

PERCEPTIONS OF ADMINISTRATORS, FACULTY, AND STAFF REGARDING A
REDESIGN INITIATIVE INTEGRATING DEVELOPMENTAL READING AND
WRITING INSTRUCTION IN A COMMUNITY COLLEGE SETTING

by

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ABSTRACT

PERCEPTIONS OF ADMINISTRATORS, FACULTY, AND STAFF REGARDING A REDESIGN INITIATIVE INTEGRATING DEVELOPMENTAL READING AND WRITING INSTRUCTION IN A COMMUNITY COLLEGE SETTING

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Nationally, an increasing number of underprepared students are enrolling in community colleges, and as a result, the enrollment of at-risk students in Developmental Education programs has soared. Community colleges have undergone much criticism for their lengthy college preparatory programs. Often, these programs require students with low placement test scores to endure many semesters of foundational coursework before they can progress to transferrable academic-level study. Severely at-risk students often give up and drop out. States across the country have begun to scrutinize Developmental Education programs, charging community colleges with the task of developing accelerated curriculum models to move students more quickly through college preparatory coursework. The Southeast Texas community college in this study redesigned two levels of existing standalone developmental reading and writing courses

into a two-level integrated reading and writing curriculum, which cut the time to completion in half. This qualitative comparative analysis case study examined the perceptions of top and mid-level administrators, college preparatory reading and writing faculty, and academic advising staff, who were involved in the development and/or implementation of the course redesign. This examination was framed in Kotter's Change Management Theory, Knowles' Adult Learning Theory, and Rosenblatt's Transactional Theory. Four major themes resulted from this study: impetus of change, commitment to student success, trust and confidence, and collective collaboration.

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CHAPTER I

INTRODUCTION

Many students enroll in American community colleges without the ability to perform college-level coursework (Boylan, 2001). Traditionally, those students have been placed first in non-credit bearing developmental education (DE) courses to strengthen their basic skills in reading, writing, and mathematics. However, in recent years, the field of Developmental Education has been criticized by many organizations, which contend that DE does not effectively remediate underprepared students who enroll in community colleges (Adams, 2012; Boylan, 2014; Martorell & McFalin, 2007).

In response to the increasing number of underprepared students enrolling in community colleges, coupled with the growing workforce needs in this country, states have begun to shift funding for community colleges from enrollment numbers to successful completion of degrees and certificates (Lumina Foundation, 2010). This shift is challenging community colleges to find ways to increase student completion measures (Hrabowski, 2014). Additionally, millennial students born between 1980 and 2000 have grown up with a sense of entitlement (DeVaney, 2015; Goudeau, 2013) and, even though many of them demonstrate poor academic skills, they have little interest in spending additional years to improve their basic skill levels (Boylan, 2004).

The widening “demand for high-skilled jobs in technical and service areas” (Fadel, 2010, para. 1) has persuaded states to reevaluate their DE programs and to challenge community colleges to decrease the time spent teaching basic skills that

students should have learned in high school. However, the conundrum exists that academically underprepared students must develop the basic skills necessary to perform the rigors of college-level work. All of these challenges have resulted in state legislatures and community college administrators looking for more effective ways to accelerate students through basic literacy and numeracy coursework. America's critical need for a competitive workforce in the global economy is fueling the urgency for community colleges to increase student success and completion rates. New and innovative academic models are needed to support student achievement in basic skills courses while accelerating the instruction.

This qualitative comparative analysis case study presents an examination of the way the Developmental Education department at Jefferson Cole Community College District (JCCCD) (pseudonym), one community college system in urban Southeast Texas, underwent an extensive curriculum redesign of the developmental reading and writing program to meet a state mandate to accelerate instruction in developmental education. In this study, the developmental education department is referred to as the College Preparatory (College Prep) department. This research is framed in the context of organizational change and investigates the perceptions of college administrators, faculty, and staff in redesigning the developmental reading and writing program from standalone reading and writing classes to an integrated reading and writing curriculum in which both disciplines are taught together in one course. This chapter consists of the purpose of the study, statement of the problem, theoretical framework, research questions, definitions, limitations, and basic assumptions that were utilized for this research.

Purpose of the Study

The purpose of this qualitative comparative analysis case study is to investigate the perceptions of administrators, faculty, and staff of the change implementation process of the developmental reading and writing curriculum at an urban Southeast Texas community college system. The researcher gathered data through semi-structured interviews with administrators, faculty, and staff who had a role in the change process to understand how the transformation from standalone reading and writing classes to a fully integrated reading and writing curriculum was perceived and implemented.

Statement of the Problem

Developmental Education (DE) programs are growing in size, yet many students never progress through remediation in reading, writing, and mathematics. Traditionally, many DE programs have offered three, four, and even five levels of foundational courses to support the academic deficits of enrolling students. DE courses can take students long periods of time to complete before moving into credit-bearing college-level coursework. For example, students placing into the lowest levels of developmental reading, writing, and mathematics courses often take many semesters to complete all of the required levels. Table 1 provides a sample course schedule of a student needing four levels of developmental reading, writing, and mathematics. It should be noted that an assumption outlined in the table is that students successfully complete each level on the first attempt, which generally is not the case.

Table 1

Sample Multi-level Sequence of Traditional Developmental Courses

Term	Semester	Courses Needed
Year 1	Fall Semester	Developmental Reading 1 Developmental Writing 1 Developmental Math 1
	Spring Semester	Developmental Reading 2 Developmental Writing 2 Developmental Math 2
Year 2	Fall Semester	Developmental Reading 3 Developmental Writing 3 Developmental Math 3
	Spring Semester	Developmental Reading 4 Developmental Writing 4 Developmental Math 4

Depending on a student's successful progression of non-credit bearing foundational courses, it could take two years or more to successfully complete developmental courses and progress into transferable credit-bearing study. Often, at-risk students give up before achieving college readiness in credit-bearing coursework. (Boylan, 2004).

College administrators have been challenged to rethink historical curriculum models to more quickly and effectively produce a workforce adequately trained to support the growing and sophisticated global job market (Williams, Moser, Youngblood, & Singer, 2015). To compound the issue, colleges and universities are being asked to tighten their budgets and do more with less state funding (Brown & Eklund, 2014). Traditionally, community colleges in Texas have received funding according to full-time equivalent (FTE) students based on the total number of students enrolled. The State of Texas has moved to a new funding model in which community colleges receive only 90%

of formula funding based on enrollment and 10% based on student success points (THECB, 2013b). Table 2 provides the metrics for the new model of student success funding.

Table 2

Student Success Metrics

Academic Level	Requirements	Success Points
College Readiness (underprepared at entry)	Completion of developmental education and met TSI placement obligation in English and Math	Reading: .5 Writing: .5 Math: 1
First college-level course	Completion of first college-level reading, writing, and math course	Read: .5 Writing: .5 Math: 1
College Credit Attainment	Completion of first 15 college credits and first 30 college credits	1 point each
Credential Awards	Completion of associate degree, certificate, or bachelor's degree (where offered)	2 points each; 2.25 for STEM
Transfer to General Academic Institution	Transfer after having completed 15 hours of coursework	2 points

Note. By S. Brown and J. Eklund, 2014, Preliminary enrollments, Success points, First CL course guidelines, HB 2550, TSI-related manual changes, p. 8. Copyright by the Texas Higher Education Coordinating Board.

It is not surprising that developmental reading and writing instructors have been challenged to restructure the delivery of reading and writing instruction in an effort to more quickly and efficiently prepare developmental students for college-level coursework and beyond into the workforce. As state mandates demand the acceleration of underprepared students, it is important to consider the perceptions of the college administrators, faculty, and staff involved in the redesign process that took place during the planning and implementation of the resulting new curriculum at Jefferson Cole

Community College District. This research can inform other community colleges of important considerations to acknowledge when seeking to implement change processes at their own institutions.

Theoretical Framework

Three main theories frame this study: Change Management Theory (Kotter, 1996, 2014), Adult Learning Theory (Knowles, 1970), and Transactional Theory (Rosenblatt, 1978, 2001, 2004, 2005). Kotter developed an eight-step change management theory to address issues in the business community. Additionally, Kotter's theory has application to change initiatives that take place in higher education. The steps of Kotter's Change Management Theory model are:

1. Establish a sense of urgency.
2. Create a guiding coalition.
3. Develop a vision and strategy.
4. Communicate the change vision.
5. Empower employees for broad-based action.
6. Generate short-term wins.
7. Consolidate gains and produce more change.
8. Anchor new approaches in the culture (Kotter, 1996).

In a later work, Kotter (2014) more clearly focused the concept of group ideas into the development of a guiding coalition of employees, who help define and push the change agenda forward. The five principles of Kotter's (2014) acceleration model for change management include the following:

1. Start with a radical increase in the number of people involved in the change initiative.
2. Find energized volunteers who want to take the change initiative forward.
3. Recruit people who are already passionate about the change initiative.
4. Choose effective leaders who can energize employees and facilitate positive change.
5. Maintain seamless two-prong management-driven hierarchy that supports the accelerator network to maintain progress toward the change initiative.

Knowles (1970) addressed the way adults learn, the consideration of which is crucial to redesigning instructional models for adult learners in the higher education setting. Knowles (1980a) drew a distinction between teaching children (pedagogy) and teaching adults (andragogy). Differing from pedagogy, Knowles (1968, 1980a, 1984) states that andragogy is based on six assumptions about adult learners.

1. Adult learners have a self-concept that comes with maturity and leads to self-direction.
2. Adults accumulate an abundance of experiences that they bring and contribute to their learning experience.
3. Adult students are usually ready to learn.
4. An adult's orientation to learning is more problem centered.
5. Adult students are motivated to learn.
6. Adults need to know why they are learning something.

In her Transactional Theory for reading and writing, Rosenblatt (1978, 2001, 2004, 2005) addressed the enterprise between the reader and writer. Readers interact

with the writing and develop individual interpretations through their individual knowledge and experiences (Rosenblatt, 2004). Rosenblatt (1978) states,

Students' achievement of insight into their own reading and writing processes should be seen as the long-term justification for various curricular and teaching strategies. Peer reading and discussion of texts . . . have been found effective in helping writers at all levels understand their transactional relationship to their readers (p. 13).

Figure 1 illustrates the theoretical framework utilized in this study.

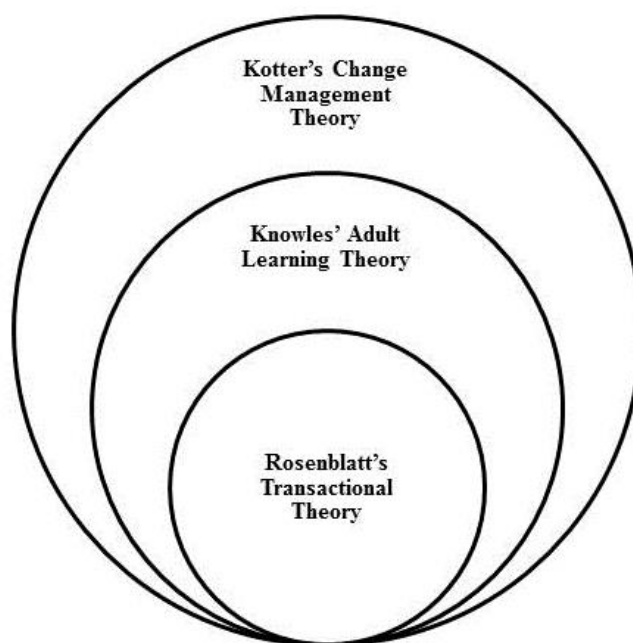


Figure 1
Theoretical Framework

Goen-Salter (2008) discussed the relationship between reading and writing and how the two disciplines provide support and enrichment for each other, contending that when effective reading and writing instruction takes place, one discipline cannot stand without the other. These researchers contributed different vantage points of the redesign

process experienced by one community college system in urban Southeast Texas, and they furnished comprehensive framing for the investigation of the change process and redesign effort.

Research Questions

This qualitative comparative analysis case study research investigated the perceptions of administrators, faculty, and staff who were involved either directly or in a support role during the redesign initiative to integrate developmental reading and writing instruction. The perceptions of this multilevel group of administrators, faculty, and staff render important insights into the change management process in an urban community college in Southeast Texas and how other institutions can benefit from the resulting knowledge gained in this study. The research questions under investigation in this study were:

Research Question One: What are the perceptions of administrators involved in the change process of integrating the developmental reading and writing program?

Research Question Two: What are the perceptions of faculty involved in the change process of integrating the developmental reading and writing program?

Research Question Three: What are the perceptions of staff involved in the change process of integrating the developmental reading and writing program?

Definitions

The terms below provide a context in which terms for this study were used.

Andragogy. The art and science of helping adults to learn (Knowles, 1968).

Collective Collaboration. An environment in which everyone's contribution and opinion matters (Sneddon, 2014).

Course Redesign. The change initiative that took place at JCCCD to redesign the standalone reading and writing courses into an integrated reading and writing curriculum.

Developmental Education (DE). The integration of academic courses and support services, such as tutoring and academic advising that address both cognitive and affective issues. DE is guided by the principles of adult learning and development (Boylan, 1999).

Esprit de corps. Spirit of the body. Everyone in an organization has the same vision, enthusiasm, and collective vision for moving the change initiative forward (Dobbs, 2010).

New Normal. Woodland and Parsons (2013) state that “change is the constant of the 21st century” (p. 27). In regard to higher education, the Lumina Foundation (2010) defines the *new normal* as a national challenge to higher education institutions to *do more with less*.

Nontraditional Students. Students who are approximately 25 years old, attend college part-time, often have children or other dependents, are financially independent, and have many real-life situations that sometimes hinder their college completion (Boylan, 2001).

Texas Higher Education Coordinating Board (THECB). THECB’s mission is to “provide the Legislature advice and comprehensive planning capability for higher education, to coordinate the effective delivery of higher education, to administer programs efficiently, and to improve higher education for the people of Texas” (Paredes, 2015, para. 1).

Limitations of the Study

The initiative to redesign the reading and writing program in Texas was driven by the Texas State Legislature. Additionally, this study may not apply to community colleges outside of the state since statewide legislative bodies and state requirements can vastly differ. Similar studies in other states with different requirements and demographic makeups may have different experiences.

As developmental educators in Texas partnered with the Texas Higher Education Coordinating Board (THECB) to examine ways to integrate developmental reading and writing instruction, the researcher was very involved at the state level in working with developmental reading and writing colleagues in Texas. In addition, the researcher held a leadership role in a statewide professional organization that provided guidance and information to developmental reading and writing instructors. Finally, one of the campuses at JCCCD, the college system being studied, was omitted from the study because the researcher held a supervisory role over the College Prep department on that campus. The faculty and staff on that campus served as the forerunner of the integration initiative of the developmental reading and writing curriculum, and JCCCD became the first community college in the State of Texas to fully implement two levels of integrated reading and writing instruction.

Basic Assumptions

Community colleges are two-year educational institutions that support their surrounding communities and provide learning opportunities at a lower cost than larger, four-year universities (AACC, 2015b). Community colleges offer two-year degrees that prepare students to transfer to universities for further study. Additionally, community

colleges support area industries by offering certifications that students can earn in a shorter amount of time to learn specialized skills and enter the workforce more quickly (AACC, 2015b).

CHAPTER II

REVIEW OF RELATED LITERATURE

This qualitative comparative analysis case study research examined the course redesign of standalone developmental reading and writing courses into an integrated reading and writing curriculum at the Jefferson Cole Community College District (JCCCD) (pseudonym) in urban Southeast Texas. The many aspects of the case study that have been provided in this review are meant to give a comprehensive understanding of the many considerations necessary to facilitate an effective change process in a higher education setting.

The review of literature related to this study includes the following sections: overview of literacy in community colleges, entrance testing and community college placement, reading and writing instruction, standalone versus integrated instruction controversy, developmental education, adult learning theory (andragogy), traditional students in developmental education, nontraditional developmental education students, developmental education controversy, impetus for change, and change management theory.

This qualitative comparative analysis case study research examines the perceptions of top and mid-level administrators, College Prep faculty, and academic advising staff involved directly or indirectly in a redesign initiative to integrate developmental reading and writing instruction. The research questions under investigation in this study were:

Research Question One: What are the perceptions of administrators regarding the change process of integrating the developmental reading and writing program?

Research Question Two: What are the perceptions of faculty regarding the change process of integrating the developmental reading and writing program?

Research Question Three: What are the perceptions of staff regarding the change process of integrating the developmental reading and writing program?

The addition of historical background into the field of developmental education, the stimulus of legislative changes to developmental education, and the educational and workforce challenges facing higher education in the new millennium present a better understanding of the many converging factors that motivated the change initiative to redesign the standalone reading and writing courses into an integrated reading and writing curriculum.

Overview of Literacy in Community Colleges

Reardon, Valentino, and Shores (2012) contend that literacy plays an important part in “social mobility, economic growth, and democratic participation” (p. 18). At the most basic level, literacy allows for word recognition and the ability to read and decode words. Knowledge-based literacy allows one to develop vocabulary and background knowledge, relating words and meaning to various contexts. With knowledge-based literacy, one is able to comprehend texts and draw inferences and conclusions in order to make sense across textual references. Information can be integrated and evaluated against other texts for comparison and scrutiny (Reardon, Valentino, & Shores, 2012).

Much controversy exists around American education (Jaggars, Smith, Hodara, Cho, & Xu, 2015; Roueche, & Waiwaiole, 2009; Slon, 2013). Jaggars, Smith, Hodara,

Cho, and Xu (2015) report that approximately two-thirds of incoming college students are underprepared to perform college-level coursework. Many researchers across the country blame excessive “teaching to the test” in K-12 for creating a generation of students who have few literacy and computation skills (Eckert, Dunn, Rosenblatt, & Truckenmiller, 2008; Keefe & Copeland, 2011; Roueche, & Waiwaiole, 2009; Slon, 2013). According to *College Board* (2014), scoring a composite of 1,550 out of 2,400 on the Scholastic Aptitude Test (SAT) indicates college readiness; however, the 1.6 million SAT scores of 2013 test takers produced the following scores: 496 in reading, 514 in math, and 488 in writing for a composite of 1,498 (College Board, 2014). This concern has spurred discussions about the state of literacy in the United States.

Fang (2012) reports that a major concern in the United States is that more than 70% of students currently enrolled at the middle and high-school levels do not have the skills to read and write adequately at their academic level. He identifies four distinct approaches: “cognitive, sociocultural, linguistic, and critical” (p. 103). Each of these approaches has accompanying assumptions, practice, and evidence that provide support and promise for further investigation in literacy education. The cognitive approach, which is derived from cognitive psychology, examines perception, understanding, reasoning, and learning (Fang, 2012). Examples of instruction using the cognitive approach include writing an essay or understanding a text. These cognitive strategies have underlying routines and procedures and are commonly used in content reading and writing to teach such as skills prediction, inference, summarizing, and notetaking (Fang, 2012).

The sociocultural approach views literacy as a complex process that includes both social and cultural dimensions (Fang, 2012). Readers and writers not only construct meaning with background knowledge and the use of strategies, but factors such as purpose, interest, motivation, and identity also contribute in the construction of meaning. Fang (2012) indicates that the linguistic approach applies to lexical and grammatical aspects of the language which students must learn. This approach addresses decoding, fluency, vocabulary, and text structures (Fang, 2012). Scott (2004, 2009) also notes that syntax can present challenges to students attempting to decipher a text in which case, paraphrasing or asking students to generate questions can lead to better understanding.

The critical approach, also referred to as the sociopolitical approach, considers all texts, which are written, spoken, linguistic, and visual as value laden and inherently ideological. In essence, all text meaning should be understood in relation to the intention of the writer and the social-historical-political context in which its production is governed (Fang, 2012). The critical approach underscores the development of critical consciousness about texts and language use (Fang, 2012). Fang (2012) emphasizes that while these approaches are distinct, they are not mutually exclusive. The approaches complement one another, allowing for curriculum design and instruction tailored to student needs and curricular goals (Fang, 2012).

Testing

Nationally, Texas ranks 32nd in graduation rates in postsecondary institutions (Selingo, 2013). Only 27.1% of students graduate within four years, and 51.7% graduate within six years (Selingo, 2013). In 1979, the Texas Legislature required schools to administer a “criterion-referenced test” to measure minimum competency in language

arts and math for fifth and ninth grade levels (S. 350, 66th Leg. (Tex. 1979). Through the efforts of the Texas Higher Education Coordinating Board (THECB), Texas legislators have generated a succession of standardized testing instruments: Texas Assessment of Basic Skills (TABS), 1980-1984; Texas Assessment of Basic Skills (TABS), 1984-1990; Texas Assessment of Academic Skills (TAAS), 1991-2003; and the current State of Texas Assessments of Academic Readiness (STAAR), which began in 2011 (Ott, 2010). While much attention has been dedicated to the development of standardized measures in all of these tests, Texas has seen limited improvement in college readiness (Williams, 2007). Rooted in the *No Child Left Behind Act*, high-stakes standardized testing requirements in K-12, traditional high school graduates enrolling in community colleges and universities have consistently brought with them many of their academic deficits in language arts, critical thinking, and mathematics (Jorgensen & Hoffman, 2003; Williams, 2007). Community colleges in particular have been challenged with addressing these academic deficits by providing developmental education programs as a scaffold to bridge the academic gap between what students know and what they need to know to be successful in college.

Entrance Testing and Community College Placement

Most community colleges have an open-enrollment policy in which they admit 100% of students enrolling in their institutions (American Association of Community Colleges (AACC), 2015a). After students complete enrollment in college, they are generally required to take a placement test that measures reading, writing, and mathematics aptitude. Students place into courses according to their scores in reading, writing, and mathematics. Over the years, many placement instruments have been

developed to determine the reading, writing, and mathematics skill levels of entering students (ACT, 2015). Historically, community colleges have each chosen a single placement instrument to administer to all students enrolling in their institution to consistently determine the course level that students should be placed in to receive the level of instruction required for them to achieve academic success. As many other states, Texas follows that practice.

In 2011, the 82nd Texas Legislature required the Texas Higher Education Coordinating Board (THECB) to initiate the Texas Success Initiative Assessment (TSIA), a statewide placement instrument for students enrolling in Texas colleges and universities (H. 1244). With the exception of students who come in with testing exemptions, all Texas students take the TSIA placement test upon enrolling in college (H. 1244, 2011).

Placement Testing Exemptions

Several exemptions exist that can preclude students from placement testing requirements. However, most exemptions expire within five years. They are as follow:

1. SAT combined scores of at least 1070 or using Mathematics and Reading only, scores of 500 in each.
2. High school TAKS scores with minimums of 2200 for Mathematics, 2200 for English language with a Writing sub-score of three.
3. STAAR test exemptions with a minimum score of level two English III (scores of 2000 in Writing and/or Reading) and level two Algebra II.
4. Texas Success Initiative (TSI) exemption in which a student has attended another Texas public institution.
5. Earned associate's degree from accredited institution.

6. Transferred from out-of-state accredited institution with three or more credit-level hours.
7. Honorable discharge for military service on or after August 1, 1990.
8. Enrolled in a workforce certificate program.
9. Non-degree seeking student.
10. These students are placed directly into college-level credit-bearing courses (THECB, 2015).

Placement Scores

Historically, each of the colleges in Texas has developed their own Developmental Education (DE) course structure, most having from three to five levels each of developmental courses in reading, writing, and mathematics. Students who place below college-level in reading, writing, and mathematics take developmental courses that have no credit and are not transferable to other institutions. Prior to the TSIA placement instrument, the JCCCD system in this case study used the ACT (American College Testing) COMPASS (COMPrehensive ASSEMBler) to place students into individual reading and writing courses (ACT, 2015). Similar to most college placement instruments, the COMPASS evaluates student aptitude in reading, writing, and mathematics. Students who do not place into transferable college-level courses take developmental coursework according to their placement scores. Table 3 below identifies the placement ranges of COMPASS reading and writing scores and the associated levels of coursework recommended (ACT, 2008).

Table 3

COMPASS Reading and Writing Scores and Recommended Placement Levels

COMPASS Scores	Course Recommendation
Reading	
0-60	READ 0309 Basic Reading Skills
61-80	READ 0310 College Reading Techniques
81-100	College Ready: May take credit-bearing courses
Writing	
0-37	ENGL 0306 Basic Writing
38-69	ENGL 0307 College Writing Techniques
70-100	College Ready: May take credit-bearing English

As illustrated above, prior to integrating the two disciplines, students who placed into the lowest level of reading and writing took four separate classes in order to complete the sequence of required developmental courses before beginning academic coursework. Students placing into reading and/or writing courses were enrolled into the course level in which they scored. Students enrolled in reading courses received instruction in reading comprehension, identifying main idea, vocabulary development, and recognizing inferences. Students who placed in developmental writing courses were instructed in such skills as sentence structure, paragraphing, thesis development, and organization.

The Lower-Division Academic Course Guide Manual (ACGM) is the “official list of approved courses for general academic transfer to public universities that may be offered for state funding by public community and technical colleges in Texas” (THECB,

2013d). According to the ACGM, the required student learning outcomes (SLOs) for the lowest level of developmental reading offered by an institution of higher education are

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Describe, analyze, and evaluate information within and across a range of texts.
4. Identify and analyze the audience, purpose, and message across a variety of texts.
5. Describe and apply insights gained from reading a variety of texts (THECB, 2013b, p. 245).

According to the ACGM, the required SLOs for the lowest level of developmental writing offered by an institution of higher education are

1. Compose a variety of texts that demonstrate clear focus, the logical development of ideas, and the use of appropriate language that advances the writer's purpose.
2. Determine and use effective approaches and rhetorical strategies for given writing situations.
3. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
4. Evaluate relevance and quality of ideas and information to formulate and develop a claim.

5. Develop and use effective revision strategies to strengthen the writer's ability to compose college level writing assignments.
6. Edit writing to conform to the conventions of Standard English (THECB, 2016, p. 246).

Students placing into the lowest levels of developmental reading and writing were required to successfully complete each of the four courses (READ 0309 Basic Reading, READ 0310 College Reading Techniques, ENGL 0306 Basic Writing, and ENGL 0307 College Writing Techniques) before beginning college-level courses. The two levels of developmental reading were READ 0309 and READ 0310, and the two levels of developmental writing were ENGL 0306 and ENGL 0307. Students who successfully completed the four courses were eligible to enroll in credit-bearing college-level coursework. Figure 1 illustrates the transition from standalone to the integrated reading and writing (INRW) course structure.

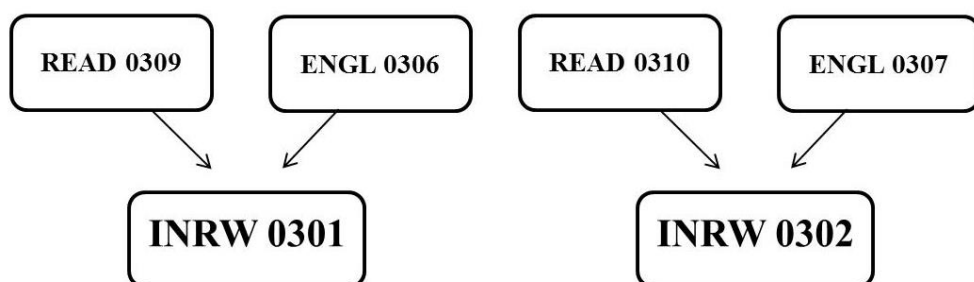


Figure 2

Transition from Standalone to Integrated Course Structure

After implementing the integration of reading and writing curricula at JCCCD, the course structure minimized the time needed for remediation in reading and writing by teaching the disciplines together. Students received the same amount of reading and writing instruction in half of the time required. The change included redesigning the

standalone reading and writing courses into an integrated reading and writing curriculum (Boylan, 2004; H. 3296, 81st Leg., Reg. Sess. (Tex. 2009)). At the state level, the SLOs developed for the integrated reading and writing (INRW) courses are listed below (THECB, 2016).

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
7. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
8. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
9. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
10. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.

11. Recognize and apply the conventions of Standard English in reading and writing (THECB, 2016, p. 246).

A stronger emphasis was placed on the relationship between reading and writing and how each discipline informed the other (Goen & Gillotte-Tropp, 2003; Goen-Salter, 2008).

Reading and Writing Instruction

Since the 1970s, most colleges have enrolled 100% of the students applying to their institutions. Yet, many students entering the academy do not place into college-level coursework (Boylan, 2008). The academic needs of students who place into foundational reading and writing create the crux of this study.

The change initiative from teaching standalone reading and writing courses required the reading and writing instructors to adopt a new way of thinking about literacy instruction by combining reading and writing in a single class. Rosenblatt's (2004) Transactional Theory examines the interaction between the two curricular formats of teaching reading and writing. Transactional theory (Rosenblatt, 2004, 2005) provides an interpretive lens for the examination of reading and writing. Student written reactions to their own reading experiences justify the synthesis of teaching reading and writing strategies and curriculum development. Students better engage in literary conversation by reading and responding to the written word, whether in literary or expository text, to develop an intellectual interchange of ideas (Rosenblatt, 2004). In that way, students expand rich experiences and mental capacities in propositioning the external world. Providing learning experiences in which students can experience the transactional element of intellectual interchange through reading and writing, students develop insights and experiences unavailable through isolated verbal abstractions (Rosenblatt, 2004).

Writing instruction has been framed by the investigation of literary and expository texts throughout the educational experience. Adult students are often taught to write by modeling the writing expertise of others. Nelson & Calfee (1998) maintain that, within the college freshman composition classroom, students read various articles, stories, and chapters to inform their own writing abilities, learning to develop and manipulate such literacy devices as voice, point of view, and tone. Reading as a prewriting exercise has long been a staple of the college composition experience (Nelson & Calfee, 1998). However, even more than that, it is the negotiation between reading and writing that develops in students the ability to not only follow a rhetorical pattern, but to investigate it and to manipulate it through the negotiation between an established author and one who is in the midst of self-discovery (Rosenblatt, 2001). The interchange between reading and writing must take place to enhance the negotiations of texts and proliferation of cross-textual conversation (Bartholomae & Petrosky, 1986).

Integrating Reading and Writing

The work of Goen-Salter (2008) explains the integrated reading and writing model developed by the reading and writing faculty. The author contends that the process of teaching integrated reading and writing synthesizes instruction and helps students to better understand the relationship between the two disciplines (Goen-Salter, 2008). Goen and Gillotte-Tropp (2003) argue that literacy is unleashed when the two disciplines are taught in harmony, not giving one discipline precedence over the other (Goen & Gillotte-Tropp, 2003). Lester and Resnick (2003) inform that reading and writing make up the two parts of the communication process. They state that “the message begins in the mind of the writer and ends in the mind of the reader” (Lester &

Resnick, 2003, p. 160). Goen-Salter and Gillotte-Tropp's (2003) work inspired the curriculum redesign accomplished in the development of the integrated reading and writing case study in this research.

Redesigning the standalone reading and writing courses into an integrated reading and writing curriculum was a complex undertaking with considerable planning and implementation at the administrator, faculty, and staff levels. An investigation of the perceptions of administrators, faculty, and staff will further illuminate how the transformation of reading and writing transpired.

Standalone versus Integrated Instruction Controversy

Reading and writing faculty often have conflicting views about the effectiveness of teaching and learning in an integrated reading and writing format over one that teaches the two skills separately (Bartholomae & Petrosky, 1986; Elbow, 2004; Goen & Gillotte-Tropp, 2003; McCormick, 1994; Nelson & Calfee, 1998; Rosenblatt, 2004). The traditional standalone reading and writing courses have been three to five credit-hours each. A primary complaint in combining the disciplines is that there is not enough time to teach both disciplines in an abbreviated timeframe. The THECB sees the integration of the two courses as a way to accelerate students through the developmental reading and writing coursework (2013). However, limited research in colleges and universities has been performed to determine the effectiveness of teaching reading and writing in an integrated format over teaching the disciplines separately (Goen-Salter, 2008).

Elbow (2004) contends that when kindergarten children are learning literacy, they actually begin writing before they learn to read. He argues that writing should be taught

first because it “promotes more psychological and physical engagement” (p. 9). Elbow states that writing is the development of thought, which flourishes within a framework of narrative and exposition. Reading, on the other hand, Elbow defines as a passive and consumptive activity. The author contends that, “Nothing can be read until it is written” (Elbow, 2004, p. 9).

Sullivan (2010) considers reading as a transaction between the reader and information that requires comprehension. He argues, however, that students must first achieve college-level reading skills before they can successfully write at the college level. Paulson and Armstrong (2010) expand that view in their discussion of “reading-for-the-writer,” making the argument for the dependency of one discipline on the other. McCormick (1994) further warns that teaching reading and writing separately diminishes the benefits each one lends to the other. She argues that introspective reading informs the writing process, and writing experiences can teach students to become more effective readers.

Rosenblatt (2001) discusses the transactional relationship between reader and text, and the two-way exchange between the two that creates a new experience. Bartholomae and Petrosky (1986) contend that comprehension is not something that we possess; instead, it is something we perform. There is wide agreement among reading and writing scholars that one discipline informs the other (Altemeier, Jones, Abbott, & Berninger, 2006; Bartholomae & Petrosky, 1986; McCormick, 1994; Rosenblatt, 2001). Others further contend that the process of teaching integrated reading and writing synthesizes instruction and helps students to better understand the relationship between the two disciplines (Goen-Salter, 2008; Paulson & Armstrong, 2010).

Developmental Education

The National Center for Developmental Education (NCDE) at Appalachian State University in Boone, North Carolina, was established in 1976 and celebrated its forty-year anniversary at the writing of this dissertation. It is the primary organization for developmental education in the United States (Boylan & Bonham, 2007). Boylan (1999) provides the following description:

Developmental Education incorporates a wide range of interventions designed to help underprepared students be successful in higher education. These interventions include tutoring programs, special academic advising and counseling programs, learning laboratories, and comprehensive learning centers. They also include developmental courses which represent the intervention most commonly used in higher education. (Boylan, 1999, p.1).

One intention of Developmental Education as a field is to support students academically, providing remediation to increase skills in reading, writing, and mathematics that were not learned in high school (Long & Boatman, 2013). However, underprepared traditional age high school graduates only constitute one group of students enrolling in higher education institutions who lack basic skills (Boylan, 1999). Nontraditional students enrolling in college are also often underprepared for the rigors of college-level coursework. To provide adequate support for those students, Developmental Education as a field includes more than just academic ability. Texas State University (2015) outlines three goals of Developmental Education as traditional aspects of the field (course-based support in developmental reading, basic writing, developmental mathematics, study skills, and learning frameworks courses), non-course

based aspects of the field (tutoring, supplemental instruction, and mentoring), and multi-dimensional focus (includes student issues of cognition, affect, identity, and other aspects of the college context) (Texas State University, 2015).

While most legislators and policy makers accept tutoring, instructional laboratories, individualized learning programs, and comprehensive learning centers in higher education as important support services for students, they do not consider them as aspects of developmental education (Boylan, 1999). Developmental Education consists of a continuum of services that support both cognitive and affective aspects of students. Remediation alone does not address the needs of the whole student, but merely a student's academic deficits (Boylan, 1999). Figure 2 illustrates the continuum of services that Developmental Education is intended to provide to academically underprepared students (Boylan, 2008).

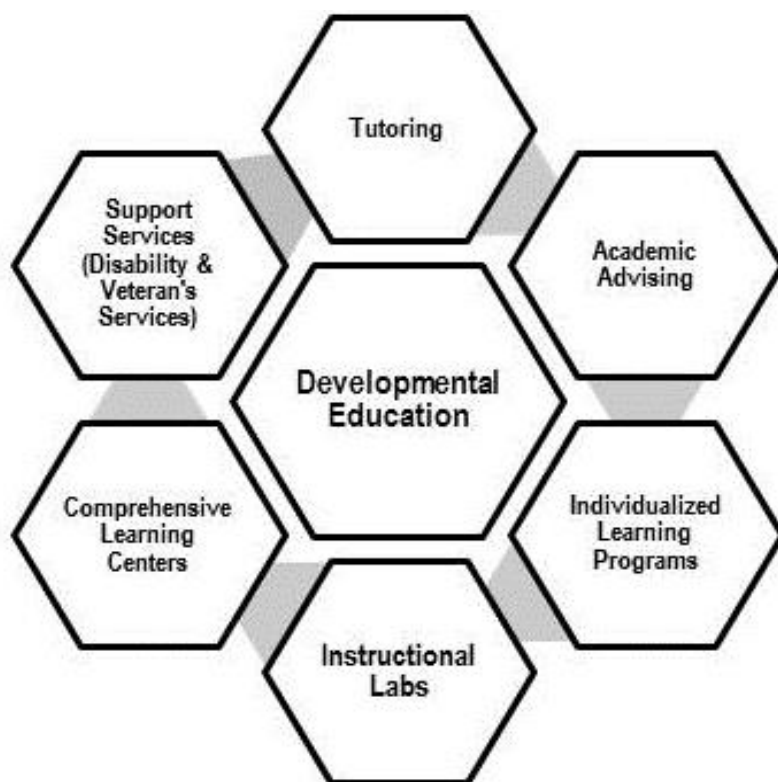


Figure 3

Developmental Education Services

Brief History of Developmental Education

Developmental Education can be traced back as far as the mid-1600s, when universities such as Harvard (established 1636), William and Mary (established 1693), and Yale (established 1701) sought to replicate the postsecondary institutions in Europe (Arendale, 2011). The early focus of the academy was to preserve “European cultural norms, training of the clergy, and creation of the new ruling elite” (Arendale, 2011, (p. 28). Universities found it necessary to provide remedial support to entering students who were unable to pass their entrance exams (Boylan, 1995; Boylan & White, 1987; Casazza & Silverman, 1996; Roueche, Ely, & Roueche, 2000).

Most official college admission policies claimed to accept a wide array of students from socioeconomic backgrounds, even though most of their students were white males. Brubaker and Rudy (1987) state that approximately 10% of the students enrolled at Harvard University came from families of “artisans, seaman, and servants” (p. 39-40). Expansion across the North American continent seldom required postsecondary training since children often followed the working traditions of their families in apprenticeships that taught them the trades or agriculture (Arendale, 2011).

The practice of enrolling lower socioeconomic students into such prestigious postsecondary institutions continued in order to satisfy political and public relations purposes. By the turn of the 20th Century, only half of the enrolling students in American colleges and universities passed institutional entrance exams (Brubacher & Rudy, 1976). However, the development of support programs to help the academic success of those students was often not provided “throughout the history of American education” (Arendale, 2011, p. 59).

Developmental Education Students

Boylan (2001) describes Developmental Education students as adults needing much more than remediation in reading, writing, and mathematics. The field of Developmental Education recognizes these students as not doing well in college for a variety of reasons: “lack of academic preparedness, personal autonomy, self-confidence, ability, [...], study behaviors, or social competence” (Boylan, 2001, p. 2).

The National Center for Developmental Education (2015) supports the “academic and personal growth of underprepared college students through instruction, counseling, advising, and tutoring” (NCDE, 2015). Developmental Education programs support both

traditional and nontraditional students, “who have been assessed as needing to develop their skills in order to be successful in college” (Caruth, 2014; NCDE, 2015).

Adult Learning Theory (Andragogy)

Knowles (1968) adopted the term *andragogy*, teaching adults, to distinguish adult learning from pre-adult schooling, or *pedagogy*. The premise of his study into adult learning is that adults learned differently than children. However, much of the instruction available to adult learners has been based on instructional methods for children (Knowles, 1968). Adult students are generally classified as students 25 years or older (Caruth, 2014). Caruth (2014) found that the number of students 25 years of age and older have substantially increased in the past fifty years. In fact, the researcher contends that nearly half of all college students fall into the age category of adult learners. Developmental education bases many of its tenets on andragogy because Adult Learning Theory supports the learning needs of many students enrolling in college, especially older, nontraditional students (Boylan, 2001; Knowles, 1968, 1980, 1984). According to Knowles (1980a, 1984), there are six main assumptions that should be recognized when teaching adult learners:

1. Self-concept. Adult learners have a self-concept that comes with maturity and leads to self-direction (1980a).
2. Role of experience. Adults accumulate an abundance of experiences that they bring and contribute to their learning experience (1980a).
3. Readiness to learn. Adults tend to be ready to learn what they believe they need to know (1980a).

4. Orientation to learning. An adult's orientation to learning is more problem centered (1980a).
6. Internal motivation. Adult students are usually motivated and ready to learn (1984).
7. Need to know. Adult learners need to know why they need to know something (1984).

Assumption One: Self-directed Learners

Knowles (1970) illuminates the case study in this research by providing a framework that informs the discussion of self-directed learners. Adult learners bring knowledge and prior experiences to the learning environment, understanding the importance of creating a strong foundation that will support future coursework.

Clemente (2010) and Johnson (2009) contend that adult learners develop from dependent to self-directed learners over time. In addition, adult learners become less anxious and more at ease in their role as students. A vast benefit to adult learners is their responsibility for learning as well as their contribution of experiences as rich resources (Knowles, 1968).

Johnson (2009) adds that self-directed learners set their own goals and standards without the instructor's help or direction. Terry (2006) further states that self-directed adult learners plan, control, and evaluate their own learning. Educational experiences that allow adult students to interact with information provide richer and more meaningful learning experiences for adults and provide them with opportunities to demonstrate self-directed tendencies and abilities (Knowles, 1970). Thus, students more quickly and adequately develop confidence in competent achievement (Heuer, 2007).

Johnson (2009) warns that adult learners who do not experience self-direction in their learning activities can often become dissatisfied. In a training context, Hatcher (1997) states that facilitators of self-directed learners can promote change by creating learning environments that allow time for learning and provide adequate feedback on progress. In addition, Hatcher contends that adult learners should be challenged to think beyond the status quo (1997). To support such an endeavor, Hatcher (1997) adds that facilitators must tolerate mistakes and respect different learning styles and abilities.

Assumption Two: Role of Experience

Knowles (1970, 1980a, 1984) contends that adult learners bring with them into the college classroom a wealth of learning, knowledge, and experiences, which can enrich the educational enterprise as well as the learning environment. Foote (2015) states that life experiences shape knowledge and can lead adult students to make sense of their learning experience and find a new sense of identity. Vygotsky (1978) asserts that “development . . . proceeds . . . not in a circle, but in a spiral, passing through the same point at each new revolution while advancing to a higher level” (p. 56). Thus, previous knowledge and experience can serve as an anchor on which new knowledge can be built (Vygotsky, 1978).

Merriam, Caffarella, and Baumgartner (2006) draw a distinction between *novice* and *expert* adult learners, which they assert is key to a student’s ability to process and learn new material. The authors point out that the *amount* of prior knowledge and experience students bring to the classroom as well as the *nature* of their knowledge and experience can play an important part in students’ ability to solve problems within the learning framework (Merriam, Caffarella, & Baumgartner, 2006). Novices in one

domain may be experts in another, depending on how their prior knowledge and experience relate to the context of the learning (Merriam, Caffarella, & Baumgartner, 2006).

Writing from the perspective of an online nursing instructor, Leigh, Whitted, and Hamilton (2015) contend that taking a learner-centered approach to teaching builds on the learner's existing academic and work knowledge. In addition, even in an online environment, the instructor partners with the student to facilitate learning, becoming a guide (Leigh, Whitted, & Hamilton, 2015). Leigh, Whitted, and Hamilton (2015) further indicate that the application of andragogical principles facilitates a partnership between student and instructor in which course content and methods can meet the student's individual learning needs.

In a study on information literacy, Heuer (2007) based the model of her research on the andragogical principles of prior experience, learner readiness, and self-concept. She found a correlation of motivation to a student's prior experience, emphasizing the importance of creating meaningful and relevant learning for adults (Heuer, 2007). Heuer (2007) further stated that instruction which builds on the prior experience of adult learners can develop deeper student ability for reflection and critical thinking.

Assumption Three: Readiness to Learn

Knowles (1980a) contends that adult learners are generally ready to learn what they believe they need to know. In other words, for the changes that will occur in their lives, individuals are willing to learn what they need to know in order "to cope more effectively with changing life tasks and life problems" (Knowles, 1980b, p. 48). Birzer (2004) applied andragogical principles to the criminal justice context to enhance student

competencies necessary for professionals in the field. His instructional redesign of the course created a more respectful and collaborative learning environment between students and teachers (Birzer, 2004). Learners helped to design activities that met their interests while teachers ensured that the activities met the required learning outcomes for the course (Birzer, 2004). By adapting andragogical principles, students became eager partners in the teaching and learning process and better understood the purpose of specific criminal justice concepts and their later application (Birzer, 2004).

Assumption Four: Problem-centered Orientation

Problem-based learning in adult learners is characterized “by the use of real-world problems as a means for people to learn critical thinking, problem-solving skills, and the essential concepts of a particular discipline” (Wlodkowski, 1999, p. 220). In alignment with Knowles’ fourth assumption, Wlodkowski (1999) states that problems by definition are engaging and challenging, especially if they fall within the range of an adult learner’s capacity. He further asserts that problem-based learning has become a general and international approach to learning across multiple disciplines (Wlodkowski, 1999).

Cranton (2006) contends that problem-based learning should be formulated on the reflective examination of a problem. Borrowing from Mezirow’s (1991) transformative dimensions of adult learning, she identifies three aspects of reflection and their significance in developing learning for adults within a problem-centered orientation (Cranton, 2006). First, Cranton (2006) distinguishes *content reflection* as the “examination of the content or description of a problem” (p. 34). From this aspect, a learner will reflect on the new information to develop an understanding of it. Content reflection evokes such questions as *what is happening here* and *what is the problem*.

Cranton (2006) follows with *process reflection*, which she defines as “checking on the problem-solving strategies that are being used” (p. 34). This phase of the reflective process is concerned with how the new information has come into being (Cranton, 2006). Cranton (2006) asserts that at the beginning of process reflection, adult learners may not readily make connections with new information and question their own learning process, asking questions such as *do I understand myself* or *am I overlooking something*. Finally, Cranton (2006) states that *premise reflection* “takes place when the problem itself is questioned” (p. 34). In this phase of reflection, adult learners ask such questions as *why is this important to me* or *why do I care about this* (Cranton, 2006). Cranton (2006) contends that content and process reflection may lead to the transformation of a specific belief,” but premise reflection will engage learners in seeing themselves and the world in a different way” (p. 35).

Assumption Five: Internal Motivation

One of Knowles’ (1970, 1980a, 1984) basic assumptions about adult learners is that they are intrinsically motivated. He contends that when adult learners are challenged and motivated, their performance is more focused and enthusiastic (Knowles, 1980a, 1984). Instructors can create learning conditions that help adult learners to engender competence (Knowles, 1970). The view of student cognitive stimulus is based on intrinsic motivation, which informs instructors in curriculum development and provides more opportunity for collaborative activities to stimulate the classroom environment (Vygotsky, 1978).

Wlodkowski (1999) suggests that motivation is an innate human characteristic that acts like a personality trait. He further contends that an adult learner’s intrinsic

motivation to learn is activated when the learning makes sense and it is important to students (Wlodkowski, 1999). Wlodkowski (1999) identifies four intersecting conditions that both instructors and adult learners can create in the classroom setting to facilitate motivated learning. First, inclusion must be established in the learning environment so that both teachers and students feel respected and included in the group dynamic (Wlodkowski, 1999). Secondly, Wlodowski (1999) argues that teachers can develop a favorable disposition to the learning experience by making it relevant to students and allowing them with opportunities to make choices, such as sharing personal viewpoints in classroom discussions or in the selection of writing topics. Third, Wlodkowski (1999) contends that motivated learning must include challenging and thoughtful learning experiences that incorporate student perspectives and values. Finally, teachers must instill in students the belief that they are competent learners of the material they value (Wlodkowski, 1999).

In his research on writing achievement, Pajares (2003) tied motivation to student self-efficacy beliefs. He stated that “students’ self-efficacy beliefs are correlated with other motivation constructs and with students’ academic performance and achievement” (Pajares, 2003, p. 141). Parajes (2003) found that students’ confidence in their writing capabilities correlated with their writing motivation. He stated that writing self-efficacy, or learners’ confidence in their own writing ability, could be associated with motivation variables, such as “writing apprehension, perceived value of writing, self-efficacy for self-regulation, writing concept, and goals” (Pajares, 2003, p. 145). Pajares (2002) also aligned timely feedback on writing tasks to students working harder, experiencing stronger motivation, and having greater self-efficacy for further learning.

Assumption Six: Need to Know

Knowles (1980a, 1984) contends that adult learners want to know why they need to know something. In other words, effective learning for adults should require a high level of relevance and authenticity (Birzer, 2004; Chan, 2010; McDougall, 2015; Sogunro, 2015; Stevens, 2014). Birzer (2004) found that students in police training responded more favorably to learning when it included real-world applications. Chan (2010) provides a historical perspective of adult learning and writes that andragogy promotes the use of relevant learning experiences to enhance student engagement and interest. In a national study on the perceptions, attitudes, and preferences of adult learners in higher education, Stevens (2014) found that adult learners wanted instructional strategies to align with workplace experiences in order to better prepare them for the work environment.

McDougall (2015) found that students wanted the opportunity to experience learning activities with real-world connections. In addition, authentic instruction that was significant and meaningful resulted in improved learning outcomes (McDougall, 2015). Sogunro (2015) argues that “relevance connects learning with reality” (p. 29). He contends that learning without relevance and pragmatism is “abstract, dull, and simply theoretical” (p. 29), which runs counter to the andragogical principles that strive to engage learners.

Traditional Students in Developmental Education

Traditional students enroll in college right after graduating from high school. They enter the college with a diploma earned from the high school they attended, yet many of them are not able to perform college-level work. Deil-Amen (2011) states that

more than one-third of traditional students enrolling in colleges are unable to perform college-level coursework and must take developmental courses to improve their academic skills. Traditional students testing into developmental-level courses often become disillusioned with having to take foundational coursework in college, especially when they equate high school graduation to college readiness. However, students coming directly from high school often lack the basic skills necessary to succeed academically (Boylan, 2008). Sheehy (2012) states that only 75% of students enrolling directly into college-level coursework will pass their first-year courses.

Nontraditional Students in Developmental Education

According to the National Center for Education Statistics (NCES, 2015), nontraditional students are identified by the following seven common characteristics.

1. Generally at least 24-25 years old
2. Enrolled part-time
3. Financially independent
4. Responsible for dependents
5. Single parents
6. Earned GED
7. Serious and motivated to learn

Nontraditional students do not immediately pursue higher education right after high school graduation. Often, the students only attend college part time. Many of them work at least 35 hours per week and are financially independent. A large number of them have children or dependents other than a spouse, and many are single parents. Also, it is

not unusual for nontraditional students to have earned a GED instead of high school diploma (NCES, 2015).

Nontraditional students make up a growing portion of the population of Developmental Education students (Deil-Amen, 2011). Generally, nontraditional students come with a plethora of individual stories and circumstances that contribute to their nontraditional status (Pelletier, 2010). Nontraditional students are often described as older students who need to sharpen their academic skills while others may have dropped out of high school and returned later to receive GEDs (Boylan, 1999; National Center for Developmental Education (NCDE), 2015; National Center for Educational Statistics (NCES), 2015). Some nontraditional students who face academic deficits have diverse reasons for enrolling in college. They are further categorized as students who have taken a respite from college, forgotten many of their basic skills in reading, writing, and mathematics, and are now returning at the age of 24 years or older (NCDE, 2015; NCES, 2015). Usually, these students have never attended college and are characterized in a number of ways, such as returning veterans seeking college credentials, single mothers who want to provide better lives for their children, or males who want to gain additional skills to increase their income potential. These individuals see college as the pathway to socioeconomic improvement. Some of these students come with very low basic skills in reading, writing, and mathematics (Boylan, 1999; NCDE, 2015).

Developmental Education Controversy

In a recent article published by *Complete College America*, the author claimed that developmental education was the responsible party for the billowing enrollment in remedial courses, deeming it as the *bridge to nowhere* (Adams, et.al, 2012; Clyburn,

2012). Adams, et.al also contended that 51.7% of students enrolling directly from high school into college needed remediation in reading, writing, and mathematics. Opponents of Developmental Education reduce it to remediation in basic literacy and computation skills (Adams, et.al, 2012). Bailey, Jaggars, and Scott-Clayton (2013) suggest that “developmental education coursework takes time and resources and may discourage students” (p. 2).

Conversely, Handel and Williams (2011) contend that the effectiveness of developmental education programs has never been distinctly established. Gouda and Boylan (2012, 2013) argue that flawed research methods can produce faulty results in measuring the effectiveness of developmental education programs. McCabe (2001) asserts that students completing developmental education courses perform just as well in college-level courses as those students who enroll college-ready in reading, writing, and mathematics. Critics of developmental education often do not understand its purpose, confusing it with mere remediation in reading, writing, and mathematics (Adams, et.al, 2012; Boylan, 2001). However, skill-building support in basic reading, writing, and mathematics makes up only one aspect of developmental education (Boylan, 2001). States have begun looking for ways to shrink the growing Developmental Education rolls on college campuses by accelerating students through remediation (Jenkins, Speroni, Belfield, Jaggars, & Edgecombe, 2010; Levin & Calcagno, 2008; White, & McCloskey, 2003; Williams, 2007).

Other States on Accelerating Developmental Education

In light of national criticisms of Developmental Education, several states have responded by reevaluating the developmental programs in their community colleges, and

many have taken measures to develop accelerated programs that shorten the time students must spend taking non-credit bearing coursework (Adams, et al, 2012; Bailey, Jaggars, & Scott-Clayton, 2013). Hodara and Jaggars (2014) studied six community colleges in the City University of New York (CUNY) system to determine the effects of accelerating students through remediation and found positive results in shorter developmental writing courses. The Virginia Community College System (VCCS) mandated that developmental reading and writing instruction be integrated into a single course (Asera, 2011). As a result, VCCS reported a substantial decrease in students enrolling into their integrated developmental courses, but an increase in their College Composition courses (Virginia Community College System, 2014). In Maryland, the Community College of Baltimore County (CCBC) developed the Accelerated Learning Program (ALP) to support underprepared students entering college (CCBC, 2015). California and Arkansas have also adopted the ALP model.

Additionally, Florida statute (State of Florida, 2015) no longer requires students with Florida high school diplomas or prior military service to take college-entry placement tests, and therefore, does not require students to enroll in noncredit-bearing, developmental-level courses. Connecticut took more stringent legislative measures, mandating that “no public institution of higher education shall offer any remedial support, including remedial courses that are not embedded with the corresponding entry level courses” (State of Connecticut, 2012). The issue of moving students more quickly through developmental education courses is a topic being addressed across the nation.

Developmental Education Controversy in Texas

The State of Texas is an economic hub for oil and gas, import and exports, healthcare, and agriculture; yet, thousands of jobs requiring high-level skills go unfilled each year due to the lack of an educated workforce (Korsgard, 2014). Yettick (2015) states that while graduation rates soar, educational gaps remain steady. In addition, some organizations criticize developmental education programs for having lengthy multi-level courses that discourage students from ever completing remediation and progressing into college-level coursework (Adams, et al., 2012).

Brothen and Wambach (2012) report that a movement to reduce developmental education courses has been the subject of much discussion. This movement can be traced through past and current Texas legislature on the subject. The increasing need for an educated workforce in Texas is urging legislators to call for ways to accelerate developmental education students to college readiness (Boylan, 2001; Morales-Vale, 2014; THECB, 2013a). Legislative movement in Texas in regards to developmental education and college readiness shows a concerted effort to accelerate developmental education students more quickly toward the completion of their certificates and degrees (Hodara & Jaggars, 2014).

Redesigning Developmental Education

The Texas Higher Education Coordinating Board (THECB) (2011) made a *Closing the Gaps by 2015: Update to Progress* presentation to the House Higher Education Committee (2011). The focus of that initiative was to close the achievement gaps between high school and college. That document proposed to integrate reading and

writing into a single course as one of the initiatives for accelerating students through developmental reading and writing.

Accelerating Developmental Education

Many acceleration efforts, including contextualization models and bridge programs, have been established with the goal of moving students more quickly through the developmental course sequence into college-level coursework (Barnett, Bork, Hare, & Mayer, 2012; Goen-Salter, 2008; Hern, 2012; Scrivener, Weiss, & Sommo, 2012). The 82nd session of the Texas Legislature passed bills in both the House and Senate to address the need to accelerate developmental education coursework in an effort to decrease the amount of time it took students to complete remediation in reading, writing, and mathematics (H. 1244, 2011; S. 1564, 2011). Subsequently, the THECB chose a Developmental Education Advisory Committee to oversee progress in redesigning developmental education programs. The committee also initiated the development of a statewide diagnostic Texas Success Initiative Assessment (TSIA) for assessing college readiness (S. 162, 2011; S. 1244, 2011).

In 2010, THECB selected five college systems to study ways in which developmental reading and writing instruction could be combined into an integrated format in an effort to accelerate developmental students through remediation in literacy skills (H. 1244, 2011; H. 3468, 2011; S. 162, 2011; THECB, 2012). JCCCD, the college system in this study was one of the selected college systems. After that work was completed, THECB mandated that institutions of higher education no longer teach the two disciplines in separate courses. As of fall 2015, all community colleges in Texas

were required to teach at least the highest level of developmental reading and writing in an integrated reading and writing format (THECB, 2013c).

Impetus for Change

Educational costs in the United States continue to rise; however, the level of marketable skills among Americans has sharply declined (McClenney, 2013). Many students who enroll in college lack the ability to perform college-level work and are placed into non-credit bearing developmental courses to increase their literacy and numeracy skills (Boylan, 2001). These developmental courses can take multiple semesters, often costing students both time and money without providing effective results. In addition, students spend many of their financial aid funds on developmental education courses without receiving any transferrable college credit.

Traditionally, developmental reading and writing has been delivered as separate and distinct courses; however, in recent years, that practice has come into question due to the length of time it takes some students to complete the developmental-level sequence of courses (Clyburn, 2012). That coupled with the increasing need for a skilled workforce that can meet the growing requirements of a recovering economy has reached crisis level (U.S. Department of Labor, 2013). Therefore, reading and writing instructors in developmental education courses have been challenged by college administrators and state legislators to restructure reading and writing instruction. The ultimate goal is to save time and money and prepare developmental students for college-level coursework and, ultimately, for the workforce.

New Normal in Higher Education

Policy makers have coined the need for substantive change in higher education as the *new normal* (Woodland & Parsons, 2013). Woodland and Parsons state that “change is the constant of the 21st century” (p. 27). In regard to higher education, the Lumina Foundation (2010) defines the *new normal* as a national challenge to institutions of higher education (IHE) to *do more with less*. The Texas Legislature defines doing more with less as realigning state resources to support the improvement of institutional productivity to increase student completion of degrees and certificates (H. 9, 82nd Texas Legislature, 2011).

Colleges and universities face limited funding with less staff (Lumina, 2010). However, student success measures have become tighter and more stringent with funding streams moving to an outcome-based model instead of traditional funding based solely on enrollment numbers (Cohen & Brawer, 2008; H. 9, 82nd Texas Legislature, 2011; THECB, 2013b). According to *Achieving the Dream*, “a comprehensive non-governmental reform movement for student success” (2016, para. 1), which was “conceived by the Lumina Foundation in 2004,” student success surpasses the achievement of individual goals. Student success includes “improved skills, better employability, and economic growth for families, communities, and the nation as a whole” (*Achieving the Dream*, 2016, para. 1).

Bruininks, Keeney, and Thorp (2010) contend that many factors contribute to the new normal. In addition to increased competition and more stringent fiscal accountability, changing demographics and spending priorities have compelled institutions of higher education to “embrace a clear vision of the future, including access

and opportunity for all learners and a culture of entrepreneurship and service” (Bruininks, Keeney, & Thorp, 2010, p. 113). Community college can expect the *new normal* to become the standard for the new millennium.

Texas Legislation Leading to Course Redesign

The legislative actions below provide an understanding of the movement toward redesigning developmental reading and writing courses in Texas in an effort to accelerate students through foundational coursework. Table 4 outlines the legislature leading to the developmental reading and writing redesign.

Table 4

Legislature Leading to Developmental Reading and Writing Redesign

Year	Session	Legislative Bills	Action
2007	80R	H. 2369; S. 1146	Board and Legislative Budget Board resolve to evaluate the effectiveness of developmental education, the length of time taken to complete it, and the methods in which it is funded
2007	80R	S. 1244	Charged higher education institutions to publish performance reports on their websites
2009	81R	H. 3296	Required higher education institutions to provide intense and compressed course-based instruction to students placing into developmental education courses
2009	81R	H. 3885	Ordered the THECB to establish pilot programs at community colleges to develop innovative strategies for addressing a student’s deficiencies in the student’s readiness to perform freshman-level academic coursework
2009	81R	S. 1561	Charged the THECB to create a statewide developmental education plan. Texas Legislature assigned primary responsibility for developmental education to public junior colleges
2011	82R	H. 9	Known as the Higher Education Outcomes-Based Funding Act. Requires monitoring

Year	Session	Legislative Bills	Action
			mechanism for progress based on State recommendations by which two-year institutions report student success data.
2011	82R	H. 1244	Required the THECB to prescribe a single standard or set of standards to effectively measure student readiness, which resulted in the Texas Success Initiative Assessment
2011	82R	S. 1564	Called for systemic reform of developmental education, claiming that higher education needed to fundamentally change the model used for developmental education and to accelerate students through it
2011	82R	S. 1244	An engrossed version of the bill sought to reform the way developmental education was delivered in higher education institutions to increase student success
2011	82R	S. 162	Required the THECB to develop a statewide plan that focused on the delivery of developmental education. The plan called for the implementation of more technology to individualize learning plans

Change Management Theory

This change process can be explained by Kotter's (1996) eight-stage Change Management Theory (CMT) model, which frames this study. Later, Kotter (2014) developed a five-stage acceleration model, which weaves nicely into his earlier CMT and decreases the time necessary to implement change. Kotter's (1996) eight-stage model is meant for implementing change in business settings. However, his theory has many applications to higher education and effectively frames this case study research in the community college environment. The eight stages of Kotter's Change Management Theory are:

1. Establish a sense of urgency
2. Create a guiding coalition

3. Develop a vision and strategy
4. Communicate a change vision
5. Empower employees for broad-based action
6. Generate short-term wins
7. Consolidate gains and produce more change
8. Anchor new approaches in the culture

Initially in a change management action, Kotter (1996) contends that change agents should create a sense of urgency around the need for change. In the update of his original eight-stage model, Kotter (2014) adds five accelerators to affect a successful change initiative. He contends that accelerating a change initiative takes many more change agents (Kotter, 2014). In addition, the author states that identifying key people who can make up a powerful coalition creates visible support for the upcoming change (Kotter, 1996). Kotter affirms that administration can support change by creating a vision for it. Then, group ideas and solutions are linked to the vision.

In his later work, Kotter (2014) more clearly focuses the concept of group ideas into the development of a guiding coalition of employees, who help define and push the change agenda forward. The five principles of Kotter's (2014) acceleration model for change management include the following:

1. Start with a radical increase in the number of people involved in the change initiative.
2. Find energized volunteers who want to take the change initiative forward.
3. Recruit people who are already passionate about the change initiative.

4. Choose effective leaders who can energize employees and facilitate positive change.
5. Maintain seamless two-prong management-driven hierarchy that supports the accelerator network to maintain progress toward the change initiative.

Kotter (1996) asserts that effective communication is essential to effective change because it embeds the message through all aspects of the change process. Good communication also encourages acceptance on all layers of the organization. The guiding coalition can support the distribution of accurate communication within the institution (Kotter, 2014). Hrabowski (2013), who comments from a higher education viewpoint, contends that, during a period of change, it is impossible to change everyone's mind; however, providing additional information about the change agenda can cause movement toward innovation. Kotter (1996) suggests that early successes help to move a change agenda forward and lessen the advantage of critics or negative thinkers. Kotter (2014) states that the more wins an institution can tout surrounding the change initiative, the more embedded it will root into institutional norms.

Kotter (1996) also states that declaring victory too soon can hurt the change process. Real change runs deep, Kotter argues. Continual analysis and improvement should be common during change to ensure quality in the new product or process. Critical evaluation is a key element of successful change as well (Kotter 1996; 2014). Kotter maintains that the changes made should become a part of the institutional culture, and it should permeate through every aspect of the organization. Hrabowski (2013) states that change is possible when institutions as a whole scrutinize themselves, evaluate strengths and weaknesses, face challenges, and determine how to address the challenges

in order to affect positive change. Zemsky (2013) identifies five components to effectively change the culture of faculty.

1. Create a collective action environment.
2. Deescalate rhetoric and facilitate collaboration among faculty and administrators.
3. Empower faculty leaders in developing policies and strategies.
4. Recast the faculty-staffing table.
5. Make the academic department the unit of instructional production.

Zemsky (2013) first states that change must take place in an environment of collective action. Collaboration among faculty in departments and across institutions results in more productive and efficient curriculum designs. In addition, collaboration between faculty and administrative units diminishes silos and allows for a larger foundation of support. Zemsky (2013) also argues that the faculty-staffing table be recast, explaining that, instead of a stratified hierarchy of faculty positions, faculty should function as an instructional cooperative to develop changes in curriculum and strategies for implementation. Finally, Zemsky (2013) argues that the academic department involved in the change initiative should develop the implementation plan.

Brown (2013) argues that change management driven by top-down means generally works when outcomes are predictable. He warns, however, that this approach can find opposition when staff do not agree with the proposed changes and have the ability to resist them. Massey and Hart (2010) contend that leadership is critical to creating a campus climate or environment in which faculty feel secure in having “courageous conversations” about ingrained practices and the possibility of making curricular changes (p. 3). Brown (2013) points out bottom-up efforts are often initiated

by innovative early adopters, who can often have difficulty in trying to gain a large acceptance of the proposed change. Therefore, Massey and Hart (2010) argue that entrepreneurial college leadership can support positive changes in climate, and thus, create cultural conditions within the campus that are more conducive to curricular change at the department level.

Henderson and Quardokus (2012) identify three important roles that individuals play in facilitating a change agenda within the social network of a department or division: hubs, pulse takers, and connectors. Hubs are individuals who can quickly disseminate information to the network of people affected by the change process. These individuals are crucial to recruiting more faculty to the idea of change. Pulse takers, who have quick access to information, make up the second important role. They provide change agents with a status of attitudes and information within the department. Finally, connectors act as gate keepers between different hubs, ensuring that the information shared across the department is presented in a positive way and is complete and accurate. Henderson and Quardokus (2012) affirm that understanding this structure of the department's social network can effectively inform change efforts.

Naicker and Mestry (2013) surmise that in an environment of distributive leadership, faculty take on stronger leadership capabilities. Keppel et al. (2010) subscribe to a distributive leadership model in which change is managed collectively by potential stakeholders. Naicker and Mestry (2013) state that faculty function in leadership positions every day. When administration considers faculty as co-sponsors of leadership, it empowers instructors to better support the change process because they enter into the leader partnership and become a legitimate part of the change agenda.

Managing change is a multi-faceted endeavor with many considerations that must be addressed. As discussed above, a strong change initiative is accomplished by collaboration and collective partnering among a coalition of administrators, faculty, and staff working together to affect positive and successful change.

Change Management and Higher Education

In institutions of higher education, change is often initiated through state mandates with the intention of lowering the cost of education (THECB, 2012). Hall and Hord (2011) refer to such activities as strategies for moving a change agenda forward. While the authors' discussion centers mainly on K-12, the principles they outline have great application to institutions of higher education. The authors argue that to successfully imitate change, certain foundational principles must exist to move a change agenda along. Hall and Hord (2011) equate change with learning. In order to affect change in the classroom, leaders must provide learning opportunities for faculty, so they understand how to implement curriculum changes. For that reason, professional development is a critical component of a change agenda. Hall and Hord (2011) also assert that change is a process. Change comes gradually as faculty "learn, understand, and become skilled and competent in the use of the new ways" (Hall & Hord, 2011, p. 8).

Hall and Hord (2011) further contend that, while outside forces may initiate a change in curriculum, the process must be led by the faculty who will implement the change. Hall and Hord state that successful change "starts and ends at the individual level" (2011, p. 9). The authors maintain that *interventions* are essential to an effective change process. They exemplify such interventions as training workshops or professional

development. Even short discussions in the hall about the change progress can preserve a positive climate and maintain momentum for the change agenda in place.

Another important component of a successful change effort is support from administration. Hall and Hord (2011) recommend workshops and other professional development activities, which they interject, depend on institutional budget and leader support to sustain them. Therefore, it takes a team effort of administration, mid-level leaders, and implementers (faculty and advising staff) to successfully facilitate a change process.

Administrator Perceptions of Change Process

Administrator perceptions are shaped by many external forces. Washburn (2014) suggests that many institutional changes begin with political actions at the state legislature, which can propel administrators to react quickly. Gorringer et al. (1994) contend that successfully influencing organizational culture depends on manager perceptions of the existing circumstances and the ability to seize the correct moment for change to occur. Washburn (2014) further indicates that, under pressure to increase enrollment, college and university administrators sometimes “perceive students as economic inputs without unique needs and experiences” (p. 5). Drew (2010) studied the perceptions of mid- to senior-level university leaders and found that university leaders perceived their roles as pliable. For example, while attempting to nurture the creativity of the academic environment, university leaders were also challenged with managing their individual roles between executive management and ground-level personnel (Drew, 2010).

Rudhumbu (2015) studied academic mid-managers (AMMs), such as deans or program directors, and their understanding of their individual roles with respect to planning and the implementation of curriculum change in higher education. The researcher contends that AMMs play a significant role in helping others to understand change initiatives and the demands (Rudhumbu, 2015). This may be illustrated by the way an AMM assists department members in facilitating the process of change transitions, such as curriculum changes (Rudhumbu, 2015). In the context of this case study research, the AMM could be similar to a dean or program director, which manages and oversees the affairs of a division. Examining the perceptions of administrators can provide increased understanding in the implementation of a change initiative.

Faculty Perceptions of Change Process

Orr and Pounder (2008) have found that purposefully redesigned programs are related to perceptions of leadership effectiveness among teachers, especially when programs are research-based, stimulate cognitive development, and are deeply rooted in the development of strong problem-solving skills. Dee (1999) studied the perceptions of community college faculty and organizational support for innovation in an urban community college setting. Using an ex post facto survey research design, the researcher measured support for innovation, work autonomy, and communication openness (Dee, 1999). Dee (1999) also found that faculty with eleven or more years of teaching experience, and who intended to maintain a long-term working relationship with the institution, perceived innovation more positively. He discovered no statistical significance in perceived organizational support for innovation and a faculty member's field of study or degree (Dee, 1999). In addition, Dee (1999) states that statistical

significance was determined in the relationship between “organizational support for innovation and work autonomy” (p. 93). By far, communication openness and work autonomy were more highly correlated to faculty support for innovation (Dee, 1999).

Grossman (2014) studied faculty and administrator perceptions of the Accrediting Commission for Community and Junior Colleges (ACCJC) program review and planning rubrics to examine their impact on accreditation status. He also investigated faculty and administrator perceptions that Kotter’s change model could serve as a mechanism for change through the use of the program review and planning rubrics (Grossman, 2014). Grossman (2014) found statistically significant differences in faculty and administrators perceptions of the importance of institutional effectiveness activities. In regard to developing a vision and strategy for change, Grossman (2014) identified statistically significant differences in faculty and administrator responses, indicating a variation in their perceptions with regard to *developing a vision for the change initiative*. Faculty perceived that the vision was not clear enough to substantiate changes to program review and planning. Grossman (2014) attributes this perception to a lack of faculty involvement in the accreditation process. Faculty wanted participatory governance, but perceived decision making at their institutions came from the top down (Grossman, 2014).

Faculty perceptions of student learning hold important considerations for instructional design because the level at which instructors are able to perceive what students are actually learning often shapes the learning framework (Bandura, 1977; Choy & Cheah, 2009; Tuchaai, O’Neill, & Sharplin, 2012). Abernathy-Dyer, Ortlieb, and Cheek (2013) contend that as faculty develop their teaching expertise, “curricular

practices are refined and self-efficacy is enhanced” (p. 1). Teachers possess differing degrees of efficacy and perceptions that can impact literacy instruction in the classroom (Abernathy-Dyer, Ortlieb, & Cheek, 2013; Komarraju, 2008). The importance of faculty perceptions is closely associated to student self-efficacy of reading and writing ability.

Staff Perceptions of Change Process

In a community college setting, staff can greatly contribute to comprehensive change initiatives, partnering with faculty and administrators to bring change to fruition. Staff perceptions can provide much insight into how they perceive change. Marek, Sibbald, and Bagher (2006) contend that managing change is more about people than concepts. They argue that “perception is paramount” (Marek, Sibbald, & Bagher, 2006, p. 270). Parand, Burnett, Pinto, Iskander, & Vincent (2011) studied the perspectives of frontline staff and managers during a change initiative in a medical setting and assert that aligning staff and management perspectives prior to the change process is essential for effective implementation.

Additionally, management must be alert to the perceptions of staff and not just to routine duties carried out within the work environment (Marek, Sibbald, & Bagher, 2006). Staff with this mindset may tend to perceive their functions in the workplace as completely separate from other groups or departments, even though all groups are working on different aspects of the same project (Christy, 2010). Christy (2010) discusses staff perceptions in an academic setting and indicates that staff may perceive faculty as not recognizing the value of their help. In addition, staff often view faculty as disorganized because they seem preoccupied and unsystematic (Christy, 2010). Working

closely with faculty and administrators on a comprehensive change initiative can validate staff as they partner with other stakeholders in a significant role.

Summary

To fully address the issue of change in a higher education setting, many aspects of the process must be considered. An overview of education, testing practices, and student placement enlightened those activities within the community college setting. In addition, understanding of Developmental Education and its philosophies and practices more comprehensively informed the reader. The implementation of change management theory into the process of integrating the reading and writing program at JCCCD provided stakeholders with a theoretical application in which to build in their own programs. Overall, this review of the literature addressed the related facets of the change initiative that informed this study and provided a foundation for the careful examination of the change initiative that took place at JCCCD during the fall 2012 semester. Chapter III outlines the methodology used in the study.

CHAPTER III

METHODOLOGY

This qualitative comparative analysis case study examined the course redesign of standalone developmental reading and writing courses into an integrated reading and writing curriculum at a community college system in urban Southeast Texas. The pseudonym of Jefferson Cole Community College District (JCCCD) was given to the community college system in this study to ensure confidentiality. JCCCD has three campuses, which were referred to in this study by the pseudonyms of Pecan Grove, Lakeside, and Blue Forest. This methodology investigated the perceptions of administrators, faculty, and staff that were involved in the course redesign process. This methodology section covers setting, participants, research design, data collection, data analysis procedures, and summary.

Johnson and Christensen (2012) state that “case study research can be used to address exploratory, descriptive, and explanatory research questions” (p. 46-47). The researcher examined the perceptions of administrators, faculty, and staff at Pecan Grove and Lakeside campuses of Jefferson Cole Community College District (JCCCD) to understand the various aspects of the change process that took place during the redesign of the curriculum. The Blue Forest campus served as a pilot location for faculty and staff interview questions.

The theoretical framework for the change initiative of this case study research is Kotter’s Change Management Theory (1996; 2014). Knowles’ (1968) Adult Learning

Theory framed the case study in regard to student learning. In addition, Rosenblatt's (1978, 2001, 2004, 2005) Transactional Theory addresses the transaction between the reader and the writing. Three research questions below guided the work that evolved through the investigation of administrators, faculty, and staff perceptions of the change process of integrating the standalone developmental reading and writing courses into an integrated reading and writing curriculum.

Research Question One: What are the perceptions of administrators regarding the change process of integrating the developmental reading and writing program?

Research Question Two: What are the perceptions of faculty regarding the change process of integrating the developmental reading and writing program?

Research Question Three: What are the perceptions of staff regarding the change process of integrating the developmental reading and writing program?

The college district under investigation was given the pseudonym of Jefferson Cole Community College District (JCCCD). Each of the three campuses were also referred to by pseudonyms. The administrators, faculty, and staff who agreed to take part in this study were given participant codes to ensure confidentiality.

Setting

JCCCD is a three-campus college system in urban Southeast Texas with an enrollment of approximately 30,000 students (JCCCD Website). Positioned near the Texas Gulf Coast, JCCCD is situated amidst petrochemical, energy technology, shipping industries, and one of the largest foreign trade zones in the United States (Sambidi, 2008). The temperate climate of Southeast Texas consistently attracts new businesses to the area, which stimulates steady population growth (Sambidi, 2008). Fall 2012

demographic information was used here to mirror the timeframe of the developmental reading and writing course redesign, which was implemented that semester. Table 5 displays the districtwide demographical makeup of the students (JCCCD Student State Report).

Table 5

Fall 2012 JCCCD Districtwide Demographic

Category	Percentage
Male	44.3
Female	55.7
African-American	10.7
American Indian/Alaska Native	0.8
Asian	5.3
White or Caucasian	27.6
Hispanic	49.5
International	1.6
Hawaiian Native/Pacific Islander	0.2
Unknown	4.4

Pecan Grove

Pecan Grove was the largest campus in JCCCD with an enrollment of over 13,000 students (JCCCD Website). This campus was near the petrochemical industry, which is prominently located along the coast for miles. Pecan Grove serves a largely blue-collar community of refinery workers and trades people (JCCCD Website). Almost 80% of the students enrolled at Pecan Grove were part-time, and the other 20% attended college full time. In the 2012-2013 academic year, 1,025 students earned technology and occupational certificates, and 1,500 students earned associate degrees (JCCCD Website).

Table 6 displays the demographic breakdown of students attending Pecan Grove (JCCCD Student State Report).

Table 6

Fall 2012 Pecan Grove Demographics

Category	Percentage
Male	46.8
Female	53.7
African-American	7.1
American Indian/Alaska Native	0.8
Asian	4.2
White or Caucasian	31.8
Hispanic	50.4
International	1.2
Hawaiian Native/Pacific Islander	0.2
Unknown	4.3

Lakeside

Lakeside was the smallest campus in the college district with approximately 8,000 students enrolled (JCCCD Website). However, it was one of the most attractive with a small bridge and stream that flowed through it. Lakeside was set in a heavily industrialized area, which stood as a stark contrast to the campus. Only 22% of the students enrolled were full-time while the rest (78%) attended part-time (JCCCD Website). In the 2012-2013 academic year, over 800 technology and occupational certificates were awarded, and approximately 500 associate degrees were earned (JCCCD Website). Table 7 below outlines Lakeside's demographic breakdown (JCCCD Student State Report, 2013).

Table 7

Fall 2012 Lakeside Demographics

Category	Percentage
Male	40.4
Female	59.6
African-American	15.9
American Indian/Alaska Native	0.5
Asian	2.5
White or Caucasian	19.2
Hispanic	56.9
International	1.2
Hawaiian Native/Pacific Islander	0.1
Unknown	3.6

Blue Forest

Blue Forest is the newest campus in the college district and is located closest to the coast. The increasing need for Science, Technology, Engineering, and Math (STEM) in the area motivated the Blue Forest campus to increase academic programs in STEM-related fields. Consistent with the other two campuses, the enrollment at Blue Forest is over 76% part-time with nearly 24% attending full time (JCCCD Student State Report, 2013). In the 2013-2014 academic year, the campus awarded over 300 technology and occupational certificates and approximately 1,070 associate degrees (JCCCD Website). Table 8 outlines the demographic breakdown at Blue Forest (JCCCD Student State Report, 2014).

Table 8

Fall 2012 Blue Forest Demographics

Category	Percentage
Male	43.8
Female	56.2
African-American	11.7
American Indian/Alaska Native	0.9
Asian	9.0
White or Caucasian	30.1
Hispanic	40.5
International	2.4
Hawaiian Native/Pacific Islander	0.3
Unknown	3.6

Site Selection

The site selected for this study was purposefully chosen due to the implementation of the integration of developmental reading and writing that occurred at JCCCD. Only two of the three campuses at JCCCD were selected for this study because the researcher was employed as the College Prep department chair at the Blue Forest campus. For that reason, faculty and staff interviews only included participants from Pecan Grove and Lakeside campuses. Interviewee comments with district employees and administrators may have included insights or comments referencing the Blue Forest campus; however, they were not solicited in any way by the researcher.

Table 9 presents a demographic chart of the Pecan Grove and Lakeside campuses to compare the population. Comparing African American males at Pecan Grove and Lakeside, the larger of the two campuses had substantially lower percentages in enrollment with only 7.1% of the population to 15.9% at Lakeside (JCCCD Website).

Caucasian or white students only made up 31.8% of enrollment at Pecan Grove and 19.2% at Lakeside (JCCCD Website). The Hispanic population at both campuses was in the majority (JCCCD Student State Report, 2014).

Table 9

Demographic for JCCCD's Pecan Grove and Lakeside campuses

Demographic	Percentage Pecan Grove	Percentage Lakeside
Male	46.8	40.4
Female	53.2	59.6
African-American	7.1	15.9
American Indian/Alaska Native	0.8	0.5
Asian	4.2	2.5
White or Caucasian	31.8	19.2
Hispanic	50.4	56.9
International	1.2	1.2
Hawaiian Native/Pacific Islander	0.2	0.1
Unknown	4.3	3.6

Participants

After the Committee for the Protection of Human Subjects (CPHS) at the University of Houston-Clear Lake and the JCCCD Institutional Review Board (IRB) approvals were received, the research began. Personnel at JCCCD consisted of 118 administrators, 539 full-time faculty, 682 part-time faculty, and 653 full-time support staff (JCCCD Website). However, only administrators, faculty, and staff, who directly contributed to the integration of the developmental reading and writing curriculum at JCCCD were invited to participate in the study. Table 10 provides a list of individuals or groups who had a direct role in the course redesign and their extent of responsibility to the change process (JCCCD website).

Table 10

Personnel Directly Involved in the Reading and Writing Redesign

Position	Level	Role in Course Redesign
Chancellor	District	Attended legislative sessions regarding higher education. Reported to Board of Directors. Monitored campus activity through direct reports. Approved major changes
Deputy Chancellor/ College President	District	Served as president of all three campuses in system. Monitored academic and student service activities on all campuses through direct reports and personal visits. Supported student success initiatives
Associate Vice-Chancellor for College Preparatory	District	Served as direct supervisor for College Prep department chairs. Facilitated implementation of State mandates and changes in College Prep activities. Supported professional development activities and overall student success efforts
Director for the Center for Excellence in Teaching and Learning (CETL)	District	Organized professional development for staff and faculty under the direction of the chancellor and deputy chancellor
Associate Vice-Chancellor for Learning and Assessment	District	Oversaw instructional and non-instructional program review, curriculum development from course to program level, and from development to implementation, negotiated articulation agreements with 4-year institutions.
Vice-President of Student Services	District	Provided leadership and oversight to ensure high quality and uniform application of all student development and enrollment services functions: academic advising, career services, financial aid, enrollment services, testing, and admissions.
Dean of Enrollment Management	District	Maintained student enrollment records for accuracy in transcript and state reporting
Department Chairs (DC) (one per campus)	Campus	Served as change agents, moving the redesign process forward and providing support for FT and PT faculty
College Prep Full-time (FT) Faculty	Campus	FT faculty provided guidance and support to PT faculty during the redesign effort. Communicated with staff and administrators regarding progress

Position	Level	Role in Course Redesign
Developmental Reading and Writing Faculty	Campus	Taught standalone reading and writing prior to redesign. Participated in the development of the integration of reading and writing curriculum. Taught the integrated model after completion of the redesign.
Staff: Academic Advising	Campus	Met with new and continuing students to interpret placement testing scores, academic advising, and enrollment support
Staff: Testing Coordinators	Campus	Implemented and supervised placement testing
Staff: Enrollment Services	Campus	Assisted students with enrollment and advised them of placement requirements
Staff: Advising Director	Campus	Supervised academic and counselling staff. Collaborated with College Prep department chairs. Assisted with academic advising

Due to the researcher's supervisory role over the faculty in the College Prep department at Blue Forest, faculty at that campus were excluded from the study. However, Blue Forest faculty first piloted the faculty interview questions to ensure their validity. At that time, invalid questions were revised or eliminated from the interview protocol. Staff members from Pecan Grove and Lakeside campuses, who had integral roles in the change process, were interviewed to document their perceptions and to provide a comprehensive portrait of the extent of support, planning, and collaboration they contributed to the change initiative outlined in this research. JCCCD administrators were district employees, some of whom had roles in the change process outlined in this research. Interviews with key administrators provided another vantage point for examination.

Campus pseudonyms and participant codes were assigned to the various groups due to the large size of participants (n=16) interviewed in the research. Top and mid-

level administrators who were district employees were not associated with a particular campus. Table 11 below outlines the codes assigned to the groups in this study.

Table 11

Campus Pseudonyms and Participant Codes

Participant Group at JCCCD	Total Per Group	Assigned Code
Top-level Administrator	4	TLA
Mid-level Administrator	4	MLA
Pecan Grove Faculty	3	PGF
Lakeside Faculty	3	LSF
Pecan Grove Staff	1	PGS
Lakeside Staff	1	LSS

The codes above were used when quoting the participant responses in each of the themes discussed in this study. Because there were multiple top and mid-level administrators and faculty participating in the study, those individuals were given random participant numbers to distinguish individuals in the same group.

Top-level Administrators

To achieve a comprehensive understanding of the change process that occurred at JCCCD in fall 2012, and to ascertain the full effect it had on the community college system, the researcher interviewed top-level administrators, who performed significant functions in the course redesign. The Chancellor, the Deputy Chancellor, Associate Vice-Chancellor for College Preparatory, and the Associate Vice-Chancellor for Learning and Assessment contributed insights into their thoughts and impressions of the successes, challenges, and concerns they experienced during the change process identified in this study.

The researcher employed purposive sampling to identify top-level administrators for the study because the perspectives of those individuals were important to understanding the evolution of the change management process that took place in the course redesign initiative. Johnson and Christensen (2012) state that purposive sampling occurs when the researcher “specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics” (p. 215). In this study, the specified characteristic included individuals who had participated in the course redesign of developmental reading and writing in 2012. Additionally, Palinkas, et al. (2013) contend that “*purposeful* sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest” (p. 1).

Top-level administrators were identified as strategic leadership, who had district responsibilities. Those individuals were sent emails inviting them to participate in the research study. Four of the top-level administrators graciously agreed via email to participate. All of the top-level administrators had held the same positions since before the integrated reading and writing redesign took place. Appointments were made with those administrators or their support staff well in advance to accommodate the Chancellor, the College President, College Prep leadership, and Learning and Assessment leadership. Table 12 outlines their educational background, years with the college, and the college department which they represented.

Table 12

Top-level Administrator Participant Characteristics

Code	Educational Background	Years at JCCCD	JCCCD Department
TLA 1	Community College Leadership	16	Chancellor's Office
TLA 2	English/Sociology	10	President's Office
TLA 3	Education	17	College Preparatory Administration
TLA 4	HE Administration/ Biology	33	Learning and Assessment Office

The perspectives of the top-level administrators about the course redesign effort provided meaningful insights and understanding of how they perceived their roles and responsibilities in a change management initiative. While not all administrations functioned alike, much could be learned in this study about leadership styles that facilitated effective curriculum change processes and redesign initiatives in a community college setting.

Mid-level administrators managed various divisions, such as enrollment management, financial aid, placement testing, and professional development. Mid-level administrators were purposively selected to give a broad understanding of the course redesign initiative and the vast considerations necessary in a widespread change process. The multiple layers of participants interviewed provided multi-faceted layers of perceptions of the change process from various vantage points.

Mid-level Administrators

In the absence of more staff participants, and to add an additional layer of perspectives to the study, the researcher distinguished mid-level administrators from top-level administrators. Four mid-level administrators participated in the study in the areas of professional development, institutional testing, college registration, and financial aid.

They were considered district administrators and reported to top-level district administrators. Table 13 outlines the characteristics of mid-level administrators.

Table 13

Mid-level Administrator Participant Characteristics

Name	Educational Background	Years at College	College Department
MLA 1	Educational Leadership	26	Professional Development
MLA 2	Fine Arts	25	Institutional Testing
MLA 3	Education/Music	30	College Registration
MLA 4	Business	19	Financial Aid

Distinguishing between top and mid-level administrators provided a more diverse range of administrator perspectives and experiences that contributed to the study. Most of the mid-level management had been with the college for an extended period of time with the shortest tenure being 19 years. In addition, educational backgrounds did not reflect the position held by the mid-level administrator. Each participant shared experiences and challenges during the redesign to integrate the reading and writing curriculum.

Faculty

Faculty were defined at JCCCD as department chairs and full and part-time teaching faculty. The College Prep department at each campus consisted of one department chair that supervised and managed the affairs of the department, including budgets, performance management, scheduling and enrollment, course assigning, and hiring part-time faculty.

The researcher invited a purposive sampling of full-time reading and writing faculty, who were teaching developmental reading and/or writing at Pecan Grove and

Lakeside campuses during the time the change process took place in fall 2012. Miles and Huberman (1994) state that qualitative sampling tends to be purposive because random sampling in qualitative research can lead to increased bias. The experiences and perspectives of the full-time faculty differ according to their experiences and perspectives.

These individuals were asked to participate in the study to understand their thoughts and impressions about successes, challenges, and concerns they experienced during the change process. Creswell (2013) contends that corroborating evidence from different sources can “shed light on a theme or perspective” (p. 251).

Six full-time faculty (three from each campus) were interviewed on the two campuses in this study: Pecan Grove (PG) and Lakeside (LS). The length of time the faculty had been employed at the college varied, but only two (one on each campus) had been employed six years or less. The rest of the faculty had been employed at the college for ten years or more. An interesting observation was that the participants from the PG campus identified themselves as writing instructors, even though they had been teaching integrated reading and writing for over four years. In contrast, the faculty from the LS campus identified themselves as reading and writing instructors. Table 14 outlines the faculty’s academic disciplines, years teaching Developmental Education, and the discipline(s) with which each instructor most associated. Faculty number three on each campus also regularly taught ESOL courses.

Table 14

Faculty Participant Characteristics

Identifier	Discipline	Years in DE	Discipline Self-Association
PG Faculty 1	English Literature	10	Writing

PG Faculty 2	Edu Admin/Literature	10	Writing
PG Faculty 3	Education/ESOL	6	Writing/ESOL
LS Faculty 1	Education	13	Reading
LS Faculty 2	Educational Leadership	5	Reading/Writing
LS Faculty 3	Literature/ESOL	11	Reading/Writing/ESOL

The researcher initially sought to interview part-time faculty for this study to get their perspectives on the course redesign; however, part-time faculty are often transient, migrating from college to college, and part-time faculty who had participated in the JCCCD course redesign effort were no longer available. Since part-time faculty generally teach over half of the courses in a community college, their perspectives are noteworthy and would be valuable in other research studies about course redesign or other change initiatives.

Staff

The staff at JCCCD performed many significant functions in the development and implementation of the change process outlined in this case study. Prior to the interviews, the researcher invited an academic advisor from Blue Forest who was integrally involved in the change process to pilot the interview questions. Samson (2004) recommends piloting interview questions to refine research instruments, identify degrees of bias, reframe questions, collect background information, and adapt research procedures.

A purposive sampling of academic advisors from Pecan Grove and Lakeside who were integrally involved in the change process were invited to participate in the study, to identify their thoughts perceptions of the successes, challenges, and concerns they experienced during the change process. The researcher employed purposive sampling and invited only staff who had been employed with the college at the time of the redesign

initiative. Only two staff members in the advising department met that condition and agreed to participate in the study. Advising staff persistence can be likened to that of part-time faculty, which is often inconsistent and unpredictable. For that reason, it was difficult to identify more staff members who had been employed at the college during the redesign initiative. Both staff members interviewed in this study held supervisory roles during the course redesign implementation, but they contributed interesting insights into that perspective. They had been employed at the college for ten years or more and had experience in academic advising. In addition, both were licensed counselors and were credentialed to meet with students regarding personal or confidential issues. Table 15 below outlines their educational background, years working in a college setting, and other positions held at JCCCD.

Table 15

Staff Participant Characteristics

Name	Educational Background	Years at JCCCD	Other Positions Held at JCCCD
PG Staff	Liberal Arts/Counseling	14	Advisor/Faculty Adjunct
LS Staff	Counseling	13	Advisor/Counselor

Researcher's Role

During the redesign process, the researcher held a supervisory position over the faculty in the College Prep department at the Blue Forest campus of JCCCD. To ensure that the faculty interviews in the study were not affected or tainted by the researcher's supervisory capacity over them, the College Prep faculty on the Blue Forest campus only participated by first piloting the faculty interview questions. Johnson and Christensen (2004) state that researchers must own and reflect on their individual perspectives and

voices to convey authenticity and trustworthiness. The researcher in this study was cognizant that complete objectivity was impossible and pure subjectivity undermined credibility (Johnson & Christensen, 2004). A commitment to provide an authentic depiction of the change process outlined in this study was maintained through self-analysis, political awareness, and reflexive consciousness (Johnson & Christensen, 2004). An advantage that the researcher had was historical knowledge of the college's development and evolution.

Research Design

A qualitative comparative analysis case study approach was chosen for this study to investigate the change process that took place at Pecan Grove and Lakeside campuses at JCCCD during the redesign of the developmental reading and writing curriculum. This research method was chosen because the study involves an examination of a phenomenon that occurred at this college system in urban Southeast Texas. Yin (2009) states that case study research is an effective method of investigating real-life, contemporary contexts or settings. Creswell (2013) adds that case study research is a methodology that investigates an object of study in a bounded, real-life setting through "detailed, in-depth data collection involving multiple sources of information" (p. 97). Interview tapes and transcripts, field and in-field notes, state documents, and other related artifacts, such as email and announcements, made up the data for this study. Therefore, the investigation fit well into the qualitative comparative analysis case study approach (Creswell, 2013).

Interviews

Creswell (2013) contends that interview questions should be "open-ended, general, and focused on understanding your central phenomenon of study" (p. 163). The

researcher audiotaped in-person interviews with all participants. Considering the fact that administrators have tight schedules and may not be able to spare the time, alternate interview methods, such as phone or email interviews, were considered. If telephone interviews had been necessary, the researcher planned to audiotape phone conversations. In the case that neither an in-person or phone interview would have been possible, the researcher planned to email a typed version of the interview questions to the participant in a respectful email that contained a due date. However, additional interview formats were not necessary. All interviews for this study were confidential to protect the identities of the participants.

Before any interviews occurred, the researcher explained the purpose of the study to the participants and informed them that they could stop the interview at any time without recourse. The researcher then asked the participants to sign informed consent forms (See Appendix C). The interview questions were developed to fit the participant's role. The researcher developed the interview question protocols for administrators, full-time faculty, and advising staff, and a panel of experts reviewed the questions for accuracy. Interviews with four top-level administrators, four mid-level administrators, six developmental reading and writing faculty, and two academic advising staff were the primary sources of data for this study.

Pilot Interviews

Pilot interviews were conducted with three faculty and one staff member from Blue Forest campus. This campus was not included in the study due to the researcher's supervisory role in the College Prep department on that campus. Yin (2011, p. 38) contends that each researcher should bring a "strong sense of ethics" to any research

conducted. For that reason, Blue Forest was excluded from the study to prevent any bias that may have occurred. However, those individuals did contribute by testing the viability of the interview questions, and as a result, the administrator, faculty, and staff interview protocols were further developed. A panel of experts made final revisions prior to the faculty and staff interviews at Pecan Grove and Lakeside.

Faculty interview pilot. After CPHS and IRB approvals were received, the researcher conducted a pilot at the Blue Forest campus of JCCCD. Pilot interview questions were developed by the researcher, and a panel of experts in the field of educational research reviewed them for accuracy. Full-time faculty were interviewed at Blue Forest to get their recommendations for refining and developing the interview protocols that would be used for the faculty interviews at Pecan Grove and Lakeside. The researcher conveyed to the pilot study participants the purpose of the study and the reason they had been selected to participate in it (Creswell, 2013). After participants signed the informed consent forms, interviews began.

Staff interview pilot. Prior to conducting staff interviews for the study, the researcher conducted a pilot at the Blue Forest campus of JCCCD. Pilot interview questions were developed by a panel of experts in the field of qualitative research. One staff member was interviewed at Blue Forest to get her recommendations for refining and further developing the interview questions used for the interviews at Pecan Grove and Lakeside. The position she held at Blue Forest was similar to the staff interviewed on the Pecan Grove and Lakeside campuses for the study. Therefore, the perspectives were comparable. The Blue Forest campus served only as the pilot site for staff interview questions.

Top-level Administrator Interviews

Top-level administrators at JCCCD were district employees with college-wide responsibilities. The researcher invited top-level administrators who had significant roles in the course redesign to participate in in-person interviews. Interview invitations were extended to the following top-level administrators: Chancellor, Deputy Chancellor, Vice-Chancellor for College Preparatory, the Vice-President for Student Development, and the Associate Vice-Chancellor for Learning. See administrator interview protocols for top and mid-level administrators in Appendix H.

Mid-level Administrator Interviews

Interview invitations were extended to the following mid-level administrators: Director of the Center for Excellence in Teaching and Learning (CETL), Dean of Enrollment Management, Director of Financial Aid, and the Testing Coordinator. Mid-level administrators were also considered district employees; however, their offices were located on the various campuses of the college. The varying layers of administrators provided multiple perspectives for analysis.

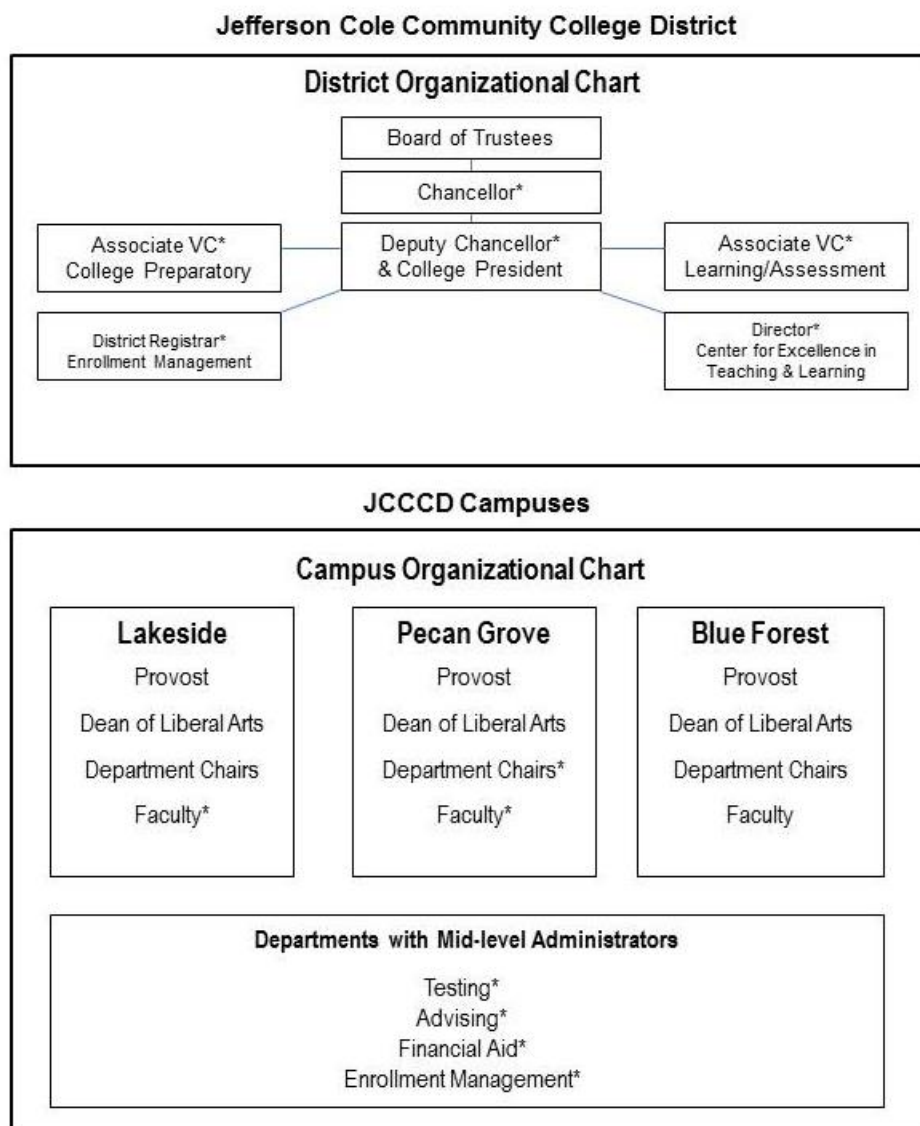
Full-time Faculty Interviews

The full-time faculty interview questions were revised by the researcher and reviewed by a panel of experts before faculty interviews at the Pecan Grove and Lakeside campuses began. All full-time developmental reading and writing faculty who participated in the course redesign at Pecan Grove and Lakeside were invited to participate in the study. Interviews were taped, and the researcher transcribed them verbatim after each interview to accurately capture the thoughts of the participants. See the full-time faculty interview protocols in Appendix I.

Staff Interviews

Staff members had integral roles that contributed to the curriculum redesign of developmental reading and writing. For that reason, the researcher used purposive sampling to identify participants from academic advising who supported the course redesign effort in Fall 2012. Those individuals were invited to participate in the study. See the staff interview protocols in Appendix J. Figure 3 below outlines the JCCCD Organizational Chart. Asterisks behind some titles indicate that those individuals were invited to participate in this study.

Figure 4

JCCCD Organizational Chart

**The researcher invited individuals from these groups to participate in the interviews.*

Documents. State legislative documents and artifacts, related emails, presentations, and website information related to the change process created additional layers of information and helped to answer the research questions outlined at the beginning of this chapter.

Field Notes. The researcher took field notes to document thoughts and impressions of emerging themes, and interesting comparisons. In-field notes, notes that are taken in the field during interviews, were kept continually throughout the study to document personal observations of participant interviews and questions for further investigation. Johnson and Christensen (2014) state that field notes are used to document what the researcher thinks is important. The authors suggest editing and correcting field notes as soon as possible while they are still fresh on the mind (Johnson & Christensen, 2014).

Ethical Considerations

The research design used for this study was a qualitative comparative analysis case study. Yin (2011) contends that each researcher should bring a “strong sense of ethics” to any research conducted (p. 38). To maintain ethical standards, the researcher informed all participants of the scope of this study prior to their voluntary involvement. In addition, informed consent forms were explained and signed by participants before any interviews began. (See Appendix C.) The community college system in urban Southeast Texas and all of its campuses, which served as the primary site for this study, was referred to with a pseudonym. Similarly, all participants in this study were given participant codes to ensure their confidentiality. All files, tape recordings, transcripts,

field notes, and other data collected for this study will be kept in a password-protected environment for three years, after which it will be destroyed.

Data Collection

CPHS and IRB approvals were received prior to the collection of any data. Once approvals were received, the researcher emailed potential interviewees prior to scheduling in-person interviews to invite them to participate in the study. See Email Invitation to Participate in Study in Appendix D. After the individuals agreed to participate in the study, the researcher emailed them a participant profile sheet to complete. (See Participant Profile Sheet for administrators in Appendix E, for faculty in Appendix F, and for staff in Appendix G). Subsequently, in-person meetings were scheduled with each participant.

Before the interviews began, the researcher explained the purpose of the study to each participant and asked him or her to sign an informed consent form. All participants were assured that they could stop at any time without recourse if they decided not to participate. Additionally, all participants of the study were given participant codes to ensure confidentiality.

Johnson and Christensen (2014) contend that interviews are interpersonal encounters and that interviewers should establish a rapport with interviewees to create a friendly environment. In addition, the authors caution interviewers to maintain an impartial demeanor when acknowledging an interviewee's responses to minimize the chance of biasing the interviewee's responses (Johnson & Christensen, 2014). Interview questions were asked sequentially for each person using the interview protocols. The researcher gave the interviewee ample time to respond and refrained from prompting the

interviewee for an answer. Once the interviewee had responded, the researcher asked for clarification or to probe for further information. Participants were also able to ask questions at any time during the interview.

Interview question protocols were crafted appropriately to the participant's role. The process of data collection consisted of interviews with administrators, faculty, and staff to determine their perceptions of the change process that occurred during the redesign of the developmental reading and writing program. Audio tapes of the interviews ensured the accuracy of information. The researcher documented impressions, observations, and questions for further investigation and comparison (Miles & Huberman (1994).

Data Analysis Procedures

The researcher employed a qualitative comparative analysis case study approach to analyze the data for this study. In-field analysis was used during the data collection phase and post-field analysis after the data had been collected. Through in-field analysis, the researcher was able to examine and analyze preliminary data after each interview, which allowed for reflection on the data and the development of needed strategies for collecting additional and more in-depth data (Miles & Huberman, 1994). In-field analysis allowed the researcher to look for patterns and emerging themes in the data. Post-field analysis was used to collectively analyze and draw conclusions based on the data (Miles & Huberman, 1994; Kvale & Brinkman, 2009). Post-field analysis provided the researcher with an advantage of making additional comparisons of the data in with-in, cross-site, and between site analyses of the data collected for the study at the Lakeside and Pecan Grove campuses (Miles & Huberman, 1994).

The researcher adopted Yin's (2011) five-phase process for coding the data collected in this research study. Yin (2011) describes these phases as compiling, open coding, axial coding, interpreting, and concluding. Phase One consisted of compiling all of the data collected for the study: interviews, state legislative documents, emails, presentations, and field notes. In this phase, the researcher identified and gathered all of the documentation for the study, which established the "database" (Yin, 2011, p. 178).

Phase Two included open coding in which all of the data items were sorted at a conceptual level (Yin, 2011). The researcher created an *Excel* spreadsheet, listing all of the data items across the top. As similar words and concepts were identified in the data items, those words and concepts were listed on the left to create a grid format in order to develop cross-references. Lengthy documents, such as legislative documents produced many words and concepts, while others, such as emails displayed less. Afterward, the researcher grouped items that displayed similar words or concepts. Yin states that open coding allows the researcher to sort data in different ways. Using the spreadsheet method kept the researcher in close proximity to the data and provided time to scrutinize them more closely and in different ways. Throughout the coding process, the researcher made post-field notes to document thoughts and impressions about the data.

Phase Three includes axial coding, which takes coding to an even higher level by recognizing categories. Yin (2011) refers to Phase Three as "category codes" (p. 188). In this phase, the researcher disassembled and reassembled the data into categories. For example, all of the administrators' responses to Question One were disassembled from the original interviews and reassembled by question. Therefore, all of the administrator responses to Question One were combined, so they could be more closely examined for

emerging categories. The same method was used for faculty and staff interviews.

Afterward, individual groups were considered, the researcher cross-referenced emerging categories across groups. The same method was used to disassemble and reassemble legislative documents, presentations, and emails according to categories; however, the participant interviews provided the richest data for examination most likely because their perceptions were based on the legislation leading up to the course redesign. The themes of impetus for change and commitment to student success began to emerge during this coding phase.

Yin (2011) describes Phase Four as a comprehensive interpretation of the data, which becomes the “basis of understanding for [the] entire study” (p. 207). In Phase Four, Yin (2011) states that researchers should strive to maintain completeness, fairness, empirical accuracy, value-added, and credibility. During this phase, the researcher reviewed all of the data again, making additional notes and looking for additional thematic connections. The themes of trust and confidence and collective collaboration emerged in this phase. Phase Five of Yin’s (2011) process is concluding, which he describes as one or more overarching statements that bring the findings to a higher conceptual level and permitted the researcher to make inferences from the whole body of research in the study. The overarching concept that emanated from this study was that it *takes a village* to accomplish a successful course redesign in a higher education setting. It cannot be achieved in a silo or by the efforts of a few. To realize a successful redesign effort, everyone involved must be part of the conversation from the beginning to the end of the change initiative.

In-field Analysis

During in-field analysis, the researcher read over transcripts after each interview, wrote memos, and conducted preliminary coding. The researcher also implemented comparative analysis, looking for categories and recurrent themes between the interviews of the participants in similar positions at each campus and within categories (Yin, 2011). In addition, the researcher looked for adjustments and themes and different positions that emerged during in-field analysis.

Post-field Analysis

The researcher conducted comparative analysis of the entire data set, which included all interviews, field notes, legislative documents, presentations, and emails using within-site and cross-site analysis. Each group was examined against the other groups on the same campus. Then, each group was evaluated across the campuses. Afterward, different groups from across campuses were investigated in a comparative analysis approach. To search for outliers or statements that did not fit the data, the researcher conducted analytic induction (Miles & Huberman, 1994). Analytic induction was used to examine the data and understand the phenomenon that took place during the course redesign at JCCCD (Miles & Huberman, 1994). Data from within the same categories was examined across different groups to identify similarities and variances in responses to the questions. Four key themes emerged from post-field analysis of the data: impetus for change, commitment to student success, trust and confidence, and collective collaboration.

Triangulation

Creswell (2103) states that triangulation of the data can be achieved in qualitative research by corroborating evidence through multiple and different data sources. The researcher achieved triangulation of data sources by comparing data collectively to provide close examination across multiple sources collected for this study, such as participant interviews, state legislation, emails, presentations, and in field and post-field notes that pertained to the change process. Using all available evidence, the researcher looked for emerging patterns in the coded data through themes, observations, and relationships to build a logical chain of evidence that examined the perceptions of administrators, faculty, and staff, who had involvement in the course redesign effort at JCCCD.

Validity

The goal of the researcher was to develop a valid and accurate depiction of the course redesign that occurred at the Pecan Grove and Lakeside campuses of JCCCD. Kvale (1989) states that validity for qualitative research is developed through a process of checking, questioning, and theorizing. Thus, participants interviewed in this study met one of the designated interview categories. Each interview was audio recorded and transcribed verbatim by the researcher. Sixteen participants from within the JCCCD district were interviewed to provide both multiple and multi-level perspectives regarding the course redesign that took place in Fall 2012. Researchers use member checking to ask participants their “views of the credibility of the findings and interpretations” (Creswell, 2013, p. 252). The researcher performed member checks to ensure that the interviews were accurately transcribed and interpreted to support validity in this study.

Creswell (2013) contends that member checking is the most “critical technique [in qualitative research] for establishing credibility” (p. 292). Additionally, the researcher kept extensive field notes to record thoughts, impressions, and questions.

The researcher triangulated the data from multiple and different sources to analyze it for corroborating evidence that shed light on themes and perspectives (Creswell (2013). Creswell (2013) states that, “When qualitative researchers locate evidence to document a code or theme in different sources of data, they are triangulating information and providing validity to their findings” (p. 251).

Whittemore, Chase, and Mandle (2001) synthesized perspectives on validation and found four primary criteria when performing qualitative research: credibility, authenticity, criticality, and integrity. The researcher held these values in high esteem and carefully and cautiously performed every aspect of the study. All recording devices, field notes, transcripts, and documents gathered in this study will be protected on a password-protected server for three years, after which time, all of the research data will be destroyed.

Reliability

To ensure that the study was reliable, the researcher took detailed field notes and employed the use of a good-quality audio recorder (Creswell, 2013). Interview protocols were piloted with representatives from faculty and staff who were not involved in the actual study. The same interview protocols were used for participants in the same categories, such as administrators, faculty, and staff. In addition, a panel of experts reviewed and refined interview questions before interviews began. The researcher took great care to transcribe all interviews accurately denoting pauses and overlaps (Creswell,

2013). Additionally, the researcher's relationship to the study was also disclosed at the research site.

Generalizability

This study cannot be generalized to all community college developmental education programs who may have also participated in a similar change process. Creswell (2013) contends that generalizability increases as cases multiply, but single cases do not have the depth required for wide generalization. However, detailed information was included in this study for others to learn about the experiences of one community college system in urban Southeast Texas. Perhaps, the lessons learned from the change process undertaken at JCCCD can inform similar change processes in their own programs.

Summary

The research documented here was a qualitative comparative analysis case study approach. Through that research model, the researcher examined the change process that took place when JCCCD redesigned their standalone developmental reading and writing classes into a fully integrated reading and writing curriculum. Interviews with top and mid-level administrators, full-time developmental reading and writing faculty, and academic advising staff directly involved with the change process provided multi-faceted perceptions that dimensionalized into the story of the course redesign at the Pecan Grove and Lakeside campuses of JCCCD. This information has the potential to greatly inform educational leaders in understanding how the process of change management can be implemented at the community college level. Chapter IV documents the results of this research study.

CHAPTER IV

RESULTS

This qualitative comparative analysis case research study examined the perceptions of top and mid-level administrators, developmental reading and writing faculty, and academic advising staff who were directly or indirectly involved in the course redesign of standalone developmental reading and writing courses into an integrated reading and writing curriculum at Jefferson Cole Community College District (JCCCD) in urban Southeast Texas. To preserve confidentiality of the participants involved in this study, the researcher provided a pseudonym for the college, Jefferson College Community College District (JCCCD) and participant codes for each group. Through this study, semi-structured interviews with each of the participant groups were examined to identify interesting insights, existing tensions, and discrepancies that existed among and within the different groups.

Three questions were investigated in this research study.

Research Question One: What are the perceptions of administrators involved in the change process of integrating the developmental reading and writing program?

Research Question Two: What are the perceptions of faculty involved in the change process of integrating the developmental reading and writing program?

Research Question Three: What are the perceptions of staff involved in the change process of integrating the developmental reading and writing program?

The theoretical framework for this study employs three different areas of examination: Kotter's Change Management Theory (1996), Knowles' (1968) Adult

Learning Theory, and Rosenblatt's Transactional Theory (1978, 2001, 2004, 2005).

Kotter's Change Management Theory (1996) was chosen to frame the evolution of the course redesign from a structural point of view because institutions of higher education are increasingly managed as businesses, and change management was an appropriate lens by which to examine the phenomenon of redesigning the reading and writing curriculum in a community college setting. In addition, practices implemented in change management theory have many applications to higher education and the community college environment, which provided important insights into this research. Kotter's later work (2014) built on his earlier change management theory adding methods for accelerating change management initiatives, which were also evaluated against this research study.

Knowles' (1968) Adult Learning Theory framed the study in regard to student learning. He addressed the way adults learn, which is an important consideration when redesigning instructional models for adult learners. Knowles (1980a) drew a distinction between teaching children (pedagogy) and teaching adults (andragogy), identifying adult learners as students who learn best in a problem-centered instructional environment. In addition, adult students are motivated and seek learning that is pertinent to their academic progress. Adult Learning Theory provides an important part of the theoretical framework in this study.

Another important aspect of framing this study about reading and writing course redesign is Rosenblatt's Transactional Theory (1978, 2001, 2004, 2005), which informed this study by providing an understanding of the relationship between the reader and the writer. Readers interact with the writing and develop individual interpretations through

their individual knowledge and experiences (Rosenblatt, 2004). Reading and writing faculty often have conflicting views about the effectiveness of teaching and learning in an integrated reading and writing format over one that teaches the two skills separately (Bartholomae & Petrosky, 1986; Elbow, 2004; Goen & Gillotte-Tropp, 2003; McCormick, 1994; Nelson & Calfee, 1998; Rosenblatt, 2004). Goen-Salter (2008) discussed the relationship between reading and writing and how the two disciplines provide support and enrichment for each other, contending that when effective reading and writing instruction takes place, one discipline cannot stand without the other. These researchers contributed different vantage points of the redesign process experienced by this community college system in urban Southeast Texas.

These theorists have furnished comprehensive framing by which the change process and redesign effort was investigated. The many aspects of the research that resulted from this case study provided understanding of the many considerations necessary to facilitate an effective change process. This study was important because it examined the redesign effort from different perceptions to investigate the impact it had on instruction and other systems within the college. This chapter discusses four major themes which emerged from the data: impetus for change, commitment to student success, trust and confidence, and collective collaboration. Each of the themes not only addressed the course redesign, but they also were interwoven with each other. The impetus for change focused on affecting a higher level of student success, which served as a foundational element of JCCCD's philosophy. Implementation of the course redesign required that administrators, faculty, and staff have trust in one another and the confidence in each group's ability to adequately support an aspect of the process for

which they were responsible. Additionally, it was essential that all groups shared a spirit of collective collaboration in order to ensure that the process maintained quality and forward movement. Figure 5 illustrates the dynamic relationship of the themes and course redesign.

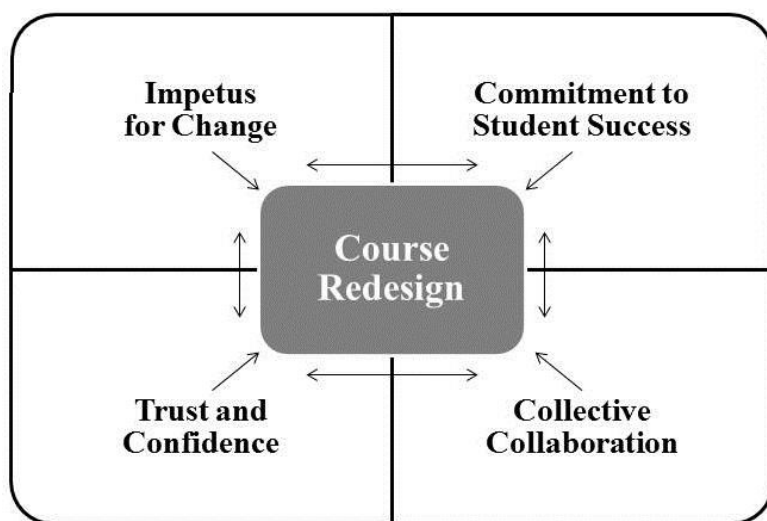


Figure 5

Emergent Themes in Course Redesign

The qualitative comparable analysis case study approach (Miles & Huberman, 1984) provided a format that could explain the intricacies of integrating developmental reading and writing courses and the breadth of what that initiative entailed at the community college level. Examining the perceptions of top and mid-level administrators, faculty, and staff, the researcher gained a clearer understanding of how change management theory can be applied in an effective course redesign initiative within a community college environment.

Impetus for Change

One recurring theme in the data was that the change management initiative was driven by exterior forces in Texas and on the national stage, which sought to accelerate

developmental students more quickly through developmental studies and into transferrable college-level coursework. While top-level administrators and faculty discussed their direct involvement with the course redesign initiative, staff did not indicate any knowledge of state-initiated change mandates. Mid-level administrators may have assumed that the course redesign was being driven by state mandate, but their comments suggested that top-level administrators and faculty were driving the redesign. Mid-level administrators were more focused on systems management and developing processes at the college that facilitated the change. In all cases, the impetus for change was accepted by all groups and accepted as a new initiative for JCCCD.

Top-level Administrators

Top-level administrators (TLA) at JCCCD learned of the push to accelerate developmental education prior to the Developmental Education Demonstration Project (DEDP) grant initiated in 2010 by the THECB (2011). College administrators who worked closely with College Prep were aware that the impetus for change was coming from the Texas Legislature (H. 9, 2011; H. 2369, 2007; H. 3296, 2009; S. 1146, 2007; S. 1561, 2009). Legislative rulings and a review of current research involving the acceleration of developmental reading and writing courses stimulated interest in JCCCD top-level administrators of the possibility of course redesign.

TLA3, one of the four top-level administrators, stated,

JCCCD was involved in the Demonstration Project for the Coordinating Board (THECB), and connected to that was where I really started reading about what integrated reading and writing meant as opposed to separate classes (Personal Communication, March 8, 2016).

Top-level administrator TFA1 shared her introduction to the concept of integrating reading and writing instruction. She recalled:

I was hearing bits and pieces in the state and national educational sectors. From the State standpoint, the Coordinating Board was making comments about integrating reading and writing, and I wasn't sure why we weren't doing that. So it piqued my interest around what was being said out there in the literature and the State (Personal Communication, April 12, 2016).

Along those lines, top-level administrator TFA3 commented:

About the time that we made this change, nationally we were beginning to hear about this concept. The Community College Research Center (CCRC) produced a lot of research on it. I was aware of the research, and we also were doing the Demonstration Project for the Coordinating Board and connected to that was kind of where I really started reading about the difference in the understanding of what integrated reading and writing meant as opposed to separate classes (Personal Communication, March 8, 2016).

The comments of the top-level administrators attest to the fact that they understood the initiative to integrate the reading and writing curriculum was being driven by the State of Texas. Three of the four top-level administrators interviewed were aware of the statewide conversation around integrating reading and writing instruction in developmental education in Texas.

Mid-level Administrators

Three of the four mid-level administrators interviewed discussed how they discovered the course redesign initiative. Enrollment management leader MLA3 remarked,

I suspected there were mandates by the state that I'm sure had something to do with the impetus behind this change process because we were seeing so many students who were just not placing into college-level skill levels. That's what really caused all of this to take place (Personal Communication, April 7, 2016).

However, not all mid-level managers had the same perception.

MLA1 commented, "I think that the change process was fully supported by college leadership and our governing board that this was a priority of JCCCD" (Personal Communication, April 11, 2016). However, she gave no indication that she was aware the initiative had evolved from a state mandate.

Mid-level administrator (MLA2) over testing recalled,

I really didn't have any preconceived notion of a plan to develop a course redesign of reading and writing courses, except what I heard from administrators and those involved—the College Prep faculty (Personal Communication, April 11, 2016).

It is clear that an assumption could have been made that the course redesign initiative was being pushed by the state, but mid-level administrators clearly looked to their leadership to provide the direction for the change initiative.

Faculty

Faculty were aware that the impetus for change was being driven by the Texas legislature and the Texas Higher Education Coordinating Board (THECB) because

several faculty from all three JCCCD campuses had been involved in statewide committees discussing ways to accelerate students through the developmental education sequence of courses (THECB, 2009). Integrating reading and writing (INRW) had been introduced as a viable option, and while the faculty participating in this study agreed that the state was driving the change initiative, all of the six full-time faculty interviewed at Pecan Grove and Lakeside perceived the course redesign as a benefit to students by allowing them to move more quickly into academic-level coursework. Some of their thoughts are shared below.

PGF1, one faculty from Pecan Grove, offered her thoughts about the redesign. She said, “I felt like it [reading and writing] should have been integrated and that it was just a very long laborious process that students went through” (Personal Communication, April 1, 2016). In some cases, students took two or three levels of individual reading and writing courses, which took many semesters for students to complete. Faculty LSF3 from the Lakeside campus provided a similar opinion, stating, “I think it [course redesign] was a good thing, and the students themselves had fewer classes to take in order to reach their goals” (Personal Communication, April 8, 2016).

Pedagogically, the general perception of the instructors on both Pecan Grove and Lakeside campuses was that the redesign made sense, and it was a better way to teach reading and writing. Of the faculty interviewed, 100% of them considered the change to be a positive move by the college. One faculty from Lakeside (LSF1) shared her sentiments, saying, “I was for it [course redesign] because I know the value of integrating both. They’re connected, and it’s valuable to teach both integrated because students can relate the concepts in reading with the concepts in writing” (Personal Communication,

April 6, 2016). Similarly, PGF3, a Pecan Grove faculty said, “I can't recall experiencing any hesitancy [embracing the redesign] because my personal philosophy about reading and writing is that they are simply inseparable. I normally teach ESOL, and the integration was beneficial to them as well because they could better see the relationship between reading and writing in English ” (Personal Communication, April 8, 2016). In the same vein, LSF2, a faculty at the Lakeside campus, commented, “I embraced the change process because it made sense. I was excited about actually being able to teach the integrated course” (Personal Communication, April 27, 2016).

Finally, PGF2 commented, “I come from a literature background, and we never write without reading and vice versa. So, I never did see reading taught separately as writing” (Personal Communication, April 8, 2016). The initiative to integrate reading and writing came from a state mandate that sought to accelerate students through developmental education courses. However, the majority of the faculty comments focused on the integration of reading and writing as a pedagogically sound way to teach the two subjects.

Staff

Both academic advising staff thought that the redesign initiative was being driven by the College Prep faculty. The two staff interviewed gave no indication of awareness of state or national trends. Though they may have thought that college administration was involved in the course redesign, they did not indicate it. The overall perception of the staff on both campuses was positive about the course redesign. The staff at Pecan Grove (PGS) asked humorously, “Where was this [integrated reading and writing] when I was going to school?”(Personal Communication, April 4, 2016).

Referring to the course redesign, one staff at Lakeside (LSS) declared, “I wish we could do it with more classes” (Personal Communication, April 4, 2016). While the staff perceived that the course redesign was being initiated by College Prep staff, they understood that the change would ultimately benefit students.

Clearly, the groups had different perceptions of the impetus for change. Top-level administrators and faculty were aware that the impetus for change came from the Texas State Legislature because they had a direct working relationship with them. Top-level administrators worked closely with state agencies such as THECB, and faculty served on statewide committees to assist in defining the integrated reading and writing courses and supporting the redesign effort. On the other hand, the mid-level administrators and staff interviewed in the study perceived that the impetus for change came from their leadership, who provided guidance for the new change initiative.

Commitment to Student Success

A demonstrated commitment to student success was evidenced in the data and consistent in top and mid-level administrators, developmental reading and writing faculty, and academic advising staff. Additionally, both the college’s mission and vision statements directly referenced student success, and student success was listed as one of the college’s primary values (JCCCD, 2016).

Top-level Administrators

Top-level administrators at JCCCD perceived the course redesign as a call to action in working toward an accelerated reading and writing model that would move students more quickly through their foundational College Prep coursework. However, the commitment to student success came much earlier on a larger scale. Three of the four

top-level administrators commented on the importance of student success. Top-level administrator TLA1 recalled past events that led up to a strong commitment to student success.

Our work on the student success agenda began with *Achieving the Dream* in 2007. In 2009, I tried to put more of an emphasis on broader engagement throughout the college around student success. In 2010, our College Community Day work led to a strategic plan that really focused around student success (Personal Communication, April 12, 2016).

This commitment to student success was consistent with other top-level administrators as well. In her recollection of the activities surrounding the course redesign initiative, top-level administrator TLA2 said,

I think just keeping our eye on student success was important. We wanted to be sure that the rigor was there for those courses and that we weren't just trying to *glom* everything together in a way that was not serving students and those learning goals (Personal Communication, March 31, 2016).

Based on the data, the philosophy that drove the redesign effort was clearly focused toward the overall success of students.

The top-level administrator (TLA3) over the College Prep division commented on the overall culture of developmental education and the dedication of those faculty to the success of their students. She asserted, "Our [College Prep] culture is one of innovation, of change, of doing what's right for students" (Personal Communication, March 8, 2016).

This consistent commitment to student success permeated the comments of top-level administrators. It was illustrated by the comment of top-level administrator TLA1,

who commented about the college's goals for supporting student achievement. She added, "Being able to question what you're doing and wanting to do better is part of trying to move the students to success into a future that could lead him to a different kind of a career path" (Personal Communication, April 12, 2016).

Finally, top-level administrator (TLA2) declared, "It was for the benefit of students. This [course redesign] wasn't about us and our goals in life, but it was about students and trying to get them on accelerated pathways so that they could achieve their dreams" (Personal Communication, March 31, 2016). The comments of these top-level administrators clearly illustrated a genuine responsibility toward the academic success of their students.

TLA4 perceived student success through a different lens due to the focus of her responsibilities in learning, assessment, and curriculum. From the vantage point of student success by completion and graduation numbers, she commented,

I can't speak from the classroom perspective, but we have had a steady increase of graduates since the redesign effort began, so whatever our change initiatives are, we are getting the students to completion and that's the ultimate goal (Personal Communication, March 9, 2016).

The comments from all of the top-level administrators illustrate an ultimate commitment and goal of supporting the overall academic achievement of students.

Mid-level Administrators

A commitment to student success was also evident in the comments of mid-level administrators. Their perceptions involved different considerations because they were responsible for departments such as financial aid, enrollment management and

registration, testing, and professional development. Thus, their commitment to student success was demonstrated in different ways through their work in the various departments at the college.

MLA4 discussed his perception of the reading and writing redesign effort in consideration of student financial aid:

We see students accumulating a large number of credit hours. Taking separate reading and writing courses was the equivalent of six credit hours, but an integrated course cut the course hours in half. The course redesign saved the students financial aid dollars to be used for other courses. So, we saw the redesign as a financial advantage for students (Personal Communication, April 15, 2016).

A commitment to student success is manifested in different ways in the various academic departments that support the overall success of students. Responsibly managing the student financial aid benefits demonstrated only one aspect of commitment to student success within the context of academe.

The enrollment management leadership (MLA3) exhibited another aspect of commitment to student success by ensuring that courses were correctly formatted in the electronic reporting platform for accurate reporting within the college system and externally to state agencies. She explained,

It comes down to a set of numbers that students can pass [on the placement exam]. If they make this set of numbers [placement scores] on the TSI test, which of these courses do they place into? Once they've completed the developmental courses, they enroll into their college ready status. My role was to take a

wonderful concept [course redesign] that was helpful to students and put it into numbers and processes so that students transferring from the old system [standalone reading and writing courses] to the new way [integrated reading and writing course] were able to take advantage of these courses” (Personal Communication, April 7, 2016).

Another vantage point that supported mid-level administrators’ commitment to student success came from the office for professional development. MLA1 affirmed, The faculty wanted to discover new strategies and techniques to integrate the reading and writing, so they could make the course better for their students. Our office was happy to facilitate that and provided funds for speakers and workshops. Any time professional development can enhance the learning experience for students, we want to be part of it (Personal Communication, March 7, 2016).

While the responsibilities of the testing department was distinct from the other departments, the perspective of the testing leadership was similar to the registrar because both offices were dependent on the analysis of numbers and what they meant in reference to student success. MLA2 shared the following insight:

I think the obvious benefits have been that our graduation rates started to go up after the reading and writing courses were integrated. Our students are passing the developmental courses more readily now than they used to, and that’s resulting in them moving through their programs faster (Personal Communication, April 11, 2016).

Each of the mid-level administrators was responsible for different functions that supported the overall success of students. Though their departments focused on supporting roles, they all demonstrated a commitment to the overall success of students.

Faculty

The entire faculty interviewed for this study had taught for the Developmental Education division for five years or more. Two faculty members also taught ESOL classes. The faculty's longevity in the field and commitment to support academically underprepared students was evident in comments. A faculty member (PGF1) from the Pecan Grove campus, whose degree was in English Literature, shared her sentiments about supporting the success of her students. She discussed her opinion of the reading and writing integration and how she perceived it would support the academic success of her students.

I was very excited about the integrated curriculum. I thought that was a pedagogically sound way to teach. Students were going to understand both reading and writing better as recursive processes, so I was very excited about the change. Students have to read for every class they take. So, they need to know how to study and annotate a really difficult chapter. They also have to write in every class they take. I see my role as important in helping them to be successful in all of their classes (Personal Communication, April 1, 2016).

Commenting on the positive effect of the integrated reading and writing format on student success, a faculty member from Lakeside (LSF1) noted,

We introduced portfolios to the classes, and I think that was very valuable for student learning. Students were more interested, and I was also interested to

receive more professional development in order to improve my teaching (Personal Communication, April 6, 2016).

Another faculty member (LSF3) from the Lakeside campus, who taught predominately English Speakers of Other Languages (ESOL) students, concurred that the course redesign had been a “positive move and that the change had been the best for students” (Personal Communication, April 8, 2016).

An ESOL faculty member (PGF3) from the Pecan Grove campus had also been a proponent of integrating the ESOL reading and writing courses after the initial course redesign of the reading and writing courses had taken place. She shared,

My personal philosophy about reading and writing is that they are simply inseparable and that the best way to help students transfer the skills is to continually work with both domains in a single curriculum environment” (Personal Communication, April 8, 2016).

This faculty member, who in addition to ESOL had also taught developmental reading and writing extensively, had this to say about teaching integrated reading and writing to underprepared students:

Students are better able to see the relationship between reading and writing.

College Prep students are unfamiliar with the integration of disciplines and how to transfer skills, strategies, and mindsets from one discipline to another. So we help them overcome that by stressing that reading and writing is the same in every discipline and that what we are doing in the integrated reading and writing course transfers to every discipline (PGF3, Personal Communication, April 8, 2016).

The faculty's commitment to student success was apparent in the interviews. In agreement with the earlier sentiments of colleagues, Lakeside faculty member LSF2 agreed in the belief that "the integration of the reading and writing curriculum initiated greater student success" (Personal Communication, April 27, 2016).

Finally, a faculty member (PGF2) from Pecan Grove expounded on the true benefits of the course redesign for students:

In regard to student learning, they are actually benefiting because they have different levels of conversation with the text that they read. We may look at labeling the parts and look at different pieces of how students actually write paragraphs, using the readings as models. When we come back to the reading, the students look at it from a different context. They understand how the pieces fit together as a writer and then use those skill sets to become better readers (Personal Communication, April 8, 2016).

Staff

Staff perceptions of the course redesign effort were positive because it decreased the amount of developmental courses students were required to take before starting academic-level coursework. Both staff members agreed that their most important responsibility was to facilitate the academic progress of students through DE courses. Commenting on the course redesign, the staff member (LSS) from Lakeside recalled,

It was such a good idea. It's [reading and writing instruction] all in one. So, that was a great thing. Anytime you have the ability to remove a barrier for students, I think we're only going upward" (Personal Communication, April 4, 2016).

In a similar manner, the staff member (PGS) from the Pecan Grove campus remarked about the course redesign, “It just seemed so valuable and so instrumental. A student could now complete both courses at one time and progress faster through a level” (Personal Communication, April 4, 2016).

The academic advising staff held the same commitment to student success as demonstrated by top and mid-level administrators and faculty members. Each group supported student success in different ways. Administrators provided systems management and faculty support to facilitate the change process. Faculty developed engaging and rigorous curricula to enhance student learning and engagement with the course content. Academic advising staff provided guidance and information to students, informing them of quicker solutions for reaching college readiness and moving forward with their academic endeavors. Collectively, a commitment to student success was apparent in the overall data collected in the comments of top and mid-level administrators, faculty and staff at the college in this study.

Trust and Confidence

Trust and confidence was another over-arching theme that emerged from the data in this study. This perception was found within and between participant groups.

Top-level Administrators

All top-level administrators consistently acknowledged the College Prep faculty as being the subject matter experts in the redesign effort. There was mutual respect for their knowledge as curriculum and content experts. TLA3 commented, “I do believe that it [curriculum redesign] is a faculty-driven decision, and that as administrators, we

support them any way we can when they have to make a change” (Personal Communication, March 8, 2016).

TLA3 expanded these sentiments as she discussed her role in the course redesign:

Well, simply it was to provide resources for faculty. I have been very impressed by our faculty here and what they have done with it [course redesign]. Once you present the problem, our faculty are very proactive and they move forward.

Faculty were the ones to work on redesigning the curriculum. My role as the [College Prep] administrator was to make sure they had all the tools they needed, such as professional development. We provided workshops for people as well.

That was my role (Personal Communication, March 8, 2016).

Similarly, top-level administrator TLA1, representative for the office of the chancellor, supported that sentiment and interjected:

It just came back to asking the questions of people who really know better, the ones, the faculty that are in the curriculum and the leadership in that area. I know for faculty being in the field, trying to develop this, there was a lot of thought process, a lot of collaboration that had to happen, a lot of meetings. It doesn't get done in a vacuum (Personal Communication, April 12, 2016).

Along those same lines, the top-level administrator (TLA2), spokesperson for the college president's office, provided her perspective:

It was my responsibility to have oversight of everything that occurred in the change process. Now, did I do that myself? No, the faculty redesigned the curriculum. They had to be given the charge to figure out the redesign because they had to be comfortable and confident in the model that they were then charged

to deliver (Personal Communication, March 31, 2016).

While some administrators did not directly support the faculty curriculum redesign efforts during the change initiative, the perception of their roles as integral to a successful implementation of the course redesign initiative became clear. The top-level administrator (TLA4), who led the college's curriculum and assessment team, discussed her role in support of the course redesign. TLA4 described the redesign activities from her vantage point:

I was pushing people to determine how we interpreted integrated reading and writing without making a decision for them because I do believe that it [curriculum design] is a faculty-driven decision, and that as an administrator, we support them any way we can when they have to make a change. Faculty are the ones who know the students. They knew what needed to be changed to merge the two disciplines together (Personal Communication, March 9, 2016).

The comments of top-level administrators revealed their trust and confidence in the College Prep faculty to develop a comprehensive reading and writing curriculum that provided students with a learning experience in which they would effectively learn both reading and writing in an integrated course redesign format.

Mid-level Administrators

Trust and confidence were apparent in the comments of the mid-level administrators though they did not directly address it. Their commitment to the course redesign and confidence in their colleagues with whom they worked to accomplish the comprehensive undertaking of the course redesign says much. It illustrates their

perception of trust and confidence in each other and their confidence in the new path the college was taking to accelerate students through developmental education coursework.

Mid-level administrator (MLA2) in charge of testing stated that faculty involved were going to integrate the two subjects together, which made sense to him. He reflected, “From my standpoint, it [course redesign] sounded like a really good idea” (Personal Communication, April 11, 2016). The THECB had to officially approve and enter the integrated reading and writing courses into the Lower-Division Academic Course Guide Manual (ACGM), so the courses would be eligible for federal funding. The ACGM is the “official list of approved courses for general academic transfer to public universities that may be offered for state funding by public community and technical colleges in Texas” (THECB, 2013d). While developmental education courses did not transfer to public universities, those courses were included in the ACGM and funded by federal financial aid.

In addition, the mid-level administrator (MLA4) over financial aid responded similarly. He said, “I thought it [course redesign] was a good route to take, and especially when I was informed that those classes could be paid for through financial aid” (Personal Communication, April 15, 2016). The perception of the mid-level administrator (MLA3) over enrollment management also supported a sense of trust and confidence in the new integrated course format. She stated, “So mine was simply taking a wonderful concept that was helpful to students and putting it into numbers and processes” (Personal Communication, April 7, 2016). This sentiment was further supported by the mid-level administrator (MLA1) over professional development. She shared the following memory,

I attended a presentation to help me understand the course redesign better, what the whole change process was, and what it involved. Then, I was better able to help support campus professional development and the annual conference that ensued from it (Personal Communication, March 7, 2016).

Through their comments, the mid-level administrators demonstrated their trust and confidence in the new course redesign initiative. This sentiment also may be explained by the longevity that these employees had with the college and the sense of community that they developed with co-workers (Ferrari, Cowman, Milner, Gutierrez, & Drake, 2009). Over time, people who spend much time together in a working environment can develop trust and confidence in their working relationships.

Faculty

Another important perspective that the faculty brought to the study was their appreciation for being considered by college administrators as competent professionals who had the expertise to redesign the reading and writing courses into an integrated reading and writing curriculum. All except one of the faculty interviewed had extensive experience in the K12 system, which former K12 faculty described as a top-down directive environment in which curriculum was developed at a district level and filtered down to teachers. The faculty perception of administrator support was illustrated in their confidence and motivation as respected professionals.

One faculty member (PGF1) described the leadership as “very supportive with any innovations we came up with, and they realized that this was a process. It wasn’t going to be perfect the first time, but they gave us the time to work through it” (Personal Communication, April 8, 2016).

A similar viewpoint was shared by a faculty member (LSF2) at Lakeside campus. Her comments demonstrate a mutual feeling of trust and confidence between the faculty and administrators.

The leadership allowed faculty to have a say in the change process, and that was very important. The faculty had a voice, and they were able to determine how they wanted the course to look and what they wanted the course design to be like. I believe that was a good decision on behalf of the leadership team (Personal Communication, April 27, 2016).

Similarly, faculty member PGF2 expressed her perception of the support that faculty received from administrators. She asserted:

I think giving us autonomy, knowing our skill sets, knowing our craft, letting us be the creators of what we do, gave us not only the desire but also the motivation to get this done. We were set--we were challenged to make it [reading and writing curriculum] 100% integrated, and that's what we did (Personal Communication, April 8, 2016).

The faculty perception that college administrators considered them as competent professionals who had the expertise to redesign the reading and writing curriculum was consistent on both campuses. According to faculty members LSF1 (Personal Communication, April 6, 2016) and PGF3 (Personal Communication, April 8, 2016), college administration supported professional development in preparation for the curriculum redesign.

Professional development included in-house workshops in which reading and writing faculty met college wide to discuss curriculum and develop integrated learning

assignments. Seminars with reading and writing experts were held at the college to help faculty understand how to integrate the two disciplines (LSF2, Personal Communication, April 27, 2016). The college provided financial support, so reading and writing faculty could attend state committee meetings regarding the integration of reading and writing and associated conferences (MLA1, Personal Communication, March 7, 2016). In addition, the college provided budget money for a faculty-developed annual conference at JCCCD to support the continuing course redesign effort (TLA3, Personal Communication).

Staff

The perception of trust and confidence is less pronounced in the staff comments. However, their understanding of who was responsible for redesigning the reading and writing curriculum accurately fell to the faculty. LSS staff at Lakeside stated, “I knew that faculty were coming up with the curriculum and all that entailed” (Personal Communication, April 8, 2016). Similarly, the staff member from Pecan Grove (PGS) recalled that “somebody in the College Prep department talked about it [the course redesign]” (Personal Communication, April 8, 2016).

Many of the staff’s concerns included the student information software system for higher education (BANNER) and whether or not the system would accommodate the new integrated course format. The staff member (PGS) from Pecan Grove remembered the biggest challenge to the redesign effort. She said, “I think the BANNER piece and acknowledging that a student completed one section and not the other” (Personal Communication, April 8, 2016).

The comments of the staff demonstrated that they were not directly involved in the course redesign process. The staff member from Pecan Grove recollected,

I don't think we had any input. Maybe my direct leadership had some input on how the processes would play out through our roles, but basically when it came down to us, it was just --here it is --here's how you roll with it. So I'm thinking that if somebody in the line of educational planning would've been involved in the implementation, they could've help with these questions prior to be rolled out (PGS, Personal Communication, April 8, 2016).

Even though the staff perceived they had no active participation in the course redesign initiative, they did express trust and confidence in the College Prep departments on their respective campuses. When asked where they received the most support during the course redesign, the staff member from Lakeside (LSS) commented, "The department chairs were open and came to our meetings and were there for us. They sat in our offices for whenever we had a question. The advising staff did have the support of the College Prep department during that time, and that was key" (Personal Communication, April 8, 2016).

Trust and confidence were evident in top and mid-level administrators, faculty, and staff at differing levels. A strong sense of trust and confidence is apparent in the comments of top-level administrators and faculty toward each other. Mid-level administrators (MLA) showed trust and confidence in the faculty who were developing the course redesign and in the initiative that would provide students with a quicker path through developmental coursework. Similarly, the staff had trust and confidence in the College Prep faculty who worked closely with them to answer questions that arose. Like

the MLAs, staff had trust and confidence in the course redesign that would provide a shorter path through their College Prep coursework.

Collective Collaboration

Sneddon (2014) coined the term *collective collaboration* to describe an environment in which “everyone’s contribution and opinion matters. It’s not handed down and force fed” (para. 3). Sneddon (2014) further contends that when groups commit to collective collaboration, a synergy develops, which he defines as “awareness for [a] mutual environment” (para. 3). The researcher borrowed the term to describe an important theme that emerged from the data in this research study. It also adequately describes the working relationship necessary among top and mid-level administrators, faculty, and staff, which is integral to a course redesign initiative in a community college setting. In a community college, there are many departments and systems that must collaborate in order to effectively facilitate an integrated course redesign. In addition, collaboration within groups and across other departments is essential, because as TLA1 stated earlier, “It doesn’t happen in a vacuum” (Personal Communication, April 12, 2016).

Top-level Administrators

One top-level administrator (TLA4) adeptly explained the idea of collective collaboration by stating, “There are a lot of hands-on and moving parts to consider in a course redesign. That is my biggest challenge because I can’t turn this institution on a dime. There has to be a lot of networking” (Personal Communication, March 9, 2016).

Along those lines, top-level administrator TLA1 reflected,

Sometimes, I wonder as an administrator if I am pushing too hard. So you try to figure what's the balance around that. I know for faculty being in the field, trying to develop this, there was a lot of thought process, a lot of collaboration that had to happen, a lot of meetings. How do we help to keep up the momentum?

(Personal Communication, April 12, 2016).

Top-level administrator TLA2 outlined the process that needed to take place in her recollection of the events leading up to the course redesign and how that was related to the College Prep faculty. She stated,

The person who is charged with leading developmental education at the college has a good philosophy about putting the issue on the table for faculty, the practitioners, and saying, Here's where we're trying to get. Here are our outcomes for students. This is what we want to do for student success. Now, how do we figure that out? (Personal Communication, March 31, 2016).

TLA1 shared her thoughts about collaboration and how coordinating a large-scale initiative across multiple campuses could present challenges.

Collaboration across three campuses was difficult when we were doing this [course redesign]. While College Prep had made a lot of progress around that, they were much more of a team than some of the other departments. And still, there were differences of opinion on what worked and even differences of understanding--student differences--student populations across all three campuses. How do you bridge that? Sometimes, I think that we try to push collaboration, and you've got to let it work through (Personal Communication, April 12, 2016).

Top-level administrator TLA2 further reflected on the importance of coordinating with faculty during a course redesign initiative. She emphasized the faculty's role as developer of the new curriculum. She maintained,

It is not imposing a structure or curriculum or anything else on the faculty members, but saying, I need you to do this. How will we deliver this instruction? How will we redesign this curriculum? You have to figure this out, and let me know because I'm not the person teaching reading-writing. You have to let me know what support you need, what this is going to look like, and how it's going to work with the procedures and systems and processes of the college (Personal Communication, March 31, 2016).

TLA1 provided further observations about the collaboration that took place during the reading and writing course redesign, stating,

It's almost like you're a team of *storming norming*, and all those pieces of it takes time. But I think the collaboration of doing it across campuses, bringing in reading and writing faculty that were not necessarily separate departments, but they were separate units. Those are a lot of challenges to work through, and getting everybody's perspective out on the table and then being able to prioritize it. How do we move forward? So, collaboration is great, but then it takes time (Personal Communication, April 12, 2016).

Top-level administrator TLA3, who led the College Prep division, explained what the collaboration looked like as it was in progress. She shared this observation:

To watch that collaboration from across the district, this wasn't just the campuses, it was across the district. It was a phenomenal thing to watch. Our faculty are

very proactive. Once you present the problem, they move forward. They designed the course basically in two weeks. (Personal Communication, March 8, 2016).

The comments of top-level administrators illustrate the close working relationship they maintained with College Prep faculty and the collective collaboration that took place between those two groups during the course redesign.

Mid-level Administrators

Mid-level administrators chiefly supported the reading and writing course redesign through their departmental functions. Of the four mid-level administrators that were interviewed, all felt they had provided important contributions to the redesign effort.

MLA3 who lead the enrollment management department, discussed the importance placed on the course redesign initiative.

I think that the benefit was that everybody considered this a priority. My leader determined it was a priority. This was the most important thing we were to do at the time because we needed to get this [course redesign] ready for registration before we started the fall semester. The support and the collaboration between the academics and my side of the house, which was more administrative, helped us figure out exactly how to implement this initiative in the computing process. I think that was important. Had we not been on the same page, it would've been disastrous. But, because we supported each other that helped us work it out very well (Personal Communication, March 8, 2016).

Mid-level administrator (MLA1) for professional development commented, “Collaboration is definitely a positive thing, and you can get more information by

collaborating. It was the best approach to take to bring about a change process (Personal Communication, March 7, 2016).

Enrollment management administrator (MLA3) explained the developments that had to take place in order to manage the change process. She remarked,

We had to work with other colleagues in the state to use the same computer system and to make sure that we were all on the right track. If we needed upgrades to our system to help us do that, we worked with the agency that maintains our computer system. It really took all of us: the curriculum department, TLA3 [College Prep leadership] was involved, the curriculum department, and then my team. We also had to work with Instructional Technology (IT) at times to make sure we were getting all of our coding correct. Then, implementing it was Step 1 (Personal Communication, April 7, 2016).

In addition to the enrollment management system, the financial aid office also worked through many challenges to coordinate their part of the redesign effort. In much the same way, mid-level administrator (MLA4) discussed preparations for the newly redesigned courses as they applied to his department. He shared this recollection:

The most significant challenges in our area came down to paying the student for that course. We addressed it by reassuring students that we were going to secure the classes. Our personnel managing the computer system worked tirelessly, so we could get the system set up and could pay for these classes (Personal Communication, April 15, 2016).

In much the same way, MLA1 recalled the preparation they made in the professional development office in preparation for the course redesign. She noted:

We provided professional development funding to faculty in the content area. We also brought in speakers for presentations and workshops to support the reading and writing integration. We provided funds to faculty for conferences, and we also supported the on-campus conference that the College Prep faculty put on. Our role was to facilitate professional development for our full and part-time faculty, so they would be ready to go in the fall (Personal Communication, March 7, 2016).

Mid-level administrator (MLA2) commented about the coordination involved with placement testing. He recalled,

It was good to receive communication ahead of time, so we could be practiced in setting up the system. And our department got together and discussed the topics and the issues we were having and how to come up with the best solution (Personal Communication, April 11, 2016).

The course redesign initiative that took place at JCCCD in fall 2012 was involved and took the coordinated efforts of many departments. The testing department was integral in accurately placing students into the new integrated courses. The financial aid department at JCCCD developed processes to ensure that students could receive financial aid funding for their courses. Also, the enrollment management department made it possible for students to receive academic credit for the newly integrated courses. Additionally, the professional development office provided funding for faculty support in teaching and learning.

Faculty

The faculty perception of collaboration, as illustrated in their comments, was positive because reading and writing faculty were encouraged by their administration to meet within their campus departments and college wide division meetings to develop the curriculum for the redesign effort.

LSF1 commented:

There was a lot of collaboration and input between my colleagues within the Lakeside campus and also with the other two campuses. At meetings we discussed certain aspects of the redesign. We did a good job in collaborating and in trying to develop the best curriculum for the students (Personal Communication, April 6, 2016).

Faculty perceived that communication from college administration and the Texas Higher Education Coordinating Board (THECB) was facilitated by top-level administrator (TLA3) who oversaw the College Prep division. Pecan Grove faculty member PGF3 stated that the College Prep leadership (TLA3) provided the entire College Prep reading and writing faculty with information about the redesign initiative (Personal Communication, April 8, 2016).

PGF2 concurred and added:

During in-service, TLA3 told the full-time College Prep reading and writing faculty that everything we knew about developmental reading and writing was changing. So we [the faculty] had the charge to redesign it (Personal Communication, April 8, 2016).

Collective collaboration seemed consistent on all campuses because the College Prep leadership (TLA3) supported a strong sense of collaboration. This is seen in the comments of Lakeside faculty member LSF2. She stated:

The full-time faculty members were very instrumental in the redesign process because they had the autonomy to develop the syllabus, develop the course, look at how they wanted to design the course, and decide on how we were going to design the integrated reading and writing courses.

Her comment supports the idea of strong College Prep leadership discussed by her Pecan Grove colleague (PGF2).

In terms of collective collaboration, Lakeside faculty member LSF3 commented, “Things went pretty well and we all worked together. In my experience with the Lakeside campus and even district wide, we all really got along together. We knew what we needed to do, and we worked well together” (Personal Communication, April 8, 2016).

Pecan Grove faculty member PG1 provided an example of the collective collaboration that took place during faculty workshops to develop the new course redesign. She recalled,

We shared helpful activities that went along with our SLOs, and knowing we all get so busy-- especially having a new textbook and a new redesign—it was a lot easier if everybody shared a lesson or activity that was effective in class, so didn’t have to find everything on our own (Personal Communication, April 1, 2016).

College wide, the College Prep faculty worked collaboratively to develop the new curriculum, sharing materials in some cases to maximize time and energy.

Staff

When asked what they knew about the initiative to integrate the DE reading and writing curriculum, LSS stated, “What I knew about it [redesign of reading and writing curriculum] was that they [faculty] were coming up with the curriculum and all that it entailed” (Personal Communication, April 4, 2016).

Similarly, the staff member from Lakeside declared:

I would say initially it [awareness of the redesign] was probably through a meeting. Somebody in the College Prep department talked about something that was coming, and they were very excited about the expectations and how it would be rolled out. Then, it was just something that I knew was up-and-coming. So when it came, it was a relief. (LSS, Personal Communication, April 4, 2016).

The staff’s comments were consistent on both the Pecan Grove and Lakeside campuses in that they perceived their direct involvement occurred closer to the implementation process of rolling out the new integrated courses to students for enrollment.

PGS shared, “I was responsible for supervising the academic advising staff. Within that role, I relayed any updates as they came through curriculum to the staff so that they could advise students” (Personal Communication, April 4, 2016). Along those lines, LSS disclosed, “We made sure that our advising directors knew they needed to give their people the same training, the same knowledge” (Personal Communication, April 4, 2016).

The staff further indicated that they communicated with the College Prep departments on their given campuses and the top-level administrator for College Prep

(TLA3) to receive the most effective understanding of how the integrated reading and writing (INRW) courses should be explained to students. However, a strong sense of collective collaboration early on in the course redesign process was not identified.

Summary

Each of the groups studied had many similarities in their perceptions of the redesign effort to transform the standalone reading and writing courses into an integrated reading and writing curriculum. Even faculty who predominately taught ESOL perceived the integration as an effective method for student learning. However, some differences mark interesting points for discussion. The themes that emerged from this research were impetus for change, student success, trust and confidence, collective collaboration. Each of the participant groups supported the emergent themes with their comments, which provided thick data for evaluation. Chapter V will summarize the study, providing implications for practice and research and conclusions.

CHAPTER V

SUMMARY, IMPLICATIONS, AND CONCLUSIONS

This qualitative comparative analysis case study examined the perceptions of administrators, faculty, and staff regarding the curriculum redesign initiative at a community college in urban Southwest Texas. The redesign effort, which took place over the course of a year, entailed integrating the standalone developmental reading and writing courses into an integrated reading and writing curriculum, which was scaled to full implementation in the fall 2012 semester. This study was important because it examined the course redesign from the perspectives of top and mid-level administrators, College Prep reading and writing faculty, and academic advising staff to investigate the impact the redesign had on instruction and other systems within the college. The following sections discussed in this chapter are summary of findings, implications for theory, research and practice, and conclusions.

Three following questions were investigated in this research study:

Research Question One: What are the perceptions of administrators involved in the change process of integrating the developmental reading and writing program?

Research Question Two: What are the perceptions of faculty involved in the change process of integrating the developmental reading and writing program?

Research Question Three: What are the perceptions of staff involved in the change process of integrating the developmental reading and writing program?

Three main theories informed this research study: Kotter's (1996, 2014) Change Management Theory, Knowles' (1968, 1970, 1980, 1984) Adult Learning Theory, and Rosenblatt's Transactional Theory for reading and writing (1978, 2001, 2004, 2005).

Change management theory was used as a framework to explain the progression of the change process to develop and implement the course redesign of the reading and writing curriculum. Adult Learning Theory framed the curriculum considerations of the redesign effort to effectively convert it from standalone developmental reading and writing courses to an integrated reading and writing curriculum. Rosenblatt's Transactional Theory informed the relationship between the reader and writer, and the transaction that takes place between them.

The comparative analysis case study method was chosen because it effectively probed the perceptions of the participants in this study (Miles & Huberman, 1994). This study consisted of semi-structured interviews with four top administrators, four mid-level administrators, six College Prep faculty, and two academic advising staff. The top-level administrators represented the offices of the chancellor, the president, College Preparatory, and learning and assessment. Mid-level administrators represented the offices of the registrar and enrollment management, financial aid, placement testing, and professional development. Three developmental reading and writing faculty from each of the two campuses being studied, Pecan Grove and Lakeside, represented the College Preparatory division. Two academic advising staff, one each from Pecan Grove and Lakeside, represented the perceptions of staff.

In total, the perceptions of sixteen participants made up the data for this study. In addition to the interview transcripts, emails, presentations, in-field and post-field notes, and state documents culminated in the data collected for this research study. The researcher identified four major themes that emerged from the data. They are discussed in the following section.

Summary of Findings

Four major themes emerged from this research study: impetus for change, commitment to student success, trust and confidence, and collective collaboration. While the themes had distinctive qualities, they were also entwined with each other with the common denominator being the course redesign initiative. Figure 6 illustrates this relationship.

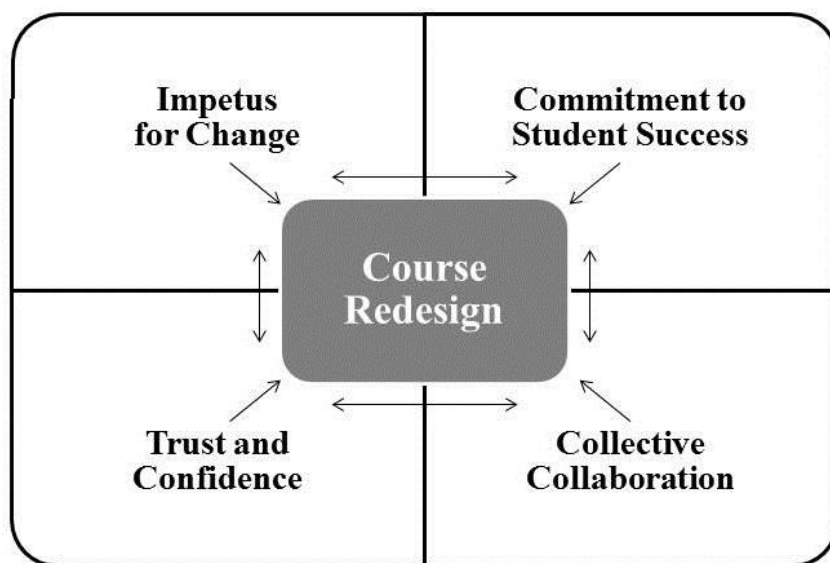


Figure 6

Four Major Themes Identified in Course Redesign

Each theme is discussed below with two considerations: 1) in regards to its impact on the redesign of the standalone developmental reading and writing courses into an integrated reading and writing curriculum, and 2) in relationship to the other themes.

Impetus for Change

Change Management Theory provided a framework in order to examine the impetus for change that motivated JCCCD to redesign the established developmental reading and writing courses. At the root of the impetus for change, Texas Institutions of

Higher Education (IHEs) were not producing an adequate workforce to fill all of the increasingly technological jobs in the state. That led to the state turning to higher education for answers. Groups such as the Community College Research Center (Jaggars, Smith, Hodara, Cho, & Xu) and Complete College America (Clyburn, 2012; Adams, et.al, 2012) criticized community colleges for their lengthy developmental education programs, claiming that they prevented students from quickly progressing into college-level coursework.

Consequently, the Texas Legislature sought to evaluate the effectiveness of developmental education and the length of time required to complete it (H. 2369, S. 1146, 80th Leg., 2007). That legislation led to state requirements that Institutions of Higher Education (IHE) publish performance reports of student completion (S. 1244, 80th Leg., 2007). In the 81st legislative session, community colleges were charged with primary responsibility for delivering developmental education and were required to develop intense and compressed course-based models for accelerating underprepared students through developmental coursework (H. 3296, S. 1561, H. 3885, 81st Leg., 2009).

During the same year, the General Appropriations Act, commonly referred to as Rider 50, charged the Texas Higher Education Coordinating Board (THECB) with “creating pilot programs for underprepared students needing developmental education” (THECB, 2011c, p. 2). The push behind reevaluating how developmental education was delivered gained momentum in relationship to developmental reading and writing when the THECB awarded Developmental Education Demonstration Project (DEDP) grants to five college systems (THECB, 2010). JCCCD was one of those awarded.

Further legislation focused in part on developmental education reform. In the 82nd Texas legislative session, the Higher Education Outcomes-Based Funding Act was passed, which created a monitoring mechanism that required IHEs to report student success data (H. 9, 82nd Leg., 2011). Furthermore, later during the same session, the legislature charged the Texas Higher Education Coordinating Board (THECB) with developing a statewide measure of student readiness (H. 1244, 82nd Leg. 2011). The momentum of this legislature stimulated a call for the reform of how developmental education was delivered in higher education to increase student success (H. 1244, 82nd Leg., 2011). The impetus for change of developmental education, its delivery, and results began with the state's workforce needs and came from the state legislature down through the THECB to the community colleges.

The first step of Kotter's (1996) change management model calls for the establishment of a sense of urgency for change. The Higher Education Outcomes-Based Funding Act created a sense of urgency, making community colleges evaluate their practices in order to align them with state mandates. JCCCD's top-level administrator TLA1 stated that "as things got moving at the state, [I was] probably pushing us to move it [the course redesign] a little bit also . . . and for us to move to scale" (Personal Communication, April 12, 2016).

Another top-level administrator recalled, "We were charged by the state to make these changes, so my job was to make sure that we stayed on a good timeline, that the curriculum was covered, that there was rigor and quality in the courses, and that faculty had time to do the work" (TLA2, Personal Communication, March 31, 2016). A majority of the course redesign effort took place during the spring and summer 2012 semesters.

With the implementation set for the fall 2012 semester, tensions around completing the redesign were evident.

Top-level administrator TLA3 recalled, “I was in charge of the demonstration project (DEDP) grant [at JCCCD]. Also, I was over College Prep across the district, and in that role, I was responsible for strategic initiatives around developmental education. I was kind of pushing people [reading and writing faculty] to determine how we were going to interpret integrated reading and writing without making a decision for them” (Personal Communication, March 8, 2016). Kotter (1996) refers to this top-level administrator’s (TLA3) actions as creating a guiding coalition. Due to the DEDP grant, many of the developmental reading and writing faculty from across JCCCD had been actively engaged in meetings at the state level (THECB, 2011c).

The impetus for change initiated with the need for an educated workforce to fill the growing number of jobs available across the state. Criticism of developmental education resulted in legislation designed to accelerate students through developmental education coursework. The impetus for change of the developmental standalone reading and writing courses to an integrated reading and writing curriculum resulted. Change in course redesign does not have to come from state or national initiatives. Community colleges are being asked to do more with less. Course redesign in developmental education can provide opportunities for community colleges to examine their programs and evaluate their effectiveness.

Prior to the course redesign of the standalone reading and writing courses into an integrated reading and writing curriculum, the traditional layers of developmental coursework that students had to complete often became laborious and discouraging,

creating roadblocks to academic-level study. The five college systems that participated in the DEDP grant were given an opportunity to scrutinize their own practices to develop better learning solutions for students. So, while the impetus for change started with sweeping criticism across the nation of developmental education, the integration of the developmental reading and writing courses was the right move for students, for community colleges, and the for communities they served.

Commitment to Student Success

Legislative rulings mandated a change of developmental education instructional models, which called for course redesign and acceleration (H. 3296, H. 3885, 81st Leg., 2009). Subsequently, the THECB initiated work with community colleges to develop an integrated reading and writing program to decrease the time students spent in developmental coursework. Most of these actions were focused on accelerating students through developmental education, so they could more quickly achieve their academic goals and enter or return to the workforce.

According to the *Achieving the Dream* (2016) website, “a comprehensive non-governmental reform movement for student success,” which was “conceived in 2004 by the Lumina Foundation,” student success surpasses the achievement of individual goals. Student success includes “improved skills, better employability, and economic growth for families, communities, and the nation as a whole” (*Achieving the Dream*, 2016). Student success was one of the eight values established by JCCCD, and references to student success appeared in the college’s mission and vision statements (JCCCD, 2016). All participants in this research study expressed a genuine dedication to student success in their comments. JCCCD funded student support facilities, such as tutoring, academic

advising, counseling, instructional labs, and student success courses that demonstrated a commitment to student success. Other documents that supported a commitment to student success came from JCCCD's mission and vision statements and the list of eight values that the college had developed.

Washburn (2014) suggests that many institutional changes come about by state mandates. While that contributed to the reading and writing course redesign, Drew (2010), who studied the perceptions of senior administrators, suggests that their roles can be pliable, and in order to nurture the creativity of the academic environment, university leaders must manage their individual roles between executive management and ground-level personnel. One top-level administrator commented,

Our work on the student success agenda began with *Achieving the Dream* in 2007. In 2009, I tried to put more of an emphasis on broader engagement throughout the college around student success. In 2010, our College Community Day work led to a strategic plan that really focused around student success (TLA1, Personal Communication, April 12, 2016).

College Community Day was a day set aside by the college to meet as a community. The college was closed for business, and all of the college's employees participated in a common agenda developed by top-level administrators. A primary focus was on effective management of the college and ways to increase or enhance student success measures (JCCCD, 2016).

Another top-level administrator remarked, "Student success is the measure of all we do. If it doesn't contribute to the success of our students, why are we doing it?" (TLA2, Personal Communication, March 31, 2016). It was clear that top-level

administrators provided a foundation that continually focused on student success and gauged college functions by their support to the success of their students. The top-level administrator over the College Prep division stated that the culture of College Prep was one of “innovation, of change, and of doing what's right for students” (TLA3, Personal Communication, March 8, 2016).

The sentiment of top-level administrators was also evidenced in the comments of mid-level administrators, whose interaction with students was often indirect and behind the scenes. Their offices (financial aid, enrollment management, placement testing, or professional development) provided supporting roles; however, the researcher became acutely aware that they shared an institutional commitment to student success. Mid-level administrator MLA4 commented, “Our role was basically to process payment for these courses for students” (Personal Communication, April 15, 2016). Another mid-level administrator shared her perception of the redesign initiative by stating, “It appeared to me that it was the right thing to do for students” (MLA3, Personal Communication, April 7, 2016). The mid-level administrator over testing recalled, “Graduation rates increased, and students were passing the College Prep courses more readily” (MLA2, Personal Communication, April 11, 2016).

Rudhumbru (2015) contends that mid-level administrators play a significant role in helping the college understand change initiatives. One mid-level administrator commented,

My role was to take a wonderful concept [course redesign] that was helpful to students and put it into numbers and processes so that students transferring from the old system [standalone reading and writing courses] to the new way

[integrated reading and writing course] were able to take advantage of these courses (MLA3, Personal Communication, April 7, 2016).

Rudhumbu (2015) argues that mid-level administrators can assist department members in facilitating the process of change transitions, such as curriculum changes. This was evident in the comments of MLA1, the mid-level administrator over professional development. She shared the following memory:

We provided professional development opportunities for faculty. We also offered assistance with the change process by paying for speakers to come in and hold workshops and by providing faculty with professional development funds to attend conferences and other events (MLA1, Personal Communication, March 7, 2016).

Experts in integrating developmental reading and writing held workshops in the summers of 2011 and 2012 to assist College Prep reading and writing faculty conceptualize integrating the two disciplines (TLA3, Personal Communication, March 8, 2016).

Orr and Pounder (2008) found that purposefully redesigned programs are related to perceptions of leadership effectiveness among teachers, especially when programs are research-based, stimulate cognitive development, and are deeply rooted in the development of strong problem-solving skills. The faculty who participated in this study recognized the importance of integrating reading and writing instruction to better support the academic achievement of their students. A faculty member from Pecan Grove stated,

I really see these classes as preparation for students to deal with all of their other classes. Students are going to have to read for every class, so they need to know

how. They also need to know how to help themselves, how to study, and how to annotate a really difficult chapter. I see my role as important in helping students with all of their classes to be successful in all of them (PGF1, Personal Communication, April 1, 2016).

Yet, another faculty member added, “The overall benefits [of the course redesign] have been seeing students succeed in achieving their certificate or degree. I really do believe that it was the [course redesign] that helped to initiate student success” (LSF2, Personal Communication, April 27, 2016).

Dee (1999) studied the perceptions of community college faculty and organizational support for innovation in an urban community college setting. The author contends that community colleges are expected to serve a broad spectrum of students including those with limited work histories, who seek financial independence from welfare, to those with extensive work experience, who wish to obtain new skills to compete for jobs in high technology sectors of the economy (Dee, 1999).

Pedagogically, the general perception of the instructors on both Pecan Grove and Lakeside campuses was that the redesign made sense for student learning, and it was a better way to teach reading and writing. The faculty interviewed considered the change to be a positive move by the college for student success. Faculty members on the Pecan Grove and Lakeside campuses expressed commitment to support the academic goals of their students. One faculty member (LSF1) from the Lakeside campus shared her sentiments; “It’s valuable to teach both [reading and writing] integrated because in that way the students can relate the concepts in reading with the concepts in writing, and they can transfer those concepts” (Personal Communication, April 6, 2016).

Similarly, another faculty member (PGF2) stated that teaching reading and writing together better served students academically and shortened the time they spent in developmental coursework (Personal Communication, April 8, 2016). At the onset of discussions to integrate reading and writing instruction, some faculty had shared their concerns that one discipline might be given more emphasis than the other; however, reflecting back on the course redesign some three years after its implementation, the six faculty members that participated in this study collectively agreed that the course redesign had been a pedagogically sound approach to the academic achievement of their students. Corkett, Hatt, and Benevides, (2011) contend that faculty perceptions of student self-efficacy are significantly correlated to student abilities.

Initially, when the idea of integrating the developmental reading and writing courses was introduced to faculty, some of them had reservations. A faculty member at Lakeside remembered that some of the reading and writing faculty “hated to reduce the amount of instruction” (LSF3, Personal Communication, April 8, 2016). Each of the standalone reading and writing courses met for three contact hours per week, but the new integrated reading and writing course had four contact hours. Thus, many of the faculty argued that instruction was decreasing from six hours to only four during the span of a week.

Another faculty member commented that textbooks to support the integrated reading and writing curriculum were not available. She commented,

I wasn't satisfied with the textbook. I definitely saw what it was missing. For me, that was frustrating. We would bring in different materials to support our

students' learning because, at the time, we couldn't do anything about the textbook (LSF1, Personal Communication, April 6, 2016).

Kotter's (2014) acceleration model calls for volunteers that will move the change initiative forward. The forward momentum toward the redesign drew its energy from the overall notion that the course redesign initiative would be the best move for student success. While some of the faculty initially wanted to resist, that was not an option due to state mandates. Therefore, when an overwhelming majority of their colleagues promoted the course redesign as an important move in supporting student success, they joined in redesigning the courses. English Speakers of Other Languages (ESOL) faculty also saw an advantage for their students. JCCCD had a large international student population that paid higher tuition. One less required class for those students was financially beneficial.

Advising staff consistently agreed with top and mid-level administrators and College Prep faculty. They considered course redesign as a positive move to streamline developmental coursework, so students could more quickly move through it and progress to academic-level coursework. The academic advisor at Lakeside (LSS) commented, "It was such a good idea, both from an adviser's standpoint and for students—it's [reading and writing instruction] all in one. The advising staff member (PGS) at Pecan Grove shared a similar opinion, recalling, "It [course redesign] just seemed so valuable and so instrumental. We want to help students progress (Personal Communication, April 4, 2016).

A commitment to student success was a consistent measure across all groups. Also, the course redesign reduced the time students spent in developmental education

courses. Kotter (1996) contends that any change initiative should have well-developed vision and strategy for change. In observing the expressions of participants in all groups during the interviews, a collective commitment to student success was paramount.

Kotter's (1996) idea of a guiding coalition inspired consistent progress toward the goal of integrating the reading and writing curriculum, which anchored the new course redesign into the culture (Kotter, 1996). One top-level administrator commented that integrated reading and writing "is how we do it here [JCCCD]" (TLA3, Personal Communication, March 8, 2016). Another top-level administrator added, "This is the right thing to do for students" (TLA2, Personal Communication, March 31, 2016).

While programs and teaching philosophies differ within states and across the nation, developmental educators share a common commitment to student success. The researcher perceived a genuine dedication to student success from top and mid-level administrators to College Prep faculty and advising staff. It is understandable that decreasing instructional time and finding adequate textbooks can cause tensions to arise in faculty. However, those tensions illustrated the faculty's dedication to student achievement and their commitment to deliver the most effective instruction possible to promote student success. Critics of developmental education are not always correct in their assumptions, but they can challenge community colleges to examine their own programs to determine innovative ways to restructure instruction. The strong commitment to student success at JCCCD made that possible.

Trust and Confidence

Massey and Hart (2010) contend that leadership is critical to creating a campus climate or environment in which faculty feel secure in having "courageous

conversations” about ingrained practices and the possibility of making curricular changes (p. 3). Brown (2013) points out that bottom-up efforts are often initiated by innovative early adopters, who can often have difficulty in trying to gain a large acceptance of the proposed change. So, the theme of trust and confidence was an important component in this research study.

When the senior top-level administrator came onboard, she committed to increase the number of full-time faculty across the district. This effort added 16 full-time faculty members to the College Prep division (TLA1, Personal Communication, April 12, 2016). The college’s commitment to hire so many College Prep faculty acknowledged that the administration understood academic deficiencies of students enrolling in community colleges and their lack of preparation for the rigors of college-level coursework. Orr and Pounder (2008) found that purposefully redesigned programs were related to perceptions of leadership effectiveness among teachers.

JCCCD’s administration supported the professional development needed in preparation for the curriculum redesign of the developmental reading and writing courses. Hall and Hord (2011) contend that the process of curriculum change must be led by the faculty who will implement the change. Faculty provided information about the types of professional development support that was needed. The top-level administrator (TLA3) over College Prep funded in-house professional development workshops in which reading and writing faculty met college wide to discuss curriculum development for integrated learning assignments. Additionally, the college funded seminars with reading and writing experts that were held at the college to help faculty understand how to integrate the two disciplines. JCCCD provided financial support, so reading and writing

faculty could attend state committee meetings regarding the integration of reading and writing and associated conferences. As a continued support to the evolving integrated reading and writing effort ongoing across the state, JCCCD's administration provided budget money for an annual faculty-developed conference at the college to support the continuing course redesign effort (TLA3, Personal Communication, March 8, 2016).

The faculty on both campuses perceived that college administrators considered them as competent professionals with the expertise to redesign the reading and writing curriculum. When asked what she thought should occur in every change process, one Lakeside faculty member (LSF2) commented,

I strongly believe that in any change process you're trying to implement, you need to let your faculty have a voice. That's what occurred in the reading and writing course redesign, and I think it should occur in every change process. Anybody that's involved in the change process should have a voice (Personal Communication, April 27, 2016).

One top-level administrator (TLA2) contended, "Giving the faculty the freedom to develop it [integrated reading and writing curriculum] in a way that made sense to them was very important" (Personal Communication, March 31, 2016). Zemsky (2013) argues that faculty should function as an instructional cooperative to develop changes in curriculum and strategies for implementation, adding that the academic department involved in the change initiative should develop the implementation plan.

Dee (1999) suggests that receptivity toward new ideas may, in turn, be higher where faculty members perceive linkages between innovation and the intrinsic rewards of work. Work autonomy appears to facilitate the development of organizational climates

that support individual risk taking and foster commitment to institutional renewal. A faculty member from Pecan Grove remarked, “Giving us autonomy, knowing our skill sets and our craft, letting us be the creators of what we do gave us not only the desire but also the motivation to get this done” (PGF2, Personal Communication, April 8, 2016). Massey and Hart (2010) argue that entrepreneurial college leadership can support positive changes in climate, and thus, create cultural conditions within the campus that are more conducive to curricular change at the department level. Even informal discussions in the hall about change initiatives can support a positive change climate (Hall & Hord, 2011).

Additionally, England (2015) contends that communication with organizational stakeholders has been identified by many scholars as an important step in members of the organization accepting organizational change. Pecan Grove faculty (PGF3) recalled, “Facilitating those opportunities for training, discussion, and breakout sessions was instrumental. The faculty understood what had to be done, and we were encouraged and supported by the efforts of our administration” (Personal Communication, April 8, 2016). Mitchell (2009) determined that information should be provided to members of an organization, so they have the appropriate time to digest and disseminate the proposed change. Allen (2003) also noted the need for transparency from administrators to employees about any proposed change to reduce resistance and ease concerns from members of the organization.

A Lakeside campus faculty member (LS2) recalls:

Because faculty had a voice, they were able to determine how they wanted the course redesign to look. The leadership team facilitated the process by trusting

the faculty. Not only did the leaders give the faculty the autonomy to develop the course, but said they trusted us. It helped the faculty feel supported in the process (Personal Communication, April 27, 2016).

Faculty perceptions of student learning hold important considerations for instructional design because the level at which instructors are able to perceive what students are actually learning often shapes the learning framework (Bandura, 1977; Choy & Cheah, 2009; Tuchaai, O'Neill, & Sharplin, 2012). Abernathy-Dyer, Ortlieb, and Cheek (2013) contend that as faculty develop their teaching expertise, “curricular practices are refined and self-efficacy is enhanced” (p. 1). Teachers possess differing degrees of efficacy and perceptions that can impact literacy instruction in the classroom (Abernathy-Dyer, Ortlieb, & Cheek, 2013; Komarraju, 2008).

The six faculty members interviewed for this study had taught for the Developmental Education division for five years or more. Their longevity in the field and commitment to support academically underprepared students was evident in their comments. Dee (1999) found that faculty with eleven or more years of teaching experience, and who intended to maintain a long-term working relationship with the institution, perceived innovation more positively (Dee, 1999). Dee (1999) also commented that statistical significance was determined in the relationship between “organizational support for innovation and work autonomy” (p. 93). By far, communication openness and work autonomy were more highly correlated to faculty support for innovation (Dee, 1999). The research in this study substantiates Dee’s comments. Pecan Grove faculty affirmed, “We were set, we were challenged to make it 100% integrated, and that’s what we did. No one told us we had to do it one way or the

other. They just valued us for doing it the way we thought was right” (PGF2, Personal Communication, April 8, 2016).

During the course redesign, the Pecan Grove and Lakeside faculty disseminated information similarly to the model Henderson and Quardokus (2012) discuss. They identify three important roles for facilitating a change agenda within the social network of a department. The authors identify the roles of hubs, pulse takers, and connectors. Hubs are individuals who can quickly disseminate information to the network of people affected by the change process. In many cases, this was performed by the department chairs on each JCCCD campus, who oversaw the daily functions of the departments. Henderson and Quardokus (2012) contend that these individuals are crucial to recruiting more faculty to the idea of change.

According to the authors, pulse takers, who make up the second important role, have quick access to information (Henderson and Quardokus, 2012). Pulse takers provide change agents with a status of attitudes and information within the department. Pulse takers can be likened to what Kotter (1996) calls early adopters, those individuals who seek to support forward momentum for the change process (Henderson and Quardokus, 2012). Many of the early adopters in College Prep were also engaged in work on the DEDP grant, so many of the developmental faculty were aware that the course redesign initiative had originated beyond the walls of the college. That helped to mobilize a partnership between top-level administrators and College Prep faculty as discussions approached about the course redesign and how to implement it.

Finally, Henderson and Quardokus (2012) state that connectors act as gate keepers between different hubs, ensuring that the information shared across the

department is presented in a positive way and is complete and accurate. The top-level administrator over College Prep (TLA3) had a similar function to the connector; however, much of what she did was to empower employees for broad-based action, as designated in Kotter's (1996) change management model. Henderson and Quardokus (2012) affirm that understanding this structure of the department's social network can effectively inform change efforts.

Parand, Burnett, Pinto, Iskander, & Vincent (2011) contend that aligning staff and management perspectives prior to the change process is essential for effective implementation. The top-level administrator (TLA3) for College Prep attended regular meetings with the advising staff on each campus to provide support for understanding the nuances of the course redesign (Personal Communication, March 8, 2016).

While the advising staff received information that helped them to plan for the implementation of the course redesign, their direct involvement with the initiative began later toward the fall 2012 semester when students were being enrolled in classes. Both advising staff members stated that the College Prep department chairs and other College Prep faculty members on their respective campuses helped them to understand the new system. However, the perceptions of the advising staff were that their direct involvement earlier into the change initiative could have better informed the process. She suggested, "Bring us earlier into the process to contribute our input. It could better inform the process" (LSS, Personal Communication, April 4, 2016). Similarly, the academic advising staff added,

We could have had better communication. If academic advising would have been involved in the implementation [of the course redesign], they could have helped

with questions prior to the roll out (PGS, Personal Communication, April 4, 2016).

Christy (2010) discussed staff perceptions in an academic setting and indicated that staff may perceive faculty as not recognizing the value of their help. The staff's comments could suggest some of what Christy indicates. However, the comments of the advising staff also indicated that College Prep faculty on each campus supported academic advising staff by working in the advising office during peak enrollment and regularly meeting with advising staff to answer questions and provide information.

Collective Collaboration

This researcher adopted Sneddon's (2014) term collective collaboration because it accurately illustrates the redesign effort to integrate the reading and writing curriculum that took place at JCCCD. Collective collaboration also creates an environment in which Kotter's (1996) development of a vision and strategy can abound. Zemsky (2013) contends that collaboration among faculty in departments and across institutions results in more productive and efficient curriculum designs. Additionally, collaboration between faculty and administrative units diminishes silos and allows for a larger foundation of support because the change vision is communicated and understood by all groups. These ideas were evident in the comments of the top and mid-level administrators, the College Prep reading and writing faculty, and the advising staff interviewed in this study. Naicker and Mestry (2013) argue that when administrators who consider faculty as co-sponsors of leadership empower those instructors to better support the change process.

Top-level administrator (TLA4) stated, "There are a lot of hands on and moving parts to consider in a course redesign. There has to be a lot of networking" (Personal

Communication, March 9, 2016). Similarly, another top-level administrator (TLA2) stated that TLA3, the administrator over the College Prep faculty, had a good philosophy for putting an issue before the faculty and asking, “How do we figure this out?” (Personal Communication, March 31, 2016). Clearly, this comment suggests that the course redesign was a collective collaboration effort between top-level administration and College Prep reading and writing faculty. This supports Zemsky’s (2013) contention that the role of faculty is to develop changes in curriculum and strategies for implementation.

While state legislators provided the charge for change, JCCCD administrators empowered the faculty for broad-based action to develop the curriculum (Kotter, 1996). Massey and Hart (2010) contend that leadership is critical in order to create a campus environment in which faculty feel secure in having “courageous conversations” about making curricular changes (p. 3). In addition, Zemsky (2013) argues that collaboration among faculty in departments and across institutions results in more productive and efficient curriculum designs. The top-level administrator over College Prep commented about the faculty collaboration that took place when faculty from across the district met to develop the new integrated curriculum. She said,

To watch that collaboration from across the district was a phenomenal thing. Our faculty are very proactive. Once you present the problem, they move forward. They designed the [integrated] course basically in two weeks (TLA3, Personal Communication, March 8, 2016).

The consistent perception of all groups was that the course redesign was important to the college at all levels and that a concerted effort was necessary in order to achieve the collective belief that they were supporting students in their academic

endeavors. One mid-level administrator (MLA3) commented that the collaboration between faculty and mid-level administration was important. She recalled,

Faculty helped us figure out exactly how to implement this initiative in the computing process. I think that was important. Had we not been on the same page, it would've been disastrous, but because we supported each other, that helped us work it out very well” (Personal Communication, April 7, 2016).

Another mid-level administrator (MLA1) commented, “Collaboration is definitely a positive thing, and you can get more information by collaborating. It was the best approach to take to bring about a change process” (Personal Communication, March 7, 2016).

Faculty members also perceived that a team effort took place to bring about the course redesign. One faculty member from the Lakeside campus commented that her experiences on her campus, as well as those with faculty district wide, were very positive. She said, “We all really got along together. We knew what we needed to do, and we worked well together (LSF3, Personal Communication, April 8, 2016). A faculty member from the Pecan Grove campus recalled that faculty openly shared activities that went along with the student learning outcomes (SLOs). She commented, “It was a lot easier if everybody shared a lesson or activity that was effective in class, so we didn’t have to find everything on our own” (PGF2, Personal Communication, April 1, 2016). Zemsky (2013) contends that collaboration among faculty in departments and across institutions results in more productive and efficient curriculum designs.

When discussions around integrating the reading and writing courses was introduced to all of the College Prep reading and writing faculty, not all of them were

initially amenable to the idea. LSF2 recalls, “There were some faculty not so positive about the change process, and initially, that was a challenge” (Personal Communication, April 27, 2016).

An example of this was illustrated as one faculty member discussed her apprehension at completely redesigning the curriculum. She said,

Well, I think sometimes we just need to look at what things are really going well that don't need to be changed...because I think it we were doing a whole lot that was good and valuable. Then, someone said that we needed to change the curriculum all up. You want to say, *wait a minute. Aren't we doing something good here?* (LSF3, Personal Communication, April 8, 2016).

However, another faculty explained the way some faculty moved from apprehension to acceptance. She commented,

I'm really in favor of the kinds of orientations that we had as we met to make these changes and collaborate in a way that everyone had a chance to understand what the end goal was and put aside any reservations or resistance to change itself. Having the leadership that facilitated those opportunities kept the momentum going (PGF3, Personal Communication, April 8, 2016).

Zemsky (2013) states that to effectively change the culture among faculty and administrators, rhetoric should be deescalated to facilitate collaboration among faculty and administrators. Subsequently, faculty leaders can be empowered to create an environment of collective action and instructional production.

Both of the staff members interviewed perceived that their direct involvement occurred closer to the implementation process of rolling out the new integrated courses to

students for enrollment in the fall 2012 semester. PGS shared, “I relayed any updates as they came through curriculum to the staff so that they could advise students” (Personal Communication, April 4, 2016). Along those lines, LSS commented, “We made sure that our advising directors knew they needed to give their people the same training, the same knowledge” (Personal Communication, April 4, 2016).

The staff further indicated that they communicated with the College Prep departments on their given campuses and the top-level administrator for College Prep (TLA3) district-wide to receive the most effective understanding of how the integrated reading and writing (INRW) courses should be explained to students. While the advising staff were responsible for an integral part of the change process, a strong sense of collective collaboration early on in the course redesign process was not identified. Instead, collective collaboration with the College Prep departments was more evident after the course redesign implementation rolled out and as questions arose during the enrollment process of individual students. LSS, the staff member on Lakeside campus, stated, “The department chairs came to our meetings and were there for us. They sat in our offices for whenever we had a question. The advising staff had the support of the College Prep department during that time, and that was key” (Personal Communication, April 8, 2016).

Collective collaboration was evident in all groups, but at different times. The collective collaboration between top-level administrators and College Prep reading and writing faculty constituted the first phase of communication. Shortly after, mid-level administrators joined the effort to understand and support the new courses. The advising staff received critical information from one top-level administrator (TLA3) in preparation

for the new course offerings. In addition, their collaboration with the College Prep departments on their respective campuses began nearer to the time that the new curriculum rolled out in the fall 2012 semester.

Implications and Recommendations

The implications and recommendations of this research study included four major themes. Impetus for change, commitment to student success, trust and confidence, and collective collaboration were examined to provide implications for practice to community colleges administrators, faculty, and staff undergoing a course redesign or change process at their institutions.

Impetus for Change

Ancient Greek philosopher Heraclitus stated, “The only thing that is constant is change” (Trans. J. M. Robinson, 1968). The millennial age is a testament to those words. Social norms are in a continuous state of flux. Workforce requirements are changing as well, especially in an era of rapidly-evolving technology needs. Often, changes in higher education result from state or federal mandates to decrease change or increase completion rates. While that is true, the impetus for change in this study began with a growing number of students across the nation, who was unable to move through developmental-level coursework to academic study. That coupled with the growing need for an educated workforce has produced a perfect storm.

In an era when institutions of higher education are required to do more with less, community colleges have an additional incentive to reevaluate their own academic programs to ensure they are adequately serving the educational needs of their students and their communities. Some states have begun to shift funding for community colleges

from enrollment numbers to successful completion of degrees and certificates (Lumina Foundation, 2010). Tensions between the status quo and innovation will continue to increase as state funding models are restructured for community colleges. An increased social demand for change in education means that community colleges must find new and innovative ways to move students through the academic pipeline into a substantial career in the community. This is the new normal and the “change is the constant of the 21st century” (Woodlawn and Parsons, 2013, p. 27). Community college administrations, both in Texas and across the nation, would be wise to take a proactive approach to evaluating their developmental reading and writing programs before state mandates cause them to react. Only then can they determine what measures to take in their own institutions to more quickly and effectively accelerate underprepared students into academic-level coursework and contribute to the workforce needs in their communities.

Williams, Moser, Youngblood, and Singer (2015) argue that “Without systemic and relevant changes to traditional methods of instruction and workplace readiness, higher education may lose its viability as an educational partner to industry” (p. 50). Regular departmental program reviews of course structures and offerings can create effective scrutiny of program effectiveness and alignment with 21st century workplace requirements. The impetus for change in the modern era is that *change is here*, and unless institutions of higher education respond with appropriate instructional support, their viability may be called into question. The researcher recommends active and close self-evaluation of academic programs by higher education institutions to ensure that they effectively support the needs of their communities.

Commitment to Student Success

A common theme in this study was student success. Many students entering community colleges do not place into college-level coursework (Boylan, 2008; Caruth, 2014). However, student success is not only the responsibility of community colleges and universities; it is also at the forefront of national and legislative discussions about workforce needs and global competition. Reardon, Valentino, and Shores (2012) contend that literacy plays an important part in “social mobility, economic growth, and democratic participation” (p. 18). Actions around student success are taking on a much greater distinction than ever before. A national commitment to student success calls for institutions of higher education to scrutinize their traditional academic programs in order to effectively equip students for the 21st Century workforce. Many entering students who are severely underprepared for college-level work often place into developmental coursework because they do not have reading and writing skills (Fang, 2012). Community colleges are being challenged to more quickly prepare these students for professional careers.

Top and mid-level administrators, College Prep reading and writing faculty, and academic advisors at JCCCD united under a common commitment to student success to make the course redesign a reality. The common measure for these groups was *How is this going to affect students?* Informed by Rosenblatt’s Transactional Theory (2004, 2005), JCCCD faculty recognized the advantages that an integrated reading and writing curriculum could provide for their students. They developed integrated programming that challenged and engaged their self-directed students (Knowles 1968, 1980, 1984). In addition, they worked through curriculum development and textbook tensions to create an

integrated reading and writing program that focused the relationship between the two subjects (Goen & Gillotte-Tropp, 2003; Goen-Salter, 2008). While JCCCD's mission and vision statements provided a foundation that was supportive of student success, the commitment to student success in the comments of top and mid-level administrators, developmental reading and writing faculty, and advising staff illustrated a united front genuinely committed to the academic support of its students.

In 2007, JCCCD's involvement with *Achieving the Dream* (AtD) focused the college's attention on the student success agenda. In addition, it provided a foundation from which the college built a strong commitment to the success of its students. Bimback and Friedman (2009) contend that stakeholder engagement in the AtD student success agenda is critical and should include multiple stakeholder groups, such as administrators, faculty, staff, and the community. The authors contend that, to encourage participation in a change process that focuses on student success, faculty should be engaged in the work and share responsibility for the outcomes with administration. The work that took place at JCCCD to intentionally develop a vision focused on student success took many years to realize. However, it was clearly evident in this study that such a commitment can greatly focus the substantial restructuring of an academic curriculum. Community colleges undergoing considerable change can focus that change more effectively when they focus on the academic success and progress of their students.

Trust and Confidence

The overarching theme of trust and confidence were both directly and indirectly addressed in the comments of the participants in this study. Top and mid-level administrators recognized the faculty as subject matter experts who should develop the

integrated reading and writing curriculum redesign. Often, developmental education faculty do not perceive they are respected as competent colleagues because they teach lower-level students. However, that was not the case at JCCCD. Each of the participants had a specific role to play in the redesign effort, and it was important for each group to trust the other to effectively work through the many details necessary to achieve success.

A team approach in developing an effective change process, such as the course redesign at JCCCD, is important because each group is given the opportunity to make valuable contributions to the overall project. Top-level administrators provided the overall vision for the change process and the direction it needed to go. They also provided support for the change initiative by providing professional development funds for speakers, college wide workshops, and conference travel. Orr and Pound (2008) found that purposefully designed programs are related to perceptions of leadership effectiveness among teachers. Dee (1999) reports that statistical significance has been found between organizational support for innovation and work autonomy. Administrator support gave faculty the confidence to develop quality curriculum designs. Massey and Hart (2010) describe this as entrepreneurial college leadership, which can support positive changes in the campus climate and organizational culture. Dobbs (2010) contends that the essential function of leadership is to create a shared vision in the organization in which everyone has the same enthusiasm for working together to realize that vision. This action stimulates a collective vision for moving the change initiative forward as *esprit de corps*, or spirit of the body. The strong sense of trust and confidence between top-level administrators and faculty illustrated Dobbs' contention.

Additionally, JCCCD's established values included integrity, collaboration, innovation, and a sense of community, all of which undergirded the course redesign and were evident throughout this study. The developmental reading and writing faculty in this study felt empowered to create a new and original curriculum model that was pedagogically sound and that fit the educational needs of their students.

This is an era when colleges and universities are being asked to do more with less. However, higher education leaders who recognize the wealth of resources available at their own institutions have a greater advantage. Naiker and Mestry (2013) argue that when leaders consider faculty as co-sponsors of leadership, it empowers instructors to better support change processes. Faculty enter into the leader partnership and become a legitimate part of the change agenda. Naiker and Mestry (2013) also indicate that in an environment of distributive leadership, faculty are more inclined to take on stronger leadership capabilities.

The trust and confidence that mid-level administrators (MLAs) had with the faculty may have stemmed from top-level directives, or perhaps, due in part to the dependency of one group on the other to achieve a common goal for students. Whatever the root cause may have been, there existed mutual collegial trust and respect between faculty and mid-level administrators. Civico (2014) contends that trust and confidence are built on five strategies: 1) generous trust, 2) patience and flexibility, 3) dependability, 4) consistency, and 5) openness. Most of the information MLAs received in order to create the necessary systems for the change process came from their supervisors. The partnership between faculty and MLAs effectively informed the change process and

facilitated a smooth transition from the standalone reading and writing courses to the integrated reading and writing curriculum.

Generally, faculty and academic advising staff are accused of working in silos because academic advising and teaching are very different. However, in the case of JCCCD's course redesign, that was not the case. It was crucial for College Prep faculty and the advising staff to work closely to ensure that students were placed into the correct classes. The top-level administrator for College Prep (TLA3) also provided guidance to academic advisors in order to facilitate a smooth transition to the new course redesign.

A theme of trust and confidence was consistent among all groups, even though advising staff perceived their inclusion into the change process came closer to the implementation of the new courses. During that time, staff and faculty maintained a strong support system to ensure students were accurately advised. The collegiality between all groups was important in establishing an environment in which trust and confidence in the course redesign of the developmental reading and writing courses remained strong. Developing an organizational climate of common consideration and collegial respect is essential in community colleges to create conditions of inclusion and comradery. Other institutions undergoing similar change processes should consider their organizational climate as an important component to bringing about effective change. An environment that promotes trust and confidence through sound leadership has the potential to easily move change initiatives forward.

Collective Collaboration

During this research, the old and familiar African proverb continually came to mind: "It takes a village to raise a child" (Igbo & Yoruba). It took the whole college

village to bring the integrated reading and writing change process to fruition. Everyone had a part, and all of the parts were connected. Initially, state mandates drove the redesign initiative, but soon, state legislators and college administrators looked to faculty to develop the integrated curriculum. Many of JCCCD's developmental reading and writing faculty were involved in the Developmental Education Demonstration Projects (DEDP) grant and attended regular meetings with the THECB to study approaches and materials related to the course redesign effort. Zemsky (2013) argues that collaboration among faculty creates more effective curriculum designs. The faculty met college wide to formulate sound methodologies and develop innovative curriculum plans. Zemsky (2013) contends that change must take place in an environment of collective action. The collective collaboration among administration, faculty, and staff, in all aspects change can result in more well-developed and successful initiatives. Institutions involved in similar change processes should recognize the interrelatedness of all departments and functions of the academy and how they can support each other in times of major change.

Top-level administrators and faculty initially began college wide conversations around integrating reading and writing and how to plan for the conversion of the courses, which broke down any silos and stimulated a stronger foundation of support (Zemsky, 2013). As one top-level administrator said, "There are a lot of hands on and moving parts to consider in a course redesign. There has to be a lot of networking" (TLA4, Personal Communication, March 9, 2016). This sense of collective collaboration was strongly illustrated throughout the study.

In the case of JCCCD, an organizational climate of congeniality, mutual consideration, and dedication to student success supported a sense of collective

collaboration. However, the academic advising staff perceived that their inclusion earlier in the change process would have allowed them to better support the effort and provide necessary insights into the academic advising. This is an important consideration.

Sneddon (2014) contends that collective collaboration is no more than “awareness for our mutual environment” (para. 4). The contributions of academic advising staff to the initial planning process could have more comprehensively informed the process. In addition, the lack of advising staff involvement during the early planning stage of the change process precluded advising staff from actively contributing their expertise in the development of the change initiative. Parand, Burnett, Pinto, Iskander, and Vincent (2011) contend that aligning staff and management perspectives prior to the change process is essential for effective implementation. Later, in the change initiative, when Fall 2012 semester session opened for enrollment, academic advising staff collaborated heavily with the faculty to accurately place developmental reading and writing students in the integrated reading and writing courses.

Because top-level administrators often supervise departments responsible for the inner workings of the institution, such as enrollment management, financial aid, or placement testing, it is important for mid-level administrators (MLAs) to understand the overall vision of their administrators. It is also important for MLAs to collaborate with faculty, so they can understand the intricacies of systems that must be put in place to support their respective areas, such as testing and placement and enrollment and grade management systems.

Another important aspect of any change initiative in higher education is that institutions must adhere to state and federal requirements. The mid-level administrators

in this study teetered between college initiatives and formal reporting regulations and structures. One example is the financial aid department, which depended on state and federal authorization to pay for the newly developed integrated reading and writing courses. The integrated courses became official only after the THECB entered them into the ACGM. The efforts of many changed the process of developmental reading and writing delivery at JCCCD.

Collective collaboration is a key component of any successful change process. Institutions of higher education have many moving parts that must be manipulated and maneuvered in any change initiative. Before undertaking any major change initiative, community college administrators should recognize the importance of inclusion. Inviting all pertinent groups, from the earliest planning discussions through the entire change process, can strengthen the initiative and create an organizational climate strong enough to effectively undergird the change process. Collectively collaborating organizes the many perspectives necessary to effectively develop a successful change initiative from the onset to the implementation.

Tensions

While the overall outcome of the course redesign was favorable among groups, some tensions were noted. The course redesign was fully developed within a few months. This was especially challenging for mid-level administrators whose teams were responsible for translating the automated computer system processes for two standalone courses into one integrated structure that met the same state requirements. Testing had similar challenges in determining how to translate individual reading and writing

placement scores into a logic model for accurately placing students into integrated reading and writing courses.

Additionally, not all of the faculty were eager to change from standalone to integrated reading and writing courses. Some of the dedicated reading faculty had never taught writing, and they were anxious about effectively grading essays. The faculty also had a short timeline in which to develop the new curriculum, which caused an urgency to complete the course redesign. The final product was not perfect at the beginning, as one faculty commented, but over the semesters that followed, the faculty did make changes to the curriculum.

The greatest tension involved the academic advising staff. While they were greatly involved toward the end of the course redesign process, they perceived little inclusion throughout the process. Their input into the change process could have greatly enriched the process and added valuable knowledge to the redesign effort.

Implications for Further Research

This study was important because the topic of change management in community colleges is limited in the professional literature. Nationally, community colleges are being asked to do more with less. In addition, the growing need for a skilled workforce that can meet the technological needs of the 21st century is intensifying.

The trend to redefine higher education continues to find prevalence in institutions of higher education. It is no longer confined to developmental education programs. The movement for change in higher education has steadily gained momentum. Scrutiny of traditional academic programs and their effectiveness in preparing 21st century students

for careers in Science, Technology, Engineering, and Mathematics (STEM) are becoming more prominent.

Further research into change management in community colleges is needed to evaluate current course redesign programs and to inform future change management initiatives in other areas of the institution. The movement to accelerate developmental mathematics is also under scrutiny by legislators. An examination of student perceptions of course redesign and accelerated academic programming could provide rich data for evaluation. Additionally, other studies could examine the impact that redesign models have on academic completion and employability. A study that evaluates course redesign models could also inform the practice to accelerate students through academic study. The college culture at JCCCD had adopted principles that wove a dedicated commitment to student success through its values, mission, and vision statements. Other studies of course redesign could investigate the effects of college culture on course redesign initiatives and how the institution's culture facilitates or hinders the change process. While this study addressed a substantive course redesign effort to integrate the developmental reading and writing curriculum at a large community college in Southeast Texas, institutions of different sizes or regional makeups may find different results.

Another important consideration of effective change management in higher education is rich representation. Ensuring that sufficient members of each affected group are included in the change process from early planning to implementation can better inform the process and prevent unforeseen setbacks in the change initiative. Additionally, since part-time faculty generally teach over half of the courses in a community college, their perspectives are noteworthy and would be valuable in other

research studies about course redesign or other change initiatives. In addition, had a larger number of academic advising staff who had gone through the course redesign been available, additional perspective may have provided more insights into the change initiative.

Another consideration is the academic preparation of students enrolling in the college. The majority of students enrolling at JCCCD needed at least one developmental education course; however, many of them were considered at risk due to socioeconomic standing, lack of academic preparation, or in some cases, time out of school. Many more studies in higher education change management initiatives are needed to grow the body of research in this important area.

Conclusion

The perceptions of top and mid-level administrators, developmental reading and writing faculty, and advising staff are essential in identifying practices and processes that should be considered in any change management initiative. This study included semi-structured interviews with four top-level administrators, four mid-level administrators, six developmental reading and writing faculty, and two academic advising staff members. The research questions were designed to examine each group's perceptions of the developmental reading and writing course redesign effort that occurred at an urban community college system in Southeast Texas.

This case study illustrates how change management theory was applied in one community college system to affect meaningful and successful change in an academic setting. Top and mid-level administrators, developmental reading and writing faculty, and academic advising staff combined their efforts with the common goal of decreasing

the amount of time required by students to complete foundational reading and writing coursework. The initiative to integrate developmental reading and writing started as a legislative mandate; however, it soon became an opportunity for administrators, faculty, and staff at JCCCD to develop a coalition designed to support the academic achievement of their students. This vast undertaking took a *village* of dedicated individuals uniting and contributing their knowledge and resources to establish a course redesign model that effectively changed the way developmental reading and writing was delivered at JCCCD. This model can serve as an example of effective course redesign and the way change management theory can be applied to support its successful implementation.

Researcher's Postscript

During the length of this study, the researcher has evaluated regular practices that generally are completed at the department level, but could be better informed by collaborating with other departments. Periodically, academic course schedules are developed by the department chair and faculty. However, in the next schedule planning session, the researcher plans to adopt *collective collaboration* into the course development process by including members of enrollment services and academic advising staff to inform and support the process. The hope of this change is to improve the course development process and to more accurately design a course schedule that effectively serves student enrollment needs while more accurately predicting enrollment patterns. This method may encourage further collaboration efforts and remind colleagues that *it takes a village* to support the changing needs of 21st Century students.

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APPENDIX A
CPHS APPROVAL FORM

CPHS Approval Form



University
of Houston
Clear Lake

COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS
Faculty/Sponsor Application for Investigation Involving Human Subjects
 2700 Bay Area Blvd. 281.283.3015 FAX 281.283.2143
 Houston, TX 77058-1098 uhcl.edu/research

DATE: 2/25/16

TITLE: Perceptions of Faculty, Staff, and Administrators Regarding a Redesign Initiative Integrating Developmental Reading and Writing Instruction in a Community College Setting

PRINCIPAL INVESTIGATOR(S): Joanie DeForest

STUDENT RESEARCHER(S): Joanie DeForest

FACULTY SPONSOR: Dr. Lillian McEnergy

PROPOSED PROJECT END DATE: Summer 2017

All applicants are to review and understand the responsibilities for abiding by provisions stated in the UHCL's Federal-wide Assurance (FWA 00004068), approved by the Office of Human Research Protections (OHRP) on March 9, 2004: (a) The Belmont Report provides ethical principles to follow in human subject research; and (b) Federal regulations 45 CFR 46 and all of its subparts A, B, C, and D are the minimum standards applied to all of UHCL's human subject research.

See <http://www.uhcl.edu/research> -- Protection of Human Subjects, Federal-wide Assurance.

For questions, contact the Office of Sponsored Programs (OSP) at 281-283-3015 or sponsoredprograms@uhcl.edu

Principal Investigator (PI) / Faculty Sponsor (FS) Responsibilities Regarding Research on Human Subjects:

- PI / FS acknowledges reviewing UHCL's FWA (Federal-wide Assurance) (FWA #00004068) approved by the Office of Human Research Protections (OHRP). PI / FS understands the responsibilities for abiding by provisions of the Assurance.
- The PI / FS cannot initiate any contact with human subjects until final approval is given by CPHS.
- Additions, changes or issues relating to the use of human subjects after the project has begun must be submitted for CPHS review as an amendment and approved PRIOR to implementing the change.
- If the study continues for a period longer than one year, a continuing review must be submitted PRIOR to the anniversary date of the studies approval date.
- PI / FS asserts that information contained in this application for human subjects' assessment is complete, true and accurate.
- PI / FS agrees to provide adequate supervision to ensure that the rights and welfare of human subjects are properly maintained.
- Faculty Sponsors are responsible for student research conducted under their supervision. Faculty Sponsors are to retain research data and informed consent forms for three years after project ends.
- PI / FS acknowledges the responsibility to secure the informed consent of the subjects by explaining the procedures, in so far as possible, and by describing the risks and potential benefits of the project.
- PI / FS assures CPHS that all procedures performed in this project will be conducted in accordance

with all federal regulations and university policies which govern research with human subjects.

A. DATA COLLECTION DATES:

- | | |
|----------------------|--|
| 1. From: | (After CPHS and IRB approvals) Spring 2016 |
| 2. To: | Spring 2017 |
| 3. Project End Date: | Summer 2017 |

B. HUMAN SUBJECTS DESCRIPTION:

- | | |
|--------------------|-------------------|
| 1. Age range: | Over 21 years old |
| 2. Approx. number: | 25 |
| 3. % Male: | 8% |
| 4. % Female: | 92% |

C. PROJECT SUMMARY:

Complete application using commonly understood terminology.

1. Background and Significance

Provide a **CONCISE** rationale for this project, based on current literature, information, or data. Include references as appropriate.

Driven by state legislation, the College Prep Division at San Jacinto College District (SJCD) decided to transform the way developmental reading and writing instruction was delivered. Faculty redesigned the curriculum, transitioning from standalone reading and writing classes to a fully integrated reading/writing curriculum in which both subjects were interwoven and taught together in one class. SJCD was the first college in Texas to full integrate both levels of their reading and writing curriculum.

This case study is framed in Kotter's (1996, 2014) Change Management Theory, a model that comes from the business community and provides an eight-step model for initiating change. Knowles' Adult Learning Theory (1970) will frame the case study in regard to instructional considerations. The researcher will conduct a qualitative comparative case study to investigate the perceptions of the faculty, staff, and administrators who had a role in the redesign process. This research will be valuable to other community colleges that plan to initiate substantial curriculum changes at their institutions, and it can inform their journey through the change process.

2. Specific Aims

Purpose, Hypotheses/Research Questions, Goals of the Project. **BRIEFLY** describe the purpose and goals of the project (include hypotheses or research questions to be addressed and the specific objectives or aims of the project. Describe or define terms or methods as needed for CPHS reviewer's understanding.

The purpose of this qualitative comparative case study is to investigate the change process that took place when the College Prep Division at SJCD decided to fully integrate the developmental reading and writing curriculum. The research questions seek to examine the perceptions of faculty, staff, and administrators who had a role in the change process. Three research questions will drive this study:

1. What are the perceptions of faculty regarding the change process of integrating the developmental reading and writing program?
2. What are the perceptions of staff regarding the change process of integrating the developmental reading and writing program?
3. What are the perceptions of administrators regarding the change process of integrating the developmental reading and writing program?

The objective of this research is to examine the many perceptions of individuals involved in the redesign process and to identify how change management theory can facilitate future change initiatives in a higher education setting.

3. Research Method, Design and Procedures

- (A) Provide an overview of research methodology and design; e.g., how the data are to be collected, analyzed, and interpreted.
- (B) Provide step-by-step description of procedures and how they are to be applied. Procedures are to begin from CPHS approval and end when data compiled and results reported. Possible information to include: What are participants asked to do? When and where are they to participate? How long will it take to participate? Describe type of research information gathered from participants, i.e., data being collected.

Note that ethical responsibility of researcher to participant does not end until participant's information has been destroyed. Research documentation cannot be destroyed for up to three years after completion of a study.

After IRB and CPHS approvals have been received, the researcher will arrange to pilot the full- and part-time faculty and staff interview questions with participants from the researcher's home campus at SJCD (South). Faculty and staff from the researcher's home campus will be excluded from the study to prevent any bias and to preserve the integrity of the research.

After the questions have been piloted and approved by a panel of experts, the researcher will conduct interviews with full- and part-time faculty and staff from the other two campuses (Central and North), as well as district administrators to gather their perceptions of the redesign initiative. One-hour interviews will take place on campus or at off-campus sites that are convenient to participants. In-field and post-field notes, state legislative documents, interview transcripts, and other related documents will be collected. Open and axial coding will be performed to identify emerging themes and categories and to achieve saturation. Triangulation of the data will be possible through the wide range of participants and their varying roles within the change process.

The researcher will create pseudonyms for the college system, the three campuses, and all of the participants included in the study. The researcher will maintain ethical responsibility to participants by keeping data in a password-protected database for three years, at which time all documentation related to the study will be destroyed.

4. Instruments for Research with Human Subject

Indicate instruments to be used.

- (A) Submit copies electronically, if possible.
- (B) Submit copy of copyrighted questionnaire for CPHS review. Copy kept on file by CPHS.
- (C) Examples of instruments are as follows: (1) Educational Tests, (2) Questionnaires/Surveys, (3) Psychological Tests, (4) Educational Materials, i.e., curriculum, books, etc., (5) Interview or Phone Script, or (6) human subjects recruitment advertisements.

Individual interview protocols will be used for part-time faculty, full-time faculty, staff, and administrator interviews. Interview protocols appear at the end of this CPHS document.

5. Human Subject Source and Selection Criteria

Describe the procedures for the recruitment of the participants. Indicate when human subject involvement is expected to begin and end in this project. Example information to include:

- (A) Characteristics of subject population, such as anticipated number, age, sex, ethnic background, and state of health.
- (B) Where and how participants are drawn for subject selection criteria. Coercion or undue influence needs

to be considered and eliminated.

- (C) How ensuring equitable subject selection.
- (D) If applicable, criteria for inclusion and/or exclusion and provide rationale.
- (E) Children are classified as a vulnerable population. See Subpart D, §46.401, of federal guidelines for additional safeguards aimed to protect the rights and welfare of these subjects.

Approximately 25 interviews with adults 18 and over will take place for this study. Participants who had a role in the developmental reading and writing course redesign initiative that took place in Fall 2012 at SJCD will be invited to participate in the study. Due to the difficulty in locating people no longer working at SJCD, this study will invite only participants who are still employed with the college system. A panel of experts will review all interview protocols to ensure that no coercion or undue influence will take place. This includes full- and part-time faculty, staff (i.e., academic advisors, testing staff, and enrollment services personnel), and administrators (i.e., Chancellor, the Deputy Chancellor, Associate Vice-Chancellor for College Preparatory, Director for the Center for Excellence in Teaching and Learning (CETL), Vice-President of Student Services, Registrar, and Associate Vice-Chancellor for Learning and Assessment).

6. Informed Consent

For more details, see "Federal & University Guidelines" document, "Informed Consent" section.

- (A) Describe procedure for obtaining informed consent.
- (B) Use language that is appropriate for age or understandability of subjects.
- (C) Attach informed consent page.
- (D) If applicable, attach the following documents for review: (1) Parental permission form for participation of minors (under 18 years of age). (2) Assent form for children between ages 7 and 17: (2a) ages 12-17 must sign assent form; (2b) ages 7-11 must have witness sign attesting to child's positive assent.
- (E) **Request CPHS waiver for documentation of informed consent, if appropriate.** Justification is required. See "Federal & University Guidelines."

Before interviews begin, participants will be asked to sign consent forms. The purpose of the study will be explained to participants, and they will be informed that they can decide to stop the interview at any time for no reason and with no harm. Interviews may take place on or off campus. Any on-campus interviews will occur during nonworking hours or at times that do not interfere with the participant's daily responsibilities. No children will be included in this study, so assent forms will not be required.

7. Confidentiality

Describe how data will be safeguarded: (a) how confidentiality maintained; use of personal identifiers or coded data; (b) how data collected and recorded; (c) how data stored during project; (d) who has access to data or participant's identifiers; (e) who is to receive data, if applicable; (f) what happens to data after research is completed.

Note that research documentation, including signed informed consent forms, are safeguarded for three years after completion of study for federal audit purposes. Faculty sponsors are responsible for safeguarding research documentation completed by students.

SJCD, each of its three campuses, and all participants will be given pseudonyms to preserve confidentiality. Interviews will be audiotaped and transcribed by the researcher. Only the researcher or the researcher's dissertation committee will have access to these materials. Additionally, all materials, audio recordings, interview transcripts, in-field and post-field notes, and all related materials will be kept in password-protected environment to ensure they are secure and kept confidential. All data collected for this study will be protected for three years, after which time, it will be destroyed.

8. Research Benefits

Describe any anticipated benefits to subjects as well as reasonably expected general results.

Often, individuals do not understand how their job duties relate to the greater whole of the college community. Their job functions make up pieces of a bigger picture, and when combined, contribute important information and insights to the overall whole. The researcher anticipates that participants of this study will develop a new appreciation for the importance of their job functions in the scope of the many aspects and functions of the college as a whole. Institutions of Higher Education (IHEs) have been known to function in silos, and the various departments seemingly working in isolation of each other. This study can inform administrators of how change management theory can be applied to higher education initiatives to create a cohesive environment in which positive change can take place. IHEs are being challenged to do more with less, and effectively managing change initiatives will be an important skill for administrators to hone to lead their institutions in positive and continual improvement.

9. Risks

Describe any foreseeable risks to the subjects, whether physical injury, psychological injury, loss of confidentiality, social harm, etc., involved in the conduct of the research. Explain precautions taken to minimize these risks. If there are any foreseeable risks, provide contact information of organization(s) for professional treatment.

The researcher does not foresee any risks to participants. Pseudonyms will be assigned to SJCD, the individual campuses, and all interview participants. All materials, audio recordings, interview transcripts, notes, and related state legislative documents will be kept in a password-protected environment to ensure they are secure and kept confidential. All data collected for this study will be protected for three years, after which time, it will be destroyed.

10. Other Sites or Agencies Involved in Research Project

Indicate specific site if not UHCL, e.g., school districts or school, clinics.

(A) Obtain written approval from institution. Approval should be signed and on institution's letterhead.

Other proof of documentation may be reviewed for acceptance by CPHS.

(B) Institution should include the following information: (B1) institution's knowledge of study being conducted on its site; (B2) statement about what research study involves; (B3) outline specific procedures to be conducted at site; and (B4) identify type of instrument(s) used to collect data and duration needed to complete instruments; (B5) statement that identities of institution and participants will be kept confidential; (B6) institution's permission granting the use of its facilities or resources; and (B7) include copy of Informed Consent document(s) to be used in recruiting volunteers from the institution.

(C) If at all possible, electronic copies of letter or other documentation are to be submitted with CPHS application.

(D) If letters are not available at time of CPHS review, approval will be contingent upon their receipt.

San Jacinto College District (SJCD) will be the primary location of the research. The South campus will serve as the pilot site for interview questions for part- and full-time faculty and staff. The faculty and staff interviews held for the study will only come from the Central and North campuses.

Please see the accompanying documentation, which is outlined on the next page.

ATTACHMENTS

1. Full-time faculty interview protocols, page 7
2. Part- time faculty interview protocols, page 9
3. Staff interview protocols, page 11
4. Administrator interview protocols, page 13
5. San Jacinto College District IRB Form, page 15
6. Informed Consent Form for Study, page 19

FULL-TIME FACULTY INTERVIEW PROTOCOLS

The interview questions presented here are designed to examine full-time faculty perceptions of the change process that took place at two of the campuses at JCCCD in which the standalone developmental reading and writing courses were redesigned into an integrated reading and writing curriculum. As I ask questions, I will refer to the redesign effort as the “change process.”

Background

1. Prior to the start of the change process, what did you know about the value or concept of integrating developmental reading and writing instruction versus teaching reading and writing separately?
2. What was your role during the change process of integrating the developmental reading and writing curriculum and what were your responsibilities in that role?
3. What do you perceive was your most valuable contribution to the change process, and why?

Thoughts and Impressions

4. How did you initially become aware of the move to integrate developmental reading and writing?
5. What were your initial thoughts and impressions about changing the curriculum?
6. Critics of Developmental Education have called it “the bridge to nowhere.” How would you respond to that?
7. It has been said that two heads are better than one. When you think of that in terms of collaboration, how did that look during the change process to redesign the developmental reading and writing curriculum?

8. If you had to name two things that the leadership did to facilitate the change process, what would they be?

9. What do you think presented the biggest challenges to the change process for you?

10. In retrospect, what are you pleased that happened, and why?

11. In retrospect, what would you do differently, and why?

Student Learning and Engagement

12. What have been the benefits of the change initiative on student learning and engagement?

13. What have been the challenges?

Future Applications

14. What occurred in the change process that you think should occur in every change process? Why?

15. What occurred in the change process that you think should not occur in future change processes? Why?

16. How can your experiences in this change process benefit you if other change initiatives occur in the future?

Closing

17. What else would you like to share with me about the change process that you think should be included in this study?

PART-TIME FACULTY INTERVIEW PROTOCOLS

The interview questions presented here are designed to examine part-time faculty perceptions of the change process that took place at two of the campuses at JCCCD in which the standalone developmental reading and writing courses were redesigned into an integrated reading and writing curriculum. As I ask questions, I will refer to the redesign effort as the “change process.”

Background

1. Prior to the start of the change process, what did you know about the value or concept of integrating developmental reading and writing instruction versus teaching reading and writing separately?
2. What was your role during the change process of integrating the developmental reading and writing curriculum and what were your responsibilities in that role?
3. What benefits or challenges did you experience as part-time faculty during the change process?

Thoughts and Impressions

4. How did you initially become aware of the move to integrate developmental reading and writing?
5. What were your initial thoughts and impressions about changing the curriculum?
6. It has been said that two heads are better than one. When you think of that in terms of collaboration, how did that look during the change process to redesign the developmental reading and writing curriculum?
7. If you had to name two things that the leadership did to facilitate the change process, what would they be?

8. What do you think helped to support the development of the change process for you?
9. What do you think presented the biggest challenges to the change process for you?
10. In retrospect, what are you pleased that happened, and why?
11. In retrospect, what would you recommend to improve the change process, and why?

Student Learning and Engagement

12. What have been the benefits of the change initiative on student learning and engagement?
13. What have been the challenges?

Future Applications

14. What occurred in the change process that you think should occur in every change process?
Why?
15. What occurred in the change process that you think should not occur in future change processes? Why?
16. How can your experiences in this change process benefit you if other change initiatives occur in the future?

Closing

17. What else would you like to share with me about the change process that you think should be included in this study?

STAFF INTERVIEW PROTOCOLS

The interview questions presented here are designed to examine the perceptions of staff (administrative assistants, division operations coordinators, tutoring center personnel, testing coordinators, enrollment services, and academic advisors) during the change process that took place at JCCCD in which the standalone developmental reading and writing courses were redesigned into an integrated reading and writing curriculum. As I ask questions, I will refer to the redesign effort as the “change process.”

Background

1. Prior to the start of the change process, what did you know about the value or concept of integrating developmental reading and writing instruction versus teaching reading and writing separately?
2. What was your role at the college when the change process began?
3. What were your responsibilities in that role, and how did they relate to the change process?
4. What do you perceive was your most valuable contribution to the change process, and why?

Thoughts and Impressions

5. Critics of Developmental Education have called it “the bridge to nowhere.” How would you respond to that?
6. How did you initially become aware of the move to integrate developmental reading and writing, and what were your thoughts and impressions?
7. From your perspective as (insert role) _____, what were your initial thoughts and impressions about integrating the reading and writing?

8. It has been said that two heads are better than one. When you think of that in terms of collaboration, how did that look during the change process to redesign the developmental reading and writing curriculum?
9. If you had to name two things that the leadership did to facilitate the change process, what would they be?
10. What do you think helped to support the implementation of the change process for you?
11. What do you think challenges to the change process for you?
12. In retrospect, what would you do differently, and why?

Future Applications

13. How can your experiences in this change process benefit you if other change initiatives occur in the future?
14. What occurred in the change process that you think should occur in every change initiative? Why?
15. What occurred in the change process that you think should not occur in future change initiatives? Why?

Closing

16. What else would you like to share with me about the change process that you think should be included in this study?

ADMINISTRATOR INTERVIEW PROTOCOLS

The interview questions presented here are designed to examine the perceptions of administrators involved in the change process that took place at JCCCD in which the standalone developmental reading and writing courses were redesigned into an integrated reading and writing curriculum. As I ask questions, I will refer to the redesign effort as the “change process.”

Background

1. Prior to the start of the change process, what did you know about the value or concept of integrating developmental reading and writing instruction versus teaching reading and writing separately?
2. What was your role at the college when the change process began?
3. What were your responsibilities in that role, and how did they relate to the change process?
4. What do you perceive was your most valuable contribution to the change process, and why?

Thoughts and Impressions

5. Critics of Developmental Education have called it “the bridge to nowhere.” How would you respond to that?
6. How did you initially become aware of the move to integrate developmental reading and writing?
7. From your vantage point as an administrator, what presented the most challenge to you during the change process?
8. It has been said that two heads are better than one. When you think of that in terms of collaboration, how did that look during the change process to redesign the developmental reading and writing curriculum?

9. If you had to name two things that the leadership (you or others) did to facilitate the change process, what would they be?

10. What occurrences at that time helped to support the change process?

11. What presented the biggest challenges to the change process?

12. What influence do you think organizational culture had during the change process? Please explain.

Resources

13. What resources were needed to support the change process?

14. Which resources provided the most significant support for the change process?

15. What was the role of professional development during the change process?

16. What type of professional development was helpful in supporting the change process?

17. What type of professional development do you perceive could be used in the future?

Student Learning and Engagement

18. What have been the benefits of the change initiative on student learning and engagement?

19. What have been the challenges?

Benefits and Challenges

20. What were the most significant challenges during the change process?

21. What were the most significant benefits during the change process?

Closing

22. What else would you like to share with me about the change process that you think should be included in this study?

Office Use Only:
Determination:

San Jacinto College Institutional Review Board Application to Conduct Research using Human Subjects

Project Title: Perceptions of Faculty, Staff, and Administrators Regarding a Redesign Initiative Integrating Developmental Reading and Writing Instruction in a Community College Setting. *OR if applicable,*

Grant Title, Funding Agency, and CFDA number: (Please include copy of proposal if applicable)

Principal Investigator (check one): ☒ Faculty at SJC ☐ Staff at SJC
☐ Student at SJC ☐ Professional not affiliated with SJC
☐ Other (Please explain): _____

Name: ☐ Dr. ☒ Ms. ☐ Mr. Joanie DeForest

Phone #: 281-922-3456 Fax #: _____

Department and College: San Jacinto College South, College Prep

E-mail Address: joanie.deforest@sjcd.edu

Faculty Sponsor (i.e., chair of doctoral/master's dissertation committee, SJC faculty member if an SJC student)

Name: ☒ Dr. ☐ Ms. ☐ Mr. Lillian McEnery

Phone #: _____ Fax #: _____

Department and College/University: UH-Clear Lake, School of Education

E-mail Address: mcenery@uhcl.edu

Key Personnel: List all key personnel involved in research such as Co-PI, support staff, or project manager.

Name	Degree	Role	Institutional Affiliation
Joanie DeForest	MA, MS	Sole Researcher	Dept. Chair College Prep South

Purpose of Project:

☐ Funded Research ☐ Unfunded Research ☐ Master's Thesis
☐ Professional Paper ☒ Doctoral Dissertation ☐ Study

☐ Other

(specify) _____

Project Summary:

1. **State the specific research hypotheses in this study. What questions will be addressed?**

This qualitative case study will research the change process that occurred in the College Prep Division at San Jacinto College during the period of time that the standalone developmental reading and writing courses were integrated into one curriculum. Data collected for this study will consist of interviews with full- and part-time faculty who were directly involved in the

change process, staff who were integral in the change process (i. e., academic advisors, testing coordinators, enrollment services), and administrators who provided guidance and support for the change initiative (i.e., Associate Vice-Chancellor of College Preparatory, Deputy Chancellor, Registrar, Vice President of Student Services, Associate Vice-Chancellor for Learning & Assessment). The researcher will use open-ended, semi-structured interview protocols to investigate the perceptions of the participants. Kotter's (1990, 2014) Change Management Theory will frame the case study to investigate the following questions:

Research Question One - What are the perceptions of full- and part-time faculty regarding the change process of integrating the developmental reading and writing program?

Research Question Two - What are the perceptions of staff regarding the change process of integrating the developmental reading and writing program?

Research Question Three - What are the perceptions of administrators regarding the change process of integrating the developmental reading and writing program?

Knowles (1970) Adult Learning Theory will frame the investigation in regards to the work involved in the redesign of the developmental reading and writing curriculum.

2. What knowledge may result? What is the importance of this knowledge?

Kotter (1990) developed Change Management Theory to address changes that occurred in the business world. In his later work, Kotter (2014) provided further guidance on how to accelerate his change model. This research leans heavily on Kotter's theory in understanding the process of effective change management and effective practices in which to implement it. Change Management Theory also has application in community colleges and universities, demonstrating how effective change management strategies and processes can be applied to higher education settings. Education is changing at a rapid pace. State legislators are asking colleges and universities to make many changes in the support of accelerating students

through college, redesigning instructional models that can result in greater student completion and success, and tightening budgets to become more fiscally responsible. Higher education can borrow change management theory from the business world to maintain a competitive edge while effectively updating instructional models for teaching and learning.

3. How will San Jacinto College benefit from this knowledge?

This study will benefit San Jacinto College by providing stakeholders with increased knowledge of how Change Management Theory can be effectively implemented in a higher education setting. The college will also benefit by understanding how changes affect the college community as a whole and how to determine outcomes when significant changes must be implemented. Change Management Theory creates an organized model for effective change that can result in better use of resources. When significant institutional change occurs (or must occur), organizations often deal with changes in climate and culture. An effective change management plan can minimize negative energy that may try to circumvent the change plan. This study can inform the college with knowledge in how change can be implemented to result in a positive outcome.

4. Start and end date of project

This research will begin right after IRB (San Jacinto College) and CPHS (UHCL) approvals have been received, hopefully in December. Data collection in the form of interviews will be conducted during the first part of Spring 2016. Data analysis will begin the second part of Spring 2016. Completion of the project is slated for Summer 2016 or earlier.

5. Subject Population (details of age, type, number of subjects, inclusions/exclusions, justifications)

The researcher will interview full- and part-time faculty, staff (academic advisors, testing center, enrollment services, and other staff who supported the redesign) and administrators

(Chancellor, Deputy Chancellor, Asso. VC for College Preparatory, Registrar, CETL Director (at the time), VP of Student Services, Director of the EPC office, Dean of student Development, and Asso. VC for Learning & Assessment) who had integral roles in the integration of developmental reading and writing. The researcher will use South campus FT and PT faculty only to pilot the interview questions to ensure the integrity of the study. Faculty interviews conducted for the study will be limited to College Prep reading/writing faculty from Central and North campuses who participated in the change process of redesigning the developmental reading and writing curriculum.

6. Location of activities

The location of the interviews will be driven by the availability of the participants. Some interviews may take place in person on San Jacinto College grounds. Others may take place off campus.

7. Informed Consent of subjects (provide sample)

Please see attached consent form.

By signing below, I consent to have my application reviewed by the San Jacinto College IRB and understand that my proposal may be recommended for approval, not recommended for approval, or returned for resubmission if the IRB determines further information is needed. I further understand that the final decision to approve rests with the chancellor of San Jacinto College.

Additionally, I agree to provide a final copy of my dissertation, paper, project, research, etc to San Jacinto College upon completion of my work.

Signature of Principal Investigator

Date

Approved by Brenda L. Hellyer, Ed.D.,
Chancellor of San Jacinto College

Date

Informed Consent to Participate in Research

You are being asked to participate in the research project described below. Your participation in this study is entirely voluntary and you may refuse to participate, or you may decide to stop your participation at any time. Should you refuse to participate in the study or should you withdraw your consent and stop participation in the study, your decision will involve no penalty or loss of benefits to which you may be otherwise entitled. You are being asked to read the information below carefully, and ask questions about anything you don't understand before deciding whether or not to participate.

Title: Perceptions of Faculty, Staff, and Administrators Regarding a Redesign Initiative Integrating Developmental Reading and Writing Instruction in a Community College Setting

Principal Investigator(s): Joanie DeForest

Student Investigator(s): Joanie DeForest

Faculty Sponsor: Lillian Benavente-McEnery, Ph.D.

PURPOSE OF THE STUDY

The purpose of this research is to investigate the perceptions of full- and part-time faculty, staff, and administrators who had an integral role in the redesign effort of developmental reading and writing that integrated the two disciplines into a single curriculum.

PROCEDURES

The research procedures are as follows: Each participant will be interviewed with a protocol using open-ended questions to obtain personal descriptions and experiences related to the change process of integrating the developmental reading and writing curriculum. Each interview will be recorded. All recordings will be transcribed and used as data for the study. A field journal will be kept by the researcher to gather general notes on things learned, and will help separate personal perceptions on the part of the researcher from the actual facts of the study.

EXPECTED DURATION

The total anticipated time commitment will be approximately 45 minutes of participation time during an individual interview.

RISKS OF PARTICIPATION

There are no anticipated risks associated with participation in this project.

BENEFITS TO THE SUBJECT

There is no direct benefit received from your participation in this study, but your participation will help the investigator(s) better understand the perceptions of faculty, staff, and administrators in regard to the change process of redesigning the developmental reading and writing program and integrating the two disciplines.

CONFIDENTIALITY OF RECORDS

Every effort will be made to maintain the confidentiality of your study records. The data collected from the study will be used for educational and publication purposes, however, you will not be identified by name. For federal audit purposes, the participant's documentation for this research project will be maintained and safeguarded by the Principal Investigator for a minimum of three years after completion of the study. After that time, the participant's documentation may be destroyed.

FINANCIAL COMPENSATION

There is no financial compensation to be offered for participation in the study.

INVESTIGATOR'S RIGHT TO WITHDRAW PARTICIPANT

The investigator has the right to withdraw you from this study at any time.

CONTACT INFORMATION FOR QUESTIONS OR PROBLEMS

The investigator has offered to answer all your questions. If you have additional questions during the course of this study about the research or any related problem, you may contact the Principal Investigator, Joanie DeForest., at phone number 281-922-3456 or by email at Joanie.deforest@sjcd.edu.

If you have additional questions during the course of this study about the research or any related problem, you may contact the Student Researcher, Joanie DeForest, at phone number 281-922-3456 or by email at Joanie.DeForest@sjcd.edu. The Faculty Sponsor Lillian Benavente-McEnery, Ph.D., may be contacted at phone number 281-283-3539 or by email at McEnery@uhcl.edu.

SIGNATURES:

Your signature below acknowledges your voluntary participation in this research project. Such participation does not release the investigator(s), institution(s), sponsor(s) or granting agency(ies) from their professional and ethical responsibility to you. By signing the form, you are not waiving any of your legal rights.

The purpose of this study, procedures to be followed, and explanation of risks or benefits have been explained to you. You have been allowed to ask questions and your questions have been answered to your satisfaction. You have been told who to contact if you have additional questions. You have read this consent form and voluntarily agree to participate as a subject in this study. You are free to withdraw your consent at any time by contacting the Principal Investigator or Student Researcher/Faculty Sponsor. You will be given a copy of the consent form you have signed.

Subject's printed name: _____

Signature of Subject: _____

Date: _____

Using language that is understandable and appropriate, I have discussed this project and the items listed above with the subject.

Printed name and title: _____

Signature of Person Obtaining Consent: _____

Date: _____

THE UNIVERSITY OF HOUSTON-CLEAR LAKE (UHCL) COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS HAS REVIEWED AND APPROVED THIS PROJECT. ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UHCL COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281-283-3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT UHCL ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE # FWA00004068)

APPENDIX B

IRB APPROVAL FROM JCCCD

Institutional Review Board Application
Recommendation for Approval

Dear Dr. Hellyer:

The San Jacinto College informal Institutional Review Board (George González and Michael Moore) has reviewed the attached proposal titled Perceptions of Faculty, Staff, and Administrators Regarding a Redesign Initiative Integrating Developmental Reading and Writing Instruction in a Community College Setting which was submitted by Joanie DeForest.

Upon review and discussion, it has been determined that the proposal will not pose any harm to students, faculty, staff, or members of the San Jacinto College community and that the College will benefit from the knowledge gained as a result of this research.

Therefore, the Institutional Review Board is recommending approval of the named and attached proposal. Please review the proposal and feel free to ask any questions you may have.

Thank you.

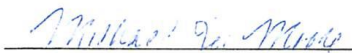


George F. González, Jr., M.S.

Director of Research and Institutional Effectiveness

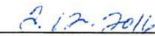


Date



Michael Lee Moore, M.B.A.

Director of Grants Management



Date

APPENDIX C

INFORMED CONSENT FORM

Informed Consent to Participate in Research

You are being asked to participate in the research project described below. Your participation in this study is entirely voluntary and you may refuse to participate, or you may decide to stop your participation at any time. Should you refuse to participate in the study or should you withdraw your consent and stop participation in the study, your decision will involve no penalty or loss of benefits to which you may be otherwise entitled. You are being asked to read the information below carefully, and ask questions about anything you don't understand before deciding whether or not to participate.

Title: Perceptions of Administrators, Faculty, and Staff Regarding a Redesign Initiative Integrating Developmental Reading and Writing Instruction in a Community College Setting

Principal Investigator(s): Joanie DeForest

Student Investigator(s): Joanie DeForest

Faculty Sponsor: Lillian Benavente-McEnery, Ed.D.

PURPOSE OF THE STUDY

The purpose of this research is to investigate the perceptions of full- and part-time administrators, faculty, and staff who had an integral role in the redesign effort of developmental reading and writing that integrated the two disciplines into a single curriculum.

PROCEDURES

The research procedures are as follows: Each participant will be interviewed with a protocol using open-ended questions to obtain personal descriptions and experiences related to the change process of integrating the developmental reading and writing curriculum. Each interview will be recorded. All recordings will be transcribed and used as data for the study. A field journal will be kept by the researcher to gather general notes on things learned, and will help separate personal perceptions on the part of the researcher from the actual facts of the study.

EXPECTED DURATION

The total anticipated time commitment will be approximately 45 minutes of participation time during an individual interview.

RISKS OF PARTICIPATION

There are no anticipated risks associated with participation in this project.

BENEFITS TO THE SUBJECT

There is no direct benefit received from your participation in this study, but your participation will help the investigator(s) better understand the perceptions of administrators, faculty, and staff in regard to the change process of redesigning the developmental reading and writing program and integrating the two disciplines.

CONFIDENTIALITY OF RECORDS

Every effort will be made to maintain the confidentiality of your study records. The data collected from the study will be used for educational and publication purposes, however, you will not be identified by name. For federal audit purposes, the participant's documentation for this research project will be maintained and safeguarded by the Principal Investigator for a minimum of three years after completion of the study. After that time, the participant's documentation may be destroyed.

FINANCIAL COMPENSATION

There is no financial compensation to be offered for participation in the study.

INVESTIGATOR'S RIGHT TO WITHDRAW PARTICIPANT

The investigator has the right to withdraw you from this study at any time.

CONTACT INFORMATION FOR QUESTIONS OR PROBLEMS

The investigator has offered to answer all your questions. If you have additional questions during the course of this study about the research or any related problem, you may contact the Principal Investigator, Joanie DeForest, at phone number 281-922-3456 or by email at joanie.deforest@sjcd.edu.

If you have additional questions during the course of this study about the research or any related problem, you may contact the Student Researcher, Joanie DeForest, at phone number 281-922-3456 or by email at Joanie.DeForest@sjcd.edu. The Faculty Sponsor Lillian Benavente-McEnery, EdD may be contacted at phone number 281-283-3539 or by email at McEnery@uhcl.edu.

SIGNATURES:

Your signature below acknowledges your voluntary participation in this research project. Such participation does not release the investigator(s), institution(s), sponsor(s) or granting agency(ies) from their professional and ethical responsibility to you. By signing the form, you are not waiving any of your legal rights.

The purpose of this study, procedures to be followed, and explanation of risks or benefits have been explained to you. You have been allowed to ask questions and your questions have been answered to your satisfaction. You have been told who to contact if you have additional questions. You have read this consent form and voluntarily agree to participate as a subject in this study. You are free to withdraw your consent at any time by contacting the Principal Investigator or Student Researcher/Faculty Sponsor. You will be given a copy of the consent form you have signed.

Subject's printed name: _____

Signature of Subject: _____

Date: _____

Using language that is understandable and appropriate, I have discussed this project and the items listed above with the subject.

Printed name and title: _____

Signature of Person Obtaining Consent: _____

Date: _____

THE UNIVERSITY OF HOUSTON-CLEAR LAKE (UHCL) COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS HAS REVIEWED AND APPROVED THIS PROJECT. ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UHCL COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281-283-3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT UHCL ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE # FWA00004068)

APPENDIX D

EMAIL INVITATION TO PARTICIPATE IN STUDY

Email Invitation to Participate in Study

Hello _____,

I am conducting a qualitative research study entitled, “Perceptions of Administrators, faculty, and staff Regarding a Redesign Initiative Integrating Developmental Reading and Writing Instruction in a Community College Setting.”

My research will include interviews with administrators, faculty, and staff who participated or supported the change initiative to integrate developmental reading and writing at our college.

This study is important to community colleges because they are facing increasing challenges to operate more efficiently while supporting the academic achievement of students. In order to accomplish that, higher education institutions must identify effective processes to manage change at all levels of college operations.

I am inviting you to participate in this study because you played an important role (whether direct or indirect) in supporting the change initiative to integrate developmental reading and writing instruction.

Your participation in this study will be **completely voluntary** and **anonymous**. San Jacinto College will be given a pseudonym, and each participating faculty, staff, or administrator will also be given pseudonyms to ensure confidentiality. Whether or not you choose to participate in this study is solely your decision, and I will respect and honor your decision.

I believe that your contribution to this study will be important to understanding the full impact of institutional change on people and processes.

Interviews will start very soon, so I would very much appreciate your response at your earliest convenience.

Please contact me at 281-922-3456 or by email at Joanie.deforest@sjcd.edu.

Thank you considering participating in this study.

APPENDIX E

ADMINISTRATOR PARTICIPANT FORM

Administrator Participant Form

The information provided on this form will be kept confidential. All participants will receive pseudonyms to ensure their anonymity.

Name of Participant		
Number of years in an educational setting K-12 _____ College _____	Current Position at the college	
Number of years in current position _____	Other positions held at the college _____ _____	Number of years with the college _____
Please check the statement that best describes you. _____ In my present position, I directly affect the academic success of students. _____ In my present position, I indirectly affect the academic success of students.		
Degrees obtained (e.g., MBA; Ed.D, Educational Leadership; Ph.D, Biology; etc.) _____	Awards received _____	
Previous administrative positions at other institutions or companies (e.g., VP, Marketing; CFO, Banking Institution; etc.) _____		
In addition to the degrees listed above, have you received any additional professional development related to your present position? (e.g., leadership training, etc.). If yes, please briefly list them. _____ _____		

APPENDIX F

FACULTY PARTICIPANT FORM

Faculty Participant Form

The information provided on this form will be kept confidential. All participants will receive pseudonyms to ensure their anonymity.

Name of Participant		
Number of years in education K-12 _____ Dev. Ed. _____ College _____	Number of years teaching Reading _____ Writing _____	Number of years with the college _____
Current position at the college		
Previous positions at the college		
Please check the statement that best describes you. _____ I am a writing teacher who also teaches reading. _____ I am a reading teacher who also teaches writing.		
University degrees obtained _____ _____	Teacher certifications obtained (if applicable) _____ _____	
Previous teaching experience and positions (e.g., 3 rd -grade Reading full-time teacher, ENGL 1301 adjunct, etc.)		
Before teaching integrated reading and writing, which courses did you teach at the college?		
Beside the degrees listed above, have you received any additional coursework related to teaching Reading and Writing?		
What Professional Development have you received directly related to teaching Developmental Reading and Writing?		

APPENDIX G

STAFF PARTICIPANT FORM

Staff Participant Form

The information provided on this form will be kept confidential. All participants will receive pseudonyms to ensure their anonymity.

Name of Participant		
Number of years working in an educational setting K-12 _____ College _____	Current Position at the college	
Number of years in current position _____	Other positions held at the college _____ _____	Number of years with the college _____
Please check the statement that best describes you. _____ In my present position, I directly affect the academic success of students. _____ In my present position, I indirectly affect the academic success of students.		
Degrees obtained (e.g., AAS Business; BS, Counseling; AA, General Studies, etc.) _____ _____	Certifications obtained (MS Office, LPC, etc.) _____ _____	
Previous staff positions at other institutions or companies (e.g., Academic advisor, bank clerk, enrollment services, administrative assistant, etc.) _____		
In addition to the degrees listed above, have you received any additional professional development related to your present position? (e.g., data management, transcript evaluation, tests administration, etc.). If yes, please briefly list them.		

APPENDIX H

ADMINISTRATOR INTERVIEW PROTOCOL

Administrator Interview Protocol

The interview questions presented here are designed to examine the perceptions of administrators involved in the change process that took place at JCCCD in which the standalone developmental reading and writing courses were redesigned into an integrated reading and writing curriculum. As I ask questions, I will refer to the redesign effort as the “change process.”

Background

1. Prior to the start of the change process, what did you know about the value or concept of integrating developmental reading and writing instruction versus teaching reading and writing separately?
2. What was your role at the college when the change process began?
3. What were your responsibilities in that role as they pertained to the change process?
4. What do you perceive was your most valuable contribution to the change process, and why?

Thoughts and Impressions

5. Critics of Developmental Education have called it “the bridge to nowhere.” How would you respond to that?
6. How did you initially become aware of the move to integrate developmental reading and writing, and what were your first impressions?
7. From your vantage point as an administrator, what presented the most challenge to you during the change process?

8. It has been said that two heads are better than one. When you think of that in terms of collaboration, how did that look during the change process to redesign the developmental reading and writing curriculum?
9. During the change process, what was the role of communication along the continuum from administration to faculty and visa versa?
10. What occurrences or actions at the time helped to advance the change process?
11. In your role as administrator, what presented the biggest challenges to you during the change process?
12. What influence do you think organizational culture had on the change process, and how would you describe the organizational culture of the college? Please expand.

Resources

13. From your vantage point, what resources were needed to support the change process?
14. In your estimation, which resources provided the most significant support for the change process?
15. What resources did you perceive as necessary to support the change process?
16. From your vantage point as an administrator, what resources were justifiable in supporting the change process?
17. What type of professional development do you perceive could be used in the future for continued support of the developmental reading and writing integration?

Student Learning and Engagement

18. In your estimation, what have been the benefits of the change process on student learning and engagement?

19. In your perception, what have been the challenges to student learning and engagement?

Benefits and Challenges

20. Specifically, what do you perceive were the most significant challenges during the change process and how were those challenges addressed?

21. With respect to communication and collaboration, what do you perceive were the most significant benefits during the change process?

Closing

22. The results of this study have the potential to add to the literature about change management in higher education institutions. What other information or details would you like to share with me about your involvement in the change process that you think is important to this study?

APPENDIX I

FACULTY INTERVIEW PROTOCOL

Faculty Interview Protocol

The interview questions presented here are designed to examine full-time faculty perceptions of the change process that took place at two of the campuses at JCCCD in which the standalone developmental reading and writing courses were redesigned into an integrated reading and writing curriculum. As I ask questions, I will refer to the redesign effort as the “change process.”

Background

1. Prior to the start of the change process, what did you know about the value or concept of integrating developmental reading and writing instruction versus teaching reading and writing separately?
2. What was your role during the change process of integrating the developmental reading and writing curriculum and what were your responsibilities in that role?
3. What do you perceive was your most valuable contribution to the change process, and why?

Thoughts and Impressions

4. How did you initially become aware of the move to integrate developmental reading and writing?
5. What were your initial thoughts and impressions about changing the curriculum?
6. Critics of Developmental Education have called it “the bridge to nowhere.” How would you respond to that?
7. It has been said that two heads are better than one. When you think of that in terms of collaboration, how did that look during the change process to redesign the developmental reading and writing curriculum?

8. If you had to name two things that the leadership did to facilitate the change process, what would they be?
9. What do you think presented the biggest challenges to the change process for you?
10. In retrospect, what are you pleased that happened, and why?
11. In retrospect, what would you do differently, and why?

Student Learning and Engagement

12. What have been the benefits of the change initiative on student learning and engagement?
13. What have been the challenges?

Future Applications

14. What occurred in the change process that you think should occur in every change process? Why?
15. What occurred in the change process that you think should not occur in future change processes? Why?
16. How can your experiences in this change process benefit you if other change initiatives occur in the future?

Closing

17. The results of this study have the potential to add to the literature about change management in higher education institutions. What other information or details would you like to share with me about your involvement in the change process that you think is important to this study?

APPENDIX J

STAFF INTERVIEW PROTOCOL

Staff Interview Protocol

The interview questions presented here are designed to examine the perceptions of staff (administrative assistants, division operations coordinators, tutoring center personnel, testing coordinators, enrollment services, and academic advisors) during the change process that took place at JCCCD in which the standalone developmental reading and writing courses were redesigned into an integrated reading and writing curriculum. As I ask questions, I will refer to the redesign effort as the “change process.”

Background

1. Prior to the start of the change process, what did you know about the value or concept of integrating developmental reading and writing instruction versus teaching reading and writing separately?
2. What was your role at the college when the change process began?
3. What were your responsibilities in that role, and how did they relate to the change process?
4. What do you perceive was your most valuable contribution to the change process, and why?

Thoughts and Impressions

5. Critics of Developmental Education have called it “the bridge to nowhere.” How would you respond to that?
6. How did you initially become aware of the move to integrate developmental reading and writing, and what were your thoughts and impressions?
7. From your perspective as (insert role) _____, what were your initial thoughts and impressions about integrating the reading and writing?

8. It has been said that two heads are better than one. When you think of that in terms of collaboration, how did that look during the change process to redesign the developmental reading and writing curriculum?
9. If you had to name two things that the leadership did to facilitate the change process, what would they be?
10. What do you think helped to support the implementation of the change process for you?
11. What do you think challenges to the change process for you?
12. In retrospect, what would you do differently, and why?

Future Applications

13. How can your experiences in this change process benefit you if other change initiatives occur in the future?
14. What occurred in the change process that you think should occur in every change initiative? Why?
15. What occurred in the change process that you think should not occur in future change initiatives? Why?

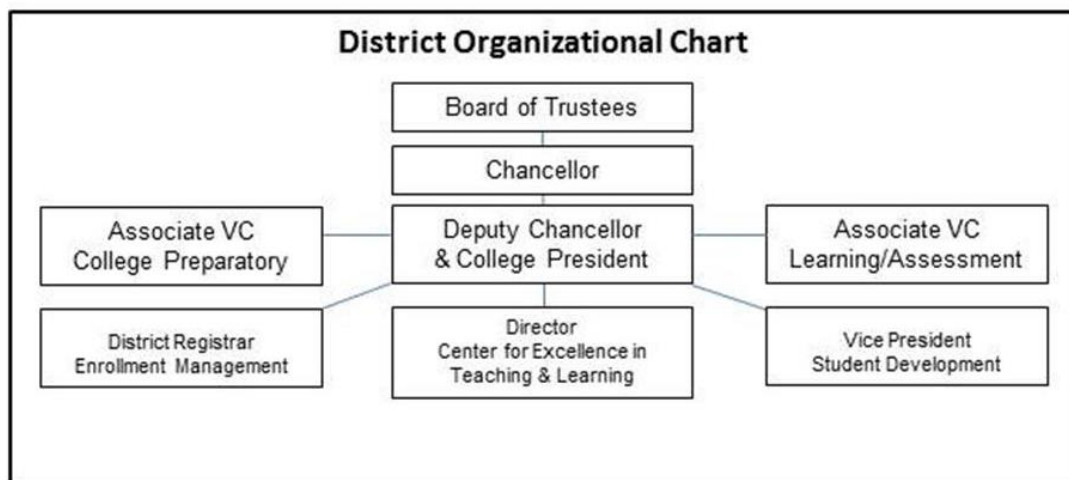
Closing

16. The results of this study have the potential to add to the literature about change management in higher education institutions. What other information or details would you like to share with me about your involvement in the change process that you think is important to this study?

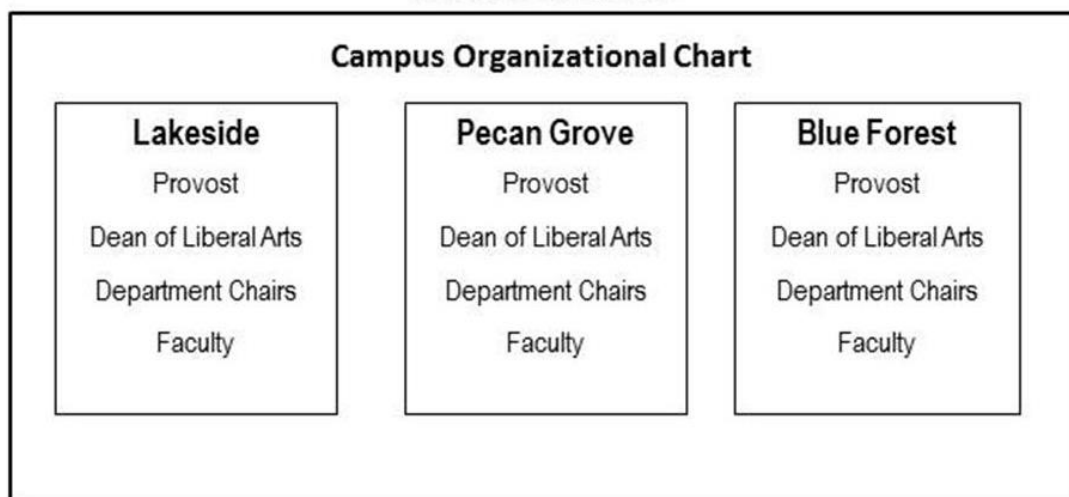
APPENDIX K

JCCCD ORGANIZATIONAL CHART

Jefferson Cole Community College District



JCCCD Campuses



RÉSUMÉ

Joanie DeForest

15819 Echo Hill Drive, Houston, TX 77059
joanie.deforest@comcast.net

(713) 817-0671

EDUCATION

UNIVERSITY OF HOUSTON-CLEAR LAKE, Houston, TX
EdD, Educational Leadership, 2016
MS Reading, 2006
MA Literature, 1999
BA Literature, 1994

APPALACHIAN STATE UNIVERSITY, Boone, NC
Kellogg Institute Developmental Education Specialist, 2010

EMPLOYMENT

SAN JACINTO COLLEGE DISTRICT, 13735 Beamer Rd, Houston, TX 77089

College Preparatory Department Chair, 8/11 – present

Manage the overall operations of the department, delegate departmental duties, work with budgets, enrollment analysis reporting, evaluate faculty performance, manage semester schedules, foster good relations with other departments, evaluate and manage programming, serve as a change agent, and coordinate GUST on South. Dept. Chairs also teach one class in the summer.

College Preparatory Faculty Lead/Writing, Reading, and Student Success Instructor and Coordinator, 8/08 – 8/11

Manage the READ, Dev. ENGL, ESOL, and GUST side of the department, delegate departmental duties, work with budgets, evaluate faculty performance, hire adjuncts, manage semester schedules, foster good relations with other departments, evaluate and manage programming, serve as a change agent, and coordinate GUST on South.

Full-time Writing/ Reading/Student Success Instructor, 1/05 – 8/08

I have taught developmental writing and reading, student success courses, academic English, and online technical writing. From 2005-2010, I served as the Campus Coordinator of a Title V grant through which I oversaw tutoring and retention initiatives on our campus. Currently, I serve as Campus Coordinator of the Student Success Program and Taskforce Leader for reading and writing in a THECB Developmental Education Demonstration Projects (DEDP) grant. Currently, I serve as Department Chair of the College Preparatory Division on South Campus. Previously, I served as Faculty Lead of College Prep, 2008-2011, Faculty Senate President, 2009-10 and member of several committees, councils, and taskforces.

CONCORDIA UNIVERSITY-Houston Center, 12555 Ryewater, Houston, TX 77089

Part-time English Instructor, 8/02 – 8/12

I taught College English Composition, Introduction to Literature, American Literature, and Business and Technical Writing in the Accelerated Degree Plan, Concordia Houston Center. The curriculum was designed to accelerate students through in four to six-week sessions.

COLLEGE OF THE MAINLAND, 1200 Amburn St., Texas City, TX 77590

Part-time English Instructor, 1/02 – 8/02

I taught English Composition 1301, providing instruction in writing as process, intellectual argumentation, research techniques and processes, etc.

HERNANDEZ ENGINEERING, INC., 17625 El Camino Real # 330 Houston, TX 77058

Senior Technical Writer/Editor, 11/99 – 10/03

I wrote and edited technical documentation for the NASA Space Program, coordinated documentation support and schedules, and met product deadlines and technical requirements. I also collaborated with book managers, engineering staff, technical services support groups, and graphics and drafting personnel to ensure project success.

PUBLICATIONS and PRESENTATIONS

DeForest, Joanie. *Adult Learning and Writing across the Curriculum: A Perfect Match for Student Success*.

Presentation. Concordia University-Houston Center, Faculty In-service, 2007.

DeForest, Joanie. *Captain's Daughter*. Seascope Press: Houston, 1988.

DeForest, Joanie. *It's a Jungle Out There, but the Classroom's a Real Bore*.

Presentation. League of Innovations Conference, February 2009.

My poetry, prose, and feature articles have appeared in *Threshold*, *Parnassus*, *Pegasus*, *Expression Magazine*, *Bayosphere*, *Pen & Ink*, and *State of the Arts at Clear Lake*.

PROFESSIONAL AFFILIATIONS and SERVICE ACTIVITIES

- Executive Board Member, University of Houston-Clear Lake Alumni Association, 2006-2011
- Site Registration Chair, National Association of Developmental Education, (2014)
- Member, Texas Association of Developmental Education (2005-present)
- Past President, Texas Chapter, College Reading and Learning Association (2012-2013)
- Member, Phi Theta Kappa Honor Society ((1990-present)
- Past-President, Sigma Tau Delta English Honor Society (1996-present)
- Member, Omicron Delta Kappa Leadership Honor Society (1996-present)