and they helped me understand the differences. I used to go there and sign up and wait for my turn. I had to wait about 30 minutes because the list was very packed. There was no space. Sometimes it was frustrating because all of the ESL tutors are not the same. Some of them really want to help you but some of them just want to help you quickly and others took their time. One day, I signed up with one tutor, and she didn't want to help. It made me frustrated because I was making the effort to go to the tutoring center and had to work and it was hard to get there on time. So when I was there this girl just wanted to go home. In the end she helped but she was in a bad mood. Then I never signed up for her again.

Even with the reports of inconsistency, the tutoring and writing assistance appeared to be essential for the ELs as they worked to improve their English academic skills. Ana remembered, "The tutors helped me find the vocabulary for my writing . . . I liked that kind of tutor because they made me study more and I learned more."

The reports of inconsistency noted with the writing/tutoring centers emerged as a topic of frustration for the students when they considered their experience with District counselors. This frustration appears related to the language barrier between English speaking counselors and Spanish-speaking ELs. Many of the participants eventually connected with a Spanish-speaking counselor in Extended Opportunity Programs and Services (EOPS). EOPS has specific enrollment criteria and only five of the participants were eligible to use these services. Beatrice's recollection of counseling support exemplified the feelings:

> I think that the information that some of the counselors gave me was inconsistent. One counselor would give me a plan, program of study and then I would go and talk to another counselor would make another plan that was different. It was a total disadvantage for me to not know what classes to take until I got into EOPS. In EOPS I could make an appointment with the same counselor each time. We were on the same page.

Teachers were a frequent referral source for District support services. When students submitted assignments with numerous errors, teachers suggested the use of the writing or tutoring centers. Ana said, "The ESL classes told me about the tutoring and writing center and the teacher in child development also told me about them." Friends and classmates provided an additional more informal source of information about the District services and I discuss this informal network further in Theme 3. Table 4 offers further examples of participant responses relevant to Theme 2.

Table 4

Theme 2: Consistent Educational Support Services

Service	Sample responses
Tutor / writing center	1. "I went to the tutoring center to check my grammar." 2. "The tutoring center helped me with my essay…" 3. "I was taking writing classes and I would go to the writing center." 4. "Sometimes I accepted their feedback but it wasn't correct." 5. "I only went to the tutoring center for my English classes and my essays in my writing." 6. "I used the writing center for my essays and how to order my ideas." 7. ". . . the schedule was so full that sometimes I couldn't get to see a tutor."
Counselors	1. "The counselor helped me enroll in the classes but didn't speak Spanish." 2. "I talked to one of the counselors in EOPS and she told me about those classes." 3. "The EOPS counselor help make a plan…" 4. "Some of the counselors spoke Spanish…" 5. "It is so inconsistent here." 6. "I felt they weren't as helpful as I thought they would be."

Theme 3: Informal, disconnected support network. I designed Interview Questions 1 and 3 to understand why Latino Spanish-speaking ELs used some District services and not others. Students consistently reported that they learned about the District's classes and services through an informal network of friends, families, and teachers. Compounding this disconnectedness was a general sense of confusion concerning where and how to begin a program of study with academic support.

None of the participants had ever attended college previously and they walked onto a community college campus where English was the dominant language. Tita expressed a recent immigrant's perspective:

It was my first time in college when I came here. I went to high school in Peru but I was nervous because I wasn't fluent in English. It was all different from my country. This school is completely open and in Peru university or high school it is all closed.

Beatrice added, "I didn't have enough information about what classes I should take and the certificate classes. Ana said, "I didn't know about the first steps and the second steps."

Confronted with a linguistically and culturally new environment, the participants most often relied on their friends and classmates as sources of information. All of the participants reported some form of influence from outside resources. While these sources provided the starting place for their community college experience, teachers also served as guides or counselors. Ana said, "When I was in my ESL classes, my classmates and teachers told me about the services." Even with the language barrier, the students creatively used multiple sources of information and support to overcome the obstacles to learn English and successfully complete the practicum. Tinto (1975, 1988) noted the positive value of these peer and social support systems for student success and the participants interviewed in this study reflected this aspect of the persistence model. Table 5 provides samples of participant responses applicable to Theme 3.

Table 5

Theme 3: Informal, Disconnected Support Network

Source	Sample responses
Friend, classmate	1. "I asked a friend who took classes before..." 2. "My friends told me about the classes…" 3. "The Latino community supports ourselves with this information." 4. "At first, I didn't know what I was doing when I started." 5. "I had to ask my friends to check my essays." 6. "…my friends told me what to do…" 7. "My friends didn't give me good information."
Teacher	1. "The teacher encouraged me to continue and take other classes." 2. "My teacher told me what classes I needed to take." 3. "The instructors helped me… 4. "The ESL teachers told me about the writing center."

Theme 4: Culturally responsive support services. Theme 4 arose from

Questions 5 and 6 that prompted the participants to think about how the District could

improve or modify the District's developmental education services. Students needed

culturally responsive education support services from the District in a language they

understand. All of the students believed that the District should offer additional Spanish

classes and that this type of class would facilitate the orientation to the District's services.

While the desire for native language support appeared frequently in the data, the

participants also reported evidence of a need for greater staff empathy and support.

The students all believed that learning English was important for their academic and career success but suggested that more classes taught in Spanish would facilitate their language acquisition. Ana stated, "Maybe when you start you need to have the Spanish classes and perhaps some bilingual classes. But you need to learn English and you need to know English to work in the community." Erika felt strongly about the purpose of the Spanish classes:

> I think that an introduction in Spanish would have made a big difference
>
> for me. I think it should not be just suggested but should be a mandatory
>
> orientation in Spanish that would take you step by step, what to do; how to
>
> do it.

Concerning the issue around the cultural responsiveness of staff and faculty, the students provided both positive and negative examples of their experience in the English dominated culture. Maria's statement summarized the desire of the students, "Things go easier when people at the college like the teachers or staff from the office, make you feel that you can really go and ask them questions and they are going to help." The language barrier was the most reported source of frustration for the students. Beatrice recalled an incident with support staff, "There were no Spanish speakers, I was learning English at the time and . . . she was going so quickly and she became annoyed. It made me want to turn back and never come again." There were also positive examples of how staff and faculty make a difference in the lives of community college students. Victoria recalled an interaction with a faculty member:

At one point, I felt like school wasn't for me and I should drop everything

and just go back home to do cooking and laundry, returning to school was

hard and complicated after 15 years. I had a family and kids. But I didn't

quit because I met a teacher in the parking lot that believed in me; that I

could do it. The teacher told me that I could persist and meet my goals.

Those were only words that I needed to hear-to push me, somebody please

tell me that I can do this. I was waiting for someone to tell me that I could

do it. And I found somebody to tell me that, a teacher in the parking lot.

It worked.

It appears that students based their perceptions of the District's culturally supportive

environment on both the linguistic abilities and the professional conduct of the staff and

faculty. Hilda recalled, "They treated me with respect and respected the cultural because

not everyone came from the same country." Table 6 provides additional samples

supporting Theme 4.

Table 6

Theme 4: Culturally Responsive Support Services

Improvements	Sample responses
Spanish classes	1. ". . . a course in Spanish to understand how the college works and the mechanics of the college would be helpful." 2. ". . . having a course in Spanish for the students who want to get into college before they are allowed to take any classes." 3. "I think that if we had all this information when we started the Spanish classes it would have been better for me." 4. "At first, I didn't know what I was doing when I started." 5. ". . . more classes in Spanish that would help you learn about the college."
Staff support	1. "My best teachers motived me to work hard to do my best." 2. "I felt like they looked at me that I was stupid." 3. ". . . at the beginning we feel afraid to ask questions, we didn't understand very well. . . " 4. "My favorite teachers. . . made me feel that I wanted to be there." 5. ". . . some departments need more bilingual people. . . some people are afraid to go to appointments. . . " 6. "I was afraid that if I asked people for help they would think I was dumb."

Addressing Research Quality

Yin (2014) suggested there are four types of evaluations for social research that are effective for establishing the quality of an investigation. The evaluations most appropriate for case study research are construct validity, external validity, and reliability. While Yin presented a contemporary argument for evaluating case study research, Guba (1981) countered that naturalistic research is much different in form and requires different criteria for ascertaining the *trustworthiness* of qualitative research. Guba (1981) and Guba and Lincoln (1982) offered *credibility*, *transferability*, and *dependability* as key

elements for evaluating qualitative research accuracy. I will address each of these elements separately.

Credibility

As the themes became developed, I shared my interpretations of the data with the participants as a *member check* (Guba, 1981). None of the participants challenged the themes resulting from the analysis. Credibility in qualitative research refers to the accuracy of the analysis and the subsequent interpretation of the experiences of the participants by the researcher (Lodico, et al., 2010). As noted by Yin (2014) this is often a criticism of case study research as researchers may fail to define the measurement parameters thereby allowing researcher bias to affect the results of the investigation. Scholars suggested several methods to ensure the credibility of a study and I used the following strategies to safeguard the findings of the investigation. As suggested by Yin (2014), I provided a chain of evidence by following a strict protocol of data collection that specified how the collected data supported the findings of the study. During the investigation, I periodically solicited feedback of the emergent findings and analysis from the participants or key informants, also known as *member checks or respondent validation* (Merriam, 2009). Furthermore, I periodically consulted with a confidential outside educational research professional not associated with the District or participants. This peer debriefing provided me with advice for analysis and ensured that I accurately represented the data (Guba, 1981).

Transferability

Lodico et al. (2010) defined transferability as the potential to apply the results of an investigation beyond the participants of a particular study. Lin (2014) posited that the goal of case study research was to ". . . expand and generalize theories (analytic generalizations) and not to extrapolate probabilities (statistical generalizations)" (p. 21). While this case study focused on Latino Spanish-speaking ELs at a community college, the research question of improving developmental education services arguably facilitates generalization to other community college student populations. The ultimate responsibility for evaluating transferability will be the readers of the investigation. I suggest that by providing thick, rich descriptions of the student experience, readers will be able to apply the findings to their own education settings (Creswell, 2011; Guba, 1981; Lodico et al.; 2010; Merriam, 2009).

Dependability

While qualitative researchers do not necessarily agree on the requirement to obtain the exact results or observations from a similar investigation, there is the expectation that over time there will be *consistency in the results* (Bogdan & Biklen, 2007, p. 39). In case study research, Yin (2014) suggested following a defined protocol and thoroughly documenting the procedures used in the investigation to improve dependability. For this study, I had the previously mentioned confidential education research consultant conduct periodic *dependability audits* of my procedures to ensure consistency within my methodology (Guba, 1981). Moreover, I maintained a case study database of the collected data to organize the collected evidence (Yin, 2014).

Summary

In Section 2, I described the single case study methodology that I used to understand the experience of Latino Spanish-speaking ELs as they successfully transitioned to academic English courses. The study was a heuristic approach to document the educational experiences of the successful student with the goal of improving the college success rates of all ELs. In this section, I documented the research design, setting, and sampling methodology. I described my role and detailed my procedure for ensuring the protection and anonymity of the participants. Section 2 included an overview of the data and a presentation of the findings. I documented four themes that described the experience of successful Spanish-speaking Latino ELs as they made the transition from Spanish instruction to academic English coursework. The successful students benefited from Spanish language instruction that facilitated their acquisition of academic English. The participants noted a need for consistent writing, tutoring, and counseling. When students learned of the District support services, it was most often a result of an informal and disconnected network of friends, classmates, and teachers. The participants unanimously believed that more Spanish classes and Spanish-speaking staff would have facilitated their transition to mainstream English classes.

Finally, I documented my actions to ensure the legitimacy of the investigation through credibility, transferability, and dependability research protocols. I discussed researcher bias and presented my methodology for increasing the credibility of the findings. In Section 3, I present an introductory course based on the findings that may

assist Spanish-speaking Latino ELs access the District's developmental education services to ensure their academic success.

Section 3: The Project

Introduction

The objective of the qualitative study was to document the community college experience of Spanish-speaking Latino ELs as they transitioned from a Spanish language program to academic English courses. Moreover, I sought information relevant to understanding how the District's developmental education services, policies, and procedures facilitated transition to academic English courses for ELs. I used the following guiding question to direct my research: How do the developmental education services provided by the District contribute to the successful completion of the child development practicum for Spanish-speaking Latino ELs? Several subquestions designed to document the lived experiences of successful Spanish-speaking Latino practicum students provided more detail for the guiding question.

The results of the study revealed several themes that related to the community college experience of the Spanish-speaking Latino ELs. The students reported the positive impact of the Spanish classes on their ability to understand and learn academic English skills. Krashen (1979, 1981, 1985, 1992) previously noted the need for comprehensible and contextualized instruction for language learning as part of his language acquisition theory. The students recounted their dependence on consistent writing, tutoring, and counseling support services for assistance in developing academic English skills. They often relied on an informal network of friends, classmates, and family members for information about the availability of these essential support services. This motivation to use the informal network reflects Habermas's (1985, 1987) notion of

using language to find solutions for social problems. As noted in Section 2 of this study, the students described their feelings of learning in an English language dominated school culture and commented on their desire to have more culturally responsive support services in a language they understood.

Interview Question 5 asked the participants what services could have made their experience more successful at the District as they began their studies in Spanish and transitioned into English academic courses. All of the participants believed that they lacked knowledge of the District's educational support services and the expectations required of college level work. The students detailed their use of the informal network to access these services and unanimously reported their desire for more college courses taught in Spanish.

While the participants uniformly requested more Spanish college courses, they also noted the importance of English acquisition for employment and socialization into the English dominated culture. The students reflected on the requirement of English language skills for future employment and career advancement. The participant recollection is again an example of the motivating forces reported in Habermas's (1985, 1987) communicative action theory. The District has the instructional capacity to offer additional coursework in Spanish especially in Child Development; however, in Section 1 I reported that local employers are currently reluctant to hire monolingual Spanish teachers for their early education programs. These conflicting demands create a dilemma for the District as it attempts to balance the needs of students with the workforce requirement of the community.

In an attempt to balance student and community needs, the information collected from the participants in the study led to the development of a Multicultural Introduction to College Course taught in Spanish for ELs (see Appendix A). The major learning objectives of the proposed course are to inform and educate the ELs in the purpose of higher education, the academic requirements required to meet academic goals, and the opportunities for support from faculty and community resources in a language Spanish-speaking ELs understand. Embedded in the major objectives are topics related to student academic support services, academic advising, assessment, and District policies.

In Section 3, I present the details that led to the development of the Multicultural Introduction to College Course. I discuss the overall objectives of the proposed course, the literature supporting the course design, a suggested methodology for implementation, and an evaluation system. The section concludes with a discussion of the implications for social change.

Description and Goals

Section 1 of this project documented the struggles of the District's Spanish-speaking Latino ELs transitioning to academic English courses. The problem is especially disheartening for students enrolled in the Child Development Spanish Language Pathway where the transition rates from Spanish classes to the English practicum are only 12%. Analysis of qualitative data in Section 2 collected from the successful students revealed common themes related to academic advising and instructional practices. While the successful ELs often commented on their resolve to

improve their lives through education, the unifying theme was a wide-ranging lack of knowledge of the District's developmental education support services.

The successful Spanish-speaking Latino ELs interviewed in the investigation collectively reported that they were not fully aware of the panoply of support services available through the District. Equally problematic was the revelation of a scattershot and informal system of information dissemination. Many of the students received conflicting advice from other students, friends or District staff on methods used to access the support services.

While the issues surrounding English acquisition are disparate and complex, the suggested project attempts to provide a single source of information for Spanish-speaking Latino ELs with an Introduction to College Course (ITCC) taught in Spanish. The proposed course design is similar to First-Year Experience courses noted in the literature with major additions related to understanding the community college support services. Moreover, the proposed course suggests an emphasis in topics supporting the maintenance of cultural identity, importance of assessment, and development of relationships with District staff and faculty. While the literature suggested numerous projects to support ELs at the community college (ACT, 2010; Cortez, 2011; Levin, Cox, Cerven, & Haberler, 2010; Moore & Shulock, 2010), the use of a single course to convey these concepts to ELs appears to be the most judicious method of dissemination. Cortez (2011) suggested that Latino college students needed more culturally sensitive and specific advising as many are first generation college students who have little understanding of college processes. The proposed course provides Spanish-speaking

Latino ELs with a strong foundation for pursuing their academic goals early in their college experience.

Rationale

The investigation revealed that the participants in the study believed that they had little understanding of the District's developmental education services and expectations of college work when they began their studies. Providing a single source for this information may provide ELs at the District with the knowledge and information required to effectively use the developmental education services to meet their academic goals. Cohen et al. (2014) described *generalized orientation programs* as methods to inform students of the various services offered by colleges as well as providing the students with an overview of the academic requirements demanded by the school (p. 216). The authors added that students often do not participate if the course is not a requirement for graduation thereby potentially affecting course enrollments. The authors noted this enrollment and financial dilemma for community colleges even though the program has a positive effect on student achievement. Although it is true that course enrollment may be an issue for the District, offering a prerequisite or corequisite ITCC may lead to higher transition rates to academic English courses for ELs and higher teacher certificate rates for Latino early childhood educators.

The project I developed has the potential to solve the low transition rates from Spanish language coursework to academic English classes especially for students enrolled in the Child Development Program. The structure of the course may also benefit additional Spanish-speaking ELs seeking careers in other disciplines offered by the

District. The course will provide a single source for information about District support services that may result in enhanced usage by ELs thereby facilitating English language acquisition.

Review of the Literature

The methodology used to investigate the literature relevant to ITCCs followed a procedure similar to that used in Section 1. I queried research databases containing information relevant to First Year Experience, Introduction to College, and Student Success courses. The literature search revealed several terms to describe the generalized orientation programs defined by Cohen et al. (2014). For the purpose of this document, I will use ITCC to refer to all student success courses, orientation courses, and first year experience courses as each met the definition offered by Cohen et al. (2014).

Several databases provided content from journal articles relating to the academic needs of community college students. The literature review included information principally from peer-reviewed journals, online databases, research databases, and professional education network websites. Scholarly information used in the literature review originated from searches in the following electronic databases Academic Search Complete, Education Research Complete, Educational Resources Information Center (ERIC), Journal Storage (JSTOR), and the Walden University online library. Keyword search terms included *first college year, first year students, first year seminars, first year experience, student success course, Hispanic serving institution, introduction to college,* and *first year transition.* Citation chaining from Google Scholar added other sources to the overall literature review.

Conceptual Frameworks

The development of an ITCC required inclusion of the conceptual frameworks offered by Habermas's CAT (1985, 1987) and Tinto's persistence theory (1975, 1988). CAT noted the importance of language to overcome economic barriers and navigating the sociocultural complexities of dominant cultures. Tinto suggested that the transition to college was a stressful event for many students and student inability to adapt to the college culture contributed to early college withdraw. As the goal of the proposed ITCC is to facilitate use of the District's developmental education services and subsequent transition to English courses, the learning outcomes for the course contain instructional objectives aligned to the aforementioned conceptual frameworks.

ITCC Student Outcomes

The literature reviewed addressing ITCCs reported favorable academic outcomes for students. While many scholars reported on various aspects of introductory courses, one predominant topic emerged; successful introductory courses emphasized the sociocultural aspects of adapting to the college environment. This acculturation to college was especially important for Latino students who reportedly needed more robust counseling and advising services to ensure academic success (Cortez, 2011). Even though the literature contained numerous scholarly references to ITCCs for college students, there were no references as to the implementation of such a program in Spanish. Copland and Garton (2011) noted this underrepresentation in the literature and suggested that introductory courses provide sessions on developing linguistic and sociocultural skills required for college success. This proposed course will be a new and unique

undertaking for the District with broad implications for other colleges facing similar problems with ELs.

Many colleges offer ITCCs as part of a broader program to support developmental education students (Allen, Smith, & Muehleck, 2013; Bailey & Cho, 2010; Bailey, Jeong, & Cho, 2010; Berrios-Allen, 2011). Crisp and Taggart (2013) reported on a survey of 150 community colleges nationwide and found that nearly all have some type of introductory program for students. Most of the programs focused on study skills, academic assistance, campus services, and facilities. The formats of the courses varied from a five-week program to semester length courses. The colleges reported favorable outcomes for students with regard to persistence and retention, but the affect on overall degree completion was less clear. The authors added that while there is ample information describing the variety of student success programs, little quantitative data is available that would demonstrate the best method of supporting community college students.

Noteworthy for District ELs and use of developmental education services, Cho and Karp (2013) evaluated program outcomes of students enrolled in ITCCs from the Virginia Community College system. The authors investigated the academic records of nearly 24,000 community college students and found that students enrolled in ITCCs during their first semester of college were more likely to earn college credits and persist into the second year. Furthermore, Cho and Karp suggested that these courses were especially valuable for underprepared students as they were more likely to earn college credits if they had completed an ITCC.

While the literature revealed student persistence gains due to completion of an ITCC, there also appeared to be a positive relationship with academic achievement. Ellis-O'Quinn (2012) reported on an ex post facto study of nearly 1,400 full-time and first-year community college students over a three year period. The author confirmed the positive effect on student persistence as well as a significant relationship on grade point averages (GPAs). Students enrolled in ITCCs recorded higher GPAs than those not completing an orientation course, and then reenrolled at higher rates in the subsequent semesters. The author confirmed Tinto's (1975, 1988) persistence theory by noting the relationship between student retention and higher GPAs. Montgomery, Jeffs, Schlegel, and Jones (2009) previously documented the positive GPA results recorded by Ellis-O'Quinn (2013). These authors attributed the GPA increases to an increased understanding of academic expectations and appropriate college behavior, but lamented the short duration of the programs and limited number of assignments. Adding to this work, Clark and Cundiff (2011) attributed the GPA gains of students enrolled in ITCCs to enhanced academic skills presented in the course.

Jamelske (2009) investigated over 2,000 first year students enrolled in a first-year experience program at a comprehensive university. While not an ITCC as proposed in this document, the university infused the concepts of student success in the core freshman courses. The goals of the program included enhancing skills for student success in reading and writing by strengthening the connections to the university. Even though the authors found slight increases in student retention, the increases in GPAs were significant for the students enrolled in the program.

Beyond the retention and GPA improvements attributed to college student completion of an ITCC, scholars also noted the positive social and emotional impact on students' lives (Eun, 2010). Brewer and Yuceday-Ozcan (2013) reported on the increase in self-efficacy scores after completion of the orientation course. In a pretest-posttest investigation of 512 college students enrolled in an ITCC, the authors noted significant gains in students' self-efficacy scores. Noteworthy was their finding of improved student understanding of personal learning styles and application of reading comprehension strategies. The authors also referenced Bandura's (1986) Social Cognitive theory, previously discussed in the conceptual framework of Section 1, as a significant factor in the students' self-efficacy gains.

In a longitudinal investigation of the effect of ITCCs, Padgett, Keup, and Pascarella (2013) found that the courses had a positive impact on student attitude towards life-long learning. The writers suggested that the orientation courses affected student learning beyond the previously documented persistence and academic gains. Related to student attitudes, Mills (2011) documented the effect of ITCCs on student willingness to use college support services. Mills found a positive relationship between the use of student support services and completion of the ITCC. In addition, the study reported an increase in student initiated faculty engagements and collaborative learning resulting from the course. In a qualitative investigation of student perceptions of ITCCs, Duggan and Williams (2011) found that students reported increased positive interactions with faculty in their programs of study. The students learned who to ask for help at the college and improved in all aspects of their personal academic study habits. This ITCC finding

has broad implications for the ELs at the District as the students interviewed in Section 2 lamented the general lack of knowledge of District support services.

In further support of the social-emotional development benefits for students, Jessup-Anger (2011) suggested that attitudinal improvements resulted in developing a students' personal connection with the subject matter and subsequent motivation to learn. In a qualitative evaluation of a first-year experience course, the students initially reported negative perceptions about the course that changed substantially during the semester. The participants in the study added that their writing and analytic abilities increased as a result of the course, potentially affecting overall student academic achievement.

ITCC Curriculum

Scholars agreed that ITCC curriculum should emphasize development of academic skills and include an overall orientation to college life. Damico and Quay (2009) found that students experienced greater college success when they focused on the learning process as opposed to course content. The authors noted that new college students needed assistance in adapting to college academic expectations as wells as developing appropriate study skills. D'Abate (2009) supported these findings and identified faculty mentoring as an important component of the ITCC curriculum. Greene (2011) reported on the importance of developing learning skills and understanding college culture in the context of an ITCC. In this qualitative study, Greene found that contextualized instruction facilitated the development of academic skills in first year students by providing a meaningful introduction to college expectations.

Bovill, Bulley, and Morss (2011) posited that the first principle in ITCC curriculum design was to focus on student needs and the development of academic skills. Eberly and Trand (2010) supported the notion that ITCCs include an emphasis on foundational academic content and investigated a type of contextualized writing activity with two diverse groups of first year students. They found that by implementing a structured writing activity in the ITCC, the students experienced increased writing skills resulting from enhanced use of the resource center and interactions with writing tutors. Lee and Kilaberia (2012) supported the recommendation for emphasizing writing content and noted the potential for addressing complex diversity issues related to student diversity learning outcomes. The authors evaluated student formal reflective writing samples using a case study methodology and found that students improved in their understanding of class participation as well as respect for diverse opinions and course content.

Related to both social emotional and student persistence aspects of ITCCs, Mayo (2013) reported on the difficultly of adjusting to community college life and suggested ITCCs contain some key components to ensure student success. Mayo posited that ITCCs provide students with opportunities for peer-peer interactions, faculty-student engagements, involvement with campus activities, and linking course content to service learning. These components assist students as they adapt to college life and provide them with the skills to navigate the myriad of social, academic, and cognitive challenges faced by many college students.

Larmar and Ingamells (2010) reported on an ITCC program implemented at a large multi-campus university with a diverse student population from 122 countries. The authors noted the importance of including a learning styles component in all of the undergraduate courses as well as an orientation to student support services in the ITCC. An important aspect of this study focused on the growing population of ELs at the university and their diverse learning needs. Supporting the concept proposed in this ITCC project, Larmar and Ingamells noted the academic improvements of ELs when provided with additional support through the ITCC.

Related to the findings noted in Section 2 of this project, Penn-Edwards and Donnison (2011) reported on the need for early engagement with academic support services and writing tutors. In a mixed-methods study of an ITCC, the authors suggested that students were generally aware of college support services but often needed prompts to increase their engagement. The students in the study recounted that the need for college transition support often extended into subsequent semesters and the authors noted the need for additional research on this topic. Wilcoxson, Cotter, and Joy (2011) also noted the need for continued student support beyond the first year. The authors found that students had a better understanding of support services and college life as a result of the ITCC, but needed encouragement to persist through to graduation.

A common element reported in the literature was the importance of faculty and student support staff collaboration. In a comparative study of ITCCs and freshman learning communities, Purdie and Rosser (2011) found that ITCCs were not as effective as learning communities in promoting student retention and had little impact on academic

achievement. The authors concluded that an ITCC could improve student persistence if faculty and staff planned programs closely linked to curriculum with increased faculty-student interactions. Wojcieszek, Theaker, Ratcliff, MacPherson, and Boyd (2014) proffered that a first-year faculty advisor network could improve the ITCC while also increasing staff communication.

Allen and Lester (2012) described the impact of an ITCC and *success coach* on student retention and academic performance at a two-year college. In addition to teaching the ITCC, the success coach created student connections between students and the program faculty as well supporting student learning with referrals to tutors, instructors, and other college support staff. The ITCC contained many of the elements previously noted in the curriculum design of an ITCC including study skills, time management, and walk-through tours of the campus. The authors found after 1 year of implementation, students enrolled in the ITCC showed improvements in retention rates, persistence to graduations, and gains in GPAs.

Supporting Latino Students

In a similar situation to that experienced by the District, Chu, Martinez-Griego, and Cronin (2010) reported on a partnership developed between a community college and the local Head Start. The Spanish-speaking population had grown 52% in the previous 16 years and Latinos now represented nearly 60% of the total county population. The collaborative group developed a comprehensive plan to support the non-traditional adult early childhood educators that included wide-ranging academic advising. While not

specifically mentioning the inclusion of an ITCC, the academic advising program included many of the elements critical for college orientation and student success.

In a case study investigation of student experiences and perceptions at a HSI, Musoba, Collazo, and Placide (2013) concluded that Hispanic and Black students had an increased sense of belonging and improved career planning as a result of ITCC completion. The authors noted that students often felt the college was uncaring due to their lack of understanding of institutional services. While the students enrolled in the ITCC noted the positive aspects of the culturally appropriate ITCC curriculum, faculty relationships and advising needed improvement to better meet the needs of the students.

The need for robust support services and academic advising of Latino college students cannot be understated (ACT, 2010; Barbatis, 2010; Cortez, 2011; Nunez, Ramalho, Murakami, & Cuero, 2010). Many Latino students arrive at college without the educational and social capital for using the college's support systems (Campa, 2010). Gilroy (2010) noted that support programs especially designed for Latino students allowed the student to quickly adapt to the college culture and enhanced academic achievement. The ITCC can meet these objectives if it is part of a college comprehensive plan to serve all first year students according to their needs (Alexander & Gardner, 2009). Furthermore, O'Gara, Mechur-Karp, and Hughes (2009) noted in a qualitative investigation of two urban community colleges that students believed that ITCCs helped them to understand the college, develop academic skills and create important relationships within the institution. The authors suggested that these benefits were mutually supportive and served to develop student behaviors that enhanced persistence.

Each of the cited articles revealed that the effect of ITCCs transcended the persistence benefits posited by Tinto (1975, 1988) and included numerous academic benefits for college students. The literature review also revealed similar themes related to the findings in Section 2 of this project. The literature aligned with many of the findings from this study especially in the area of counseling and writing support offered in a culturally and linguistically responsive educational environment.

Multicultural Introduction to College Course Project

Following the analysis of the findings in Section 2 of this document and the subsequent review of the literature, I modified a District counseling course to better meet the needs of the ELs enrolled in the District and reflect the multicultural demographics of the student body. While the District frequently offers the course, the Multicultural Introduction to College Course (McItCC) (see Appendix A) offers content areas based on the comments of participants of the study and recommendations from the literature. In addition to a more robust overview of student academic support services, academic advising, assessment, and District policies, I made changes with regard to diversity and social-emotional issues associated with first-time college students. More importantly is my recommendation to offer at least one section of this course each semester in Spanish. The English and Spanish versions of the course have the same content and student learning outcomes.

The current introductory course offered by the District focuses on the development of an academic plan; however, without an understanding of the college system and support services, the academic plan alone will not achieve the overarching

objectives of this project. The first major change was a rewrite of the of the catalog description. The description now includes references to the multicultural aspect of the college community as well as the District programs and services. The student learning outcomes required significant revisions. While the present course mentions the factors associated with a transition to college, the current student learning outcomes appear to be assignment oriented without emphasis on higher order thinking skills such as application and analysis. Many of the topics required additions to include the recommendations from the literature and the concerns of the participants in the study. I added topics associated with the multicultural aspect of the college as well as including diversity as a theme in several of the topic sections. Finally, the course proposal recommends at least a 1-unit college credit as opposed to the current .5-unit. The current course with the emphasis on the academic does not allow time for a deeper introduction to the District and associated support services.

The McItCC course description (see Appendix A) follows the District guidelines for the development of a course outline of record (Burzycki, Abrahamson, & Sands-Miller, 2010). The structure of the course outline meets the state requirements for Associate of Arts degree applicable credit courses and specific curriculum standards noted in California Code of Regulations, Title 5 §55002 (Title 5, California Code, n.d.). The one-unit course allows for scheduling flexibility. The course may be offered as semester length course, an abbreviated intersession class or weekend course offering. Regardless of the course schedule, the course requires a minimum of 17.5 hours of instructor contact and inclusion of all course content specified in the course outline of

record. The course outline of record also includes guidelines for prerequisites, a sequence of topics and scope, representative textbooks, assignment expectations, and assessments. All McItCC instructors must adhere to the course outline of record while maintaining academic freedom to design learning activities that meet the course objectives and needs of the students.

Curriculum Change Process

The development of new curriculum at the District is similar in structure to program design principles noted by Caffarella (2002). The amorphous process of unifying various intertwined factors affect the planning and development process. People, organizational structures, and physical environments are elements that program planners must consider before, during, and after program implementation. Noteworthy in this project is the need to account for diversity and cultural differences as posited by Caffarella (2010, p. 28). As the proposed course will be taught in a language other than English, it will be critical to engage people from other cultures to ensure that the course vetting process acknowledges and respects these differences.

The District has a specific protocol for reviewing and proposing changes to existing courses. Each department or cluster has a curriculum committee responsible for examining proposed course changes for content and form. Once approved by the departmental committee, the division curriculum committee, or cluster tech, reviews the documents. The final step in the process is review course modifications or new course recommendations at the District Curriculum Review Committee (CRC). This committee

serves as an Academic Senate consultation committee and the members represent the breadth of the instructional disciplines of the District.

Potential Resources and Existing Supports

As reported in Section 1 of this study, the federal government recently designated the District as a HSI. Concurrent with this designation was the receipt of a federal grant earmarked for improving the academic achievement of Latino students. Some of this grant will be available for the implementation of the McItCC pending approval by the CRC. With this recent federal designation, the impetus exists within the District to try a novel approach to meeting the needs of Latino students.

The infrastructure to support a Spanish language McItCC already exists within the District with faculty and staff trained to provide Spanish language instruction. District personnel can quickly translate information and course materials into Spanish to support this new class offering. Community outreach in Spanish through radio, social media, and print media services will facilitate the advertising of the course to the Latino community.

Potential Barriers

Closely related to the aforementioned byzantine system for curriculum review at the District will be a conversation regarding departmental responsibility for the class. The potential exists for several departments to offer the course as part of their discipline. Presently, the Counseling Department offers guidance and first-year experiences courses to students. The ESL Department has instructional responsibility for teaching English to students learning English regardless of native language. The Child Development Department is the lone entity providing college-level transfer coursework in Spanish.

Each of these departments could potentially present a strong rational for the responsibility

of this course within their discipline and the final decision may rest with the committee

responsible for implementing the HSI grant or District management. Ideally, the

department ultimately responsible for delivery of McItCC will want to include the class

as part of their course offerings.

Proposal for Implementation and Timetable

In order for the District to offer a section of McItCC, the college must vet the

course content and the CRC must issue final approval for the class. To meet these

requirements, I must brief stakeholders and gather input for course design immediately

following formal approval of the findings by Walden University. Table 7 presents the

proposed timetable for implementation.

Table 7

Implementation Timeline

Date	Action	Outcome
December 2014	Findings to Vice President of Academic Affairs	Receive management guidance for implementation
January 2015	Brief HSI committee on findings	Gather stakeholder input
February 2015	Present findings and recommendation to staff and faculty at the Spring Professional Development Day	Gather District stakeholder input; Finalize departmental responsibility
March 2015	Present findings and recommendations to Child Development Advisory	Gather community stakeholder input
April 2015	Begin curriculum review process through designated department	Modify course outline for approval
May 2015	Finalize curriculum changes in Curriculum Cluster Tech Review	Modify course outline for approval
September 2015	Present final course outline to CRC	Course approval
January 2016	Offer one section of McItCC in Spanish	Student enrollment
March 2016	Monitor use of tutoring and writing centers	Evaluate student access to support services
April 2016	Monitor use of tutoring and writing centers	Monitor use of tutoring and writing centers
May 2016	Assess effectiveness of McItCC	Propose changes for course content

Roles and Responsibilities of Student and Others

The McItCC project emanated from the findings of my study and the body of
information reported in the literature concerning introductory college courses. I believe
the McItCC will be successful in the implementation phase and benefit many Spanish-
speaking ELs in the District. It is in the best interest of the District and community to
unite in support of the implementation of the proposed course.

My initial responsibility for implementation will require a presentation of the findings for the purpose of gathering stakeholder input and addressing their concerns. With my experience of campaigning for education issues at the state and local levels, advocacy is a role that I understand very well and I feel quite competent in my ability to garner wide-ranging support for the project. To this end, my responsibility will be to communicate the results of the study and proposed project to an audience of diverse stakeholders that have a vested interest in the outcomes of the work.

District management has the responsibility for facilitating the dissemination of the information about the project and perhaps adjudicating conflicts that may arise within the various District departments. Moreover, management bears the ultimate responsibility for allocating the necessary resources to implement the project. These resources include personnel, scheduling, financing, and advertisement.

Perhaps the most crucial responsibility lies with the faculty and staff responsible for instructing the new course. Without robust support from instructors, the students enrolled in the course may not achieve the stated objective of improving access to the District's developmental education service network of academic support. This may require faculty to set aside hegemonic preconceived notions of the value of native language instruction and embrace a novel strategy to improve student learning.

Project Evaluation

I propose a multiple measure evaluation system for assessing the effectiveness of the McItCC on student use of developmental education support services offered by the District. The nature of the project lends itself to an *outcomes based* evaluation of student

learning. Suskie (2009) suggested that outcomes are "goals that refer to a destination rather than the path. . ." (p.116). In line with this definition, the ultimate goal of student achievement with the McItCC will not be a performance indicator on an exam but a larger objective of how the course changed student behavior and engagement with support services.

The thorough evaluation of McItCC effectiveness will require use of multiple data sources and a mixed methods research (MMR) protocol. The MRR methodology allows for the evaluation of both quantitative and qualitative information (Lodico et al., 2010). The District will measure student use of the writing/tutoring centers through attendance records maintained by the center and linked to student identification number. Equally important will be a measurement of student attitude towards developmental education and their previous experience at the college. Suskie (2009) recommended *reflection and behaviors* as a method of collecting information on the ineffable attitudes and beliefs of students. The reflective questions will help the District and faculty understand the *how* of student use and perceptions of developmental education services. End of semester focus group interviews with students enrolled in the McItCC will corroborate the quantitative data and the results of the reflective questions.

The data gathered during the evaluation process and instructor input will provide meaningful information regarding the design of the McItCC. Changes to the course outline of record will include the recommendations acquired through the evaluation process. This protocol will ensure that the course is meeting student needs and is contributing to overall English acquisition and student success.

Implications Including Social Change

Local Community

The impetus for this entire study and subsequent project was the low graduation rate of Spanish-speaking Latino ELs from the child development practicum. The low transition rates from Spanish Child Development courses to mainstream academic English courses created a situation in the community where local employers were unable to hire trained bilingual Spanish-English teachers that reflected the culture of the children enrolled in early education programs. The problem of English language acquisition for Spanish-speaking Latino ELs was not unique to the Child Development discipline but reflected a national trend.

A culturally and linguistically responsive introduction to the college will arguably benefit ELs enrolled in the Child Development Program. The literature review confirmed the difficult nature of English acquisition and warranted the development of a course that may accelerate this process for many students. This will create a financial savings for the District, expedite career training for early childhood educators as well as meet the employment needs of the community. While the original problem focused on the Child Development Program, the solution of providing the introductory course has implications for ELs in many disciplines. The barrier facing ELs in all disciplines is academic English proficiency and this course may well benefit all students struggling to understand the college systems and support services.

In regards to social change, Gonzalez-Mena (2013) and Ochoa (2013) lamented the fact that Latino children rarely have teachers and educational role models that reflect

their culture, heritage, and language. The need for positive role models is essential for young Latinos as they work to develop their self-identity during their formative years. However, due to the persistently low graduation rates of Spanish-speaking teachers, young Latino children frequently experience an early childhood education experience that is not reflective of their culture (HACU, 2013). Consequently, the eventual beneficiaries of this project to increase Latino college graduation rates will be young Latino children. These children will benefit from educated bilingual early childhood teachers that are familiar with the cultural and linguistic needs of young Latino children.

Far-Reaching

Given the paucity of scholarly work concerning adult instruction in a native or heritage language, the findings of this report may stimulate and encourage research surrounding the benefits of native language instruction to facilitate English acquisition. The District is one of the few community colleges to offer this type of instructional program and the documented experiences of the successful students participating in this study may motivate other institutions of higher learning to consider this type of program. As posited by Lukes (2011), this will require a shift in thinking by educational policy makers and a reallocation of education funding to support native language instruction. Regardless of the affect on the national higher education agenda, the information provided in this study may persuade other educational researchers to explore the various facets of English acquisition faced by the participants reported herein.

Conclusion

The principle objective of this investigation and project was to document the community college experience of Spanish-speaking Latino ELs as they successfully transitioned from Spanish language instruction to academic English coursework in completion of the child development practicum. Through the voice of the student, I endeavored to document the perceptions of these students as they navigated a foreign education environment without benefit of understanding the language of the dominate culture. I analyzed the experience of these students through the lenses of critical theory (Habermas, 1985, 1987), social cognitive theory (Bandura, 1986); persistence theory (Tino, 1975, 1988), and language acquisition theory (Krashen, 1979, 1981, 1985, 1992). After synthesizing the findings of in-depth qualitative interviews of nine successful Spanish-speaking Latino ELs with the literature, I conclude that there is a strong need for culturally responsive education support services in languages understood by students.

 Acquisition of English is a difficult process for many adults; however, proficiency in English is essential for career advancement in many fields (Green, 2011). The topic of English acquisition is also fraught with nationalistic emotions that often increase tensions in the workplace for language minority employees (Cavico, et al., 2013). Academic programs that facilitate the transition to English while supporting native language instruction have the potential to remove communication barriers and increase cultural awareness. The need for a diverse culturally responsive workforce of early childhood educators cannot be understated and communities should base their resolve to provide these services to their children.

Section 3 of this project presented the rationale and details for development a McItCC. The literature validated the suggestions of the participants for the inclusion of such a course as part of a support program for Latino students. I included an implementation timetable, description of the curriculum change process, analysis of support and barriers, and a detailed evaluation plan.

The findings of this study and the development of a McItCC will provide an enhanced learning experience for ELs at the District. I expect the findings of this study to contribute to the body of research on language acquisition and address the gap noted in literature surrounding native language instruction. Moreover, I anticipate the findings to raise additional questions for other education researchers interested in language acquisition as well as community college developmental education.

In Section 4, I provide a further analysis of the strengths of this project, the limitations of the study, recommendations for future research, and my personal development as a researcher and scholar.

Section 4: Reflections and Conclusions

Introduction

I began this research project with the goal of improving the transition rates from Spanish language instruction to academic English coursework for Latino Spanish-speaking early childhood educators at a community college located in the western United States. Developing academic fluency in English is a lengthy, difficult process (Adamuti-Trache, 2013; Ardasheva et al., 2012; Cummins; 2011; Finn, 2011; Greene, 2011; Krashen, 1979; Thomas & Collier, 1997) and the lengthy process creates a problem for preparing a diversified workforce to educate young children in the community (Gonzalez-Mena, 2013). The literature reviewed in Section 1 of this study revealed that the factors associated with the low academic success rates of Latino students are diverse and complex (Becker, 2011; Crisp & Nora, 2010; Liton, 2013; Nora & Crisp, 2012; Pu, 2010). Given the complexities associated with English acquisition, I used multiple conceptual frameworks to guide the study. Critical theory (Habermas, 1985, 1987) offered insight into the motivational factors influencing language minorities while social learning theory (Bandura, 1986), persistence theory (Tinto, 1975, 1988), and language acquisition theory (Krashen, 1979, 1981, 1985, 1992) provided a contemporary lens for the final project development.

I conducted this study at a community college that is the principal trainer for early childhood educators in the local community. I used a qualitative single-case design to understand how Spanish-speaking Latino early childhood educators used the college's developmental education services to facilitate the acquisition of academic English. Of 22

students identified in the census survey, 9 ultimately participated in the semistructured

recorded interview process (see Appendix E). In order to provide time-sensitive

information to the District for HSI grant writing purposes, the interview period was

limited to 3 weeks. Even with the limited amount of time given to collect data, 9 of the

15 students who responded to the initial invitation participated. The results of the

investigation confirmed much of what is already known about adult second language

acquisition. Learning another language is a difficult process for adults and takes many

years to develop fluency (Krashen, 1981, 1985, 1992). Aside from this confirmation of

the literature, four general themes emerged from the data: (a) Spanish language

instruction provided context for English language acquisition; (b) students needed

consistent writing, tutoring, and counseling support; (c) students learned about Distirct

developmental education services through a disconnected, informal network; and (d)

students want culturally responsive education support services from the District in a

language they understand. The project I developed presented itself based on a synthesis

of responses from interview questions and scholarly literature.

As the overarching goal of the project was to improve the EL completion rate of

the child development practicum, the responses of the participants significantly supported

an introductory course to the college taught in Spanish. While the college offered an

introductory course, the content of this course was not accessible to Spanish-speaking

ELs. The resulting project offered a culturally and linguistically appropriate introduction

to the college by providing Spanish-speaking ELs information taught in their native

language. As this project is vetted through the various college stakeholders, my sense is

that the college community will approve the proposed new course and Spanish-speaking students at the college will benefit from an improved induction to the college. I believe the ultimate beneficiaries of this work will be young Spanish-speaking children in the community who have fully bilingual role models to assist in their development and education.

In this section, I discuss the project's strengths, remediation of limitations, recommendations for future research, and my personal development as a scholar.

Project Strengths

This research and subsequent project emanated from years of instructing very talented Spanish-speaking early childhood educators only to see the majority of these students fail to make the transition to the academic English courses. As I observed their struggles in English acquisition and ensuing difficulties maintaining their child development permits, it became evident that the college needed to develop some additional level of support. The research portion of the project allowed Spanish-speaking English learners an opportunity to provide critical feedback to the District concerning their developmental education support services.

During the interview and data collection phase of the project, I gave voice to a group of Spanish speaker ELs trying to improve their lives and the lives of their families through education. I learned through data collection and subsequent analysis of the need for some type of introductory program to the college's developmental education services taught in a language Spanish-speaking ELs would understand. This research and

documentation illuminated the struggle to access college services by ELs leading to the development of a McItCC for this often-marginalized group of students.

The goal of creating a McItCC taught in Spanish was to introduce Spanish-speaking students to the resources available at the college in their native language. Scholars repeatedly proffered that ITCCs were essential components of a comprehensive developmental education program (Allen et al., 2013; Bailey & Cho, 2010; Bailey et al., 2010; Berrios-Allen, 2011; Cortez, 2011). However, the literature lacked references of offering such a course in Spanish possibly due to the previously mentioned budgetary and political pressures (Callahan, 2010; Copland & Carton, 2011; Lukes, 2011). As there was little scholarly work relating to primary language instruction for adults, this project offers a unique method to address this gap. It appears that a McItCC taught in Spanish would promote increased awareness of college programs, cultural competency, and communication skills necessary for college success for Spanish-speaking students (Barbosa, 2013; Delgado, 2013; Felix, 2009).

This project stemmed from the observed, local problem of low transition rates from Spanish language instruction to academic English for Spanish-speaking Latino ELs. A strength of this project is documentation that Spanish-speaking ELs need more robust advice in order to fully utilize the District's development education services. Scholars confirmed the scope of the problem nationally and indicated a need to create a comprehensive strategy for developmental education (Crisp & Nora, 2010; Nora & Crisp, 2012; Quint et al., 2013; Santiago et al., 2010). While this study focused on Latino

Spanish-speaking ELs, the need to support all students learning English regardless of

native language presents a serious challenge for educators at all levels of instruction.

Recommendations for Remediation of Limitations

As previously noted, this project originated from my observations of the struggles

of Spanish-speaking early childhood educators at the District. Although confirmed in the

literature, the information derived from a sample size of nine at the District represents

one limitation of the study. As such, the findings of the study and the implementation of

a McItCC are applicable only to the District.

A second limitation of this project is the lack of diversity in the participant pool.

While noted earlier in Section 2, the criterion for invitation to the study was a specific

developmental education program of study by the participants. This selection criterion

limited participants to a single ethnicity, native language, and program of study. I could

have remedied this situation by investigating the college experiences of other ELs

regardless of native language; however, the increasing Spanish-speaking population

represents one of the most pressing challenges for the District and the national

educational community.

Even though I was not actively teaching at the District during the data collection

phase of the project, a possible limitation could be my previous instructional relationship

with the participants. I was formerly the instructor for many of the participants but met

the ethical standards for working with previous students by having no instructional

responsibility at the time of the investigation. However, students are frequently hesitant

to speak candidly with faculty and they perhaps chose to answer the interview questions

by seeking to provide the correct answer as they might for an exam question. The possibility of receiving inaccurate responses is a typical problem in many types of research; however, I feel that the students were forthright in the descriptions of their experience at the District given the similarities in their responses.

Student enrollment in the McItCC would also be a limitation. As the District vets the course through the curriculum approval process, discussions concerning class corequisite, prerequisite, or advisory requirements will likely occur. Cohen et al., (2014) noted that students do not participate in developmental courses if they are not part of the degree or certificate pathway. Given that the state funds the District based enrollment, the District will need to balance budgetary constraints with student needs. Arguably, the District should consider the financial savings resulting from increased student success due to the McItCC as a strong factor for requiring the class as part of degree of certificate pathway, especially for child development students in the Spanish Language Pathway.

An additional limitation for the McItCC will be the perception by some stakeholder groups that the District is creating a new barrier for an already linguistically marginalized group of college students. Many ELs are nontraditional students who attend classes in the evening and this course requirement may adversely affect students with family or childcare responsibilities. A possible remedy for this situation would be to offer the McItCC in a short course format over several weekends or during intersession between semesters.

The suggested McITCC for the District will require modification and adjustments based on the feedback from stakeholder groups and the various curriculum committees.

This vetting process will thereby serve to remediate other possible limitations. Given my experience in developing new courses and curriculum for the District, course development is an arduous process requiring time for consensus building and stakeholder input. Following implementation of the McItCC, the District will need an ongoing system of evaluation to measure the effectiveness of the program.

Recommendations

Due to the narrow focus of this project, this type of research should be expanded to other institutions of higher education beyond the single community college represented in this study. The difficulties of academic English acquisition for ELs is a documented national problem and arguably not limited to the Spanish-speaking students studied in this investigation. The state language census noted 60 different languages spoken in public schools (California Department of Education, n.d.) and the experiences of these ELs in higher education would most likely differ from the population of this study. Regardless of native language, the central question remains, how can institutions of higher education improve graduation rates for students learning English?

Frequently in this project, I mentioned the complicated and diverse factors associated with English acquisition affecting degree and certification success rates for ELs. This study and project focused on only one narrow topic of community college developmental education. Follow-up research to this investigation should consider other persistence factors such as those posited by Tinto (1975, 1988) with an investigative lens oriented towards ELs. As schools plan for and implement other developmental education programs, comparative studies could measure program use and effectiveness across

multiple language or ethnic groups to determine the most effective strategies for assisting ELs.

While providing important information to the District about developmental education programs, this project should raise critical questions about future research projects. Yin (2014) noted that case study research often provides the reader with opportunities to stimulate personal thinking and imagination about a given topic. This critical thinking should challenge the outcomes presented here and encourage others to propose alternative solutions to the problem of student success for ELs (Creswell, 2012). I suggested one possible program change among many possibilities. Arguably, future research and experimentation with other developmental education delivery models will disclose remedies that I did not consider, thereby affording educators additional tools to meet the diverse needs of all learners.

Scholarship

As I consider my personal growth as a scholar and practitioner of education, I recall the work of Dewey (1933) who wrote of the importance of reflection as an integral part of the learning process. Dewey believed that the goal of education was to develop graduates who were good judges in lieu of apprentices who possessed great amounts of knowledge. The scholarly work conducted in this project epitomizes the essence of Dewey's goal of education. As I honed my reflective practice skills, I realized the importance of scholarship on many levels and was able to incorporate my learning in my daily practice.

In an article challenging research within academic institutions, Smith (2011) wrote of the need to include immediacy and relevance in social science research. While a full discussion of Smith's 8-step process is beyond the scope of this reflection, Smith's conclusion that university research should result in projects that have value in the community and usefulness to their constituent groups are representative of the product of this project. The plan I suggested to support the needs of ELs in our community meets Smith's challenge and offers a time sensitive resolution to a problem facing many institutions of higher education. The positive impact of the project could extend beyond the District and provide a viable solution to the access problems of developmental education by ELs.

As this project reached its conclusion, my passion for incorporating educational research strategies in all aspects of my work increased. I most recently assumed a leadership position in a K-6 school district that presents challenges quite different from those I experienced as a community college instructor. However, the research and critical thinking skills I developed as a researcher guide my professional practice daily. I consistently look for alignment between educational problems and programs and use critical inquiry to challenge my staff to seek novel solutions to educational challenges at our school. The quest for excellence in education is a never-ending process that requires all educators to stay curious and continuously ask the difficult questions.

Project Development and Evaluation

Prior to beginning my doctoral journey or conducting the research associated with this project, I had significant experience in project and curriculum development. I

developed several industry-based programs for client communication as well as

curriculum used in elementary schools, colleges, adult continuing education and

community-based training programs. I understood the complex nature of the planning

process and the importance of collaboration in the development of a variety of programs.

As a result of my Walden studies, my focus in project development changed significantly

as I became more acutely aware of the need to align educational problems with learning

objectives, learning tasks, and program assessment.

I recall in the beginning of my project study planning process a conversation with

Walden faculty at my residency. My primary motivation to pursue this investigation was

the need for preschool teachers in our community that represented the cultural and

linguistic diversity of the children enrolled in early education programs. The fact that

some Spanish-speaking EL early childhood educators made the transition to academic

English and others did not was an enigma as both groups had equal access to

developmental education support services.   The Walden faculty member at my program

residency asked me about what I thought the participants would say about the situation

and I did not know. Based on this encounter, I added curiosity to my repertoire of

problem solving strategies. I learned that in-depth research often leads to novel solutions

for the problems that face many educators.

While there is still much work to do to fully implement the project, I feel

confident that the result will serve the best interests of students at our community college.

Arguably, there will be robust debates by the various stakeholder groups concerning the

best method of supporting ELs at the District. However, the research-based detail that I

rigorously documented provides a compelling argument for assisting ELs in their access

of developmental education services. I offered one possible solution to the complex

problem of English acquisition and I hope that other scholars will use this information to

generate additional strategies to support ELs.

Throughout this process, I learned that I must embrace the same type of persistent

attitude demonstrated by the successful ELs that participated in the study. There were

often times when I felt my resilience wane, but the thought of my former students and the

barriers they had faced and overcome in achieving their goals provided inspiration for me

to see the project through to completion. The students became my teachers.

Leadership and Change

I have heard educators at many levels describe making changes in education as

similar to operating an oil tanker in the open ocean. The vessel needs many miles to

come to a complete stop with even more time and space required to change directions.

This metaphor arguably describes the process used to create new curriculum in higher

education. Through this research project, I learned that persistence is quite possibly the

greatest personal attribute for practitioners proposing novel changes to the status quo of

an organization. This is especially true when the changes involve diverse stakeholder

groups with a variety of objectives.

The need to improve graduation rates of Latino students at all levels presents a

challenge to the status quo that warrants our immediate consideration and response. The

immediacy of the problem and the prospects of an increasing Latino population added

impetus to the project development and provided administration with evidence to support

the needed changes. This study provided a catalyst for change and allowed the diverse stakeholders an opportunity to understand the perspective of ELs at the District. I hope this will encourage a new level of dialog between the instructional departments to provide cohesive support and instructional services for all ELs within the District.

As I have since moved into an administrative position, I see the value in asking excellent questions as part of an effective staff development program. The process of inquiry that includes defining a problem, hypothesis development, and scholarly research offers a valuable strategy for designing programs that meet diverse needs of staff and students. Often faced with an environment of diminished resources, I must design programs that support my staff's needs and judicially use my available resources. I have learned through my studies that research and inquiry provide a strategic method for identifying educational priorities and aligning instructional programs.

Analysis of Self as Scholar

I began Walden's Higher Education and Adult Learning program with trepidation as I harbored concerns about my ability to produce advanced levels of scholarly work and conduct the associated research. I referenced in my application essay my personal attributes that I believed would be beneficial as I worked to complete the program. I feel that my goal-orientated mentality and organizational skills facilitated completion of this rigorous process.

One of the areas where I noted marked improvement was in my ability to produce scholarly written work. I attribute this improvement to the academic support I received from my professors and the Walden Writing Center during my first two semesters.

During this time, I honed my writing skills and acquired the scholarly vocabulary required to complete this project. While my professors and the Writing Center certainly contributed to my academic growth, ample practice and reading the work of other scholars shaped my written work.

Another noteworthy area of development was my ability to use current research to support local education initiatives. I learned how to use scholarly work to temper the enthusiasm associated with the rush to implement or challenge to new curriculum and assessments. I recall an especially emotional meeting where faculty was disparaging an assessment tool used to evaluate early childhood education programs. By chance, I had just completed a Walden assignment where I reviewed the research of one of the authors and I was able to add this scholarly evaluation to the discussion. What I learned was how to apply scholarly research to support or refute proposed educational initiatives often based on feelings, intuition, economics, or unsubstantiated anecdotal observations.

Analysis of Self as Practitioner

One of the motivating factors to embark on this endeavor was to improve my understanding of the adult learners in my classroom. I feel that my lectures, assignments, and assessments of my students improved significantly by using the adult learning theories presented in our coursework. While each of the theorists offered valuable information, Knowles's theory of adult learning: Andragogy offered a foundation for applying other adult learning strategies (Knowles, Holton, & Swanson, 2012). I observed my students as they became more engaged in class and had a deeper understanding of course content. The students enrolled in teacher preparation programs are generally

motivated by the subject matter as the information is crucial for their employment. However, the future teachers in my classes took an even greater interest in their own development when given the opportunity to direct much of their learning.

As my career path has returned me to roots in K-12 administration and I have recently attended several staff development sessions, I learned that I have much work to do in my new district for planning and creating teacher in-service training. My goal will be to use the adult learning strategies to design teacher training that meets both the expectations of the district and the needs of teachers. This will ultimately provide the children enrolled in my new district the best education possible.

Analysis of Self as Project Developer

As I noted previously, my experiences designing programs allowed me to create the new McItCC relatively quickly and avoid the obstacles often confronted by those new to project development. However, I did note a change in my personal development in the manner in which I managed feedback from the diverse stakeholder groups. Programs designed for one specific group of students have the potential to create divisions within the community and my newly found skills of incorporating feedback allowed me to ameliorate the concerns of the various stakeholders.

Throughout this project, I noted how my advocacy for students learning English increased. I have always been a vocal advocate for this group of students; however, by giving voice to a linguistically marginalized group of students, I strengthened my arguments for cultural and linguistic support for students. The information gathered and

documented in this report will arguably assist future generations of Latino ELs in the community.

Potential Impact on Social Change

When I first began planning for this project, I initially thought that the problem was not having enough teachers who represented the diversity of the children in our schools. I quickly learned that what I originally believed was a problem was actually the resulting consequence of a greater problem in our education system. To remedy the diversity issue surrounding teachers, I needed to understand and investigate the root causes of the imbalance. I learned that the academic challenges for Latino students were not just a local observation but also a documented national problem (HACU, 2013; Moore & Shulock, 2010; Ryan & Siebens, 2012).

There is little information in the literature regarding instruction in a native language for adult learners and few community colleges offer comprehensive Spanish language programs such as the one available for child development students at the District (Callahan, 2010; Lukes, 2011). The prospect of providing a McItCC in Spanish for ELs represents a novel pedagogical approach that potentially remedies community college access programs for ELs locally and nationally. Nevertheless, one of the barriers facing this type of initiative will be overcoming some of the linguistic fears harbored by many English speakers who distrust speakers of other languages (Greene, 2011).

Recent changes in course repeatability at the state level created an urgency to address the length of time it takes to earn a certificate or degree at the District. This system-wide requirement for community colleges stemmed from students enrolling in the

same course multiple times without meeting the course standards. This constant

repetition of courses created access problems for many students and placed a financial

burden on the community colleges (Cohen et al., 2014). The McItCC proposed for

Spanish-speaking students offers a potential financial savings to the District and students.

Students will be directed to the appropriate developmental education services saving

valuable time in their educational pathway.

The ultimate benefactors of the McITCC and increased certification rates of

Latino Spanish-speaking ELs will be the young children in our community. Gonzalez-

Mena (2013), Ochoa (2013), and other scholars noted the importance of providing role

models for young children that represented the cultural and linguistic diversity in our

community. As a result of this work, young children may soon see this diversity

represented in their classrooms. Latino early childhood educators may now assume

educational leadership roles and no longer relegated to subservient assistant or janitorial

positions.

Implications, Applications, and Directions for Future Research

I previously mentioned some implications for future research; however, the

plethora of potential research possibilities warrants repetition. One of the limitations of

this study was the sample was taken from only one community college in a state that has

over 100 similar institutions. Compounding the small sample size is the fact that there

are over 60 language groups represented in community colleges throughout the state.

This type of investigation should be replicated at other community colleges with ELs that

speak languages other than Spanish.   The possibility exists that the college experience of

other language students will be quite different from the experiences documented in this report.

With the potential for increased use of developmental education services by ELs, a quantitative study of the frequency of student use will provide important information for the creation of new support programs as well as an evaluation of the effectiveness of the McItCC. A longitudinal investigation of ELs completing the McItCC will allow for greater understanding of the difficult process of acquiring English and ultimate degree or certificate completion. While an awareness of educational support services will arguably increase student use, the effectiveness of these programs remains unclear. Educational practitioners should critically examine the developmental education curriculum content as well as accessibility in assessing course effectiveness for English acquisition and student success.

The results of this investigation should be extended to include other aspects of the community college experience for ELs. Several of the participants in this research project noted childcare and financial assistance as contributing factors associated with their success in the practicum. Both of these topics warrant further exploration and subsequent dissemination to staff and faculty of the District.

While many institutions consider data driven decision making as a paradigm for creating curriculum and scheduling courses, the voice of the student is often lost in the quantitative process. This investigation revealed that institutions of higher learning should also consider the voice of the student in this process. Qualitative research is frequently a time consuming undertaking but understanding what students think should

motivate educational researchers to deeply explore student sentiments. The understanding of student perceptions should lead to the creation of support services that meet the need of all students.

Conclusion

In Section 4, I reflected on the various aspects of the research project as well as on my own personal development as a scholar, researcher, and program developer. The results of the project led to the development of a novel instructional approach for increasing EL use of developmental education services in the District. While the project supported the findings of the research, there are limitations of the study that warranted replication at other community colleges with a variety of student linguistic groups. Moreover, the impact on social change extended beyond increasing the academic success rates of ELs and offered the possibility of providing young children in the community with adult role models that reflect their cultural and linguistic diversity.

References

Abedi, J., & Levine, H. G. (2013). Fairness in assessment of English learners.

   Leadership, *42*(3), 26-28.

ACT. (2010, February). *What works in student retention? Fourth national survey: Four-*

   year colleges & universities with twenty percent or more Hispanic students

   enrolled. Iowa City, IA: ACT.

Adamuti-Trache, M. (2013). Language acquisition among adult immigrants in Canada:

   The effect of premigration language capital. *Adult Education Quarterly: A*

   Journal of Research and Theory, *63*(2), 103-126.

   http://dx.doi.org/10.1177/0741713612442804

Aid for grades at community colleges [Editorial]. (2013, November 17). *The Press*

   Democrat, sec. T, p. 6.

Alexander, J. S., & Gardner, J. N. (2009). Beyond retention: A comprehensive approach

   to the first college year. *About Campus*, *14*(2), 18-26.

   http://dx.doi.org/10.1002/abc.285

Allen, I. H., & Lester, S. M., Jr. (2012). The impact of a college survival skills course and

   a success coach on retention and academic performance. *Journal of Career and*

   Technical Education, *27*(1), 8-14.

Allen, J. M., Smith, C. L., & Muehleck, J. K. (2013). What kinds of advising are

   important to community college pre- and post-transfer students? *Community*

   College Review, *41*(4), 330-345. http://dx.doi.org/10.1177/00915521135055320

American Association of Community Colleges. (2009). *Profiles of U.S. community colleges: A guide for international students, 2009-2010* [Pamphlet]. Washington, DC: Author.

Ardasheva, Y., Tretter, T. R., & Kinny, M. (2012). English language learners and academic achievement: Revisiting the threshold hypothesis. *Language Learning*, *62*(3), 769-812. http://dx.doi.org/10.1111/j.1467-9922.2011.00652.x

Bahr, P. R. (2012). Student flow in higher education. *Research in Higher Education*, *53*(1), 91-121. http://dx.doi.org/10.1007/s11162-011-9224-5

Bailey, T. (2009). Challenge and opportunity: Rethinking the role and function of developmental education in community college. *New Directions for Community Colleges*, *Spring 2009*(145), 11-30. http://dx.doi.org/10.1002/cc.352

Bailey, T., & Cho, S.-W. (2010, October). Developmental education in community colleges. Retrieved from Community College Research Center website: http://ccrc.tc.columbia.edu/publications/developmental-education-in-community-colleges.html

Bailey, T., Jaggars, S. S., & Scott-Clayton, J. (2013). Characterizing the effectiveness of developmental education: A response to recent criticism. *Journal of Developmental Education*, *36*(3), 18-25.

Bailey, T., Jeong, D. W., & Cho, S.-W. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics Education Review*, *29*(2), 255-270.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Upper Saddle River, NJ: Prentice Hall.

Banegas, M. (2013). *Placement of English as a second language (ESL) student learners in higher education* (Unpublished doctoral dissertation). Walden University, Minneapolis, MN.

Barbosa, A. C. (2013). Bilingual education in the United States: Possible moral transition toward global citizenship. *Educacao e Pesquisa*, *39*(3), 673-688.

Barr, J. E., Rasor, R. A., & Grill, C. (2002). *The evaluation of present course placement procedures using the Compass tests*. Sacramento, CA: American River College.

Beach, J. M. (2011). *Gateway to opportunity: A history of the community college in the United States*. Herndon, VA: Stylus.

Becker, L. A. (2011). Noncredit to credit transitioning matters for adult ESL learners in a California community college. *New Directions for Community Colleges*, (155), 15-26. http://dx.doi.org/10.1002/cc.454.

Belfied, C. R., & Crosta, P. M. (2012, March). *Predicting success in college: The importance of placement tests and high school transcripts* (Report No. 42). New York, NY: Community College Research Center.

Berrios-Allen, A. C. (2011). Career support group for Latino/a college students. *Journal of College Counseling*, *14*(1), 80-95.

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Boston, MA: Allyn & Bacon.

Boughey, J. (2012). Department-specific writing centres linked to tutorial programmes: The quest for quality. *South African Journal of Higher Education*, *21*(1), 51-65.

Bovill, C., Bulley, C. J., & Morss, K. (2011). Engaging and empowering first-year students through curriculum design: Perspectives from the literature. *Teaching in Higher Education*, *16*(2), 197-209. http://dx.doi.org/10.1080/13562517.2010.515024

Bown, J., & White, C. (2010). A social and cognitive approach to affect in SLA. *International Review of Applied Linguistics in Language Teaching*, *48*(4), 331-353. http://dx.doi.org/10.1515/iral.2010.014

Bragg, D. D., & Durham, B. (2012). Perspectives on access and equity in the era of (community) college completion. *Community College Review*, *40*(2), 106-125. http://dx.doi.org/10.1177/0091552112444724

Bremer, C. D., Center, B. A., Opsal, C. L., Medhanie, A., Jang, Y. J., & Geise, A. C. (2013). Outcome trajectories of developmental students in community colleges. *Community College Review*, *41*(2), 154-175. http://dx.doi.org/10.1177/0091552113484963

Breneman, D. W., Abraham, A. A., & Hoxby, C. M. (1998). *Remediation in higher education: Its extent and cost* (Research Report No. 1). Washington, DC: The Brookings Institution. http://dx.doi.org/10.2307/20067201

Brewer, S. A., & Yuceday-Ozcan, A. (2013). Educational persistence: Self-efficacy and topics in a college orientation course. *Journal of College Student Retention: Research, Theory and Practice*, *14*(4), 451-465.

Brock, T. (2010). Young adults and higher education: Barriers and breakthroughs to success. *Future of Children*, *20*(1), 109-132.g/10.1080/02602930903428676

Brookfield, S. D. (2010). *Developing critical thinkers*. San Francisco, CA: Jossey-Bass.

Brothen, T., & Wambach, C. (2012). Refocusing developmental education. *Journal of Developmental Education*, *36*(2), 34-39.

Burzycki, W., Abrahamson, K., & Sands-Miller, D. (Eds.). (2010). *Curriculum writer's handbook*. ██████████: ████████████████.

Butler-Kisber, L., & Poldma, T. (2010). The power of visual approaches in qualitative inquiry: The use of collage making and concept mapping in experiential research. *Journal of Research Practice*, *6*(2), 1-16.

Caffarella, R. S. (2010). *Planning programs for adult learners* (2nd ed.). San Francisco, CA: Jossey-Bass.

California Commission on Teacher Credentialing. (n.d.). Child development permits - early childhood / preschool. Retrieved December 27, 2013, from Commission on Teacher Credentialing website: http://www.ctc.ca.gov/help/CDP/teacher.html

California Department of Education. (n.d.). Facts about English learners in California. Retrieved August 3, 2014, from California Department of Education website: http://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp

California Department of Finance. (n.d.). Demographic research. Retrieved from California Department of Finance website: http://www.dof.ca.gov/research/demographic/

Callahan, R., Wilkinson, L., & Muller, C. (2010). Academic achievement and course
taking among language minority youth in U.S. schools: Effects of ESL placement.
Educational Evaluation and Policy Analysis, *32*(1), 84-117.
http://dx.doi.org/10.3102/0162373709359805

Campa, B. (2010). Critical resilience, schooling processes, and the academic success of
Mexican Americans in a community college. *Hispanic Journal of Behavioral
Sciences*, *32*(3), 429-455. http://dx.doi.org/10.117/0739986310369322

Cavazos, J., Jr, Cavazos, A. G., Hinojosa, M. G., & Silva, M. (2009). Dispelling seven
myths concerning Latina/o students: A call to action for school counselors.
Journal of School Counseling, *7*(8), 2-23.

Cavico, F. J., Muffler, S. C., & Mujtaba, B. G. (2013). Language diversity and
discrimination in the American workplace: Legal, ethical, and practical
considerations for management. *Journal of International Business & Cultural
Studies*, *7*, 20-58.

Chen, J. C. (2014). Teaching nontraditional adult students: Adult learning theories in
practice. *Teaching in Higher Education*, *19*(4), 406-418.

Chenail, R. J. (2012). Conducting qualitative data analysis: Reading line-by-line but
analyzing by meaningful qualitative units. *Qualitative Report*, *17*(1), 266-269.

Child Development Training Consortium. (n.d.). Curriculum alignment project. Retrieved
June 25, 2013, from Child Development Training Consortium website:
http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm

Chisman, F. P. (2008). *Findings in ESL: A quick reference to findings of CAAL research on ESL programs at community colleges*. New York, NY: Council for Advancement of Adult Literacy.

Cho, S.-W., & Karp, M. M. (2013). Student success courses in the community college: Early enrollment and educational outcomes. *Community College Review*, *41*(1), 86-103. http://dx.doi.org/10.1177/0091552112472227

Chu, M., Martinez-Griego, B., & Cronin, S. (2010). A Head Start / college partnership: Using a culturally and linguistically responsive approach to help working teachers earn degrees. *Young Children*, *65*(4), 24-29.

Clark, M., & Cundiff, N. (2011). Assessing the effectiveness of a college freshman seminar using propensity score adjustments. *Research in Higher Education*, *52*(6), 616-639. http://dx.doi.org/10.1007/s11162-010-9208-x

Clark, M. A., Ponjuan, L., Orrock, J., Wilson, T., & Flores, G. (2013). Support and barriers for Latino male students' educational pursuits: Perceptions of counselors and administrators. *Journal of Counseling and Development*, *91*(4), 458-466. http://dx/doi.org//10.1002/j.1556-6676.2013.00118.x

Cohen, A. M., Brawer, F. B., & Kisker, C. B. (2014). *The American community college* (6th ed.). San Francisco, CA: Jossey - Bass.

Cooper, E. (2010). Tutoring center effectiveness: The effect of drop-in tutoring. *Journal of College Reading and Learning*, *40*(2), 21-34.

Copland, F., & Garton, S. (2011). I felt that I do live in the UK now: International students' self-reports of their English language speaking experiences on a pre-

sessional programme. *Language and Education*, *25*(3), 241-255.

http://dx.doi.org/10.1080/09500782.2011.566617

Cortez, L. J. (2011). A road map to their future: What Latino students need to graduate.

The Chronicle of Higher Education, *31*(17), 1-6.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods*

approaches (3rd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating*

quantitative and qualitative research (Laureate Custom ed.). Boston, MA:

Pearson.

Crisp, G., & Nora, A. (2010). Hispanic student success: Factors influencing the

persistence and transfer decision of Latino community college studets enrolled in

development education. *Research in Higher Education*, *51*(2), 175-194.

http://dx.doi.org/10.1007/s11162-009-9151-x

Cummins, J. (2011). Literacy engagement: Fueling academic growth for English learners.

Reading Teacher, *65*(2), 142-146. http://dx.doi.org/10.1002/TRTR.01022

D'Abate, C. P. (2009). Defining mentoring in the first-year experience: One institution's

approach to clarifying the meaning of mentoring first-year students. *Journal of the*

First-Year Experience and Students in Transition, *21*(1), 65-91.

Daiek, D., Dixon, S., & Talbert, L. (2012). At issue: Developmental education and the

success of our community college students. *Community College Enterprise*, *18*(1),

37-40.

Damico, A. M., & Quay, S. E. (2009). Learning to learn: What matters to first-year college students. *Journal on Excellence in College Teaching*, *20*(1), 101-120.

Delgado, A. (2013). Better Spanish, better English: Native language literacy and adult education. In M. S. Plakhotnik & S. M. Nielsen (Eds.), *Proceeding of the Fifth Annual College of Education Research Conference: Urban and International Education Section* (pp. 13-18). Miami, FL: Florida International University.

Dewey, J. (1933). *How we think*. Boston, MA: D.C. Heath.

Duggan, M. H., & Williams, M. R. (2011). Community college student success courses: The student perspective. *Community College Journal of Research and Practice*, *35*(1-2), 121-134. http://dx.doi.org/10.1080/10668926.2011.525185

Eberly, C., & Trand, P. A. S. (2010). Teaching students to cook: Promoting writing in the first year experience course. *Learning Assistance Review*, *15*(1), 9-22.

Edgecombe, N. (2011, June). *Accelerating the academic achievement of students referred to developmental education* (Research Report No. 55). New York, NY: Community College Research Center.

Ellis-O'Quinn, A. (2012). An ex post facto study of first-year student orientation as an indicator of student success at a community college. *Inquiry*, *17*(1), 51-57.

Espinoza, P. P., & Espinoza, C. C. (2012). Supporting the 7th-Year undergraduate: Responsive leadership at a Hispanic-serving institution. *Journal of Cases in Educational Leadership*, *51*(1), 32-50. http://dx/doi.org/10.1177/1555458912440738

Eun, B. (2010). From learning to development: A sociocultural approach to instruction. *Cambridge Journal of Education*, *40*(4), 401-418. http://dx.doi.org/10.1080/0305764X.2010.526593

Fadelli, J. (2013, July). *Practicum graduates who previously completed CHLD 90.4 in Spanish*. Unpublished raw data, ███████████████████, CA.

Feinberg, J. (2013). Wordle beautiful word clouds. Retrieved September 29, 2013, from http://www.wordle.net/

Felix, A. (2009). The adult heritage Spanish speaker in the foreign language classroom: A phenomenography. *International Journal of Qualitative Studies in Education*, *22*(2), 145-162. http://dx.doi.org/10.1080/0951839080270344

Finn, D. (2011). Principles of adult learning: An ESL context. *Journal of Adult Education*, *40*(1), 34-39.

Flynn, S., Brown, J., Johnson, A., & Rodger, S. (2011). Barriers to education for the marginalized adult learner. *Alberta Journal of Educational Research*, *57*(1), 43-58.

Fraga, L. R., Garcia, J. A., Hero, R. E., Jones-Correa, M., Martinez-Ebers, V., & Segura, G. M. (2010). *Latino lives in America: Making it home*. Philadelphia, PA: Temple University Press.

Fullmer, P. (2012). Assessment of tutoring laboratories in a learning assistance center. *Journal of College Reading and Learning*, *42*(2), 67-89.

Galbraith, M. W. (Ed.). (2004). *Adult learning methods: A guide for effective instruction* (3rd ed.). Malabar, FL: Krieger.

Gardner, H. (1993). *Multiple intelligences: the theory in practice*. New York, NY: Basic

    Books.

Gilroy, M. (2010). Tools for success in recruiting and retaining hispanic students.

    Education Digest: Essential Reading Condensed for Quick Review, *76*(3), 20-23.

Gonzalez, J. (2012, April). Education for all? 2-year colleges struggle to preserve their

    mission. Retrieved November 12, 2013, from Chronicle of Higher Education

    website: http://chronicle.com/article/2-Year-Colleges-Fight-to-Save/131608

Gonzalez, K. P., & Ballysingh, T. A. (2012). Increasing Latina/o college completion:

    Mistakes and opportunities. *Journal of Hispanic Higher Education*, *11*(3), 279-

    290. http://dx.doi.org/10.1177/1538192712437934

Gonzalez-Iznaga, R. (2013). *English proficiency required for Puerto Rican students to*

    succeed in university studies (Unpublished doctoral dissertation). Walden

    University, Minneapolis, MN.

Gonzalez-Mena, J. (2013). *Child, family, and community* (6th ed.). Boston, MA: Pearson.

Goudas, A. M., & Boylan, H. R. (2012). Addressing flawed research in developmental

    education. *Journal of Developmental Education*, *36*(1), 2-13.

Greaney, K. C. (2013, November). Statistics for ▉▉▉▉ population. In R. Navarette

    (Chair), *Hispanic serving institution (HSI) connecting HSI to* ▉▉▉▉. Symposium

    conducted at ▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉.

Greene, H. (2011). Freshman marketing: A first-year experience with experiential

    learning. *Marketing Education Review*, *21*(1), 79-87.

Greene, R. L. (2011). *You are what you speak*. New York, NY: Delacorte.

Guba, E. G. (1981). Assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology*, *29*(2), 75-91. http://dx.doi.org/10.2307/30219811

Guba, E. G., & Lincoln, Y. S. (1982). Epistemological and methodological bases of naturalistic inquiry. *Educational Communication and Technology*, *30*(4), 233-252. http://dx.doi.org/10.2307/30219846

Guse, D. M., & Zobitz, P. M. (2011). Validation of the audience response system. *British Journal of Educational Technology*, *46*(6), 985-991. http://dx.doi.org/10.1111/j.1467-8535.2010.01120.x

Habermas, J. (1985). *The theory of communicative action: Reason and the rationalization of society* (Vol. 1) (T. McCarthy, Trans.). Boston, MA: Beacon Press.

Habermas, J. (1987). *The theory of communicative action: Lifeworld and system* (Vol. 2) (T. McCarthy, Trans.). Boston, MA: Beacon Press.

Harris, R. (2012). Caught between two languages. *Education Digest: Essential Readings Condensed for Quick Review*, *78*(2), 57-62.

Hispanic Association of Colleges & Universities. (n.d.). Office of policy and analysis. Retrieved November 30, 2013, from Hispanic Association of Colleges & Universities website: http://www.hacu.net/hacu/default.asp

Hodara, M., & Jaggars, S. S. (2014). An examination of the impact of accelerating community college students' progression through developmental education. *Journal of Higher Education*, *85*(2), 246-276.

Hodara, M., Jaggars, S. S., & Karp, M. (2012, December). *Improving developmental education assessment and placement: Lessons from community colleges across the county* (Report No. 51). New York, NY: Community College Research Center.

Huang, J. (2012). Using generalizability theory to examine the accuracy and validity of large-scale ESL writing assessment. *Assessing Writing*, *17*(3), 123-139. http://dx.doi.org/10.1016/j.asw.2011.12.003

Hughes, K. L., & Scott-Clayton, J. (2011). Assessing developmental assessment in community colleges. *Community College Review*, *39*(4), 327-351. http://dx.doi.org/10.1177/0091552111426898

Jaggars, S. S., & Hodara, M. (2013). The opposing forces that shape developmental education. *Community College Journal of Research and Practice*, *37*(7), 575-579.

Jamelske, E. (2009). Measuring the impact of a university first-year experience program on student GPA and retention. *Higher Education*, *57*(3), 373-391. http://dx.doi.org/10.1007/s10734-008-9161-1

Jamelske, E. (2009). Measuring the impact of a university first-year experience program on student gpa and retention. *Higher Education: The International Journal of Higher Education and Educational Planning*, *57*(3), 373-391. http://dx.doi.org/10.1007/s10734-088-9161-1

Jessup-Anger, J. E. (2011). What's the point?: An exploration of students' motivation to learn in a frist-year seminar. *Journal of General Education*, *60*(2), 101-116. http://dx.doi.org/10.1353/jge.2011.0011

Karaman, S. (2011). Effects of audience response systems on student achievement and long-term retention. *Social Behavior & Personality: An International Journal*, *39*(10), 1431-1440. http://dx.doi.org/10.2224/sbp.2011.39.10.1431

Kellner, D. (1989). *Critical theory, marxism and modernity*. Baltimore, MD: Johns Hopkins University Press.

Kenner, C., & Weinerman, J. (2011). Adult learning theory: Applications to non-traditional college students. *Journal of College Reading and Writing*, *41*(2), 87-96.

Kim, T.-Y. (2011). Sociocultural dynamics of ESL learning (de)motivation: An activity theory analysis of two adult Korean immigrants. *Canadian Modern Language Review*, *67*(1), 91-122.

Kirkgoz, Y. (2009). Students' and lecturers' perceptions of the effectiveness of foreign language instruction in an English-medium university in Turkey. *Teaching in Higher Education*, *14*(1), 81-93.

Knapp, L. G., Kelly-Reid, J. E., & Grinder, S. A. (2012). *Enrollment in postsecondary institutions, fall 2011; Financial statistics, fiscal year 2011; And graduation rates, selected cohorts, 2003-2008: First look (provisional data)*. Jessup, MD: National Center for Educational Statistics.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2012). *The adult learner* (7th ed.). New York, NY: Routledge.

Kokhan, K. (2013). An argument against using standardized test scores for placement of

    international undergraduate students in English as a second language (ESL)

    course. *Language Testing*, *30*(4), 467-489.

    http://dx.doi.org/10.1177/0265532213475782

Krashen, S. D. (1979). Age, rate and eventual attainment in second language acquisition.

    TESOL Quarterly, *13*(4), 573-82.

Krashen, S. D.(1981). *Principles and practice in second language acquisition*. London,

    UK: Prentice Hall International.

Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Lincolnwood, IL:

    Laredo.

Krashen, S. D. (1992). *Fundamentals of language education*. Beverly Hills, CA: Laredo.

Lakin, J. M., Elliot, D. C., & Liu, O. L. (2012). Investigating ESL students' performance

    on outcomes assessments in higher education. *Education and Psychological

    Measurement*, *72*(5), 734-753. http://dx.doi.org/10.1177/0013164412442376

Larmar, S., & Ingamells, A. (2010). Enhance the first-year university experience: Linking

    university orientation and engagement strategies to student connectivity and

    capability. *Research in Comparative and International Education*, *5*(2), 210-223.

    http://dx/doi.org/10.2304/rcie.2010.5.2.210

Lee, A., Williams, R., & Kilaberia, R. (2012). Engaging diversity in first-year college

    classrooms. *Innovative Higher Education*, *37*(3), 199-213.

    http://dx.doi.org/10.1007/s10755-011-9195-7

Leigh, D. E., & Gill, A. M. (2007). *Do community colleges respond to local needs: Evidence from California*. Kalamazoo, MI: WE Upjohn Institute for Employment Research.

Levin, J. S., Cox, E. M., Cerven, C., & Haberler, Z. (2010). The recipe for promising practices in community colleges. *Community College Review*, *38*(1), 31-58. http://dx.doi.org/10.1177/0091552110374505

Liton, H. A. (2013). EFL teachers' perceptions, evaluations and expectations of English language courses as EFL in Saudi universities. *International Journal of Instruction*, *6*(2), 19-34.

Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice*. Hoboken, NJ: John Wiley & Sons.

Lopez-Rangel, E. (1996). *Cultural and ethnic diversity: A guide for genetics professionals* (N. L. Fisher, Ed.). Baltimore, MD: Johns Hopkins University.

Lukes, M. (2011). 'I understand English but can't write it': The power of native language instruction for adult English learners. *International Multilingual Research Journal*, *5*(1), 19-38. http://dx.doi.org/10.1080/19313152.2011.539488

Malcolm, S. (2011). A reactive, radical approach to engaged scholarship. *Journal of Higher Education Outreach and Engagement*, *15*(4), 87-100.

Marisco, M., & Getch, Y. Q. (2009). Transitioning Hispanic seniors from high school to college. *Professional School Counseling*, *12*(6), 458-462.

Mayo, T. (2013). First-year course requirements and retention for community colleges. *Community College Journal of Research and Practice*, *37*(10), 764-768. http://dx.doi.org/10.1080/10668921003723292

McCabe, R. H. (2003). *Yes we can! A community college guide for developing America's underprepared*. Phoenix, AZ: League for Innovation in the Community College.

MacFarlane, D. A. (2011). Multiple intelligences: The most effective platform for global 21st century educational and instructional methodologies. *College Quarterly*, *14*(2).

McNeil, M., & Klein, A. (2009, March 4). President's education aims aired. *Education Week*, *28*(23), 1-3.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation* (2nd ed.). San Francisco, CA: Jossey-Bass.

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco, CA: John Wiley & Sons.

Messineo, M. (2012). Sustainability and first-year programs. *New Directions for Student Services*, *137*(Spr), 67-81. http://dx.doi.org/10.1002/ss.20015

Mills, M. (2010). Tools of engagement: Success course influence on student engagement. *Journal of the First-Year Experience and Students in Transition*, *22*(2), 9-31.

Montgomery, J. C., Jeffs, M., Schlegel, J., & Jones, T. (2009). The first year introduction program as a predictor of student academic performance. *Journal of Applied Research in the Community College*, *17*(1), 60-64.

Moore, C., & Shulock, N. (2010). *Divided we fail: Improving completing and closing racial gaps in California's community colleges*. Sacramento, CA: Institute for Higher Education Leadership & Policy.

Morrison, Z. J., Gregory, D., & Thibodeau, S. (2012). Thanks for using me: An exploration of exit strategy in qualitative research. *International Journal of Qualitative Methods*, *11*(4), 416-427.

Musoba, G. D., Collazo, C., & Placide, S. (2013). The first year: Just surviving or thriving at an HSI. *Journal of Hispanic Higher Education*, *12*(4), 356-358. http://dx.doi.org/10.1177/1538192713497222

Musoba, G. D., & Krichevskiy, D. (2014). Early coursework and college experience predictors of persistence a Hispanic-service institution. *Journal of Hispanic Higher Education*, *13*(1), 48-62. http://dx.doi.org/10.1177/1538192713513463

National Association for the Education of Young Children. (n.d.). About NAEYC. Retrieved February 14, 2014, from NAEYC website: http://www.naeyc.org/content/about-naeyc

Noble, J., & Sawyer, R. (2013, May). *A study of the effectiveness of developmental courses for improving success in college*. Iowa City, IA: ACT.

Nora, A., & Crisp, G. (2012, December). *Hispanic student participation and success in developmental education*. San Antonio, TX: Hispanic Association of Colleges and Universities.

Nunez, A. M., Ramalho, E. M., & Cuero, K. K. (2010). Pedagogy for equity: Teaching in a Hispanic-serving institution. *Innovative Higher Education*, *35*(3), 177-190. http://dx.doi.org/10.1007/s10755-010-9139-7

Ochoa, G. L. (2013). *Academic profiling: Latinos, Asian Americans, and the achievement gap*. Minneapolis, MN: University of Minnesota Press.

O'Gara, L., Karp-Mechur, M., & Hughes, K. L. (2009). Student success courses in the community college: An exploratory study of student perspectives. *Community College Review*, *36*(3), 195-218. http://dx.doi.org/10.1177/0091552108327186

Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. (2012). Qualitative analysis techniques for the review of literature. *Qualitative Report*, *17*(56), 1-28.

Padgett, R. D., Keup, J. R., & Pascarella, E. T. (2013). The impact of first-year seminars on college students' life-long learning orientations. *Journal of Student Affairs Research and Practice*, *50*(2), 133-151.

Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: Sage.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Penn-Edwards, S., & Donnison, S. (2011). Engaging with higher education academic support: A first-year student teacher transition model. *European Journal of Education*, *46*(4), 566-580. http://dx.doi.org/10.111/j.1465-3435.2011.01501.x

Perez, W. (2010). Higher education access for undocumented students: Recommendations for counseling professionals. *Journal of College Admission*, *Winter*(206), 32-35.

Perez, W., Cortes, R. D., Ramos, K., & Coronado, H. (2010). "Cursed and blessed": Examining the socioemotional and academic experiences of undocumented latina and latino college students. *New Directions for Student Services*, (131), 35-51. http://dx.doi.org/10.1002/ss.366.

Porter, S. (2011). Personal counseling at an Ontario community college: Client groups, service usage, and retention. *Canadian Journal of Counseling and Psychotherapy*, *45*(3), 208-219.

Pretlow, J., III, & Wathington, H. D. (2012). Cost of developmental education: An update of Breneman and Harlow. *Journal of Developmental Education*, *36*(2), 3-44.

Protection of Human Subjects, 45 C.F.R. § 46 (2009).

Pu, C. (2010). Rethinking literacy instruction to non-LEP/ESL-labeled language minority students. *Literacy Teaching and Learning*, *15*(1-2), 137-155.

Purdie, J. R., II, & Rosser, V. J. (2011). Examining the academic performance and retention of first-year students in living-learning communities and first-year experience courses. *College Student Affairs Journal*, *29*(2), 95-112.

Quint, J. C., Jaggars, S. S., Byndloss, C. D., & Magazinnik, A. (2013). *Bringing developmental education to scale: Lessons from the developmental education initiative*. New York, NY: MDRC.

Rhoades, G. (2012). The incomplete completion agenda: Implications for academe and the academy. *Liberal Education*, *98*(1), 18-25.

Ross-Gordon, J. M. (2011). Research on adult learners: Supporting the needs of a student population that is no longer nontraditional. *Peer Review*, *13*(1), 26-29.

Rueda-Delgado, G. (2013). Los aportes de la teoria de la acción comunicativa y sus conceptos a una contabilidad para el entendimiento y la integración de la sociedad. *Universitas Humanistica*, *Jul-Dec*(74), 227-263.

Rutschow, E. Z., & Schneider, E. (2011, June). *Unlocking the gate: What we know about improving developmental education*. New York, NY: MDRC.

Ryan, C. L., & Siebens, J. (2012). *Educational attainment in the United States: 2009. population characteristics. current population reports* (Report No. P20-566). Washington, DC: US Census Bureau.

Ryder, A. J., & Hagedorn, L. S. (2012). GED and other noncredit courses: The other side of the community college. *New Directions for Institutional Research*, *Spring*(153), 21-31. http://dx/doi.org/10.1002/ir.20004

Saldana, J. (2013). *The coding manual for qualitative researchers* (2nd ed.). Thousand Oaks, CA: Sage.

Santiago, D. A., Kienzi, G. S., Sponsler, B. A., & Bowles, A. (2010). *Ensuring America's future: Federal policy and Latino college completion*. Washington, DC: Excelencia in Education Institute for Higher Education Policy.

Shulock, N., Moore, C., & Offenstien, J. (2011, October). *The road less traveled: Realizing the potential of career technical education in the California community colleges*. Sacramento, CA: Institute for Higher Education Leadership & Policy.

Shulock, N., & Offenstien, J. (2012, August). *Career opportunities: Career technical education and the college completion agenda. part I: Structure and funding of career technical education in the California community colleges*. Sacramento, CA: Institute for Higher Education Leadership & Policy.

Smith, M. (2011). A reactive, radical approach to engaged scholarship. *Journal of Higher Education Outreach and Engagement*, *15*(4), 87-100.

Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.). San Francisco, CA: Jossey-Bass.

Symonds, W. C. (2012). Pathways to prosperity. *Educational Leadership*, *69*(7), 35-39.

Teemant, A. (2010). ESL student perspectives on university classroom testing practices. *Journal of the Scholarship of Teaching and Learning*, *10*(3), 89-105.

Teranishi, R. T., Suarez-Orozco, C., & Suarez-Orozco, M. (2011). Immigrants in community colleges. *Future of Children*, *21*(1), 153-169.

Thomas, W. P., & Collier, V. (1997, December). *School effectiveness for language minority students*. Washington, DC: National Clearing House for Bilingual Education.

Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, *45*(4), 89-125.

Tinto, V. (1988). Stages of student departure: Reflections on the longitudinal character of student leaving. *The Journal of Higher Education*, *59*(4), 438-455.

Title 5, California Code of Regulations, Cal. Educ. Code § 55002.

U.S. Department of Education. (n.d.). Developing Hispanic-serving institutions program - - title V. Retrieved June 26, 2013, from U.S. Department of Education website: http://www2.ed.gov/programs/idueshsi/definition.html

Vela-Gude, L., Cavazos, J., Jr, Johnson, M. S., Fielding, C., Cavazos, A. G., Campos, L., & Rodriguez, I. (2009). My counselors were never there: Perceptions from Latino college students. *Professional School Counseling*, *12*(4), 272-279.

Walden University. (n.d.). Institutional review board for ethical standards in research. Retrieved August 15, 2013, from Office of Research Integrity and Compliance website: http://researchcenter.waldenu.edu/Office-of-Research-Integrity-and-Compliance.htm

Westein, M., Hays, B., & Nguyen, A. (2011, May). *Higher education enrollments and student success in time of budget scarcity: Examining system-level impacts in recessionary periods*. Tallahassee, FL: Association for Institutional Research.

Whiting, E., Wear, D., Aultman, J., & Zupp, L. (2012). Teaching softly in hard environments: Meanings of small-group reflective teaching to clinical faculty. *Journal for Learning Through the Arts*, *8*(1).

Wilcoxson, L., Cotter, J., & Joy, S. (2011). Beyond the first-year experience: The impact on attrition of student experiences throughout undergraduate degree students in

six diverse universities. *Studies in Higher Education*, *36*(3), 331-352. http://dx.doi.org/10.1080/03075070903581533

Wlodkowkski, R. J. (2008). *Enhancing adult motivation to learn* (3rd ed.). San Francisco, CA: Jossey-Bass.

Wojcieszek, J., Theaker, L., Ratcliff, M., MacPherson, L., & Boyd, J. (2014). Enhancing the first year student experience through academic and professional staff collegiality: A practice report. *International Journal of the First Year in Higher Education*, *5*(1), 143-151.

Yin, A. C., & Volkwein, F. J. (2010). Basic skills assessment. *New Directions for Institutional Research*, *Spring*(1), 65-77. http://dx/doi.org/10.1002/ir.331

Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage.

Appendix A: Project Proposal

Multicultural Introduction to College

Prepared by: John Eberly, Child Development Department

Table of Contents

Multicultural Introduction to College Course Outline

Discipline and Nbr: XXXX ###   Title: MULTICULTURAL INTRO

Full Title: Multicultural Introduction to College

Last Reviewed:

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1	Lecture Scheduled	1	17.5 max.	Lecture Scheduled	17.5
Minimum	1	Lab Scheduled	0	2 min.	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	1		Contact Total	17.5
		Non-contact DHR	0		Non-contact Total	0

Title 5 Category: AA Degree Applicable

Grading: P/NP Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

This course is an introduction to ▉▉▉▉▉▉▉▉▉▉ that focuses on the multicultural aspect of the college community. Students will be introduced to programs, services, policies, degrees, certificates, transfer requirements, and college culture. Focus will be on strategies needed for academic success and the resources necessary to meet academic goals.

Prerequisites: None

Corequisites: None

Recommended Preparation: None

Limits on Enrollment: None

Schedule of Classes Information

Description:

This course is an introduction to ███████████████ that focuses on the multicultural aspect of the college community. Students will be introduced to programs, services, policies, degrees, certificates, transfer requirements, and college culture. Focus will be on strategies needed for academic success and the resources necessary to meet academic goals.

Prerequisites:
Recommended:
Limits on Enrollment:
Transfer Credit:
Repeatability:00 - Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION

Associate Degree: Effective: Inactive:
 Area:

CSU GE: Transfer Area   Effective: Inactive:

IGETC: Transfer Area   Effective: Inactive:

CSU Transfer: Effective: Inactive:

UC Transfer: Effective: Inactive:

CAN:

Certificate/Major Applicable: Not Certificate/Major Applicable

Approval and Dates

Version:	01	Course Created/Approved:	Date
Version Created:	9/25/2014	Course Last Modified:	Date
Submitter:	Eberly	Course Last Full Review:	Date
Version Status:	TBD	Prereq Created/Approved:	Date

Version Status Date: Date Semester Last Taught: Date
Version Term Effective: Date Term Inactive: Date

<u>COURSE CONTENT</u>

Student Learning Outcomes:

1. Explain the internal and external factors involved in making a successful transition to higher education.

2. Develop an understanding of the influences of culture, heritage, and personal identity that affect transition to higher education.

3. Demonstrate the ability to access the ▮▮▮▮ website, schedule of classes, and other college publications to access information about courses, majors, certificates, general education related to specific goals, and college policies and procedures.

4. Identify and describe student support services that contribute to successful transition to higher education.

Objectives:

Upon completion of the course, students will be able to:

1. Explain the roles of the California system of higher education.

2. Articulate the process of major selection and requirements needed to achieve their academic goals.

3. Identify factors that influence the transition to a college culture.

4. Compare and contrast personal cultural background with that of the college community.

5. Identify strategies required for academic success.

6. List, describe, and locate college services that support student success.

Topics and Scope

I. Overview of California higher education systems

      A. California Community College

      B. California State University

      C. University of California

      D. Private colleges and universities

      E. Interface between college systems

II. Multicultural Education Environment

      A. Culturally sensitive interactions and communication

      B. College organizations

      C. Personal ethics and responsibilities

      D. Sensitivity to the diversity of the college community

III. Major selection and requirements for selecting an academic goal.

      A. Career and transfer programs

          1. Certificates/career technical education

          2. Associate of Arts/Science

          3. Associate of Arts for transfer

          4. Transfer option

          5. Program selection

      B. General education patterns and articulation

          1. Articulation

2. ▮▮▮▮ articulation website and its function

3. ▮▮▮▮▮▮▮▮▮▮▮▮ Associate of Arts general education

4. California State University general education

5. IGETC general education

6. Private universities' and colleges' general education

C. Undecided student

1. Counseling courses

2. Career Center

3. Transfer Center

D. Factors that influence selection of major

1. Culture

2. Occupational outlook

3. Family

IV. Transitioning to a college culture

A. Student responsibility

1. Academic probation

2. Attendance policy

3. Drop dates

B. Campus diversity

1. Demographics of ▮▮▮▮ student population

2. Diversity and its impact on the college experience

3. Student organizations

C. ▪▪▪▪▪ college policies

    1. Academic integrity

    2. Discrimination

    3. Sexual assault/harassment

    4. Student conduct/discipline

    5. Student grievance/complaints

    6. Alcohol and drug abuse

V. Retention strategies needed for academic success

    A. Time management

        1. Student's roles and responsibilities outside of college

        2. Relationship between college units and time management

    B. Developing support systems on and off campus

        1. Role of community college counselor

        2. Student engagement

        3. Student organizations

    C. ▪▪▪▪▪ academic support services

        1. Tutoring center

        2. Writing center

        3. College skills

        4. GED programs

    D. Faculty support

        1. Student – instructor relationships

2. Instructor office hours

3. Communication with instructors

VI. Overview of college services and resources

A. Admissions and Records

B. Assessment

C. Bookstore

D. Campus Police

E. Career Center

F. Counseling

G. Disability Resources Department

H. Financial Aid

I. Student Health and Psychological Services

J. Scholarship

K. Transfer Center

VII. Academic Planning

A. Reviewing assessment results

B. Prerequisites and co-requisites

C. Reading a class schedule

D. Selecting of courses and completing an Academic Plan

E. Online registration process

Assignments:

1. Assigned readings from the Student Guide

2. Draft an Academic Plan

3. General Education worksheets

4. 2-3 one-page response papers

5. 2-3 Quizzes

Methods of Evaluation/Basis of Grade.

Writing: Assessment tools that demonstrate writing skill and/or require students to select, organize and explain ideas in writing.	Writing 20 - 35%

Response papers based on class exercises

Problem solving: Assessment tools, *other than exams*, that demonstrate competence in computational or non-computational problem solving skills.	Problem Solving 25 - 35%

First semester Academic Plan; General Education worksheets

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	Skill Demonstrations 0 - 0%

None

Exams: All forms of formal testing, *other than skill performance exams*.	Exams 25 - 35%

Quiz on AA/AS, CSU, and UC information

Other: Includes any assessment tools that do not logically fit into the above categories.	Other Category 5 - 30%

Attendance, class participation

Representative Textbooks:

███ Student Guide
Instructor prepared materials
OTHER REQUIRED ELEMENTS
Student Preparation
 Matric Assessment Required: X   Exempt From Assessment

Prerequisites-generate description:	NP	No Prerequisite
Advisories-generate description:	NA	No Advisory
Prereq-provisional:	N	NO
Prereq/coreq-registration check:	N	No Prerequisite Rules Exist
Requires instructor signature:	N	Instructor's Signature Not Required

BASIC INFORMATION, HOURS/UNITS & REPEATABILITY

Method of instruction:	02	Lecture
	72	Internet-Based, Delayed Interaction
Area department:	XXXX	PENDING
Division:	80	Student Services
Special topic course:	N	Not a Special Topic Course
Program Status:	2	Not Certificate/Major Applicable
Repeatability:	00	Two Repeats if Grade was D, F, NC, or NP
Repeat group id:		

SCHEDULING

Audit allowed:	N	Not Auditable
Open entry/exit:	N	Not Open Entry/Open Exit
Credit by Exam:	N	Credit by examination not allowed
Budget code: Program:	0000	Unrestricted
Budget code: Activity:	XXXX	PENDING

OTHER CODES

Disciplines:	XXXX	PENDING (requires master's)
Basic Skills:	N	Not a Basic Skills Course
Level below transfer:	Y	Not Applicable
CVU/CVC status:	Y	Distance Ed, Not CVU/CVC Developed
Non-credit category:	Y	Not Applicable, Credit Course
Classification:	Y	Personal Developmental & Survival Course
SAM classification:	E	Non-Occupational
TOP code:	4930.10	Career Guidance and Orientation
Work-based learning:	N	Does Not Include Work-Based

		Learning
DSPS course:	N	NO
In-service:	N	Not an in-Service Course

Student Learning Outcomes

Student Learning Outcome 1

Explain the internal and external factors involved in making a successful transition to higher education.

Purpose

The purpose of Student Learning Outcome (SLO) 1 relates to both social emotional and student persistence aspects of ITCCs. Mayo (2013) reported on the difficultly of adjusting to community college life and suggested ITCCs contain some key components to ensure student success. Mayo (2013) posited that ITCCs provide students with opportunities for peer-peer interactions, faculty-student engagements, involvement with campus activities, and linking course content to service learning. These components assist students as they adapt to college life and provide them with the skills to navigate the myriad of social, academic, and cognitive challenges faced by many college students. Cortez (2011) added that acculturation to college was especially important for Latino students who reportedly needed more robust counseling and advising services to ensure academic success. This is a foundational outcome for students as they develop and understanding about the higher education learning environment.

Alignment

SLO 1 aligns with the original research question of the project and the results reported by the participants in the study. The study sought to understand how students used developmental education services in the process of English language acquisition. The participants in the study reported that they had little understanding of the college and the support services provided.

Student Learning Outcome 2

Develop an understanding of the influences of culture, heritage, and personal identity that affect transition to higher education.

Purpose

The purpose of SLO 2 relates primarily to the sociocultural aspects of adapting to the college environment. Musoba et al., (2013) concluded that Hispanic and Black students had an increased sense of belonging and improved career planning as a result of ITCC completion. The students enrolled in the ITCC noted the positive aspects of the culturally appropriate ITCC curriculum and this SLO meets that objective.

Alignment

SLO 2 aligns with the participant reported need for culturally responsive support services. The participants suggested that they had mixed experiences with the cultural responsiveness of staff and faculty. This objective serves to provide a cultural basis for the transition process.

Student Learning Outcome 3

Demonstrate the ability to access the ▉▉▉ website, schedule of classes and other

college publications to access information about courses, majors, certificates, general

education related to specific goals, and college policies and procedures.

Purpose

The students in the study uniformly reported that they had little understanding of

college procedures. The purpose of SLO 3 potentially remedies this shortcoming as the

students in the course learn about the college as a first step in the higher education

environment. The students' comments align with Tinto's (1975, 1988) findings who

suggested that the transition to college was a stressful event for many students and

student inability to adapt to the college culture contributed to early college withdraw.

Alignment

SLO 3 serves to resolve the confusions surrounding the informal and often

disjointed support network of advice. This objective introduces students to the official

college sources of information in order to facilitate informed decision making for career

planning and academic assistance.

Student Learning Outcome 4

Identify and describe student support services that contribute to successful

transition to higher education.

Purpose

SLO 4 serves to guide students to the necessary developmental education support

services provided by the District. The participants of the study reported that they were

often unaware of the academic resources that the District offered. Scholars noted that many colleges offered support services for developmental education students (Allen et al., 2013; Bailey & Cho, 2010; Bailey et al., 2010; Berrios-Allen, 2011) and this SLO serves to introduce students to this support network. Cooper (2010) and Fuller (2012) suggested that developmental education support services enhanced academic achievement and overall student persistence.

Alignment

SLO 4 relates directly to the overarching original research question as to how students use the developmental education support services offered by the District. Students stated that they were generally unaware of the college support network and needed additional guidance to access these resources.

<center>**Course Guidelines**</center>

Target Population

While this course could be appropriate for all students attending the college, the class is most appropriate for new students to the District. Ideally, those students considered first generation students or immigrants new to the District would enroll in this course. The course section designated for Spanish instruction will provide primary language support for Spanish-speaking ELs taking their first classes at the District.

Group Size

Twenty students will be the minimum number of students with an enroll cap of 30. These enrollment figures follow District guidelines for lecture classes. This large-

group (face-to-face) format facilitates the dissemination of information relevant to the

learning objectives over the course of the semester (Caffarella, 2010).

Timeframe

The District could offer the class as a semester length course over the 17-week

semester schedule or consider an abbreviated intersession class or weekend course

offering. Regardless of the format, the course requires 17.5 hours of instructor contact.

Debatably, the 17 week format may allow for deeper student learning as the student will

have additional time to practice the skills acquired during the weekly lectures. The

following17 learning activities support the semester length course.

Learning Accommodations

Gardner (1993) proposed in his theory of Multiple Intelligences that humans have

the capacity to learn and demonstrate their learning in numerous ways. McFarlane

(2011) suggested that Gardner's work should form the basis for instruction and education

in the diverse, global classroom. The McItCC supports many of the multiple

intelligences as posited by Gardner with visual, auditory, kinesthetic, intrapersonal, and

interpersonal learning opportunities. In addition, a sign language interpreter will translate

the presentation for the hearing impaired. Furthermore, the instructor will move

classroom furniture and adjust the audiovisual system to meet any special needs of the

participants.

Required Resources and Materials

The class will be held in a small classroom where the space allows for table

arrangements that support group discussions. All sessions require a video and computer

projection system that supports the use of an Audience Response System (ARS). The instructor will provide each student with a tablet computer for the sessions that require in class research as part of group or individual projects.

Common Instructional Methods

Each of the learning activities proposes the use of a face-to-face lecture format. The one-hour sessions will include opportunities for active participation from the students and group problem solving. Caffarella (2010) identified face-to-face discussions and buzz groups as instructional strategies appropriate for adult learners attempting to solve specific problems or discussing a relevant issue. Whiting, Wear, Aultman, and Zupp (2012) noted the effectiveness of small group activities in the development of reflective practice and the problem solving nature of the learning tasks arguably requires this skill.

Common Practice and Feedback

The process of practicing instructional skills and then receiving feedback are components of a continuous cycle of teaching and learning (Suskie, 2009). Furthermore, Suskie suggested that optimal student learning occurs when instruction relates to student needs and learning goals integrate institutionally. The androgogical theory of adult education, as posited by Knowles, supported this notion especially considering the task-oriented nature of the adult learner identified in the fifth assumption (Knowles et al., 2012). Brookfield (as cited in Galbraith, 2004) also reasoned that actual learning may not occur immediately but sometime after the actual training. Brookfield's thought is relevant to the topic of practice and feedback considering the type of large-group

instruction as proposed in the subsequent learning activities. The students enrolled in this class must have time to practice and receive feedback throughout the semester.

One of the components of each of the learning activities is the embedded use of questions during the class. The iClicker® ARS will provide the instructor and students with immediate feedback during the presentation. Previously noted by Guse and Zobitz (2011), the ARSs have become popular educational tools that encourage student participation in large instructional groupings. The ARS in this learning activity serves two purposes. It allows active participation on the part of the learner and constant feedback to the instructor relating to the success of the lesson. Suskie (2009) wrote that *formative* assessments allow for an immediate measure of student learning during the instruction so that instructors have this information available to change presentations and activities. Waters (2012) suggested that the technology associated with the ARS works well for this purpose. While constant, long-term use of ARS does not appear to significantly improve student learning, students using ARSs for shorter periods scored higher than control groups not using an ARS (Karaman, 2012). The use of ARS for short periods of time during the weekly lectures will assist in the transfer of learning and subsequent retention on the part of the learner.

A second aspect of each of the learning activities is the use of small group discussion and problem solving. Students will learn to share their personal experiences in the transition to college and collaborate to discover the most successful strategies. Brookfield (2010) theorized that through adult discussions, group dynamics facilitated creativity and served as a motivator to enhance learning through robust conversation. In

addition to the previously cited references supporting small group discussion (Caffarella, 2010; Whiting et al., 2012), the use of discussion combined with problem solving aligns with several assumptions of Knowles' androgogical theory of adult learning (Knowles et al., 2012).

A final common feature of practice and feedback in each of the learning activities is the use of an interactive web-based discussion board to share information and instructional strategies with the attendees. As previously noted, Brookfield (as cited in Galbraith, 2004) cautions that much of expected adult learning occurs after an instructional event and the experience of the new students to the District in this course are not exceptions to this supposition. To facilitate this latent learning, a class Moodle page will be created for students to respond to various prompts assigned by the instructor. The instructor for the course will monitor the discussion board, provide feedback, and encourage conversations between the students.

The role of the instructor during each of the learning activities will be to monitor the responses and engagement of the students during the presentation. The ARS allows the instructor to graphically display student responses and provide immediate feedback through discussion of the selected answers thereby reinforcing correct responses or clarifying misconceptions. During the small group collaboration, the instructor will monitor group progress by actively observing and participating with groups as necessary. Students in the class will actively engage in the class by responding to the question prompts using the ARS. During small group work, each participant will have an assigned role for the process. The roles will be recorder, facilitator, presenter, process monitor,

and encourager. Following the class, all participants will be required to post a reflective response to the discussion board and follow up with one other participant.

Proposed Evaluation Measures

The District will evaluate the course using the currently approved District class and faculty evaluation procedure. All student learning outcomes for each class offered by the District undergo a regular cycle of evaluation in a learning assessment project. The purpose of the learning assessment project is to ensure that students enrolled in District courses meet the objectives specified in the student learning outcomes. Instructors will evaluate student progress towards meeting the student learning outcomes by measuring student achievement on the various assignments aligned with the subsequent learning activities. As instructors further refine the course syllabus, additional formative assessments will provide more information related to student achievement.

As the McItCC is a new course offering, an additional summative course evaluation will provide essential information to the District leadership. Students will complete a quantitative and qualitative questionnaire to measure their attitudes about the course and District services. This brief survey will add to the body of information collected as previously mentioned in Section 3 of this document. The survey will measure student attitudes and perceptions of the District's developmental education services and student willingness to use these services.

Additional Course Evaluation

Your feedback regarding this course is important to us. Please complete the following course evaluation. Your comments are anonymous and will only be used to improve the services offered by the District.

Mark the box that best indicates your opinion.

After completing the course:

1. I understand how to access District services to ensure my academic success.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. I know how to use the District website to schedule classes and access information.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. I have a draft academic plan that will allow me to meet my career goals.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. I understand the multicultural environment of the District and know how this influences my education.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. I know my rights and responsibilities as a college student.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6. I can manage my time and resources to meet my educational objectives.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. I know where to find academic assistance for my assignments.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. This course helped me learn about the support services offered by the District.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Answer the following questions:

1. What was the most helpful part of this class?

2. Which District service do you believe will be most helpful for your academic success?

Why?

3. What information do you feel that you still need to be academically successful?

4. How do you think that this course could be improved?

Learning Activities

Learning Activity 1 – California Higher Education System

Learning Tasks

1. Understand the course requirements, assignments, and grading procedures.

2. Describe the difference between the California State University (CSU) and University of California (UC) System.

Instructional Method

A formal PowerPoint presentation of the course requirements and California higher education system will guide the instruction. The presentation will contain multiple imbedded questions about the subject. Students enrolled in the course will be provided with the iClicker$^{®}$ ARS to respond to the lecture portion of the class.

Instructor Notes

1. Emphasize classroom safety and confidentiality

2. Develop group norms and review code of conduct

3. Distribute and discuss course syllabus

4. Small group activity: Syllabus scavenger hunt

5. PowerPoint Presentation

    a. California State University mission

    b. University of California mission

6. Closing remarks, review of objectives, and homework assignment

Practice and Feedback

1. Instructor monitors group work during syllabus scavenger hunt.

2. Small groups share answers to syllabus questions.

3. ARS answers to embedded PowerPoint questions.

Assessment

1. Collect and review syllabus scavenger hunt.

2. Analyze ARS class results.

Homework Assignment:

Review the course syllabus. Access the college website and read the District mission. Answer the following question on the class Moodle page: How does the District mission support your higher education goals? Post your response to the question by 11:59pm (PST) on Sunday.

Reflective Inquiry:

Read a selection of responses from your classmates. Respond to at least one classmate with a question or comment prior to the next class meeting.

Learning Activity 2 – Community College Interface

Learning Tasks

1. Describe the interface between the California Community College system and the CSU or UC systems.

2. Identify various local private colleges and universities.

Instructional Method

A formal PowerPoint presentation of the California higher education system will guide the instruction. This will include a focus on the missions of the CSU and UC systems. The presentation will contain multiple imbedded questions about the subject.

Students enrolled in the course will be provided with the iClicker® ARS to respond to the lecture portion of the class. Students will be provided tablet computers with internet capability for this session.

Instructor Notes

1. Return scavenger hunt

2. PowerPoint Presentation

   a. Interface between the community college and four-year institutions

   b. Differences between public and private four-year colleges

3. Pair activity: Identify the most common regional CSUs and UCs used by District transfer students. Extension: Identify the most common instructional programs offered by a regional CSU or UC.

4. Small group activity: Compare and contrast college expense between a CSU and private school using an on-line fee evaluation tool.

5. Closing remarks, review of objectives, and homework assignment

Practice and Feedback

1. Instructor monitors pair work identifying regional CSUs and UCs.

2. Students share oral responses to pair activity.

3. Instructor monitors small group activity comparing the expenses of public and private institutions.

4. Instructor evaluates the group presentation of findings.

5. ARS answers to embedded PowerPoint questions.

Assessment

    1. Review Moodle postings.

    2. Analyze ARS class results.

Homework Assignment:

Read: Multiculturalism on Campus: Where Does it Live? (Hayes, n.d.) Answer the following question on the class Moodle page: Which four-year college would you consider for transfer? Why? Post your response to the question by 11:59pm (PST) on Sunday.

Reflective Inquiry:

Read a selection of responses from your classmates. Respond to at least one classmate with a question or comment prior to the next class meeting.

Learning Activity 3 – District Educational Environment

Learning Tasks

1. Summarize the student demographics of the District.

2. Identify various student groups that support the multicultural environment of the District.

Instructional Method

A formal PowerPoint presentation of the District's demographics will guide the instruction. The presentation will contain multiple imbedded questions about the subject. Students enrolled in the course will be provided with the iClicker® ARS to respond to the lecture portion of the class.

Instructor Notes

1. PowerPoint Presentation

   a. Definition of multicultural education environment

   b. Describing personal cultural identity

2. Individual reflection activity: Describe your cultural identify.

3. Small group project: Present a compelling argument to join a specific student

organization.

4. Closing remarks, review of objectives, and homework assignment

Practice and Feedback

1. Instructor monitors individual work during reflection activity.

2. Instructor monitors group work during the student organization analysis.

3. ARS answers to embedded PowerPoint questions.

Assessment

1. Analyze ARS class results.

2. Review class Moodle posting.

Homework Assignment:

Read the District's Standards for Student Conduct. Answer the following

question on the class Moodle page: Why are these standards important in a multicultural

learning environment? Post your response to the question by 11:59pm (PST) on Sunday.

Reflective Inquiry:

Read a selection of responses from your classmates. Respond to at least

one classmate with a question or comment prior to the next class meeting.

Learning Activity 4 – Personal Ethics and Diversity

Learning Tasks

1. Describe the ethical responsibilities contained in the District's Standards for Student Conduct.

2. Analyze how personal cultural attitudes and beliefs of higher education affect student interface with the District.

Instructional Method

A formal PowerPoint presentation on the definition of ethics in higher education will provide the background knowledge for the lecture. Students enrolled in the course will be provided with the iClicker® ARS to respond to the lecture portion of the class.

Instructor Notes

    1. Personal ethics and responsibilities

        a. Academic integrity

        b. Course syllabus

    2. Instructor led discussion of student scenarios

    3. Small group discussion: How does the student code of conduct support campus diversity?

    4. Closing remarks, review of objectives, and homework assignment

Practice and Feedback

    1. Instructor monitors group during discussion.

    2. Groups share responses to discussion prompt.

    3. ARS answers to embedded PowerPoint questions.

Assessment

    1. Analyze ARS class results.

    2. Review class Moodle posting.

Homework Assignment:

Take the Career Test. Answer the following question on the class Moodle page: What did you learn from taking the possible career test? Post your response to the question by 11:59pm (PST) on Sunday.

Reflective Inquiry:

Read a selection of responses from your classmates. Respond to at least one classmate with a question or comment prior to the next class meeting.

Learning Activity 5 – Career and Academic Goals

Learning Tasks

1. Compare and contrast the various career and certificate programs offered by the District.

2. Define careers that require transfer to a four-year institution.

3. Describe the general education articulation pattern offered by the District.

Instructional Method

This lecture will include a formal PowerPoint presentation of the differences between degree and certificate programs. Students enrolled in the course will be provided with the iClicker® ARS to respond to the lecture portion of the class. Students will be provided tablet computers with internet capability for this session.

Instructor Notes

1. Degree and certificate programs

2. Requirements for transfer

3. Introduce ASSIST website

4. Pair Activity: Career survey results comparison to college program

5. Closing remarks, review of objectives, and homework assignment

Practice and Feedback

1. Instructor monitors pair work during career comparison.

2. ARS answers to embedded PowerPoint questions.

Assessment

1. Analyze ARS class results.

Homework Assignment:

Access the Office of Economic Development (OECD) website. Answer the following question on the class Moodle page: How does your career assessment result align with future employment trends? Post your response to the question by 11:59pm (PST) on Sunday.

Reflective Inquiry:

Read a selection of responses from your classmates. Respond to at least one classmate with a question or comment prior to the next class meeting.

Learning Activity 6 – Career and Academic Goals

Learning Tasks

1. Identify District resources that support degree and certificate attainment.

2. Analyze career goals with respect to family responsibilities and labor forecasts.

Instructional Method

A representative from the Counseling Department will introduce the students to the department website and forms used to assist in career / transfer planning.

Instructor Notes

1. Introduce counseling department representative

2. Display Counseling Department website and provide students with appropriate counseling forms

3. Tour Counseling Department with students

4. Closing remarks, review of objectives, and homework assignment

Practice and Feedback

1. Instructor monitors student completion of counseling forms.

Assessment

1. Analyze ARS class results.

Homework Assignment:

Review counseling forms and career assessment results. Answer the following question on the class Moodle page: What might be possible obstacles to meeting your career and educational goals? Post your response to the question by 11:59pm (PST) on Sunday.

Reflective Inquiry:

Read a selection of responses from your classmates. Respond to at least one classmate with a question or comment prior to the next class meeting.

Learning Activity 7 – Career Articulation

Learning Tasks

1. Analyze career goals with respect to family responsibilities and labor forecasts.

Instructional Method

Learning Activity 6 is a comprehensive review of career and degree selection process. Students enrolled in the course will use the previous class lecture information and consider the external factors involved in the decision making process.

Instructor Notes

1. Review previous lectures

2. Individual reflection: Students align career goals with a college pathway.

3. Closing remarks, review of objectives, and homework assignment

Practice and Feedback

1. Instructor monitors individual class work.

2. Review student reflection.

Assessment

1. "Why choose college?" worksheet will be collected at the beginning of the next class session.

Homework Assignment:

Access the District student guide and complete the worksheet "Why choose college?" Answer the following question on the class Moodle page: What questions came to mind as you completed the worksheet? Post your response to the question by 11:59pm (PST) on Sunday.

Reflective Inquiry:

Read a selection of responses from your classmates. Respond to at least

one classmate with a question or comment prior to the next class meeting.

Learning Activity 8 – Transition to College

Learning Tasks

1. Describe the differences between high school and higher education.

2. Locate and define the various District policies for student conduct.

Instructional Method

A formal PowerPoint presentation will outline the District's academic policies.

Pairs of students will then prepare an in class presentation of a comparison of high school

and college policies. Pairs will summarize their results in class. Students enrolled in the

course will be provided with the iClicker® ARS to respond to the lecture portion of the

class.

Instructor Notes

1. Collect "Why choose college" worksheet

2. Outline District policies for student conduct

3. Pair activity: Compare and contrast high school and college student policies.

4. Closing remarks, review of objectives, and homework assignment

Practice and Feedback

1. Instructor monitors pair work.

2. Pairs summarize their findings.

3. ARS answers to embedded PowerPoint questions.

Assessment

      1. Review "Why choose college?" worksheet.

      2. Analyze ARS class results.

Homework Assignment:

Review the course syllabus. Access the college website and read the District

mission. Answer the following question on the class Moodle page: How does the

District mission support your higher education goals? Post your response to the question

by 11:59pm (PST) on Sunday.

Reflective Inquiry:

Read a selection of responses from your classmates. Respond to at least

one classmate with a question or comment prior to the next class meeting.

Learning Activity 9 – Campus Diversity

Learning Tasks

1. Describe the importance of developing relationships between college students who

have ideas, beliefs, attitudes, and behaviors that are different from their own.

2. Identify student organizations that support the multicultural aspect of the college

environment.

Instructional Method

A formal PowerPoint presentation will frame the group discussion on campus

diversity. Students enrolled in the course will be provided with the iClicker® ARS to

respond to the lecture portion of the class. Students will be provided tablet computers

with internet capability for this session.

Instructor Notes

1. Review group norms and code of conduct in class

2. Present an overview of the District student demographics

3. Summarize the mission of select student organizations

4. Small group activity: Select one student group and describe how that group facilitates a positive learning environment for a diverse student body.

5. Closing remarks, review of objectives, and homework assignment

Practice and Feedback

1. Instructor monitors group work during student organization activity.

2. Groups share results of student organization analysis.

3. ARS answers to embedded PowerPoint questions.

Assessment

1. Analyze ARS class results.

Homework Assignment:

Write a one-page essay about the importance of diversity on college campuses. There is no Moodle discussion this week.

Reflective Inquiry:

None.

Learning Activity 10 – Student Success Skills I

Learning Tasks

1. Explain the relationship between unit hours and the amount of time required to prepare for college classes.

2. Draft a personal time management plan for taking a hypothetical 12-unit class load.

Instructional Method

A formal PowerPoint presentation will provide the students with the background relationship between the number of units and outside class work. The students will use the Word / Study Load chart to plan an appropriate number of units. Students enrolled in the course will be provided with the iClicker® ARS to respond to the lecture portion of the class. Students will be provided tablet computers with internet capability for this session.

Instructor Notes

1. Describe the different levels of preparation outside of class for lectures or labs

2. Introduce students to the Work / Study Load chart

3. Pair activity: Draft a time management plan for taking a 12-unit load.

4. Closing remarks, review of objectives, distribute take home quiz, and homework assignment

Practice and Feedback

1. Instructor monitors pair work.

2. Select pairs to share draft time management plans.

3. ARS answers to embedded PowerPoint questions.

Assessment

    1. Collect and review Diversity essay.

    2. Analyze ARS class results.

Homework Assignment:

Complete take home quiz. Answer the following question on the class Moodle

page: Where can students find additional academic support on campus? Post your

response to the question by 11:59pm (PST) on Sunday.

Reflective Inquiry:

Read a selection of responses from your classmates. Respond to at least

one classmate with a question or comment prior to the next class meeting.

Learning Activity 11 – Student Success Skills II

Learning Tasks

1. Locate, describe, and access academic writing support services.

Instructional Method

This class session will be a tour of the District library and Student Services

Department.

Instructor Notes

    1. Return student essays without comments

    2. Collect take home quiz

    3. Tour campus library, writing center, and tutoring center

    4. Demonstrate the procedure for accessing writing support

5. Closing remarks, review of objectives, and homework assignment

Practice and Feedback

1. Ensure students have a campus map available.

Assessment

1. Score take home quiz.

Homework Assignment:

Take your Diversity essay to the writing center and review your work with a tutor. Make any corrections suggested by the tutor. Answer the following question on the class Moodle page: What feedback did you receive from a tutor at the writing center? Post your response to the question by 11:59pm (PST) on Sunday.

Reflective Inquiry:

Read a selection of responses from your classmates. Respond to at least one classmate with a question or comment prior to the next class meeting.

Learning Tasks Learning Activity 12 – Student Success Skills III

1. Describe the purpose of instructor office hours.

2. Attend an office hour with a faculty member of a course that could be part of your academic plan.

Instructional Method

The instructor will use a PowerPoint presentation to discuss how students should develop professional relationships with faculty. Students enrolled in the course will be provided with the iClicker[®] ARS to respond to the lecture portion of the class. Students will be provided tablet computers with internet capability for this session.

Instructor Notes

    1. Return and review take home quiz

    2. Collect Diversity essay

    3. Demonstrate how to determine instructor office hours and location

    4. Individual Activity: Determine the time and location of office hours for an

instructor of a class that might be part of your academic plan.

    5. Closing remarks, review of objectives, distribute take home quiz, and

homework assignment

Practice and Feedback

    1. Instructor monitors individual work and provides assistance as needed.

    2. Individuals share information with table group for feedback.

    3. ARS answers to embedded PowerPoint questions.

Assessment

    1. Grade Diversity essay.

    2. Analyze ARS class results.

Homework Assignment:

Attend an office hour with an instructor of a course that might be part of your

academic plan. Ask the instructor about essential skills required to be successful in their

course.

Post the instructor's response to the question on the class Moodle page by 11:59pm (PST)

on Sunday. Complete the take home quiz.

Reflective Inquiry:

Read a selection of responses from your classmates. Respond to at least one classmate with a question or comment prior to the next class meeting.

Learning Activity 13 – College Departments I

Learning Task

1. Identify the purpose, location, and hours of operation of District departments that support student success.

Instructional Method

This class is a walking field trip to the visit the District's student center. Departments include: Admission and Records, Career Center, Transfer Center, Counseling Department, and Financial Aid.

Instructor Notes

1. Return Diversity essay

2. Collect take home quiz

3. Lead tour of the student center

4. Closing remarks, review of objectives, and homework assignment

Practice and Feedback

1. Provide general class feedback on the Diversity essay.

Assessment

1. Grade take home quiz.

Homework Assignment:

Write a one-page essay that describes personal obstacles to attaining your certificate or degree and how you might use the District services to overcome those obstacles. This essay is due in two weeks. There is no Moodle assignment this week.

Reflective Inquiry:

None.

Learning Activity 14 – College Departments II

Learning Tasks

1. Identify the purpose, location, and hours of operation of District departments that support student success.

Instructional Method

This class is a walking field trip to the visit the District's student support services that are located outside of the student center. Departments include: Bookstore, Assessment Center, Disability Resources Department, and Student Health Center.

Instructor Notes

1. Return take home quiz

2. Discuss progress on personal obstacles essay, recommend writing center support

3. Lead tour of the student center

4. Closing remarks, review of objectives, and homework assignment

Practice and Feedback

    1. Provide general class feedback on take home quiz.

Assessment

    None.

Homework Assignment:

    Continue to revise personal obstacle essay. Access the District Student Guide and read the procedures for completing an academic plan. There is no Moodle assignment this week.

Reflective Inquiry:

    None.

Learning Activity 15 – Skills Assessment

Learning Tasks

1. Identify the prerequisite courses required for the English and Mathematics pathways.

2. Describe the importance of assessment for correct class placement levels.

Instructional Method

    A formal PowerPoint presentation will introduce the students to the pathways required for English and Mathematics. The presentation will contain multiple imbedded questions about the subject. Students enrolled in the course will be provided with the iClicker® ARS to respond to the lecture portion of the class.

Instructor Notes

    1. Collect personal obstacle essay

    2. Present the English pathway

3. Present the Mathematics pathway

4. Discuss the importance of correct class placement and student success

5. Introduce student to AA degree Option A, Option B, and Option C

6. Closing remarks, review of objectives, and homework assignment

Practice and Feedback

1. ARS answers to embedded PowerPoint questions.

Assessment

1. Grade personal obstacle essay.

2. Analyze ARS class results.

Homework Assignment:

Access the College Catalog and create a list of the courses required for your career or degree goals. Answer the following question on the class Moodle page: What course do you believe might be the most difficult for you to complete in your academic plan? What District services can help you with this course? Post your response to the question by 11:59pm (PST) on Sunday.

Reflective Inquiry:

Read a selection of responses from your classmates. Respond to at least one classmate with a question or comment prior to the next class meeting.

Learning Activity 16 – Academic Plan

Learning Tasks

1. Create a personal academic plan to support career / degree goals.

2. Draft a class schedule to support an academic plan.

Instructional Method

A formal PowerPoint presentation will review the steps for creating an academic plan. Students enrolled in the course will be provided with the iClicker® ARS to respond to the lecture portion of the training. Students will be provided tablet computers with internet capability for this session.

Instructor Notes

1. Return personal obstacle essay

2. Review steps for creating an academic plan

3. Individual Activity: Create a personal academic plan.

4. Closing remarks, review of objectives, and homework assignment

Practice and Feedback

1. Instructor monitors individual work on the academic plan and provides assistance as required.

2. Individuals share personal academic plans with table group.

3. ARS answers to embedded PowerPoint questions.

Assessment

1. Analyze ARS class results.

Homework Assignment:

Use your draft academic plan to develop a detailed class schedule for the next semester. Be prepared to share your work in class. There is no Moodle assignment this week.

Reflective Inquiry:

None.

Learning Activity 17 – Student Academic Plan

Learning Tasks

1. Review personal academic plan with peers.

2. Reflect on the skills learned that facilitate academic achievement.

Instructional Method

This class session will require the students to present their draft academic plans to

the class. This session will require the use of a document camera to present student work.

Instructor Notes

1. Review group norms and code of conduct

2. Student presentations of academic plans

3. Collect student draft academic plans

4. Students conduct a brief written reflection about the skills learned this

semester.

5. Closing remarks, review of objectives, and course evaluation

Practice and Feedback

None

Assessment

1. Review and evaluate student draft academic plans.

Homework Assignment:

None.

Reflective Inquiry:

None.

Appendix B: Letter of Cooperation

██████████████

Vice President of Academic Affairs/
Assistant Superintendent

███████████████

July 22, 2014

Dear John Eberly,

Based on my review of your research proposal, I give permission for you to conduct the study entitled "Community College Developmental Education Services: Perspectives of Spanish Speaking Latino Early Childhood Educators" within █████████████████. As part of this study, I authorize you to recruit graduates of ████████████████████████████ ██████████████████ taught in Spanish. There are fewer than 20 potential participants for the investigation. The primary data collection method will be through individual interviews of the successful students and validated by using member checking.   At the completion of the investigation, the results of this study will be released to the ████████████████ administration, staff, and faculty. Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: researcher access to the Student Information System to obtain enrollment data for the purpose of identifying participants, conference room for interview purposes, and email services through ██████████████████. We reserve the right to withdraw from the study at any time if our circumstances change.

████████████████████ does not have an Institutional Review Board (IRB) and this letter confirms that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,

██████████████

Vice President of Academic Affairs/
Assistant Superintendent

███████████████

Appendix C: Recruitment Letter

EMAIL / Postal Service

Date

Dear _____,

My name is John Eberly and I am conducting a research project to learn about successful Spanish-speaking graduates of the child development practicum. I am inviting you to join this research project as well as all successful Spanish-speaking graduates of the child development practicum since 2009. I am a doctoral student at Walden University working on my degree in Higher Education and Adult Learning. You may already know me as an instructor of Child Development at ███████████████████, but this research study is separate from that role.

Your role in this study will be to participate in an interview to answer some questions about your experience taking classes at ███████████████████.

You do not have to participate in this research project and if you decide now that you want to join the project, you can still change your mind later. If you agree to be in this project, everything you tell me during this project will be kept private. Please respond to this email or call me if you would like to participate in this project. After I have received your response, I will schedule an interview time with you and forward to you the required participation documents.

Thank you for taking the time to consider participating in this project.

Sincerely,

John Eberly
john.eberly@waldenu.edu
707-292-0432

Appendix D: Informed Consent

CONSENT FORM

You are invited to take part in a research interview of student perceptions of the District's developmental education services. You were invited for the interview because you successfully completed the child development practicum and were previously a student in Child Development classes taught in Spanish. Please read this form and ask any questions you have before agreeing to be part of the interview.

This interview is being conducted by a researcher named John Eberly, who is a doctoral student at Walden University. John Eberly is also an instructor of Child Development and Education at ████████████████████████, California.

Background Information:
The purpose of this study is to gather student perceptions regarding the developmental education services offered by the District to facilitate academic English acquisition.

Procedures:
If you agree to be in this study, you will be asked to:
- Participate in an audiotape individual interview lasting approximately 45 minutes, at a time and location that is convenient for you
- Review the initial interview transcripts that I will provide for accuracy taking a approximately 20 minutes
- Should additional information be required, agree to a second audiotape interview lasting approximately 20 minutes at a time and location that is convenient for you
- Review the emerging findings of the investigation to validate my interpretations of your collected data lasting approximately 30 minutes
- If required, agree to meet with me to discuss the findings of the study lasting approximately 30 minutes

Voluntary Nature of the Interview:
Your participation in this interview is voluntary. This means that everyone will respect your decision of whether or not you want to be in the interview. No one at your school will treat you differently if you decide not to be in the interview. If you decide to join the interview now, you can still change your mind later. If you feel stressed during the interview, you may stop at any time. You may skip any questions that you feel are too personal.

Risks and Benefits of Being in the Interview:
There is the minimal risk of psychological stress during this interview. If you feel stressed during the interview, you may stop at any time. There are no direct benefits to you for participating; however, your educational experiences will be documented in a

doctoral study and the results may be used to improve programs at the college for other students.

Compensation:
There is no compensation for participating in this study.

Confidentiality:
Any information you provide will be kept confidential. The researcher will not use your information for any purposes outside of this interview project. Also, the researcher will not include your name or anything else that could identify you in any reports of the interview.

Contacts and Questions:
The researcher's name is John Eberly. The researcher's faculty advisor is Dr. Stacy Wahl. You may ask any questions you have now. Or if you have questions later, you may contact the researcher via telephone ████████████ or by email john.eberly@waldenu.edu or the advisor at stacy.wahl@waldenu.edu. If you want to talk privately about your rights as a participant, you may call Dr. Leilani Endicot. She is the Director of the Research Center at Walden University. Her phone number is 1-800-925-3368, extension 3121210.

The researcher will give you a copy of this form to keep.

Statement of Consent:

☐ I have read the above information. I have received answers to any questions I have at this time. I am 18 years of age or older, and I consent to participate in the interview. I agree to answer all interview questions honestly and agree not to share interview questions or answers with others.

Printed Name of

Participant

Participant's Written

Signature

Researcher's Written

Signature

FORMA DEL CONSENTIMIENTO

Usted está invitado a participar en una entrevista de una investigación de las opiniones de los alumnos de los servicios educativos del Distrito. Usted ha sido invitado a la entrevista porque usted terminó con éxito el *practicum* del Desarrollo del Niño y también fue estudiante anteriormente en las clases del desarrollo del niño que se dieron en español. Por favor lea esta forma y haga cualquier pregunta que usted tenga antes de aceptar ser parte de la entrevista.

Esta entrevista se llevará a cabo por un investigador nombrado John Eberly, que es estudiante de doctorado en la universidad de Walden. John Eberly también es instructor del desarrollo del niño y educación en ███████████████.

Información de fondo:
El propósito de este estudio es para recoger las opiniones del estudiante con respecto a los servicios educativos que son ofrecidos por el Distrito para facilitar la adquisición del inglés académico.

Procedimientos:
Si consiente estar en este estudio, se le pedirá que:
- Participe en una entrevista individual que será grababa en audio que durará aproximadamente 45 minutos, que puede hacer en un lugar y hora que sea conveniente para usted
- Revise las transcripciones de la entrevista inicial que le mandaré para verificar la exactitud que durará aproximadamente 20 minutos
- En caso de que se requiera más información adicional, esté usted de acuerdo a una segunda entrevista individual que será grababa en audio que durará aproximadamente 20 minutos a la hora y lugar que sea conveniente para usted
- Revise los resultados las conclusiones emergentes de la investigación para validar mis interpretaciones de sus datos recogidos que durará aproximadamente 30 minutos
- Si requerido, esté de acuerdo para reunirse conmigo para discutir los resultados del estudio que durará aproximadamente 30 minutos

Participación voluntaria de la entrevista:
Su participación en esta entrevista es voluntaria. Esto significa que cada uno respetará su decisión de si desea o no estar en la entrevista. Nadie en su escuela le tratará diferente si usted decide no participar en la entrevista. Si usted decide participar en la entrevista ahora, usted todavía puede cambiar de opinión más adelante. Si usted se siente estresado durante la entrevista, usted puede parar en cualquier momento. Usted puede saltarse cualquier pregunta que usted cree que es demasiado personal.

Riesgos y ventajas de estar en la entrevista:
Existe el riesgo mínimo de estrés psicológico durante esta entrevista. Si usted se siente estresado durante la entrevista, usted puede parar en cualquier momento. No hay beneficios directos a usted por participar; sin embargo, sus experiencias educativas serán documentadas en un estudio de doctorado y los resultados se pueden utilizar para mejorar los programas de la universidad para otros estudiantes.

Remuneración:
No hay compensación por participar en este estudio.

Información confidencial:
Cualquier información que usted proporcione se mantendrá confidencial. El investigador no utilizará su información para ningún propósito fuera de este proyecto de entrevistas. También, el investigador no incluirá su nombre o cualquier otra cosa que pudiera identificarle en el reporte de la entrevista

Contactos y preguntas:
El nombre del investigador es John Eberly. La consejera de la facultad del investigador es Dr. Stacy Wahl. Usted puede hacer cualquier pregunta que usted tenga ahora. O si usted tiene preguntas después, usted puede comunicarse con el investigador por teléfono a ▮▮▮▮▮▮▮ o por correo electrónico john.eberly@waldenu.edu o la consejera en stacy.wahl@waldenu.edu. Si usted quiere hablar en privado sobre sus derechas como participante, usted puede llamar a la Dra. Leilani Endicot. Ella es la directora del centro de investigación en la universidad de Walden. Su número de teléfono es 1-800-925-3368 extensión 3121210.

El investigador le dará una copia de esta forma para llevar.

Declaración del consentimiento:
☐ Yo he leído la información anterior. He recibido respuestas a cualquier pregunta que tenía hasta este momento. Tengo 18 años de la edad o más, y doy mi consentimiento para participar en la entrevista. Estoy de acuerdo en responder a todas las preguntas de la entrevista honestamente y compromete a no compartir las preguntas de la entrevista o las respuestas con otros.

Nombre impreso de

participante

Firma escrita de

participante

Firma escrita del
investigador

Appendix E: Interview Protocol

Research Study: Community College Developmental Education Services: Perspectives of

Spanish-speaking Latino Early Childhood Educators

Date and Time of Interview:

Place/Pseudonym:

Interviewee/Pseudonym:

Review signed consent form:

Interview questions with anticipated probes:

1. When did you begin taking classes at the District?

      a. How did you learn about the Child Development program?

      b. Why did you decide to begin this program?

      c. Who helped you enroll in classes?

      d. What classes have you taken at other colleges or with community

      programs? Where?

2. What District classes or support do you think contributed to your success in

completing the child development practicum?

      a. How did these help you?

      b. Tell me about how you used those services.

3. What do you think were the major obstacles that you encountered at the District as

you worked to complete the child development practicum?

      a. How did you overcome those challenges?

      b. What obstacles couldn't you overcome?

4. Tell me about the role that the District support services played in your journey to completing the child development practicum. Were you aware of these services? Did you access the services? If not, why not? Describe how the service helped or didn't help you.

    a. Spanish Language Classes

    b. ESL Classes

    c. Tutoring center

    d. Writing center

    e. Placement testing

    f. Counseling or academic advising

    g. Educational planning

    h. Mentoring

    g. Workshops or orientation

5. What support services do you wish that the District provided that would have helped you meet your goal?

6. What else would you like to tell me about your experience here at the District that may have contributed to your success?

    a. Peers

    b. Cohorts

    c. Faculty

    d. Staff

7. Closing protocol

a. Thank you for your participation

b. I will write your responses to the questions and send them to you by email for your review.

c. Contact me with any other thoughts that might come to mind about our interview. This might include things that you think would be important for me to write in my report.

Appendix F: Sample Coded Interview

Research Study: Community College Developmental Education Services: Perspectives of

Spanish-speaking Latino Early Childhood Educators

Date and Time of Interview: August 30, 2014 10:00 am

Place/Pseudonym: District

Interviewee/Pseudonym: 1 – XXXXXX / Ana

Review signed consent form: 8/30/14

Interview questions:

1. When did you begin taking classes at the District?

   In the college, I started in 2004 but I stopped for almost two year and began again

in 2007 with ESL classes and then when I was in the middle of the English level I began

the child development. My friends in the ESL classes told me about the 12 units taught

in Spanish in Child Development. I got more interested when I took CHLD 51 and then I

took the other units. My friends told me about the classes in Spanish but the counselor

helped me enroll in the classes. The counselor helped me enroll in the classes but didn't

speak Spanish but then I got a specific counselor for Child Development in Spanish. The

only classes at college I took were ESL classes and child development.

   I didn't know about the first steps and the second steps. So I went to admissions

to enroll and then I went to see a counselor. I went to a counselor and then started taking

my ESL classes. Then I took a test and went back to the counselor to get in my classes.

They didn't tell me about the tutoring center or the writing center. When I was in my

ESL classes, my classmates and teachers told me about the services. When I was in

counseling in the middle level of English and I went to the counselor and just then they told me about the other classes, certificates, and programs. That is when I found out about what level English that I needed to have to take certain classes and I found out that ESL 100 was important.

2. What District classes or support do you think contributed to your success in completing the child development practicum?

I think when I got in the advanced level of English. ==I passed ESL100 and I felt more comfortable with my writing and I wanted a challenge.== I wanted to keep on going even though the schedule of classes didn't work with my schedule. The first time I tried the practicum I didn't work with children, the second time the class was full, the third time worked for my schedule. My experience working with children helped too. The curriculum class was hard but I didn't have the confidence because I didn't have the experience with children. I remember doing my activities in the curriculum class but I didn't get enough feedback from the teacher. When I got to the practicum, my experience working with children helped too.

==The Spanish classes in Child Development gave a general overview of the teaching== profession. It helped me with my own child. ==Sometimes I felt comfortable writing in Spanish, it helped but in reality== ==when I transition English I still needed to learn the vocabulary in English==. The Spanish classes helped me learn about my daughter's development.

3. What do you think were the major obstacles that you encountered at the District as you worked to complete the child development practicum?

Writing. Writing in English was a challenge and learning new vocabulary. And looking for new words. I just kept writing. I just kept practicing, talked to the teacher, and went to the tutoring center. Some of the tutors they give you ideas to change the words or find the word for you. It was easier for you. You didn't have to go the dictionary. The tutors helped me find the vocabulary for my writing. But some tutors just told me that I had to change a word. I liked that kind of tutor because they made me study more and I learned more.

4. Tell me about the role that the District support services played in your journey to completing the child development practicum. Were you aware of these services? Did you access the services? If not, why not? Describe how the service helped or didn't help you.

I think the tutorial center and the writing center. The ESL classes too, they didn't just show you how to do your work but also showed you more about how to get involved in the American community. They helped learn to express my opinions about for example the president. The ESL classes helped me understand the news. The tutoring center helped me with my essay and how to change my paragraphs and how to change my writing to make sense and went to the writing center too. They helped me with my vocabulary and spelling. The ESL classes told me about the tutoring and writing center and the teachers in child development also told me about them.

The tutoring center was interesting, because you needed to wait for your turn but sometimes frustrating because of the feedback required me to makes changes and that wasn't what I wanted to hear. Sometimes I went to the tutoring center and it was full and

the board was full of names and I had to wait about two hours until I could fix my essay. The writing center was faster because there are more computers. So you go and they check your essay and you can fix essay or your mistakes. Even though in the tutoring center they had computers I didn't feel that it was fast enough. I didn't feel that way in the tutoring center because the board was already filled.

I had one teacher in English almost in the advance level and he was a very tough teacher. He showed some work in front of everybody and showed us the mistakes. Even though it felt a little mean even though it wasn't mine. It showed me in a hard way what you need to do. My best teachers motivated me to work hard to do my best. So they motivated me to do a better in a hard way.

5. What support services do you wish that the District provided that would have helped you meet your goal?

Maybe when you start you need to have the Spanish classes and perhaps some bilingual classes. But you need to learn English and you need to know English to work in the community. I think that a class in Spanish to understand the college is good but later on a more bilingual classes. An introductory course in Spanish to understand how the college works and the mechanics of the college would be helpful. The first Child Development class helped a little with this but it would have helped me find the help in the college and then I wouldn't have gotten lost. This would have helped me with my career. And how to keep going to meet my goals and motivate me.

I think the college should have some different types of child development classes. To keep me updated, motivated, and give me more ideas and information.

6. What else would you like to tell me about your experience here at the District that may have contributed to your success?

What helped me was that I could get all of my classes because I was a full time student. The thing that helped me was being a full time student because I could have child care here and not worry about daughter. I left my daughter here for about four or five hours when I was a student. I knew that my daughter was in good hands. The motivation from teachers and challenging me to continue my education. The teachers talked about other successful students and how you could be part of the community and make a difference in the community. The flexibility of taking classes at different times, and sometimes I feel frustrated with my family but the class schedule helps keep me going.