AN ANALYSIS OF COMMUNITY COLLEGE DEVELOPMENTAL EDUCATION

FACULTY MEMBERS' PERCEPTIONS OF PROFESSIONAL DEVELOPMENT

by

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DEDICATION

This dissertation is dedicated to my family and friends who have supported me through this journey. To my late mother and father, Frances Montana and Esequiel Pavia, I thank you for instilling the value and promise of an education and loved me enough to keep me on a straight path so I could realize my dreams. To my husband Armando, without your support, this would not have been possible. To my daughter Alejandra, thank you for your love and support. I want you to recognize this achievement as evidence the sky is the limit. To my brothers Danny and Gilbert, thank you for loving me regardless of not understanding my struggle. To my numerous cousins who were always on the sidelines ready to push me back in, I appreciate your love and support. To my friends, I have been blessed with too many to list, thank you all for your encouragement. My sincere gratitude to my friend Ysabel Ramirez who went above and beyond in helping me complete the journey. Also, thank you to Patricia Hernandez, Olga Escamilla, and Martin Loa who continuously and lovingly encouraged me to finish. Lastly, to my brother Zeke, the wind beneath my wings, this achievement would have been impossible without your constant love, support, and confidence you gave me since we were kids. I love and miss you so much!

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ABSTRACT

Faculty professional development is an essential component in the fabric of community colleges. Nationwide research studies indicate that students who begin their post-secondary studies underprepared and enrolled in developmental education are less likely to complete a college degree. Developmental education has been under reform for the past few years with the goal of accelerating students' success and transitioning them into college-level courses. Given the present state of reform, more research is needed on faculty preparation in teaching developmental education, specifically on the role of professional development in preparing faculty in developmental education. Faculty in developmental education are central to the success of students completing a degree or certificate. During this current state of reform in developmental education, professional development represents a probable solution to preparing faculty to provide condensed versions of developmental education course models. This research study examined perceptions of community college faculty in developmental education on professional development. This study utilized a qualitative case study design with the use of focus groups, semi-structured interviews, and surveys. The findings were (a) the majority of participants reported that sharing with other faculty members was beneficial and perceived the sharing of practice with like-minded individuals as a professional development activity, (b) participants' primary challenges to participating in professional development were limited funding and time away from classroom, and (c) participants

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expressed apprehension regarding the state of reform in developmental education. Insights from faculty on needs, challenges, and perceptions may enhance the effectiveness, timeliness, and quality of faculty development programs.

I. INTRODUCTION

This qualitative case study is an attempt to understand how community college faculty in developmental education perceive professional development. In this chapter, I outline the statement of the problem and the purpose of the study. Additionally, I include the context of the research and definition of terms.

Statement of the Problem

Faculty development is critical to improving the quality of education (Desimone, 2009; Guskey & Yoon, 2009). Quality teaching is the ultimate goal of professional development, as it ultimately leads to successful student outcomes (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). Who is teaching in community colleges and, more specifically, who is qualified to teach developmental education in community colleges? The qualifications of community college faculty vary among institutions; thus, professional development becomes even more critical. Lunceford (2014) and colleagues conducted a survey among community college faculty and found that "survey participants indicated on-the-job experience and institutional colleagues best prepared them for their work at their colleges" (p. 14).

Community colleges serve large numbers of students underprepared for academic coursework and, due the varying qualifications among institutions, the faculty teaching developmental education are likely not to be formally prepared to teach students placing in postsecondary as academically underprepared (Lunceford, 2014). A number of articles in the literature indicate that faculty teaching developmental education are not specifically trained to teach students who are placed below college-level coursework, and that many faculty teaching developmental education have little or no training in

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instructional methods specifically targeting students academically at-risk (Desimone, 2009; Grant & Keim, 2002; Jeppesen & Joyce, 2018; Fike, 2009). In addition to community college faculty qualifications, the landscape of developmental education is shifting and has been under an ongoing reform due to dismal student outcomes (Complete College America, 2012). Nationwide studies indicate that students who begin their post-secondary career underprepared and enrolled in developmental education are less likely to complete a college degree (Atewell, Lavin, Domina & Levey, 2006). The reform has led to redesigning developmental education programs with the goal of accelerating students through developmental education and completing gateway English and/or math courses within the first year of enrollment (Bailey & Cho, 2010). Given the state of reform, more research is needed on faculty preparation in teaching developmental education, specifically on the role of professional development for faculty preparation in developmental education. Professional development represents a probable solution to the lack of faculty preparation, and it may ease tensions surrounding the immense shift in developmental education, while addressing changes in state policy. This research study examined the perceptions of community college faculty in developmental education on professional development amidst developmental education reform in Texas.

The majority of researchers validate the importance of professional development; however, the voices of the faculty members are lacking in the literature, particularly, those in developmental education. Faculty participate in professional development to improve knowledge and skills, to meet requirements, and to learn about policy changes (Darling-Hammond, et al., 2009). Currently, community college faculty in developmental education participate in professional development to address recent

reforms that not only call for increasing student access to higher education but also for increased degree completion for students. The faculty teaching developmental education in community colleges are vital components in developmental education reform, as data demonstrates approximately 68% of students enrolling in two-year colleges are underprepared for college course work (National Center for Education Statistics, 2003).

Purpose of the Study

The purpose of this case study was to describe perceptions of professional development among faculty teaching developmental education at three community colleges located in south Texas. For this study, professional development was generally defined as an event or activity in which a faculty member participates in order to improve knowledge and skills needed to address students' learning challenges (Bannier, 2008). Minimal research has been focused on professional development as an instrument for educational reform in the field of developmental education. Even fewer studies have been conducted addressing the needs of faculty in developmental education. By examining faculty perceptions of professional development in developmental education, we can better understand faculty needs and design meaningful professional development.

Research Questions

Professional development is a critical element of teacher learning and practice, as it is aimed at enhancing teachers' knowledge and skills so that they positively impact student achievement. The primary research question that guided the study is: What are the perceptions of developmental education community college faculty of professional development? I used a qualitative case study to answer the following sub-questions:

1. What do faculty in developmental education think are the most important professional development needs of their profession?

The literature review suggests that gathering faculty input on professional development would be beneficial for effective professional development. Faculty input may also increase faculty motivation and engagement, resulting in professional growth. Avalos (2011) emphasized the involvement of instructors in designing professional development to meet instructors' expectations as well as those of educational systems, arguing that "teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively" (p. 10).

2. What reasons do faculty in developmental education give for participating in professional development?

Community college faculty participate in professional development for multiple reasons, including that it: (a) provides social interaction with peers, (b) fulfills an internal or external requirement, and (c) is systemic (Austin & Sorcinelli, 2013).

3. What do faculty in developmental education think about their professional development opportunities?

It is important to ask faculty members what they think about professional development opportunities in which they have participated or would like to participate in the future as a means of designing quality professional development. Faculty members' perceptions add meaning to professional development and can provide benefits to classroom teaching or provide faculty new avenues to explore (Jeppesen & Joyce, 2018; Severs, 2017).

Significance of the Study

By examining perceptions of community college faculty teaching developmental education, we can better understand the role of professional development and invite a dialogue about possible opportunities for aligning state policies with instructional design to address the present state of reform in developmental education. With this understanding, this case study will add to existing literature on how professional development may be utilized to enhance faculty's teaching and learning through times of policy changes. Furthermore, by considering perceptions from community college faculty in developmental education, professional development may be intentionally designed to target the academic needs of students academically underprepared with the goal of successfully transitioning them to college-credit level coursework. Given the current issues and reform in developmental education, this research study is significant because professional development may be a vehicle to assist faculty in managing policy changes and addressing students' academic needs. Research in this area presents an opportunity to understand how faculty perceive their needs for professional learning amidst these changes.

Context of the Research

In Texas, the field of developmental education has recently experienced significant changes that require community colleges to focus on intentional professional development for faculty. This research study was conducted amidst developmental education reform in Texas.

In 2009, the Texas Higher Education Coordinating Board (THECB) recommended changes in policy and practice to improve the delivery of developmental

education in Texas (Collins, 2009). According the Texas Higher Education Coordinating Board (THECB), approximately 40% of students entering Texas public institutions of higher education are reported as not meeting standards for college readiness. Of the students entering Texas community colleges, 58% are deemed underprepared for college-level coursework, and of the students entering Texas community colleges as underprepared, only 15% complete a degree or certificate, compared to the 25% for students who enter as college ready (THECB Report, 2018). "When compared to students entering as college ready, students underprepared are much less likely to complete degrees and certificates (THECB, 2018, p. i). THECB's list of recommendations cover multiple areas of practice, and the ones most relevant to this inquiry include implementing a mandatory placement assessment for incoming students, redesigning the developmental education curriculum to meet the needs of students, and providing access to high-quality professional development for faculty (Collins, 2009).

In 2013, the Texas Higher Education Coordinating Board launched the Texas Success Initiative Assessment (TSIA) as the state's official student placement assessment for institutions of higher education. The TSIA identifies levels of placement for college readiness, developmental education, and adult basic education skills (Texas Higher Education Coordinating Board, 2013). In 2017, legislation (HB 2223) mandated the use of co-requisite models to accelerate students from developmental education to college credit (Texas Legislature, 2017).

Due to these recent and ongoing changes, the role of faculty in developmental education has become critical to achieving successful outcomes for students placing below college ready. Yet, faculty development is not required by the state and, therefore,

any professional development requirement is set by the individual community college or individual faculty member (S. Morales-Vale, personal communication, December 12, 2018).

Nationally, developmental education has been under reform, causing states to revisit developmental education policies. In order to address contention in developmental education, changes in educational policies are ensuing nationwide. There has been a nationwide emphasis on redesigning developmental education so that it is aimed at meeting the needs of students unprepared for college. Nationally, issues of concern surrounding developmental education include the cost of providing developmental education, how to ensure equity in developmental education programs, and the low student success rates.

Community colleges are under scrutiny as the majority of students who need basic skills enroll in developmental education and are more likely to enroll in community colleges. Additionally, community colleges tend to have larger numbers of students of lower incomes, nontraditional students, and minority students than 4-year universities (Bailey, Jeong & Cho, 2010). Based on national data, Attewell and colleagues (2006) found that 58% of recent high school graduates who entered community colleges took at least one developmental course. Of those, only 28% went on to earn any degree or certificate within eight years, trends which are also shown in Texas data.

In response to the demand to increase college completion rates, states are directing efforts to preventative strategies and redesigning developmental education programs (National Center for Public Policy and Higher Education, 2010). Furthermore, professional development for faculty in developmental education during this reform may

be a tool to address policy changes and prepare faculty to meet students' academic needs. As we know, faculty in developmental education are faced with substantial challenges represented by the high numbers of students placing in developmental education and the low numbers of students who successfully complete a degree program (Fike, 2009). Consequently, the majority of studies have found that faculty in developmental education are not formally trained or have little training in instructional methods for students who are placed below college-level coursework (Desimone, 2009; Fike, 2009; Grant & Keim, 2002; Jeppesen & Joyce, 2018). Rutschow and Schneider (2011) agreed professional development is of importance to community college developmental education literacy instructors, as there is a lack of formal training, and faculty are not prepared to teach students who perform academically below college level. The importance of professional development is highlighted during the present state of reform.

This research study was conducted amid state and national reform in developmental education. The recent trends of accelerating students through developmental education implores investigations of faculty preparation and the role of professional developmental for faculty preparation in the era of educational reform.

Definition of Terms

For the purposes of this study, the following relevant terms are defined below.

Adjunct Faculty Members – Adjunct faculty members are part-time instructors hired in
   addition to regular full-time faculty. Adjunct faculty members are hired by a
   college to teach but are not a full member of the faculty.

Corequisite Models – In Texas, corequisite models in developmental education are used
   when a developmental course is paired with a college credit course. The objective

is to accelerate students through developmental education and provide academic

support in a gateway course (THECB, 2018). .

Developmental Education – Developmental education refers to courses and/or

instructional activities provided by a community college designed for students

identified as under college-ready level, as defined by the Texas Success Initiative

Assessment. Generally, developmental education is defined as a continuum of

courses and instructional approaches that provide instruction designed to prepare

students for college-level (and therefore work-ready) courses and academic

success persistence (THECB, 2008). In this study, the terms *developmental*

education or *developmental courses* are used interchangeably.

Faculty – Faculty refers to faculty teaching developmental education in a community

college setting. Faculty of developmental education may also be called

instructors. In this study, the terms *faculty, teacher*, and *instructor* are used

interchangeably, and all refer to faculty teaching developmental education.

Gateway Courses – Gateway course are entry-level college-credit course in a degree

sequence in math and English, formerly referred to as *gatekeeper courses*.

Lower-level Students – This term refers to those students placing in adult basic education

levels as designated by the placement assessment, Texas Success Initiative

Assessment (Texas Higher Education Coordinating Board, n.d.). In this research

study, lower-level students are considered underprepared and enrolled in

developmental education as aligned with National Reporting System (NRS) levels

identified by the Texas Success Initiative Assessment. Levels 1-4 are considered

as lower-level on assessment.

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National Reporting System (NRS) – This is an accountability system for federally funded

adult education programs that identifies educational functioning levels. This

system is used in the Texas Success Initiative Assessment with scores aligned to

levels of assessment.

Professional Development – In this research study, professional development refers to

events designed for the improvement of teaching. *Faculty development* and

professional development are used interchangeably in this research study.

Professional Learning Communities – This term refers to a group of faculty members

who meet regularly to expand their teaching skills with the goal of enhancing

classroom practice and collaborating on professional growth. *Collective*

sensemaking is a term used when a group of faculty meet to discuss policy

changes for interpretation. The term *Professional Learning Communities* and

Collective Sensemaking are used interchangeably.

Social Constructivism Theory –This term refers to Vygotsky's theory concluding

knowledge is co-constructed and individuals learn from one another (Eun, 2019;

2008).

Structuration Theory – This term refers to Giddens' (1993) theory explaining the

relationships between humans (agency) with institutions (structure).

Texas Higher Education Coordinating Board (THECB) – This board "was created by the

Texas Legislature in 1965 to provide leadership and coordination for the Texas

higher education system to achieve excellence for the college education of Texas

students" (Texas Higher Education Coordinating Board, n.d.).

Texas Success Initiative Assessment (TSIA) – This term refers to the placement

assessment mandated by the state of Texas. TSIA is official title of the

assessment; however, it is most commonly referred to as TSI. There are three

placement levels: *college ready, developmental education*, and *adult basic*

education (Texas Success Initiative Assessment, 2013).

Underprepared – In this research study, underprepared refers to students placing below

college ready standards and placed in developmental education coursework prior

to college credit courses.

Summary of Introduction

The significant reform efforts in the field of developmental education provide an

opportunity to address the professional learning needs of community college faculty in

developmental education. Smittle (2009) stated that "professional development is the key

to helping effective teachers manage change" (p. 14). The purpose of study was to

examine perceptions among community college faculty in developmental education,

specifically their perceptions of professional development during a time of change in the

field of developmental education. Consequently, professional development may be the

initial platform for action-oriented collaborations in which developmental education

programs coordinate resources necessary to address state policy for the benefit of

students and faculty (Condon, Iverson, Manduca, Rutz, & Willett, 2016).

Policy changes in Texas have recently required community colleges to focus on

intentional professional development for faculty. The research questions guiding this

study were aimed at examining faculty perceptions of professional development in order

to better understand how to design professional development that is targeted, intentional,

and collaborative, as well as meets the current policy reforms in the field of

developmental education. This study will add to existing literature on how professional

development may be utilized to enhance faculty's teaching and learning.

II. LITERATURE REVIEW

Introduction

This literature review supports the current study of professional development aimed at addressing the gap in research on the perceptions of professional development among faculty in developmental education. Smith and Gillespie (2007) asserted that "research confirms teachers are the single most important factor in raising student achievement" (p. 230). Thus, addressing instructors' needs in professional development and engaging them in effective learning practices are critical components to educational change (Hanna, Fergus, Reynolds, & Salzman, 2010). The national emphasis on redesigning developmental education presents an opportunity to understand how faculty perceive their needs for professional learning amid these changes. Avalos's (2011) metanalysis of 111 literature articles on professional development concluded that faculty involvement in professional development design is a critical component of professional learning.

Teaching in a community college requires faculty members to pursue ongoing professional development to improve their teaching ability, particularly for those who serve students who are academically underprepared for college. Furthermore, professional development in developmental education must consider the unique needs of students served by community college faculty and develop instructors' capacity to meet those needs. Accordingly, professional development supports faculty in developmental education in designing effective developmental education programs, raising the quality of classroom instruction for students who struggle academically, and utilizing various research-recommended strategies. Professional development can play a critical role in

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increasing faculty knowledge and achieving instructional change that leads to higher student retention and completion (Woodson, 2016).

Several studies identify community colleges as a vital delivery system of developmental education programs because large numbers of community college students enroll in developmental education courses (Jimenez, Sargarad, Morales, & Thompson, 2016; Schak, Metzger, Bass, McCann & English, 2017). Given the large numbers of students enrolled in developmental education, teachers' preparation is a focal point of consideration. Community college faculty in developmental education must be prepared to address the needs of underprepared students, especially given the current reform in developmental education. Teasdale (2001) suggested that faculty in community colleges need continuous professional development, as it is false to assume faculty can teach students at any level. Often, community college faculty in developmental education are hired based on discipline-specific knowledge, and, thus, may or may not have had training in pedagogy or curriculum development. Overall, researchers agree there is a critical need for faculty in developmental education to participate in professional development in order to acquire new knowledge and improve their pedagogical skill set (Bannier, 2008; Guskey, 2002; Stolzenberg, 2002).

This literature review supports my current study of professional development aimed at addressing the gap in research on faculty members' perceptions of professional development, specifically within the field of developmental education. I structured the literature review to begin with an overview of professional development in community colleges, along with a brief overview of developmental education and the factors impacting developmental education. I then describe the details of the current redesign of

developmental education. To conclude, I outline the literature reviewed on faculty

development in developmental education and the current state of developmental

education in Texas.

Professional Development in Community Colleges

Condon and colleagues (2016) conducted a study of a large university with an

undergraduate enrollment rate of 18,000, and a private college with an undergraduate

enrollment rate of 2,000. This study included 1,735 faculty members, of which 623 were

adjunct faculty members, and found that, over a two-year period, most faculty members

had participated in some type of faculty development. In practice, professional

development is commonly described as learning activities designed to improve educators'

instruction. The purpose of professional development is to provide faculty an opportunity

to enhance existing skills, to implement new strategies, or to effect self-change

(Kozeracki, 2005; Wallin, 2007). Community colleges' faculty development programs

have evolved over time, with a continual focus on faculty growth and improving teaching

(Grant & Keim, 2002; O'Banion, 1978; Schuster, 1990). Grant and Keim (2002)

conducted a quantitative research survey of faculty development. The survey included

six sections for assessment: (a) faculty development practices, (b) program content, (c)

program coordination, (d) program participation, (e) funding, and (f) evaluation.

Findings concluded that faculty development can include a range of learning activities

aimed to enhance faculty performance. Typically, community colleges offer formal

faculty development programs and include new faculty orientations, training in effective

instructional practices, as well as updates for faculty on policy changes; however, this is

not enough. Professional development needs to be more systematically designed and focused on increasing student outcomes (Grant & Keim, 2002).

Scheduled time outside of teaching provides the foundation for teachers to fully engage in professional learning (Gore, Lloyd, Smith, Bowe, Ellis & Lubans, 2017). Gore, et al. (2017) conducted a quantitative, randomized controlled study, concluding that teachers who participated in formalized professional development that addressed practice developed a collaborative-inquiry mindset with colleagues, and effect that led to enhanced classroom practice. As this study suggests, professional development may be the primary means to enhance teachers' skills and talent in working with students placed in developmental education programs. Murray (2000) conducted an evaluation of faculty development using a 65-item survey administered to faculty at 64 Texas two-year colleges. Seventy-six percent of faculty responded (from 49 colleges) on their experience with different types of professional development activities and coordination of professional development provided. The study suggested that professional development could be an effective way to prepare faculty to teach underprepared adult learners and address the curriculum reform needed for student success. Outcalt (2002) and Murray (2000) stressed the importance of professional development as a means of preparing faculty and imparting the skills and knowledge necessary to address needs of underprepared students. Murray (2000) stated that "effective faculty development programs have administrative support, are formalized, structured, goal-directed, make a connection between faculty and development and the reward structure, have faculty ownership, and are valued by administrators" (p. 96).

A mixed methods study conducted by the National Center for the Study of Adult Learning and Literacy (2003) found professional development can be prominent in improving student success, and when faculty perceive the professional development as high-quality, it may result in improving classroom strategies. The study showed that faculty reported impactful change in their practice when faculty gave the professional development activity a higher rating on its perceived quality. Borko (2004) described elements of a professional development system: (a) professional development program, (b) teachers-learners in the system, (c) a facilitator who guides learning and (d) the context in which professional development occurs. Ultimately, professional development systems impact instructors' learning and may influence classroom instruction (Borko, 2004). In a seminal article, Guskey (1994) stated that a standard professional development model does not exist; however, professional development program guidelines must be followed and evaluated as an effective professional development model. By extension, faculty development in community colleges can vary among institutions and a one-size-fits all type of model is not suggested (Cohen & Brawer, 1968; Guskey, 1994).

Views of both administration and faculty on professional development vary widely. Not all faculty are provided equal access to high-quality professional development opportunities, as not all colleges are fully committed to faculty development (Cohen & Brawer, 1996). Desimone (2009) proposed a conceptual framework for studying the effects of professional development, including evaluation of the features of teacher engagement and the content of professional development. Guskey and Yoon (2009) agreed with Desimone and added that the intensity of delivery is a critical

component. The suggestion that professional development leads to improvements in teaching is extensively supported by the literature.

Kennedy (2016) differed with previous literature regarding lists of core features in professional development models, arguing that there is no single theory of teacher learning. Kennedy conducted a synthesis of qualitative research studies involving professional development, concluding that program design features may be unreliable predictors of professional development program success. Kennedy discussed the importance of aligning professional development models to theories of teacher motivation and teacher learning. A number of research studies I reviewed described overall effective practices in faculty development, emphasizing that professional development be in aligned to the needs of teachers (Bickerstaff & Cormier, 2014; Darling-Hammond, et al., 2009).

Teacher engagement. Engaging faculty in the design of professional development is central to a high-quality professional development program. It is challenging to design and implement professional development to meet the needs of multiple stakeholders; yet, considering faculty learning needs is essential when designing professional development. Jeppesen and Joyce (2018) conducted a mixed methods study that included 35 faculty member participants. The study found that a lack of time prevented faculty members from fully engaging in professional development activities. The balance of workload and the desire to participate in professional development impacts teachers' involvement and their ability to fully engage in professional development (Jeppesen & Joyce, 2018). Well-designed professional development programs utilize a needs assessment to identify areas in which faculty could benefit from

additional support, and effective programs allow for active instructor participation from the onset of the professional learning activities.

Garet, Porter, Desimone, Birman and Yoon's (2001) quantitative study resulted in identifying three core features of professional development activities that have significant, positive effects on teachers' (self-reported) knowledge, skills, and changes in practice. Accordingly, professional development needs to (a) focus on content knowledge, (b) integrate active learning opportunities and (c) align with other learning activities or initiatives. The study supported providing meaningful experiences for faculty and involving teacher participation in planning. Teacher engagement is challenging as time away from the classroom is a factor; thus, it is vital to design professional development aligned with faculty goals.

Administrative support of professional development. Effective faculty professional development programs require a commitment from administrators so that a culture of intentional professional learning is created (Teasdale, 2001). Teasdale conducted a case study describing the life span of a professional development program in a community college concluding with the importance of strong administrative support for effective professional development Duffy (2012) conducted a quantitative study of 173 full- and part-time faculty focused on their perceptions of professional development; the study found that faculty who felt supported by administration were more likely to be engaged in various committees and collaborative efforts for student success. Bickerstaff and Cormier (2014) conducted a multi-campus qualitative study on innovations in instructional reform in developmental education with 71 faculty participants, analyzing data from 100 faculty interviews. Researchers coded the data based on topics of reforms

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identified by faculty and on the learning opportunities they have had on addressing the reform (Bickerstaff & Cormier, 2014). The findings from the study concluded that administrative support is critical in designing effective professional development programs based on reform (Bickerstaff & Cormier, 2014). Thus, supportive and involved administration is a key component of successful professional development for community college faculty.

      Inclusion of adjunct faculty members. It is important to include adjunct faculty in professional development. It is critical for adjunct faculty to have the same access to information and resources as full-time faculty (Wallin, 2007). Wallin (2007) presented a list of recommendations that are applicable to adjunct faculty in community colleges, including providing accessible professional development opportunities and funding for conferences. Adjunct faculty members are essential to student success, and professional development activities are needed equally among adjunct faculty and full-time faculty members. Many colleges intend to include adjunct faculty members; however, administration may overlook the importance of a establishing a professional development plan with adjuncts upon hiring them (Bourque, 2016). Bourque (2016) conducted a case study of adjunct faculty and found that adjunct faculty had an increased sense of belonging once they were part of faculty development programs. Other research studies have shown that adjunct faculty members are eager to become part of the college community and appreciate feasible faculty development opportunities. Adjunct faculty consider professional development as a factor to enhancing their performance and connectiveness (Murray, 2000; Washington, 2011).

Assessing faculty needs and aligning professional learning to faculty needs.

Murray (2000) conducted an assessment of faculty development using a 65-item survey

for 64 participants at Texas two-year colleges. Seventy-six percent responded (from 49

colleges) indicating the types of professional development activities and coordination of

professional development of their respective campuses. Murray found that effectiveness

of faculty development programs in Texas community colleges included assessing faculty

needs prior to faculty development as a best practice. Grant and Keim (2002) conducted

a similar quantitative survey with a nationwide sample, concluding that the use of a

formal needs assessment was an effective tool in determining professional developmental

program content.

Determining faculty needs supports the design of relevant content to include in

professional development; thus, conducting a needs assessment is considered as an

effective practice. The Real Cost Project (2003) report outlined costs necessary to assure

a quality education for community college students in California. The report described a

comprehensive practice of aligning faculty needs and resources with indicators relevant

to classroom practice, calling for "extensive professional development and training in

pedagogical strategies and a substantial change in the student curriculum" (p. 17).

A qualitative research study by Paterno (1994) evaluated the effectiveness of

faculty development programs in Texas community colleges by examining individual

professional development participant evaluations. Paterno disseminated a survey and

conducted 36 faculty interviews at six Texas community colleges, the data collection

resulting in a database of elements of faculty development programs and their

evaluations. The study suggests that the assessment of faculty needs is a critical

component of designing effective professional development programs. Without an effective assessment of faculty needs, professional developmental activities are generally "hit-or-miss" programs (Paterno, 1994). In a seminal article outlining components of an effective needs assessment, O'Banion (1978) presented four areas of assessment that should be included in a needs assessment based on common elements of effective professional development programs: "(a) administrative views and level of support, (b) present level of staff development activities, (c) institutional and personal/professional needs, [and] (d) internal and external resources available to the institution" (p. 6).

Additionally, research suggests that colleges consider conducting an internal assessment on faculty development programs, moving beyond a simple evaluation post-event (Condon, et al., 2012). Faculty typically fill out evaluations; however, having faculty involvement during the design of professional development sessions through completion is ideal for aligning professional development to faculty needs. If faculty take ownership of professional development, it can be less expensive and more effective (Kozeracki, 2005).

Professional learning communities. Stoll, Bolam, McMahon, Wallace and Thomas (2006) conducted a literature review on professional learning communities as a best practice for sustainable improvement in education. Stoll and colleagues (2006) defined professional learning communities as a "group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way," and proposed the nonexistence of a "universal definition" of professional learning communities and emphasized distinctions based on contexts (p. 223). Bausmith and Barry (2011) analyzed the literature on professional

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learning communities and, similar to other studies, defined professional learning communities as a way to reflect on professional development needs.

Objectives of professional learning communities include exchanging of concepts among colleagues and improving practice. The literature references professional learning communities extensively, concluding professional learning communities are viable "communities of practice [and] provide an excellent format for faculty professional development" (Bosman & Voglewede, 2019, p.177). Bosman and Voglewde (2019) conducted a study of professional learning communities among engineering faculty members in which a community of 10 to 22 faculty met for up to eight one-hour sessions throughout the semester. One theme that emerged from the findings was that participants developed an understanding of the purpose of specific learning strategies and the overall purpose of course. Another finding was that participants discovered the need to change the instructional strategies to improve student outcomes. Third, participants focused on the instructional process, which is similar to instructional strategies but emphasizes adapting learning activities so that students are able to learn. Fourth, participants recognized the need to change learning materials. Lastly, classroom observations were utilized for peer faculty evaluations. The study found that professional learning communities provided faculty members opportunities to collaborate with each other and share instructional strategies and course design approaches.

As noted earlier, Murray's (2000) analysis of faculty development among 49 community colleges in Texas highlighted the practice of faculty-led teams evaluating professional development in a strategic manner, showing that it contributed to the overall improvement of instructional approaches. Often times, the collaboration was based on

current pedagogical issues and challenges, and faculty were shown to value opinions from their peers on current events that impact education nationally, locally, and statewide. As described in study conducted by Gore and colleagues (2017), collaborating with colleagues results in thinking of approaches in different ways, and faculty report it is beneficial to learn through collaboration. Perrow (2018) established a writing seminar as a professional learning community and, using a qualitative analysis of data collected, found that faculty's confidence in their teaching increased, faculty developed empathy for students by getting to know them, and the collaboration increased their knowledge about writing instruction and effective instructional strategies for struggling students. Participants of Perrow's study described peer-learning as a human aspect that helps faculty to develop a practice of self-reflection, metacognition, and empathy. Pellegrino, Kastner, Reese and Russell (2018) conducted a qualitative study examining the long-term impact of participating in a professional development community with music teachers and found that the community and support from collaborating with others had a lasting professional and personal influence. Faculty felt accepted through a sense of community, which included support through collaborative learning and inquiry.

Professional learning communities support meaningful collaboration for teachers in interpreting policy and its impact in practice. Coburn's (2005; 2001) research studies examined how instructional policy change is influenced by leadership roles and the social context of the work culture. Coburn (2005) found that "teachers draw on their existing working knowledge to interpret ways that reinforce preexisting practices or lead to incremental change" (p. 478). Specifically, effective professional learning communities allow faculty to share instructional strategies but also discuss policy and its impact on

practice. Coburn (2005) described such sharing as "collective sensemaking." Recently, community colleges are experiencing numerous policy changes as a result of reform; thus, professional learning communities represent a potentially beneficial form of professional learning, providing opportunities for faculty to collectively make sense of policy changes and what it means for their profession and, ultimately, for student learning.

Developmental Education

According to the National Center for Education Statistics (2003), nearly every community college in the United States offers developmental education courses. Based on an analysis of the Postsecondary Education Quick Information System databased, NCES (2003) reported that 98% percent of community colleges offered developmental education courses in Fall 2000. Developmental education refers to courses or interventions for students who place below college-ready levels on an initial admission assessment. Additionally, developmental education is often described as *remedial* and used interchangeably with *basic academic skills* instruction (Community College Research Center, 2014; Fike, 2009).

Developmental education courses are non-credit bearing courses in reading, writing, and math, often focused on reteaching secondary-level content (Bailey & Cho, 2010; Boylan & Saxon, 2005; National Conference of State Legislatures, n.d.). Bailey and Cho (2010) analyzed the effectiveness of developmental education describing the progression of students through the developmental education course sequence. Boylan and Saxon (2005) described the purpose of developmental education as a moral contribution, as it critically provides "many nontraditional and disadvantaged students

access higher education" (p. 6). Colleges and universities have been providing

developmental education for students since the early 1800s; however, due to an open-

door admissions policy, much of developmental education is predominantly provided in

community colleges (Pintozzi, 1987).

Many students registering in community colleges are required to take

developmental education coursework before enrolling in college credit coursework.

Boylan and Saxon (2005) reported on several years of literature that showed large

numbers of students enrolling in developmental education. Bailey, Jeong and Cho (2009)

also showed that more than half of students enrolling community colleges enroll in one

developmental education course. Multiple studies in developmental education have

found that over 50% of community college students enroll in developmental education

(Bailey, Jeong, & Cho, 2008; Boylan & Saxon, 2005). Similarly, Morest's (2013)

literature review indicated that between approximately 42% and 58% of community

college students take at least one developmental education course.

Bailey et al. (2016) conducted a study of more than 250,000 students at 57

community colleges that participated in the Achieving the Dream initiative and found that

59% of entering students were placed in developmental math, and 33% were placed in

developmental reading. Of the students referred to developmental education, 27% did

not actually enroll in developmental education courses and opted to cease the process of

enrolling in college. Schak et al. (2017) conducted a nationwide study and found that

among students at public two-year universities, 28% take developmental English and

Reading courses, and 59% take developmental math courses. These studies agreed that

the number of first-time college students placing into developmental education range

from 42% to 60% in community colleges (Bailey et al., 2016; Brathwaite & Edgecombe, 2018; Schak et al., 2017), and the number enrolled in a community college who are unprepared and place into developmental education ranges from 42% to 60%. More significantly, only 28% of community college students who place in developmental education earn a degree (Community College Research Center, 2014). Complete College America's (2012) study among 31 states showed an even more discouraging success rate, finding only 9.5% of students beginning in developmental education complete an associate degree within three years.

Thus, teaching in a community college requires faculty members to not only pursue ongoing mastery of their discipline, but also to continuously improve their teaching ability, particularly for students underprepared for academics in college. Community colleges are more likely to enroll students with greater educational needs than students at four-year universities (The Century Foundation, 2019). Faculty in community colleges are more likely to teach developmental education courses, given that approximately 68% of students enrolling in two-year colleges are underprepared for college course work (National Center for Education Statistics, 2003). Teasdale (2001) found, in a study describing professional development programs in a community college, that faculty must understand how to teach diverse students with various academic needs while staying current in their disciplines, as it erroneous to assume faculty can teach any level of student.

Factors Impacting Developmental Education Reform

Community colleges are facing numerous reform mandates nationwide as states attempt to address a multitude of factors impacting retention and completion of

community college students. The mandates concentrate on assisting students through entry and completion of a degree or certificate, and many of the reform efforts are centered on developmental education. Numerous factors impact student success in developmental education, such as low success rates, costs of developmental education, and an overrepresentation of educationally and economically disadvantaged students in these courses.

Low success rates. The low rate of success for students in developmental education has initiated a national scrutiny on the outcomes of traditional developmental education placement and delivery of services. The literature describes multiple assumptions of why students placing in developmental education are less likely to attain a degree. Commonly, studies found that students placed in developmental education frequently do not end up enrolling in or completing developmental education courses, which results in lower persistence rates and lower graduation rates (Community College Research Center, 2014). The Community College Research Center (2014) applied a regression discontinuity approach in studying success rates on developmental education student outcomes. The study found that of students assigned to three levels of developmental math, only 11% ever completed college algebra. Overall findings suggested that reform is relevant. Brathwaite and Edgecombe's (2018) literature review recommended addressing equity in placement in developmental education; thus, developmental education course offerings and advising practices may need to be restructured to increase completion rates (Brathwaite & Edgecombe, 2018). Overall, studies agree appropriate placement in, and completion of developmental education courses may correlate to academic persistence and degree completion (Martorell &

McFarlin, 2011; Saxon & Slate, 2013; Schak et al., 2017). Additionally, research shows the lower graduation rate and the lower transfer rate among students in developmental courses. For example, most recently, Crisp and Delgado's (2014) quantitative study found that 35% of students in developmental education transfer to a university, compared to 44% students in non-developmental education.

Costs of developmental education. In addition to low rates of success, the cost of remediation has been another reason for the increase of public attention on developmental education. Student debt across the nation is staggering as students are relying on student loans and federal aid to pay for college courses. There are two competing perspectives on the value of developmental education. On one hand, developmental education is too costly and is a redundant use of public funds; yet, on the other hand, as cited in Saxon (2017), developmental education is a worthy investment for social justice.

The estimated annual cost of providing developmental education nationwide is approximately $7 billion (Community College Research Center, 2014). The Southern Regional Education Board conducted a study of developmental education courses in fifteen southeastern states and concluded the cost of developmental education is difficult to identify or analyze, and it is impossible to specify per-student or program costs for comparison across states and institutions (Bahr, 2010). Saxon (2017) agreed, asserting the calculation of the cost of developmental education is complex and varies among institutions; thus, analyses may not be comparable. Studies conducted resulted in estimates of the national cost of developmental education that ranged from $260 million to $580 million (Saxon, 2017). A national cost-estimate study stated "collectively

[students] paid $920 million for remediation at two-year colleges" (Jimenez et al., 2016, p. 10). Saxon (2017) argued in much of the literature on developmental education that "cost accounting is based on guesswork, estimates, and projections of spending" (p. 502). Costs for students have greater implications, as lengthy sequences of developmental education decrease the financial aid students are awarded as there is a cap of how many developmental education classes can be paid by financial aid, thus resulting in students' inability to continue due to out-of-pocket costs. Even so, developmental education may serve a greater purpose and is comparable to objectives of social programs in that the most in need is adequately served by the system. In Saxon's cost literature review (2017), Robert McCabe (2000) compared the cost of developmental education with the cost of social programs and concluded that developmental education was an efficient use of public resources. Nevertheless, there is the perception developmental education is an undue and redundant expense for students and taxpayers.

Overrepresentation of students who are educationally and economically disadvantaged. "Research suggests the impact of remediation varies depending on student demographics and level of academic preparation" (Community College Research Center, 2014, p. 4). Developmental education is far-reaching in serving both underprivileged and privileged populations. Schak et al. (2017) reported "Thirty percent of white students, over 34% of Asian students, 31% of non-Pell students, and 27% of students with at least one parent who attained a bachelor's degree took a developmental course in 2010-2011" (p. 5). The National Center for Education Statistics (2003) conducted a study describing institutional structure of developmental education programs, finding differences in the delivery of developmental education. In the

findings, demographics indicate students in developmental education are most often from underrepresented groups, which include Black, Hispanic, and first-generation students, as well as students from low-income backgrounds (National Center for Educational Statistics, 2003).

Because of high cost rates of course offerings and low success rates for students completing a degree or certificate, developmental education represents an equity quandary, as students from economically and educationally disadvantaged backgrounds are more likely to be placed in developmental education. Chen (2016) indicated "higher proportions of Black and Hispanic students, first-generation students (i.e., students whose parents did not attend college), and those from low-income backgrounds participate in developmental education" (p. 5). The blend of low success rates of developmental education courses, low rates of students placing in developmental education completing a degree, and the disproportionate representation of first-generation students from non-White backgrounds necessitate further examination of community colleges and the demand of reform in developmental education. Morest (2013) focused on the diversity of students in community colleges, reporting:

> Community colleges are essential to providing access to postsecondary education. Public 2-year colleges, or community colleges, enroll more than seven million students nationwide. In Fall 2011, community colleges enrolled 50% of undergraduate students attending public institutions and 40% of all undergraduates. Community Colleges bridge cultures and educational gaps by offering students a chance to become college students regardless of past academic performance and family background. (p. 319)

As part of system, developmental education plays a critical role by providing academic services to students who are academically underprepared. However, for the multiple reasons outlined in this section, much needed reform has been initiated in the community college system. This reform aims to address issues such as inconsistent procedures for placement of students in developmental education (Jimenez et al., 2016; Schak et al., 2017), low success rates of developmental education courses, low rates of completion among those enrolled in developmental courses, and the high cost of taking excessive hours of developmental education courses.

Redesigning Developmental Education

Recent trends have directed various stakeholders to re-examine developmental education. One of the most compelling studies was conducted by Complete College America, a nonprofit organization working on increasing the number of Americans with college degrees or certificates. The report stated that remediation, in its present form, is a system of failure and does not work (Complete College America, 2012). Thirty-one states participated, and data was based on common completion metrics adopted by the National Governors Association. The study describes the practice of developmental education programs as being "irrelevant and disconnected" (p. 11). Findings included that numerous entering freshmen need developmental education and, of those who enroll in developmental education, only 22.3% complete a college-level gateway course in community colleges. Additionally, of the students who start in developmental education, only 9.5% graduate within 3 years. In contrast, Boylan and Trawick (2013), who studied states' developmental education systems, found multiple variables associated with students who are underprepared for college and argue that a standard-sized reform

approach, as proposed by Complete College America, will not work for all student populations.

A primary factor leading reform efforts in developmental education is linked to the low completion rate of students who start in developmental education courses. Crisp and Delgado (2014) conducted a quantitative study using data from the Beginning Postsecondary Students Longitudinal Study database, measuring persistence and transfer of students in developmental education. Although their findings showed that 77% of students in non-developmental education persisted to the second year of college compared to 79% of students in developmental education, the transfer outcome showed that only 35% of students in developmental education transfer to a university, compared to 44% of students in non-developmental education. Crisp and Delgado (2014) concluded there is little research measuring the causal impact of participation in development education on students enrolling in college-credit courses; however, multiple descriptive studies of students in developmental education exist.

Redesigning developmental education may have a great impact on community colleges. Reform efforts have shown promising findings in improving short-term outcomes; however, improvement may not significantly increase college completion for students starting off in developmental education (Cho, Kopko, Jenkins, & Jaggars, 2012; Edgecombe, 2016). Cho et al. (2012) conducted a quantitative analysis of Baltimore County's community college Accelerated Learning Program (ALP), and results suggest that students participating in ALPs are more likely to persist and complete college-level English courses. Edgecombe (2016) describes Virginia Community College System's (VCCS) statewide redesign of developmental education. VCCS developed three goals

that structured reform planning and implementation: (a) reduce the need for developmental education, (b) reduce time to completion of developmental education courses, and (c) increase the number of students completing and transferring from students beginning in developmental education. Redesigning developmental education includes the critical component of placing students appropriately. Scott-Clayton, Crosta, and Belfield (2014) conducted a quantitative analysis of student placement in developmental education with two large community college systems' data sets and found that it is difficult to place students; however, there was a significant rate of over-placing students in developmental education. Researchers recommended developmental education reforms be integrated into other comprehensive reform efforts to significantly improve college completion in lieu of a stand-alone reform.

Bailey, Bashford, Boatman, Squires, and Weiss (2016) developed a practice guide with recommendations for effective developmental education programs. Since a negative lens has been placed on developmental education, many reform strategies with preliminary supporting evidence for improving outcomes of students in developmental education and reducing their costs have emerged, including: (a) using multiple measures to assess postsecondary readiness and place students, (b) compressing or mainstreaming developmental education with course redesign, such as offering co-requisite college-level courses, and (c) implementing comprehensive, integrated, academic support programs (Bailey et al., 2016). Zachry (2008) examined three colleges part of Achieving the Dream network, describing the experiences in improving instruction in developmental education. The report concluded that colleges' efforts in improving developmental

education are well intentioned with minimal results, that often implementation is still in progress, and that approaches vary between institutions.

As stated earlier, Edgecombe (2016) described the state of Virginia's developmental education redesign, highlighting an overview of program goals used to guide the redesign, including: "(a) reduce[ing] the need for developmental education; (b) reduce[ing] the time to complete developmental English and math; [and] (c) increase[ing] the number of students in developmental education graduating or transferring with 4 years" (p. 36). Virginia's guiding goals provide a vision; however, past efforts to redesign developmental education have not generated infinite and lasting effects. Cho et al. (2012) agreed in a study analyzing the Accelerated Learning Program (ALP); the authors stated that reforms targeting developmental education should focus on students' early college careers and be integrated into existing system redesigns in lieu of a single targeted approach.

The Community College Research Center developed a brief on developmental education outcomes and found that, nationally, community colleges are experiencing ongoing redesign with the implementation of guided pathways, which provide clear, transparent program sequences students can follow from entry to degree completion (Community College Research Center, 2014). Bennett and Bennett (2003) suggested faculty be afforded the opportunity to observe new approaches, practice the new approaches, and have access to support once new approaches are implemented resulting in assisting faculty in addressing framework of reform. Bickerstaff and Cormier (2014) agreed, stating "reforms for improving student outcomes may require faculty to adjust

their classroom practice" (p. 74). The reform in developmental education is wielding the need for faculty development in developmental education

Faculty in Developmental Education

In their analysis of national data from 6,870 students from the National Education Longitudinal Study database, Attewell and colleagues (2006) found that 58% of recent high school graduates who entered community colleges took at least one developmental course. Of those, 28% went on to earn any degree or certificate within eight years. In a brief addressing college readiness, the National Center for Public Policy and Higher Education identified central issues which prevent increasing number of college students completing degrees. The report outlined specific steps for policy, with the overall recommendation of directing efforts toward preventative strategies and redesigning developmental education programs (National Center for Public Policy and Higher Education, 2010). Faculty in developmental education are faced with substantial challenges given the high numbers of students who require developmental education and the low numbers of students who successfully complete a degree program (Shaddi, 2018; Fike, 2009). Numerous studies have found instructors in developmental education are not formally trained to teach students who are placed below college-ready coursework. Fike (2009) stated instructors in developmental education have little or no training in instructional methods specifically targeting academically at-risk students. Rutschow and Schneider (2011) specified professional development is of importance to developmental education literacy instructors because many teachers are not formally prepared to teach students who are academically below college level.

Faculty preparation in developmental education. Most graduate faculty preparation programs do not include the knowledge and skills necessary to teach students who place below college level (Kozeracki, 2005). Only a few universities across the United States offer graduate degrees in developmental education. Saxon, Martirosyan, Wentworth, and Boylan's (2015) literature review identified three graduate programs that offer a doctoral program in developmental education (Grambling State University, Sam Houston State University, and Texas State University). Along with Grambling State and Sam Houston State, Appalachian State University offers a master's degree in developmental education. Training and certification of developmental educators is offered through the Kellogg Institute, operated under the National Center for Developmental Education (Bannier, 2008). Given the lack of available graduate training in developmental education, it is not surprising many community colleges faculty in developmental education lack expertise in teaching students.

Given the few options of graduate programs, other professional development options include regional workshops, state-wide institutes, or professional conferences within individual states as well as national opportunities. The National Association of Developmental Education (NADE), the National College Learning Center Association (NCLCA), the American Association for Community Colleges (AACC), or the College Reading and Learning Association (CRLA) offer professional development at a national level (Bannier, 2008).

In a Texas study, Burley and Paredes (2007) discussed the issue of professional development, describing an interview in which Burley asked the Texas Commissioner of Higher Education, Raymond Paredes how training and certification could improve the

profile of an effective developmental educator. Paredes responded, "we need more faculty at all levels, K-12 as well as higher education, who simply know how to design intervention programs for students who are behind at some particular points in the educational pipeline" (Burley & Paredes, 2007, p. 19). It is evident current and future faculty in developmental education need the opportunity to obtain comprehensive skills to focus on the needs of students in developmental education. Fike (2009) conducted a study disseminating surveys to over 1,000 educators in Texas resulting in 614 completed surveys (61% response rate) which resulted in a consensus that the field of developmental education would benefit by establishing a certificate or degree as an online graduate program. Additionally, Fike discussed the need for an awareness of research-based instructional strategies for students who place under college ready (Fike, 2009). Maxwell (2000) stressed the importance of preparing faculty to teach developmental education stating, "few developmental education teachers were specifically trained to work with developmental students" (p. viii) and, thus, must be trained in order to be successful.

Boylan and Saxon's (2005) literature review asserted faculty and staff working with students in developmental education must be "specifically trained in techniques, models, and methods appropriate to helping underprepared learners" (p. 8). Smittle (2009) agreed with the importance of preparing faculty to teach in developmental education, stating "one of the most attractive aspects of community colleges is the open admissions policy; but with open admissions comes underprepared students." According to Murray's (2000) study on faculty development within community colleges, professional development for faculty could fulfill the need of preparing faculty to teach

underprepared adult learners by providing appropriate learning opportunities, and it can address the curriculum reform needed for student success.

Outcalt (2002) and Murray (2000) stressed the importance of professional development as a means of preparing faculty and imparting the skills and knowledge necessary to address needs of underprepared students. Faculty in developmental education have limited options for professional development. Kozeracki (2005) interviewed 36 developmental education English faculty within seven community colleges in two states (one on the East Coast and one on the West Coast). Participants stated preferences for professional developmental activities, citing informal discussions with colleagues, departmental activities, and professional associations as ideal professional development activities.

Faculty in developmental education are faced with the critical role of assisting students to be successful in college-level credit coursework. Effectively preparing students for college readiness, ensuring students complete developmental education courses within one academic year, and increasing the graduate rate among students in developmental are the critical improvements needed to dramatically reform the field and increase outcomes for students enrolled in developmental education. Ideally, redesigning developmental education may positively impact the quality of professional development, as it is pivotal to educational reform. Instructors are essential to implementing change and maintaining high standards in the classroom, and their professional development is most effective when it is aligned with other learning activities (Garet et al., 2001). With the national emphasis on redesigning developmental education, there is an opportunity to understand how faculty perceive their needs for professional learning.

Developmental Education in Texas

States across the nation are addressing the call to reform in developmental

education, and Texas is one of them. Grable (as cited in Saxon & Slate, 2013) provided a

historical review of developmental education in Texas. The Texas legislature began

requiring colleges to offer compensatory education programs to underprepared students

in the early 1970s and in 1987 established the Texas Academic Skills Program (TASP),

which impacted student placement into developmental courses (Saxon & Slate, 2013).

With TASP, developmental education included standardized assessment and placement

requirements. The list of recommendations covered multiple areas of practice; however,

recommendations relevant to this inquiry included implementing a mandatory placement

assessment, redesigning developmental education to meet the needs of students, and

providing access to high-quality professional development for faculty and instructors

(Collins, 2009).

In 2013, the Texas Higher Education Coordinating Board (THECB) implemented

the Developmental Education Plan with an overarching goal of improving success of

underprepared students (THECB, 2016a). As part of the Developmental Education Plan,

the use of a single assessment for student placement was established, and this was the

initial platform for major reform for developmental education in Texas. Currently,

students are placed into college coursework using a mandated assessment called the

Texas Success Initiative Assessment (TSIA), also colloquially referred to as the TSI

(Texas Success Initiative Assessment, 2013). Students who do not meet the minimum

standards of college readiness on the mandated assessment are directed into remediation

or developmental education. The TSIA consists of a set of questions to measure basic

(12th grade) skills in reading, writing, and math to identify students who place below

college-ready levels (THECB, 2016b). Under this policy, Texas requires colleges to

provide options other than developmental courses for students placing below ninth-grade

proficiency. Offerings may include non-course-based options, workforce certificate

programs, or other services provided by adult basic education providers. The standard

cut scores are implemented throughout colleges; however, individual colleges have the

flexibility to design programs for students placing in lower levels of the TSIA.

Addressing the needs of students in developmental education. Granted,

numerous practices are being utilized to meet individual student needs; however, most

have been focused on students who score near college-ready levels. Visher, Cerna,

Diamond, and Rutschow (2017) conducted a mixed methods study with two large

community colleges in Texas, examining a sample size of over 11,000 students placing at

the lower levels on the TSIA. Students placing below college-level cut scores were given

the TSI Adult Basic Education (ABE) Diagnostic Assessment using a scoring range of

six levels: ABE levels 1 and 2 for students with zero through third-grade skills; ABE

levels 3 and 4 for students with fourth through eighth grade skills; and ABE levels 5 and

6 for students with ninth through twelfth-grade skills. Various interventions were used

with students placing in lower levels; however, the results were inconclusive. The study

suggested further research must be conducted focusing on students placing below college

ready scores to determine whether intervention programs assist in long-term student

success.

The current co-requisite model. Along the same lines, in 2017, developmental

education in Texas experienced a shift in delivering of services to students placing below

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college ready. HB 2223, known as the co-requisite mandate, requires a co-requisite

model at each institution of higher education, meaning at least 75% of students who place

into developmental coursework must be enrolled in a corequisite model by the year

2020. The co-requisite models entail students enrolling a gateway course—a credit-

bearing, entry-level course in a program sequence—while simultaneously enrolling in the

developmental course designed to align with the learning outcomes of the credit-bearing

course. The mandated percentage of students enrolled in co-requisite models is designed

to take effect in phases, with 25% of students in 2018-2019; 50% of students in 2019-

2020; and 75% of students in 2020-2021 (Texas Higher Education Coordinating Board,

2018). Regardless of levels, students placing below college-ready will be enrolled in

accelerated models for completing developmental coursework and progressing to college

credit. Addressing the mandate requires innovative strategies, including non-traditional

options and academic supports, as well as professional development for faculty teaching

in corequisite models.

Given the ongoing reform of developmental education in Texas, faculty need

professional development opportunities to help them to stay abreast the constant change.

However, as Wesley (2005) reported, "little current information regarding faculty

development programs in public two-year colleges exist in Texas" (p. 4). If students in

developmental education are to be successful, faculty in developmental education must

provide quality and effective instruction while meeting the continuous demands of state

policies. The THECB's Developmental Education plan did include professional

development as a necessity for faculty teaching underprepared students. The rationale for

this goal stems from the reality that instructors who are typically assigned to teach

developmental courses tend to have limited training in teaching underprepared students (Texas Higher Education Coordinating Board, 2016a). However, the state of Texas does not have a requirement for participating in professional development and permits individual community colleges to set their own requirements (personal correspondence, 2018).

Summary of Literature Review

The vast majority of developmental education is provided within community colleges. Challenges to developmental education, such as low success rates, high costs of delivering developmental courses, and overrepresentation of students of color and those from lower socio economic backgrounds, are reasons to ensure that professional development for faculty is valuable and effective. Participation in faculty development is optional in many colleges, and faculty perceptions of professional development may either prevent or encourage faculty members to fully engage in professional learning. The current literature on professional development in community colleges focuses on addressing various qualities of effective faculty development, such as aligning professional learning with faculty's identified needs, as well as ensuring participation of adjunct faculty in professional development activities. Other considerations for faculty development include administrative support for faculty development and teacher engagement in faculty development.

While the literature includes general current practices for faculty development, it is not all encompassing. There is little empirical research on faculty development in developmental education in community colleges. More specifically, there is a gap in the literature addressing the perceptions of professional development among community

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college faculty in developmental education. The current reform in developmental

education has brought more attention to the quality and effectiveness of faculty

development at the state and national levels, as well as ways it could be beneficially

redesigned. This research study will contribute to the literature on effective professional

development and includes faculty voices regarding the perceptions and needs of those

who teach development education courses.

III. METHODOLOGY

In this chapter, I discuss the research methodology used in this study. I begin with the research questions that prompted me to use a qualitative approach. I then discuss the rationale for using a qualitative research approach and describe the theoretical framework guiding my research study. Next, I detail my positionality as a researcher. Lastly, I outline my research design beginning with descriptions of the setting, participants, data collection tools, procedures, data analysis, strategies for maintaining trustworthiness, and limitations of study. I then conclude the chapter with a summary of methodology.

This qualitative case study focuses on perceptions of professional development among community college faculty in developmental education. The primary research question that guided the study is: What are the perceptions of community college faculty in developmental education of professional development? I used a qualitative case study design to answer the following sub-questions:

1. What do faculty in developmental education think are the most important professional development needs of their profession?

2. What reasons do faculty in developmental education give for participating in professional development?

3. What do developmental faculty members think about their professional development opportunities?

Qualitative Research Approach

I chose to use a qualitative case study methodology to examine faculty in developmental education perceptions on professional development. My goal was to

explore perceptions that could contribute to the effective design and delivery of professional development for faculty in developmental education in community colleges. It is important to include the voices of the faculty in planning, designing, and implementing professional development for developmental education.

Case study research is a qualitative approach in which the researcher explores a bounded system (a case) or multiple bounded systems (cases) and develops a description and analysis by using multiple sources of data such as interviews, observations, and documents (Creswell, 2013; Merriam, 2009).   In order to obtain an understanding of faculty perceptions, I used a case study approach as the basis for asking questions, exploring answers, and compiling multiple perspectives in a natural setting, as well as subsequently interpreting the data in context (Yin, 2014). Qualitative case study methods originated in disciplines such as psychology, law, political science, and medicine, and they involve descriptive and exploratory rationales (Creswell, 2013). Case studies date back to the middle of the 19th century in the field of social sciences

By using a qualitative research design with a case study approach, I was able to examine community college faculty in developmental education members' perceptions of professional development within a large developmental education program.
This design approach allowed me to provide insights otherwise difficult to capture through statistical analysis, as the data collected for this study was informative in nature (Creswell, 2013; Merriam, 2009; Yin, 2014).

Professional development plays a critical role in faculty effectiveness; thus, faculty's perceptions and experiences with professional development may provide valuable information when designing improvements in professional development within

the community college system. Additionally, in a time of developmental education

reform, professional development is central to addressing the changes occurring on a

continuous basis. I was able to understand the professional development needs across

colleges within one community college system among faculty with different backgrounds

and preparation.

Theoretical Framework

For this research study, I was guided by a sociological perspective on human

agency, social institutions, and social constructivism. Social theory is based in the

interpretive frameworks of functionalism and structuralism (Ritzer & Godman, 2004).

Therefore, professional development, as a component of teaching and learning, has an

ingrained social interpretation (Liu & Matthews, 2005). The knowledge gained in

professional development is evident as the construction of meaning and an individual's

conceptions are connected to context (Postholm, 2012). The social structure of

professional development and the individual faculty member as an agent represents the

structuration theory (Giddens, 1984).

Community colleges intentionally offer professional development to support

faculty's success in teaching a diverse student population and to keep them informed of

current educational reforms and technological advancements. Teasdale (2001) stated the

purpose of offering professional development in community colleges is attributed to

structural reasoning, or structuralism, such as providing a social event and it being

customary to meet requirements which parallels to the interpretive framework of

structuralism. Professional development offerings reflect the culture and values of the

institution, and faculty members' perceptions are constructed within organizational

structures. Giddens' (1976) structuration theory and Vygotsky's social constructivism (1978) aligned with my research study as well as my beliefs about designing professional development based on faculty perceptions of their professional learning experiences.

Structuration theory. Giddens' (1976) structuration theory defines society as "a bounded system and social association centered on the concepts of *structure* and *human agency*" (p. 20). This study examined faculty perceptions of professional development within the structure of the community college. Drawing on Giddens' (1984) structuration theory, the study defines the context of community colleges as a society and faculty members as actors with human agency. This relationship is fluid, one in which the structure shapes professional development and human agency preserves the capacity to change the shape of structure, and vice-versa.

Giddens' structuration theory applies the primary constructs of structure and human agency as complementary forces; structure can transform human action, and, in turn, human action can transform social structures (Malthouse, Roffey-Barentsen & Watts, 2014). Giddens' (1993) description of society in structuration theory is "a series of ongoing activities and practices people carry on" (p. 76). Giddens (as cited in Lamsal, 2012) stated that "only through the activities of human action can structure exist;" thus, structuration is the process of structures being influenced by agency (p. 120). Community colleges cannot exist without faculty members, and faculty members of community colleges cannot exist without the institutional structure. Community colleges operate as a micro-society where rules and resources enable as well as constrict faculty members' actions. The traditional activities of faculty development within community

colleges equate to "practical consciousness," which Giddens describes as ongoing, day-to-day activities that produce structure (Giddens, 1998).

Giddens (1984) suggested that rules and resources are effects of social systems, which he terms *structure,* and encompass regular social practices and relations between individual actors. Giddens emphasized that structure and agency are connected to one another; there is a *duality of structure,* meaning that the composition of agents and structure are not independent but, rather, form a duality (Willmott, 1999). Giddens describes the duality of structure, stating "structure is the medium and the outcome of human action" (Giddens, 1984, p. 25). Though structures may represent barriers, they can also permit changes through human agency. Watson's (2013) study applying social cognitive theory to professional development contexts found teachers' knowledge corresponds with aspects of human agency, defined as the human agency faculty members possess, a concept consistent with Giddens (1993) idea that human acts and ensuing activities represent human agency.

There can be no agency without structures that shape actions into practices, but there can be no structures independent of the routine practices that create them. To overcome the constraints of structure, human agency in structuration theory is defined as exercising influence or power (Karp, 1986). In addition, Giddens and Pierson (1998) stated human agency can be reflective, promoting self-awareness and problem-solving, eventually bringing about social change within the structure. Social actors are reflexive and monitor the ongoing flow of activities and structural conditions, with the ability to adapt their actions to evolving understandings. Faculty development provides a setting for the power of reflexive action, as faculty development activities consist of

opportunities for developing new understandings or connecting to existing knowledge which, in turn, produces structure. According to Gynnild (2002), "Giddens' structuration theory represents a most valuable perspective on education development and change. It is the nature of recursive social practices that helps us conceive both stability and change" (p. 302). Giddens' constructs of structure and agency provide an understanding of faculty interactions within social structures (Burridge, 2014).

Social constructivism theory. Vygotsky's (1978) constructivism theory is centered on the concept of creating meaning through interactions socially and environmentally. From this view, faculty members assign different meanings to professional developmental based on social interpretations. Developmental theories of social constructivism underline the importance of culture and context in understanding what occurs in society and how knowledge is constructed based on this understanding (Derry & DuRussel, 2000; McMahon, 1997). Based on theorists such as Kunh, Lave, Simon, Dewey, and Vygotsky, social constructivism purports that learners are "enculturated into their learning community and appropriate knowledge, based on understanding their interaction with the immediate learning environment" (Liu & Matthews, 2005, p. 388). Cheyne and Tarulli (1999) argue that social constructivism is based on a dialogue with the goal of negotiating meanings as participants attempt to construct new meaning.

Professional development intersects with both structuration theory and social constructivism theory as shown in Figure 1. In practice, community colleges represent a social learning environment; a social system with internal culture and values embedded with expectations and needs of students. Faculty members bring individual perspectives,

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knowledge and skills while participating in professional development. Faculty members

represent a learning community where human agency may be exercised while

interacting with others, negotiating meanings and constructing new meanings.
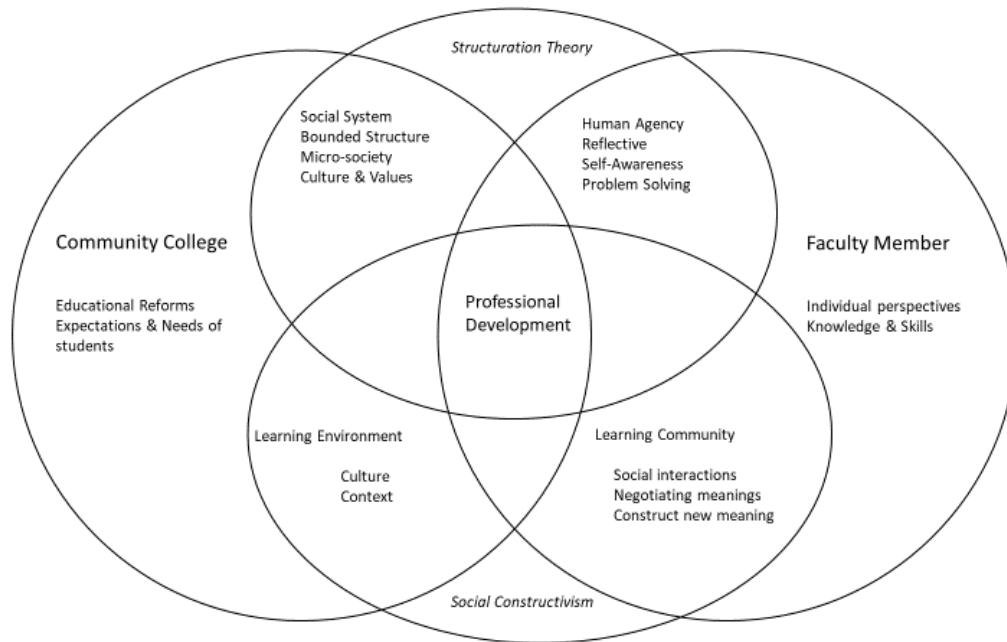
Figure 1. Theoretical Frameworks

Designing professional development with the lens of social constructivism allows

community college faculty to translate new meaning into classroom strategies that are

reflective and fluid to meet the needs of students. In addition, designing professional

development with the lens of structuration theory allows community colleges to

implement professional development as an integral component for educational reforms.

Therefore, professional development equates to a repetitive practice where

participants exercise agency and draw on epistemology by choosing to engage or refrain

from participation and by creating meaning through social interaction. The process,

defined as a subjective conscious action, influences the community college. The practice

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of faculty in developmental education professional development as a component of education reform relates to Gidden's structuration theory (1976) and Vygotsky's social constructivism theory (1978); it is an example in which human agency and epistemology interact as a communal practice between the community college and faculty members.

Researcher Positionality

I am currently employed by a community college system in an administrative position that allows me to work with department faculty chairs who design, evaluate, and implement developmental education programs. My career has included extensive experience with professional development in developmental education and adult education fields. Additionally, I have taught in adult education programs as well as *learning framework* courses in developmental education. I have experienced different lenses within the field of developmental education, and my perception is that professional development is facilitated internally within internal systems of faculty development and/or driven by state policy. From my perspective, faculty in developmental education in math and English have little or no input in the design of the professional development they receive. I believe faculty members have a voice, and during this time of constant redesign of developmental education, it is critical to understand how faculty members perceive professional development for effective developmental education programs.

Students who are unprepared to meet college demands deserve expert faculty skilled in teaching basic skills. It is my assumption that faculty in developmental education desire students to succeed and, therefore, make use of professional development to help enhance their skills in of teaching students struggling academically. I was interested in asking faculty in developmental education what their needs were for

the purpose of integrating them in the design of relevant professional development. I

have occupied various roles in the field of education for the past twenty-five years;

however, as a faculty member, I understand the powerful impact of effective teaching

based on teacher preparation. I consider myself a lifelong learner with the goal of helping

developmental education programs prepare students to succeed not only in developmental

education, but in their journey to degree completion and beyond.

Setting

The setting for this study included three community colleges within a community

college system located in south Texas, all of which were designated as Hispanic Serving

Institutes (HSI), one of which dually designated as an HSI and as a Historically Black

University/College (HBUC). The U.S. Department of Education defines HSIs as

institutions that enroll 25% or more full-time Hispanic students. Additionally, at least

half of the Hispanic students enrolled must be considered in financial need through

measures such as Pell Grant requirements (U.S. Department of Education, 1965).

HBUCs were established with the purpose of serving the African-American community

(U.S. Department of Education, 1965). This research setting offered a natural setting in

which community college faculty in developmental education teach sizable numbers of

students placing in developmental courses. The deliberate selection of the research

setting was to provide a description of the challenges of community college faculty in

developmental education in regard to professional development. I labeled the three

colleges as College A, College B, and College C to protect identities.

College A was established in the 1980s and is located southwest of the

metropolitan area, College B was established in the late 1880s and is centrally located,

and College C was established in the 1900s and is located southeast of the metropolitan area. All three colleges serve a high percentage of students who need remediation and who are enrolled in developmental education courses, as shown in Table 1.

At the time of this study, the majority of students enrolled in the three colleges were of Hispanic ethnicity, with an average of 66% of students identifying as Hispanic. Approximately 7% of the students were African American, and 21% were White. An average of 60% of students were female, with 40% males. An average of 82% of students attended college on a part-time basis and 18% attend full time. Enrollment at each of the three colleges varied between 9,000 and 12,000 students. Most notably, there was a high percentage of students requiring developmental education classes, with 80% at College A, 63% at College B, and 74% at College C.

This high number of students enrolled in developmental education in the participating colleges reflected broader trends in the state. In Texas, the majority of students who place in developmental education are enrolled in community colleges. For example, in 2017, 40% of students statewide enrolling in 2-year and 4-year institutions of higher education were not college ready. Two-year college data show that 58% of students enrolling in 2-year colleges place in developmental education in Texas (Morgan, 2019). Compared to the state average, the setting of this study reflects high percentages of students identified as non-college ready and enrolled in developmental education.

Table 1

Demographics of Enrollment

	College A	College B	College C
FTIC Requiring DE	80%	63%	74%
Full-Time	21%	20%	13%
Part-Time	79%	80%	87%
Male	40%	40%	44%
Female	60%	60%	56%
Hispanic	78%	62%	59%
African American	4%	7%	11%
White	14%	24%	24%
Other	4%	7%	6%

Note. First Time in College (FTIC) is referred to as students entering college never having attended college previously at any institution. DE stands for Developmental Education.

Participants

I used purposeful sampling and invited participation from community college faculty in developmental education from three colleges within the same system, with the highest enrollment of students placing into developmental education. The intentional selection assured the targeted focus of study (Merriam, 2009). Developmental education includes math and English content; hence math and English faculty were participants in the study. In this study, participants were faculty members in developmental education teaching stand-alone developmental education classes or corequisite classes. All three colleges were represented in the study, with the majority of participants from College C. The total number of faculty in developmental education across the three colleges fluctuated; however, total faculty at the time of the study was estimated at 150 combined across disciplines. Faculty in developmental education were invited to participate in focus groups, surveys, and interviews.

Table 2

Research Study Participants

Survey Completed	Focus Group Participants	Interviewees	Average # of years Teaching DE	Total Participants
21	37	6	15+	41

Note. Unduplicated sum

Thirty-seven faculty members with an average of 18+ years of teaching

experience in developmental education participated in the focus groups. Of the 37

faculty members who participated in the focus groups, seven were males and 30 were

female. In addition to the focus groups, I individually interviewed six faculty members,

all of which were female with an average of 20+ years of teaching experience in

developmental education. The interviewees were two faculty members from each

college, one teaching English and one teaching math from each college. Of the six

interviewed, three taught developmental education math courses, and three taught

developmental English courses. Twenty-one faculty members filled out an additional

survey during the focus groups. Combined with interviewees, the total unduplicated

number of faculty members participating in the study equated to 41 participants as shown

in Table 2.

Data Collection Tools

In order to provide a rich description of community college faculty in

developmental education perceptions, I collected data using multiple data collection

tools: a survey, focus group interviews, and individual interviews. As the researcher, I

was the primary instrument of data collection, as I served as the moderator for the focus groups and interviewer for individual interviews.

Survey. The survey questionnaire used in this study included items related to the demographics and educational backgrounds of faculty, as well as their perspectives of professional development involvement (see Appendix A). The survey included 13 questions, both fill-in-the-blank as well as open-ended questions. My initial objective was to send out the survey to all faculty in developmental education members from the three colleges. However, due to limitations of time, the surveys were distributed during the focus groups, and faculty participants were able to fill them out before, during, or after the focus group. I used these surveys to gather information on faculty members and their perceptions of professional development (Mertens, 2015).

The survey consisted of items asking for demographic information, and the open-ended questions provided a way to obtain participants' subjective perceptions of professional development (Mertens, 2015). I used data from the surveys to identify the average number of years faculty members have worked in developmental education and gather information on their educational backgrounds. This data was used to create a profile of community college faculty in developmental education. Additionally, data from the survey included community college faculty members' perspectives on professional development, specifically how it has contributed to their teaching in developmental education. I collected 21 surveys from faculty participants. I developed the survey questions prior to study which were reviewed by a group of experts. I then piloted the questions with a group of faculty in developmental education from a

community college not included in study. Revisions were made to the survey instrument based on feedback from review and pilot.

Focus Groups. The focus groups enabled faculty in developmental education from three community colleges within the same system to discuss ideas with colleagues in a uniquely collaborative setting (Creswell, 2013; Merriam, 2009; Mertens, 2015). The focus groups were conducted on College C's campus; one focus group was conducted in a classroom, and the other focus group was facilitated in the faculty meeting room, each lasting approximately one hour. Focus groups turned out to be discipline specific due to limitations of time. One focus group was scheduled for math faculty in developmental education during a noon meeting and one focus group was scheduled for English faculty in developmental education in the morning before classes began. Although the number of participants in a focus group is not prescribed in the literature, most researchers agree that between 6 and 10 participants is the ideal size; others recommend between 3 and 12 participants (Adler & Clark, 2015; Merriam, 2009; Morgan, 1997).

A total of 37 participants attended focus groups. At the onset of the focus group, participants read and signed a consent form before participating. Field notes were also taken by me to record the specific words or phrases participants used during the focus group for review during the analysis stage. The focus group interviews were recorded utilizing an Apple iPhone and a smart-phone application known as Rev.com. The application is used for recording and includes a transcription service that captures the focus group questions and responses from each participant. After the transcription was received, I replayed the audio recording and reviewed the transcripts for accuracy. I cleaned up the transcription and called on a select few focus group participants to review

for validity. The focus group dialogue followed a focus group protocol template (see Appendix B). I developed the focus group questions prior to study which were reviewed by a group of experts. I then piloted the questions with a group of faculty in developmental education from a community college not included in study. Revisions were made to focus group instrument based on feedback from review and pilot.

Interviews. Interviewing is a predominant method in qualitative research in which researchers talk to those who have knowledge of or experience with a problem of interest (Rubin & Rubin, 2012). I invited participants from the focus groups to volunteer for interviews, and a few additional participants were recommended to me by department chairs of math and English of the three colleges. Six participants volunteered, and interviews were conducted face-to-face or on the phone, depending on each participant's schedule, and each ran an average of 45 minutes. I obtained personal contact information so I may schedule an interview. If a participant was not able to meet me face-to-face, I emailed a copy of the consent form. A consent form was signed by interview participants prior to the start of the interview. Interviews were audio recorded, and recording was transcribed utilizing the professional service of Rev.com. Once transcriptions were received, I reviewed for accuracy. I then emailed transcriptions back to interview participants to verify the responses as a means of member checking to validate data collection. I utilized a semi-structured interview protocol (see Appendix C). I developed the interview questions prior to study, which were reviewed by a group of experts. I then piloted the questions with a group of faculty in developmental education from a community college not included in study. Revisions were made to the interview instrument based on feedback from the review and pilot.

For data collection, I utilized three instruments (a) a survey gathering information on faculty backgrounds and perceptions, including open-ended questions (b) focus groups using a focus group interview protocol, and (c) semi-structured individual interviews using an interview protocol. The data collection occurred in three phases throughout the study. In phase one, participants were invited to focus group in which the protocol was used to obtain information; phase two requested background surveys from focus group participants and phase three elicited volunteers for one-on-one interviews.

Procedures

Prior to study, I developed data collection tools which included developing questions for the survey, the focus group protocol, and the interview protocol. The data collection tools were reviewed by a group of experts and piloted with a group of faculty in developmental education from a community college not part of the research study. The questions went through several drafts before the final copy taking approximately 2-4 weeks from inception to final product. I followed processes recommended by Merriam (2009) in creating surveys and Rubin and Rubin (2012) in creating interview questions for focus groups and interviews (see Appendix A, B, and C). I collected data in three phases. During the data collection phase, the text of the questions changed based on participant responses.

I began requesting Institutional Review Board (IRB) approval late fall of 2018 and received IRB approval from the three colleges by late spring 2019. Once I had IRB approval, I contacted math and English department chairs from each of the colleges requesting assistance to disseminate survey, schedule focus groups, and schedule interviews. Department chairs provided me a recommended list of faculty to interview

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along with contact information. I also contacted the faculty development office and human resource office and requested a list of faculty in developmental education from College A, B, and C.

Data collection occurred in three phases. First, I disseminated survey to faculty in developmental education; second, I facilitated focus groups; third, I conducted interviews. Due to time constraints, the data collection phase occurred during the summer of 2019, and it was conducted in three phases: (a) focus groups, (b) surveys, and (c) interviews. I completed data collection by the end of August 2019.

Survey and focus groups. The purpose of the focus groups was to provide an opportunity for faculty in developmental education from community colleges within the same system to discuss perceptions of professional development with colleagues in a collaborative setting (Creswell, 2013; Merriam, 2009; Mertens, 2015). I went over the IRB consent form and confirmed approval for audio recording. I used surveys to provide a general descriptive of faculty members and perceptions on professional development (Mertens, 2015). I disseminated the survey (Appendix A) which elicited the participants' demographic information and a few open-ended questions on professional development. I used the focus group protocol (Appendix B), introduced myself and provided a brief overview of the study. The focus group was audio recorded and I recorded field notes to help guide the discussion (Merriam, 2009; Yin, 2014). I collected consent forms and surveys.

The focus groups were challenging to schedule due to the constraints of faculty participation during the summer. I invited colleges to each host a focus group for faculty in developmental education members. Due to the limited schedules of summertime

faculty, I scheduled two discipline-specific focus groups to be held at one college campus with all three college faculty in developmental education members invited. I conducted two focus groups on the campus of College C at different times of the day, with College A and College B faculty invited to these focus groups. The surveys were also challenging to distribute electronically due to the constraints of summertime, therefore, paper copies were taken and disseminated during focus groups.

Interviews. The purpose of interviews was to provide in-depth information on community college faculty in developmental education perceptions of professional development (Merriam, 2009; Mertens, 2015). I went over the IRB consent form and confirmed approval for audio recording. I provided interviewees an overview of the study and began questioning using the interview protocol (Appendix C). Interviews were audio recorded, with interviewees permission. and I recorded field notes during the interviews to help guide the discussion (Merriam, 2009; Yin, 2014). I collected consent forms and concluded interviews by asking for additional comments from participants. During the focus groups, I invited volunteers to participate in individual interviews; however, I did not obtain any volunteers from focus group participants. I ended up contacting the recommended list given to me by the department chairs. From the list, I was able to find six faculty members to interview.

During focus groups and individual interviews, I listened intently and asked probing questions while I observed participants and jotted down field notes. I used an audio transcription service (Rev.com) to obtain transcripts. I used a field notebook to record notes immediately following focus groups and individual interviews which helped me organize my observations and reflections (Merriam, 2009; Yin, 2014). I used the

field notebook to describe the setting, any dynamics among participants, and any questions I had to further investigate. I was familiar with participants because I had an established relationship with them; however, the field notes familiarized me with the setting and group dynamics.

After the focus groups and interviews, I listened to audio recordings several times, jotted down additional memos, and revised transcriptions based on notes (Miles, Huberman, and Saldaña, 2016). I petitioned assistance from a fellow researcher to solidify data (Berends & Johnston, 2005). Once I had a complete set of data, I then moved on to the data analysis stage.

Data Analysis

The focus of this study was to examine perspectives of professional development from community college faculty in developmental education and identify perceptions voiced by community college faculty in developmental education within one college district. With this aim, data collected throughout surveys, focus groups, and interviews were analyzed through the lens of social theory, structuration theory, and social constructivism. Data analysis began with reviewing the data set from the surveys, focus groups, and interviews. I reviewed my field notes and aligned notes with data sets, revising notes as I went through data set. I listened to audio recordings and read transcriptions. Additionally, I transcribed the audio recordings manually to familiarize myself with data (Yin, 2014). I used the following methical process when I analyzed the data: (a) I transcribed audio recordings and developed a verbatim transcription; (b) I immersed myself in the data listening to audio recording multiple times as well as reading transcriptions numerous times, jotting down notes in the margins; (c) I conducted an

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initial open-coding; and (d) I conducted a second and third round of coding until I could no longer add emerging codes (Miles et al., 2014). I then generated a matrix charted data onto spreadsheet, listing categories, and adding quotes I found from surveys, focus groups, and interviews. From this cross-case analysis, I found similarities among the disciplines of math and English as noted in findings section.

Organizing the data. I began data analysis by organizing the data from the surveys, focus groups, and interviews. As Miles et al. (2014) emphasized, "valid analysis is immensely aided by data displays that are focused enough to permit viewing a full data set (p. 128). I created a matrix and included data from surveys, focus groups, and interviews. I developed a spreadsheet and entered survey information from the paper copies I obtained from faculty members. I used field notes to capture my thoughts and feels from observations during the focus groups, interviews, and immediately thereafter (Bogdan & Biklen, 2007). Even though I used a transcription service, I returned and manually transcribed audio recordings in order to familiarize myself with the data (Bogdan & Biklen, 2007; Merriam, 2009). I printed hard copies of transcriptions of focus groups and interviews and listened to audio recordings again. Multiple sources of evidence from two or more sources converged findings (Yin, 2014).

Finding and organizing themes. In an effort to validate interpretations, I followed a methodical process that included multiple cycles of coding and member checking, and I adhered to ethical boundaries as I reviewed the data collected from the three instruments. I went back to original research questions and looked at ideas and themes emerging from data set. I used my field notebook in search of alignment with data. I used Saldaña's (2016) coding manual to guide the coding process. I read the data

for coding purposes numerous times and conducted three cycles of coding. I then

categorized initial codes and created themes based on categories (Saldaña, 2016).

Ultimately, the coding helped me create themes emerging from data. I used the matrix to

look for the themes, and I color coded data to note the frequency of common themes.

Making meaning from the data. Analysis of the survey data involved reviewing

for demographics and jotting notes down as a first round of coding. From the survey data,

I determined the average number of years faculty members have worked in

developmental education, their educational backgrounds, and their general perspectives

on professional development in order to identify a profile of a community college faculty

in developmental education member. Analysis of the focus groups, surveys, and

interview data involved member-checking and multiple coders to increase rigor in

qualitative analysis (Berends & Johnston, 2005). Participants validated the accuracy and

content of the focus group transcript, and once validated, I read the transcriptions

numerous times and jotted notes in the margins, a process that Miles et al. (2014) termed

"memoing."

I used first-level coding to describe topics and create initial categories early using

a broad analysis. I used second-level coding for themes based on first-cycle coding

(Creswell, 2013; Miles et al., 2014). I categorized three themes based on order of

frequency. The themes included *sharing with others*; *challenges to professional*

development; and *concerns with current reform in developmental education*. I took the

quotes from surveys, interviews, and focus groups and placed the appropriate data

underneath each theme, analyzing for commonalities and any outliers.

Strategies for Trustworthiness

Trustworthiness is needed to ensure validity and reliability in the research process throughout the study. I used multiple and different sources for data collection to corroborate findings. This is referred to as "triangulation," a process involving evidence from different sources to identify themes (Creswell, 2013). I used intercoder agreement, using multiple coders, to assure rigor, and I developed a second set of focus group and individual interview transcriptions based on audio recordings (Berends & Johnston, 2005).

Member checks are a common strategy for ensuring internal validity (Merriam, 2009). Member checking was used to clarify meanings intended by participants' responses. I conducted member-checks with a purposeful selection of focus group participants, by email and by phone, asking for verification of my interpretations of their statements (Creswell, 2013; Merriam, 2009). I also used member checking with all six interview participants by emailing a transcription and requesting feedback. Participants validated the accuracy and content of the focus group and interview transcripts.

Names and identifying characteristics were removed from the data from inception. I used pseudonyms instead of actual names for the colleges and interview participants. Audio recordings, written notes, and digital copies were stored in my home office with secured access.

Limitations

The primary limitations of this study are those associated with conducting a research study in the summer. Faculty participation in summer semesters is typically sparse as faculty take summertime as personal time off, or they choose a reduced

teaching load. Recruitment of faculty participants was challenging due to the constraint

of time; thus, I had to rely on the assistance of math and English department chairs of the

three community colleges for recruitment of participants shown in Figure 2. My

intention was to extend invitations to all faculty in developmental education members of

the three colleges to participate in all three data collection processes; however, I

intentionally followed a strict internal protocol as to not disrupt the regularly scheduled

events of math and English departments. Even though the protocol limited my

participant access, following a strict protocol allowed me to conduct and complete the

study within a reasonable time frame.

Initially, the focus groups were to be held at each of the three college campuses;

however, only one managed to host, and attendance from the other two colleges was

sparse. Additionally, the two focus groups at the one college had to be discipline

specific, one for English faculty and the other for math faculty. Individual invitations to

each faculty in developmental education member to the focus groups might have resulted

in more participants from the other two college campuses.

Another limitation was that individual interviews were conducted both face-to-

face and on the phone, depending on the participants' personal schedules. It would have

been best if all were face-to-face. Individual interviews were conducted with

interviewees who offered to participate, with a goal of two from each college. I

interviewed the first six faculty members who volunteered. This strategy might have

resulted in a misrepresentation of demographics of participants. Due to scheduling, only

one interview was conducted per participant, but it could have beneficial if a second,

follow-up interview was conducted. Furthermore, this study was conducted at one

community college system and included three colleges within the system. A richer understanding might have been obtained if another community college system would have been included in study.

Finally, my researcher positionality was a challenge. My experiences and current position inform how I perceive the field of developmental education. It was difficult to separate myself from my multifaceted experiences as an administrator, faculty member, and facilitator of professional development. I controlled my biases and assumptions as it was important for me to reflect participants' perspectives.

Summary of Methodology

My qualitative research study focuses on the voices of community college faculty in developmental education members as a critical component in designing professional development that meets the needs of the faculty within the context of reform in the field of developmental education. This study addressed the overarching research question: What are the perceptions of developmental education community college faculty of professional development? Subquestions included:

1. What do faculty in developmental education think are the most important professional development needs of their profession?

2. What reasons do faculty in developmental education give for participating in professional development?

3. What do faculty in developmental education think about their professional development opportunities?

I described Giddens' (1976) structuration theory and Vygotsky's social constructivism (1978), as these theoretical perspectives focus on the bounded systems of

society and human agency, and they emphasize the processes by which individuals make meaning through social interactions and interpretations.   I described my positionality as the researcher and my multifaceted experiences with developmental education and professional development. I then detailed the research design, describing the setting, participants, data collection tools, procedures, approach to data analysis, strategies for maintaining trustworthiness, and limitations of study.

I collected data from multiple sources throughout the study, including surveys, focus groups, and semi-structured interviews, and I analyzed the data by organizing the data, creating themes, and creating meaning from categories constructed by multiple rounds of coding (Miles et al., 2014). Using a qualitative case-study method to examine community college faculty in developmental education perceptions provided the foundation for asking questions, exploring answers, and compiling multiple perspectives in a natural setting, as well as subsequently interpreting the data in context (Yin, 2014). I categorized three themes based on order of frequency. The themes included sharing with others, challenges to professional development, and concerns with current reform in developmental education. In the following chapter, I describe the findings of the study, with the goal of improving our understanding of professional development for community college faculty, from the participants' perspective.
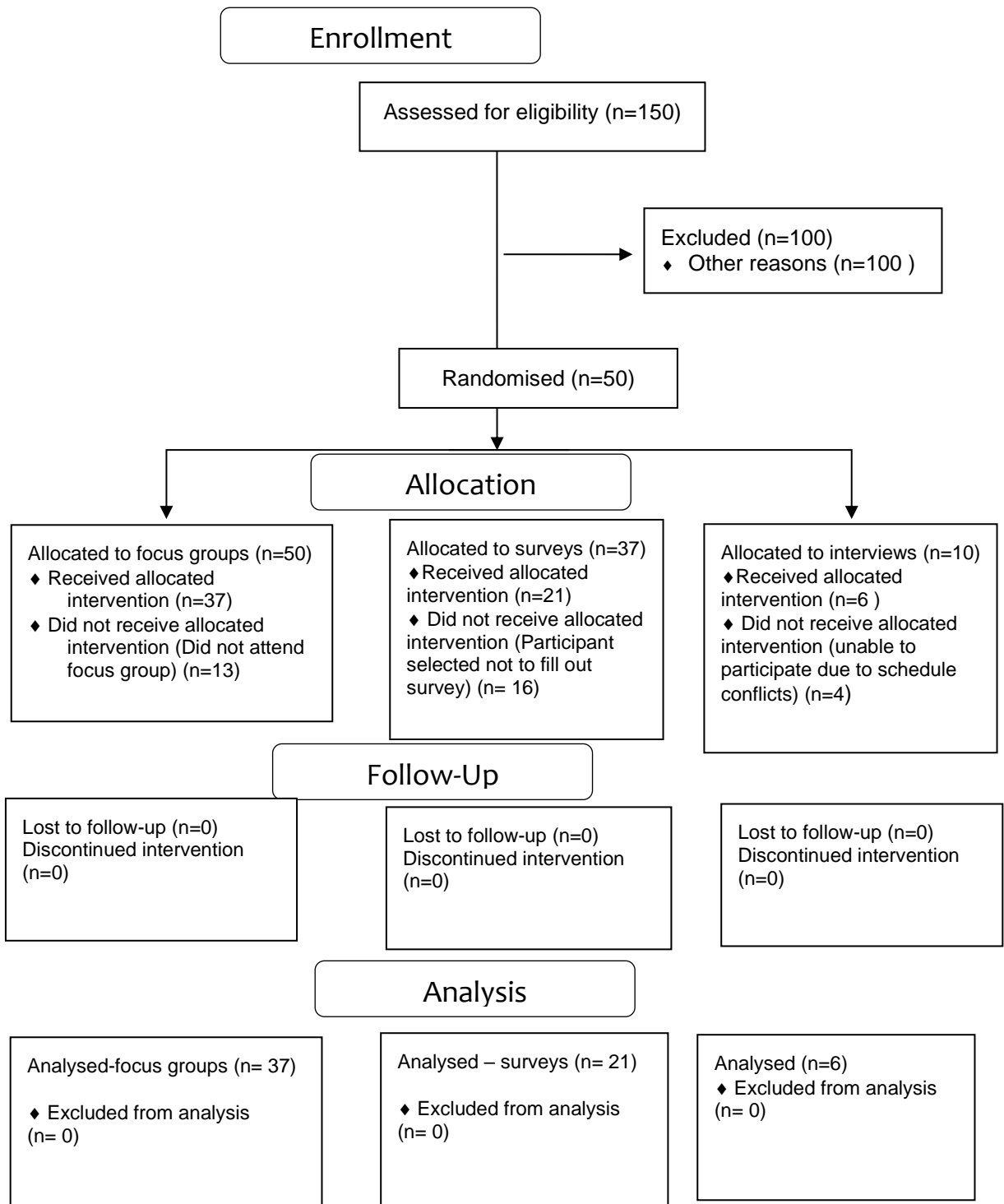
Figure 2. Recruitment of Faculty Participants

IV. FINDINGS

In this chapter, I describe my findings through the lens of social theory, specifically of structuration theory and social constructivism. Social constructivism refers to understanding what occurs in social context (professional development) and constructing meaning based on human activity. As humans, learning occurs as a social process and meaningful learning occurs when individuals are engaged socially (Vygotsky, 1978). Integrated in social constructivism is structuration theory, in which concepts of human freedom (agency) and structure can determine individual outcomes (Giddens, 1976, 1984).

I describe the findings of my research study based on the analysis of data collected as part of a qualitative case study. The purpose of my study was to address the overarching research question: What are the perceptions of professional development from community college faculty in developmental education? Participants included community college faculty in developmental education from three community colleges with high enrollment of students placing as underprepared in developmental education. I conducted focus groups, semi-structured interviews, and surveys to obtain perceptions of professional development from faculty in developmental education members. Subquestions of this inquiry included:

1. What do faculty in developmental education think are the most important professional development needs of their profession?

2. What reasons do faculty in developmental education give for participating in professional development?

3. What do faculty in developmental education think about their professional

    development opportunities?

I aligned questions on survey, focus group protocol, and individual interviews

protocol to answer the research questions (See Appendix D). Triangulation during data

analysis revealed three emerging concepts: (a) the majority of participants stated sharing

with other faculty members was beneficial and perceived the sharing of practice with

like-minded individuals as a professional development activity, (b) participants described

challenges to participating in professional as limited funding and time away from

classroom, and (c) participants expressed apprehension regarding the state of reform in

developmental education. The apprehension surrounding the current state of reform in

developmental education stems from the recent state policy mandating the

implementation of corequisite models in developmental education in Texas. Even though

the mandate became effective in 2017, and the participants had been involved in

implementing corequisites models, participants expressed mixed emotions about this

major change in developmental education.

In this chapter, I outline findings based on the themes that emerged from focus

groups, individual interviews, and survey data. I organized the findings into three

emerging themes from the data collection instruments providing the structure to detail the

findings based on the research questions. I provide a brief review of my data collection

instruments and approach to data analysis, and then I present the major themes of the

findings: (a) the professional needs of faculty, (b) the challenges to participating in

professional development, and (c) the concerns regarding the current state of reform in

developmental education. To conclude the chapter, I how the findings are corroborated among the data sources.

Focus Groups

Two focus groups were held at College C's campus and faculty from the three community colleges were invited to participate. Focus groups were discipline specific, one scheduled for math faculty in developmental education and one for English faculty in developmental education. Thirty-seven participants attended focus groups. The English discipline focus group was held in the morning in a classroom setting. The math discipline focus group was held during lunch in a department breakroom. Participants volunteered to participate in the focus groups. The focus group protocol included seventeen questions. I analyzed the responses and categorized them into the three occurring themes. Focus group participants were not identified by name but rather by whether they participated in the first focus group or second focus group. During the coding process, I identified focus group participants with the following coding: FG1 P to indicate participant in morning focus group and FG2 P to indicate participant in noon focus group. In this section of findings, I refer to any focus group participant as a focus group participant for anonymity. During the focus group, surveys were disseminated, and participants filled them out before, during, and after the focus groups.

Surveys

Twenty-one surveys were completed and compiled from faculty in developmental education members who attended the focus groups.   The survey included 13 questions, both fill-in-the-blank and open-ended questions. The survey was piloted with community college faculty in developmental education from another college, as well as a group of

experts in the field of community college developmental education professional

development. The pilot was conducted in early spring semester prior to data collection

during the summer semester. A few revisions were made based on feedback. A final

copy was disseminated during focus groups. Paper copies were filled in by volunteer

participants during the focus groups. Completed surveys were picked up after the focus

groups. Of the 37 focus group participants, 21 filled out a survey. The survey asked for

background information to understand the profile of a typical faculty member in

developmental education, and this type of information was used to better understand

planning and designing professional development for community college faculty in

developmental education members. The demographics of participants filling out survey

are shown in Table 3.

Table 3

Demographics of Survey

	Total
10-15 years' experience	23.8%
20+ years' experience	19%
Discipline specific background (math/English)	95%
Master's degree as highest degree attained	71%
Male	29%
Female	71.3%
Hispanic	42%
African American	19%
White	20%

Note. Surveys were filled out during the focus groups.

In addition to demographic questions, the survey asked participants to answer five

open-ended questions on their professional development experiences. Participants had

the option of selecting more than one answer from a checklist. Below, I outlined

questions and summarized responses.

(1) *What professional background do you have preparing you to teach in*

developmental education?

Preparation from a graduate program was the overwhelming response with 67%

of responses stating they were prepared through their respective graduate program. Over

62% of responses reported that 'professional development' was the background in which

participants believed prepared them to teach in developmental education. Less than 2%

of the responses included tutoring, work experience, teaching experience, and certificate

programs. When asked to provide comments to questions, the following were included

additional preparation for teaching developmental education: K-12 certificate, master's

degree in math and engineering, developmental education summits, conferences,

discussions with colleagues, and experience in tutoring labs.

(2) *What has helped you the most in working with* students in developmental

education*?*

Participants had the option of selecting more than one choice from a checklist

format. The most frequent response were *peers and networking* and, *internal and*

external colleagues, as these received 76% of responses. Specific responses included:

collaborating with colleagues, *faculty mentors, advice from those who have taught in*

developmental education, networking with other faculty members, conference

presentations, watching YouTube videos to get alternative ways of helping students, and

sharing ideas in the hallway,

(3) I participated in a professional development activity within the last month, six

      months, year, or over a year ago?

This question resulted in 38% of participants stating they had participated in professional development activities within the last six months. Specific responses from open-ended questions included types of professional development, such as *corequisites, conferences, summer leadership programs, problem-based learning, dual-credit conferences, pedagogy conferences, technology conferences, and integrated reading and writing workshops.*

(4) Do you have any experience designing or facilitating professional

      development used in developmental education?

Several reported that they had experience designing or facilitating professional development in developmental education with 67% of participants stating as such. Specific professional development activities that participants reported they had designed or facilitated included department training, course workbooks, curriculum workshops, conference sessions, teaching strategies, and publishing of scholarly articles.

(5) What do you need in professional development in order for you to be

      successful with students in developmental education?

Specific open-ended responses included *sharing with others, financial assistance to attend conferences, adequate time to follow-up on strategies, time to create and design curriculum, sharing of best practices,* and a *centralized developmental education program.*

Surveys provided insights on the demographics of faculty in developmental education members and their responses corroborated themes of professional development

needs, challenges to participating in professional development, and perceptions and participation in professional development during the course of reform in developmental education.

Interviews

Six individual faculty members from three community colleges with high enrollment of students placing as "underprepared" in English and math. The six participants included two faculty members, one developmental education math faculty and one developmental education English faculty from each individual college. The semi-structured interviews consisted of eleven questions. All six participants were female with extensive experience teaching in their respective discipline. The semi-structured interviews were conducted by phone or a face-to-face meeting. Each interview lasted between 45 and 60 minutes. The interviews took place at different time of the day and on different days of the week to accommodate the schedules of these faculty. Pseudonyms were assigned to each of the participants in order to protect their identities. While the majority of participants were full-time faculty, all stated they began as adjunct faculty members before obtaining a full-time assignment. Yvette was the only adjunct faculty member, and she had just applied for a full-time faculty position. At the time of writing this section, she had been hired as a full-time English faculty member overseeing the developmental education writing lab. The average number of years of experience was over 24 years (9 being the least and 30 as the greatest) as shown in Table 4.

Table 4

Interview Participants

Name	Full time or Adjunct	Discipline	Number Years of Teaching	College
Yvette	Adjunct	English	9	College B
Alana	Full-Time	Math	25	College A
Luna	Full-Time	English	30	College C
Lilly	Full-Time	Math	20	College C
Perla	Full-Time	Math	25	College B
Lucy	Full-Time	English	12	College A

Note. Pseudonyms were used instead of actual names.

Interview questions were aimed at eliciting in-depth perceptions of faculty on professional development, as well as a description of faculty roles on their campus and their varied professional experience. The profiles below describe paths to becoming a community college faculty member in developmental education, which may lead to some insights in planning professional development.

Yvette. Yvette started teaching developmental education immediately upon being hired. She began as an adjunct and was currently a full-time adjunct. She had just applied for a full-time English faculty instructor position. Yvette was certified in K-12 in English Language Arts and also certified in English as a Second Language (ESL). Her parents wanted her to become a doctor or a lawyer, but she knew becoming a doctor or lawyer was not her passion and switched over to English literature as a major. Upon completing her degree in central Texas, she traveled abroad to teach English. She stated this experience changed her life as she reflected on populations around the world who had little access to reading and writing. She stated, "It is important for me to teach at a community college as many students are underserved or marginalized."

Alana. Alana was assigned a developmental education course from day one as multiple sections of developmental education were offered and her services were needed. Alana was not prepared for the level of students she was faced with in developmental education. Alana stated she quickly adjusted and found "all students need remediation upon entry to college." Alana has a K-12 teaching certificate in math, and she expressed that her training in secondary education in public schools prepared her for postsecondary education. Alana stated that when she began her career at a community college, developmental education was not labeled developmental education, just "remediation." She went on and shared how she now enjoys teaching developmental courses and feels blessed as she will be retiring next year.

Luna. Luna was assigned to teach a developmental education course her second semester after being hired. She started as an adjunct faculty with full course loads and finally landed a full-time job at College C teaching English. She states she didn't have any particular training or background teaching underprepared learner, reporting "I learned by the seat of my pants in developmental education." As she was hired, she started her graduate program in composition and felt that it provided her a solid background in teaching writing. She said, "my graduate program was my professional development and training." Lena stated that she initially did not see herself teaching underprepared students but has grown to figure out how to reach her students.

Lilly. Lilly began her career at a community college teaching multiple developmental education courses. She stated, "my first two semesters were all developmental education." Lilly spent time coordinating the math tutoring center at College A in addition to teaching. She stated the tutoring center prepared her for

teaching students in developmental education. "This on the job training, prepared me for the classroom." Lilly expressed her frustration with the lack of preparation in teaching students underprepared in math content, as she believes students are not prepared adequately prior to postsecondary. "We need brain-based training, as I believe students are so intimated with math," she said. "It must start with the mindset."

Perla. Perla began as a graduate assistant in a math class at a local university. She believed her experience helped her get hired at College B and prepared her to teach underprepared students. Perla has a math background with only a few education courses in her formal education. She described her background as purely math without education courses. As an undergraduate, she worked as a tutor in the learning center where she found she was good at working with students, saying "I was born to be a teacher. I didn't know that until I actually got in a classroom. It is a calling for me, not a vocation." Perla suggested her lack of education courses led to challenges in classroom management. Once she figured them out, she was able to enjoy teaching developmental education courses at College B.

Lucy. Lucy started as an adjunct faculty member and became a full-time faculty member eight years later. She is now the Integrated Reading and Writing lead instructor. She shared that she didn't set out to teach underprepared students but, rather, literature in a community college setting. Her path into developmental education led her to become confident enough to take the lead in facilitating faculty meetings discussing challenges, successes, and latest policies impacting the classroom. She states her greatest challenge is to engage students in reading and writing, "not classroom management, but what interest my students."

During the time of the study, all six interview participants taught corequisite courses and were involved in the hiring process at their respective college campuses. Yvette, Lena and Lilly were enthusiastic about the interview and shared responses with eagerness. Perla and Lisa were more reserved; however, they warmed up during the interview and responses were impassioned.

Themes that Emerged Across the Data

The key findings from the data were (a) the majority of participants stated that sharing with other faculty members was beneficial, and they perceived the sharing of practice with like-minded individuals as a professional development activity, (b) participants reported that limited funding and time away from classroom were challenges to participating in professional development, and (c) participants expressed apprehension regarding the state of reform in developmental education. I outlined the findings based on the themes (a) the professional needs of faculty, (b) the challenges to participating in professional development, and (c) the concerns regarding the current state of reform in developmental education. I have included direct quotes from focus groups and interviews to honor the participants' authentic voice.

Professional Needs. Participants in focus groups and interviews expressed specific professional needs, preferences, and expectations for professional development. They also expressed some frustrations with professional development. The overwhelming response was that "sharing" practices with other educators or like-minded individuals was the preferred form of faculty development. A salient theme across the data was that participants perceived collaboration with other practitioners as the most preferred professional development activity. One participant reported "sharing with

others is helpful. I think that is professional development." Other participants echoed and stated, "it is always nice to talk to other instructors, also to hear their presentations." An interviewee summarized the sharing with others as needing to "bounce ideas off of others [faculty]."   The same participant went on to say, " I want the freedom to listen to other ideas and adapt to what I know and what I can try in the classroom."

Participants described additional professional development needs and expressed expectations of professional development sessions. They voiced a need for practical and timely information that could be used immediately, as well as the sessions on current topics of interest, such as corequisite models. One participant stated, "I like attending something practical, something you can use the Monday following the conference."

Another participant stated, "It is important to make real world connections throughout the lecture and discussions; can professional development do that?" An interviewee corroborated the sentiment and stated, "faculty want real-world applications on how to do something in the classroom." Another stated, "I would like to see research that demonstrates best models [corequisite] to address struggling students." This comment was echoed by another participant who stated, "I would like to hear from teachers who have been successful in teaching corequisites from colleges similar to my college." Other participants expressed a preference for a comprehensive approach to professional development, and one participant posed the question, "wouldn't it be a great idea if people teaching in this department could get together for a brainstorming session?" That participant went on to say, "we could discuss our challenges, and what we need to do to improve and make this work." Another participant contemplated on professional development and stated, "professional development should include ways to

be empathetic but also how to establish boundaries and expectations of a college level class."

Participants shared frustrations about the professional development they had previously attended. Some interview participants easily recollected the last time they attended a professional development event, but others couldn't quite remember. One participant stated, "[professional development] is always a hit or miss, not really worth taking my time away from my classroom." Another participant stated, "they [conferences] never have a session I want to attend." Yet, another participant stated, "I enjoyed talking to fellow faculty members more than I did the conference sessions." Contrary to the many frustrations expressed, one participant maintained a positive outlook and stated, "I don't really try to have expectations on what I hope to learn. It is always just to gain as much knowledge as possible that I can bring back to my students and fellow faculty members."

Overall, participants stated that the "sharing" with other practitioners was relevant and necessary professional development. Participants stated that working with colleagues was not only enjoyable but also led to successful outcomes. During the interviews, the majority of the participants stated that the exchange of ideas with colleagues was the most beneficial learning for novice faculty members. One participant pondered and stated, "the ideal professional development is to sit around with like-minded individuals as participants to that we can share ideas. We should be okay with stealing ideas and not hoarding." The value placed on sharing with colleagues was evident in responses during the interviews and focus groups. A participant summed up his reflection on sharing with other colleagues and stated:

I have learned more from my colleagues in this room than I have ever learned at any professional development. We just had a workshop on where each of us presented how we teach. That was so much fun. Everyone just talked about specific [classroom] ideas to take back and try.

The professional needs described in the interviews emphasized the sharing of ideas with fellow practitioners and collaboration with colleagues. Participants also expressed their expectations of professional development: that it be timely, relevant, and appropriate to their content areas and topics of interest.

Challenges. Participants mentioned several challenges to participating in professional development, such as finding learning opportunities connected to developmental education, formulating professional development plans, limited funding, and limited statewide opportunities for learning on current topics (e.g., corequisite models). On the connection to developmental education, an interviewee stated:

The corequisite faculty development seminar had a connection to developmental education as developmental education is going to corequisite models. There aren't that many conferences in faculty development offered specifically about developmental education. Some of it is conceptualizing. I don't really think of developmental education as separate from just teaching.

Interview participants agreed that developmental education is not always the topic of professional development sessions, but it is actually the underlying premise of professional development. One participant stated:

It is my mindset that all of it [professional development] is developmental education. With corequisite models, it is a different level of thinking. I think a

standard definition of developmental education is lacking so we don't know what

we are signing up for.

Another interview participant stated, "I think the connection to developmental education

is always the underlying intention, I don't ever struggle to find the relevancy to

developmental education in professional development."

Framing a strategic professional development plan can be helpful to faculty

members as a tool for addressing specific needs throughout the year. Many participants

reported that a professional development plan was not required by their college;

however, it was part of their evaluation process. The evaluation process summarizes

professional development activity for the year but does not include anything specific for

developmental education. Additionally, most participants stated that there were no

incentives for participating in professional development directly nor for teaching

developmental education. Faculty may request release time to develop curricula or

request approval to serve on service committees.

The majority of participants reported that attending professional development

sessions was limited to once or twice a year, due to the challenges of obtaining time away

from the classroom and having to fund them out of pocket. Therefore, it appeared the

search for relevant, timely topics to attend became critical. Attending conferences was a

high choice of preference regarding professional development among the participants.

Other professional development activities included local events, such as book studies,

webinars, brown-bag gatherings, and individual online research. Participants reiterated

that the conferences they recently attended for corequisites models were not practical but,

rather, theory based. Funding for professional development came across as a major

challenge to participating in professional development. One interviewee stated, "I don't think the colleges spend a lot of money sending faculty to conferences due to budgetary constraints. Attending sessions requires money, and that is not always available." Another participant stated, "given the requests for travel to attend conferences, we are limited to what is approved for the coming year. I truly don't know if it is possible to attend professional development this coming year."

Participants detailed multiple challenges to participating in professional development, from academic freedom to the value of professional development. Participants described the cumbersome administrative procedures of requesting participation in professional development, as well as the lack of funding and time away from classroom, as primary challenges. The administrative challenges suggested a tone of "us versus them." Specific samples of administrative challenges, such as a lack of time, were voiced by two of the participants. One expressed, "I can't attend when there is an issue that conflicts with our teaching schedule; I can't go if I am in class," and another stated, "I do a lot more professional development during the summer, because it's much easier."

Multiple responses centered on the complexity of scheduling of professional development, as one participant stated, "there is so much paperwork to do in advance for registration, etc. It is a process not worth missing class time." And another participant reported, "I have to fill out a request knowing I will not be approved until the last minute." Participants identified additional challenges, such as relevance, quality, timeliness, funding, and lack of administrative support. One participant said, "there are no perks for attending professional development." Another stated that "for me, it is a

check off, something we have to do." In this way, professional development was seen as a compliance issue more than a valuable learning opportunity. As one participant reported "I have never walked out from our [internal] professional development saying, oh wow, that's really going to transform the way I teach." Another participant stated, "some of it [professional development] is required because we have professional development week. I would not call that professional development."

Challenges surrounding participation in developmental education were evident and ranged from managing internal college processes to meeting external state requirements. The administrative process and perceived lack of support amidst reform discouraged participants from participating in professional development. The lack of funding for professional development is frustrating to faculty, as many stated that they pay "out of pocket" in order to attend conferences. The perceived "value" of professional development from administration is lacking due to complex processes required to request and pay for professional development. Additionally, participants specified that time away from the classroom prevented participation in professional development.

Concerns over the current reform. Participants expressed apprehension surrounding the current state of reform in Texas. Corequisite models in developmental education have been mandated since 2017, and participant responses illustrated that reservations still exist. Participants offered numerous insights into faculty concerns on the current state of developmental education and the challenge of meeting state requirements.

An interviewee summed it up by stating, "every faculty member in our department is going to have to teach developmental education whether they want to or

not." She went on to express concern over teacher preparation, "we are going to have to do something for them, they are the ones we are going to have to really worry about." One participant expressed concerned about teaching in a corequisite model, saying "one of the greatest challenges is how we continue to change, as corequisites are a whole different ballgame because we have been concentrating on the curriculum more so than the teaching."

Frustration was embedded in the concerns of participants. A participant stated, "I would like to see what the research says, and I would like somebody to explain it to me." Another participant stated, "with all this focus on corequisites, I feel like there has been a lack of attention to the importance of reading; we still need reading comprehension." Yet another participant stated, "new faculty need to understand what developmental education really is—which is now corequisites."

The challenges of ongoing changes as a result of state mandates were stated as "unknown" and responses implied the lack of relevant professional development opportunities in order to address changes, such as corequisites. Perceptions about the current state of developmental education and individual values of professional development affects participation in professional development. Participants were vocal in sharing perceptions on corequisites models, giving advice to new faculty members, and engaging in professional development. Specific perceptions about implementing corequisite models in developmental education triggered participants to express apprehension, and it became apparent that the reform in developmental education represented a challenge. One participant conceded and stated, "I was opposed to corequisite model at first, I wish we would have been given a template." One participant

wanted to clarify her belief saying, "developmental education is not phasing out, and professional development will continue and should cover topics of working with nontraditional students who struggle academically." Participants struggled with balancing the implementation of corequisite models with student success. Participants' apprehension was evident and was representative of the "sign of the times" in developmental education.

Summary of Findings

This exploratory study was conducted with a qualitative research method and included focus groups, semi-structured interviews, and a survey. The findings showed that (a) the majority of participants stated sharing with other faculty members was beneficial and perceived the sharing of practice with like-minded individuals as a professional development activity, (b) participants stated challenges to participating in professional as funding and time away from classroom, and (c) participants expressed apprehension regarding the state of reform in developmental education. Themes that emerged from the findings included (a) professional needs of faculty, (b) faculty challenges to participating in professional development, and (c) faculty concerns regarding the current state of reform in developmental education. Currently, faculty are focused on the mandate of implementing corequisite mandates of developmental education in Texas since 2017. Even though faculty have implemented the corequisites model, many are expressing mixed emotions about the major change in developmental education. This case study included within-case studies of three individual colleges within one community college system. Findings were based on participants' responses from the three colleges.

Participants expressed a motivation to enhance their craft by attending professional development; yet, even though they were motivated, participants were specific in what they expected from professional development sessions. Participants from the three colleges report that "sharing" with other practitioners was the most valuable type of professional development. Whether it was formal or informal networking, participants described the need to collaborate as having the most potential to impact their own professional learning. Multiple challenges to participating in professional development were expressed, such as time away from the classroom and limited funding for attending conferences and workshops. Additionally, participants wanted professional development sessions to connect directly to developmental education.

Participants' perspectives about the state of developmental education with ongoing reform was prevalent, and interviewees expressed strong feelings about corequisite model requirements and professional development on corequisites. Comprehensively, the findings suggest the faculty voice is critical in the design and facilitation of professional development beyond session evaluations. Participants indicated that needs assessments, sufficient funding for attending professional development, timely and relevant professional development, and explicit training on current mandates, such as corequisite models, could be a valuable part of planning and designing professional development activities.

V. DISCUSSION

In this chapter, I provide a brief summary of the research conducted for this study on faculty perceptions of professional development. Next, I connect the findings to the existing literature base, with a specific focus on how this study aligns with scholarship on professional learning communities, as well as the previously documented challenges and concerns around professional development for community college faculty. Then, I present the study's implication for practice, particularly in the areas of developmental English and math, community colleges, and state leadership for faculty development. I conclude with recommendations for future research.

Summary of the Research Study

The purpose of this study was to examine perceptions of professional development from the perspective of faculty in developmental education within a community college setting. I used a qualitative research methodology; surveys, focus groups, and interviews were used as data collection tools to address the following research questions:

1. What do developmental education faculty think are the most important professional development needs of their profession?

2. What reasons do developmental education faculty give for participating in professional development?

3. What do developmental faculty members think about their professional development opportunities?

Social theory, structuration theory, and social constructivism formed the theoretical basis that informed the data analysis process. The major findings of this study

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were (a) the majority of participants value sharing with other faculty members and perceive it as a beneficial professional development activity, (b) faculty encounter challenges to participating in professional development, such as limited funding and time away from classroom, and (c) participants are apprehensive about the state of reform in developmental education. Findings aligned with the literature on faculty participation in professional development as a means to improve practice resulting in positive effects on faculty content knowledge and skills (Garet et al., 2001). I was encouraged by the finding that faculty participants do care to be the best practitioners they can be however, they desire practical professional learning that directly ties to their classroom realities. Participants responded with candor, and it is apparent that they continue to search for the "perfect" professional development activity. From this study, participants expressed a need for professional development on effective classroom strategies, such as active learning approaches, theory-based applications to teaching, and practical strategies they could implement in their classrooms. They prefer to learn in collaborative settings, believing that greater results are gained because faculty are encouraged to implement new knowledge, adjusting accordingly. Additionally, findings revealed that the majority of faculty attend conferences and conference sessions, but prefer short sessions focused on one area of knowledge. Given that, faculty are particular in what topics they attend during conferences. These findings have significant implications for practice for professional associations coordinating conferences.

Additionally, in the midst of reform, faculty are desiring practical professional development to address the implementation of the corequisites model in developmental education. Since the mandate of corequisite models in developmental education was

established in 2017, faculty are still apprehensive of what successful corequisite models look like in practice and how they will shape the future of developmental education in Texas. Faculty struggle with complying with the mandate while simultaneously serving their students' needs, as often the two goals are conflicting. Participants voiced concerns for more professional development connected to new state mandates.

Findings in Relation to the Existing Literature

There were multiple professional development needs expressed by participants; however, the common view was that "sharing" was valued as a professional development activity. Sharing among colleagues is an idea that well-aligns with the literature on professional learning communities; thus, professional learning communities may be of interest to community college professional development programs (Bosman & Voglewede, 2019; Coburn, 2005; Stoll et al., 2006). This approach has the potential to engage faculty in a collaborative way, as faculty participate actively, taking existing knowledge and sharing with others to create new knowledge. Other findings in my study showed the challenges to participating in professional development. This study found that time away from the classroom and administrative challenges are obstacles to participating in professional development. The literature supports the engagement of administrators as an effective practice (Duffy, 2012). Lastly, this study revealed faculty concerns surrounding the current state of reform in developmental education, specifically the corequisite model mandate. The mandated percentage of students required to be enrolled in co-requisite models was designed to take effect in phases, with 25% of students in 2018-2019; 50% of students in 2019-2020; and 75% of students in 2020-2021 (Texas Higher Education Coordinating Board, 2018).

Professional learning communities. Stoll and colleagues (2006) define learning communities as "group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way" (p. 223). My study revealed that "sharing" was the most frequently preferred approach to professional development among the participants. This finding gets at the cornerstone of professional learning communities. The literature references professional learning communities extensively, concluding that they are viable "communities of practice [and] provide an excellent format for faculty professional development" (Bosman & Voglewede, 2019, p. 177).

Bosman and Voglewde (2019) designed a study of professional learning communities with engineering faculty in which a community of 10 to 22 participants met for 8 one-hour sessions throughout the semester. One theme that emerged from the findings was that participants developed an understanding of the purpose of specific learning strategies and the overall purpose of the course. Another finding was that participants discovered the need to change the instructional strategies to improve student outcomes. Third, participants focused on the instructional process, which is similar to instructional strategies but emphasizes adapting learning activities so that students are able to learn. Fourth, participants recognized the need to change learning materials, and, lastly, peers were able to evaluate each other through classroom observations. The study found that professional learning communities provided faculty members opportunities to collaborate with each other and share instructional strategies and course design approaches. Given the professional learning needs shown in my study, the findings of

Bosman and Voglewde (2019) could serve as a valuable framework for community college faculty.

Faculty participants in my study stated the desire to collaborate with peers in formal and informal settings. Collaborating with colleagues results in thinking of approaches in different ways, and faculty report that it is beneficial to learn in this manner (Gore et al., 2017). Coburn (2005) describes such sharing as "collective sensemaking," a concept that is similar to professional learning communities but has the primary objective of interpreting policy. Coburn's (2005; 2001) research explored the role of professional learning communities in the context of reform in education and policy. Coburn examined how instructional policy change is influenced by leadership roles and work culture, finding that "teachers draw on their existing working knowledge to interpret ways that reinforce preexisting practices or lead to incremental change" (Coburn, 2005, p. 478).

These prior studies are echoed in my study, as faculty voiced concerns, objections, and suggestions to the current state policy mandate of corequisite models in developmental education. Recently, community colleges are experiencing numerous policy changes as a result of ensuing reform; thus, professional learning communities represent a potentially beneficial form of professional learning, providing opportunities for faculty to collectively make sense of policy changes and what it means for their profession. Professional learning communities and "collective sensemaking" opportunities could serve as valuable practices for faculty to develop an understanding of the new reforms and what it means for improving their practice.

Faculty challenges. Effective professional development in community colleges

requires effective administrative support. As noted in the findings of this study,

participants face multiple challenges to participating in professional development, such as

lack of administrative support, limited professional development offerings, and time

away from classroom. Responses aligned with Duffy's study (2012), which found that

faculty embraced administrative support and, when administrators were present, faculty

were more likely to be more engaged in numerous activities impacting improvement.

Teasdale (2001) found that administrators who create a culture of intentional professional

learning tend to implement effective professional development programs. Jeppesen and

Joyce (2018) conducted a study and found that the lack of time in faculty's schedules and

time away from classroom, what these authors called "workload," prevented faculty from

fully participating in faculty development. Moreover, participants in this study expressed

the importance of professional development being provided within individual

departments, a finding similar Kozeracki's (2005) study in which participants stated

"[teachers]want to talk about what works, share ideas, and be creative" (p. 45). Time

constraints and departmental requirements lessen the opportunity for collaborative

interaction with colleagues.

Faculty concerns. This study found that participants were concerned about the

recent reforms in developmental education. Reforms are occurring throughout the nation

based on poor outcomes of students beginning in developmental education and the low

numbers of those students actually completing a degree or certificate. The Community

College Research Center (2014) reported that community colleges are experiencing an

ongoing redesign of developmental education focused on accelerating the time to

completing developmental education and completing a degree. "Reforms for improving student outcomes may require faculty to adjust their classroom practice" (Bickerstaff & Cormier, 2014, p. 74). The faculty in this study expressed that they were struggling with the concept of corequisite models in developmental education as mandated by the state. Combined with the challenges of participating in developmental education and finding relevant professional development offerings, participants stated a sense of frustration, pointing to the lack of involvement in rule-making and implementation of corequisite models in developmental education.

The professional needs of community college developmental education faculty need to be integrated in the design of professional development. Challenges to faculty participating in professional development should be evaluated and a feasible process should be established to benefit both the institution and its faculty members. Concerns over the state mandate of corequisites in developmental education should be addressed on a regular basis. Challenges to participating in professional development may be minimized if faculty voices are included in design and planning of professional development opportunities. Grant and Keim (2002) evaluated faculty development programs in Texas and concluded that conducting a needs assessment prior to the implement of faculty development activities is critical.

Implications for Practice

The insights of participants in this study align with the challenges shown in the literature of teaching students underprepared in community colleges. Participants shared information about their professional backgrounds and their current experiences of implementing corequisite models in developmental education. The findings have

implications for individual academic departments, the community college system, and state leadership. A common thread throughout the data was the value placed on sharing with other colleagues as a form of professional development and enhancement of knowledge and skills.

English and math departments. Community college faculty who have not taught in developmental education will ultimately teach in developmental education or mentor a faculty member in developmental education. Interdepartmental meetings could include time for professional development that allow faculty members to share with one and another. Department chairs and leaders can create professional learning communities within their departments. For example, a book study with a selected reading can lend to quality sharing on a common theme or pedagogical issue. Scheduling time away from the classroom was found as an obstacle to participation in professional development, so departments may create innovative systems that allow all faculty to participate local or regional opportunities that do not take time away from teaching. Additionally, departments may research quality professional department that accessible online for all faculty to participate.

Community colleges. Community colleges must value professional development for faculty in developmental education. Onboarding of faculty and strategically promoting professional development throughout their career represent practices that could yield quality professional learning. Support, such as financial and reduced workloads, for participation in relevant conferences may increase opportunities for professional development. A system could be developed to ensure all faculty have opportunities to participate, including adjunct faculty. Administrative changes could ease

the paperwork necessary for faculty to attend conferences, and low-cost options may be researched. Administrative personnel may seek funding for a certain number of faculty to participate in offsite professional development, such as conferences. Additionally, the findings of this study suggest that it could be valuable for administrators to reevaluate the goals of departmental meetings and seek increased opportunities for faculty to interact with others as part of departmental gatherings. For example, an hour at the beginning or end of meeting could be used for faculty to present, share, and create new knowledge.

Professional associations have a role in delivering professional development, and an implication for practice is for professional associations to fully understand the limitations community colleges face in funding faculty to attend conferences. Professional associations can host regional conferences so that travel is minimal, and more participants may attend. Professional associations can raise funds for scholarships and provide faculty from community colleges an opportunity to attend conferences on a rotating schedule around the state. In this study, participants reported that conference sessions were the primary venue that participants considered as professional development, and they expressed a preference for short segments of knowledge on topics that are highly relevant to them. Thus, professional associations can ensure that conference sessions are relevant and timely. Conference sessions may be faculty-led and focused on relevant topics based on an assessment of membership needs. One mode of professional development not mentioned was online delivery of professional development, but it could be a potential option. A few participants mentioned webinars but in analyzing the data, online professional development was not enough for frequency analysis.

Administrators overseeing professional development departments may focus efforts on faculty in developmental education. Directors and coordinators of professional development within community colleges can conduct an extensive needs assessment, or update their current needs assessment, so that they ensure faculty in developmental education are included and that they have a voice in designing internal professional development opportunities to be offered. Those opportunities may include activities that lend to professional learning communities so that faculty have sharing time across colleges within same systems or different colleges across the state.

State leadership. During this time of reform in developmental education, participants in this study desired practical professional development that addressed the implementation of the mandated corequisites model in Texas. State leadership and state professional development associations may take heed from this study, as participants expressed their struggle in fully implementing corequisite models for students in developmental education.

Community college developmental education faculty should be part of the discussions on professional development. There are various facets to implementing new models, and each facet may require statewide professional development. Perceptions of faculty are invaluable in designing programs, the faculty voice in designing relevant professional development will lead to enhanced teacher motivation and views of professional development. Since the mandate of corequisite models in developmental education in 2017, faculty are still apprehensive of how to fully implement successful corequisite models in Texas. Participants reported to struggle with the implementation of the mandate while serving the students' needs.

Recommendations for Future Research

The purpose of this study was to supplement the literature on professional development for community college developmental education faculty. The findings of this study contribute to the literature on faculty perceptions on professional development, particularly community college developmental education faulty perceptions. Further research is warranted, as this study was limited to one community college system. Throughout the course of the study, participants were willing to participate with the understanding that their voice may be considered as a factor in future professional development planning. This study challenges established professional development programs in community colleges to include the voice of faculty in the design and facilitation of professional development. Additionally, this study reveals the need for systemic changes in professional development for community college developmental education faculty. The research indicates a gap in community college developmental education faculty access to and participation in high-quality professional development (Bahr, 2010; Gerlaugh & Thompson, 2007). Even fewer studies exist that examine community college developmental education faculty perceptions as a component of professional development design in community colleges. One mode of professional development not found in the data collection was online delivery of professional development. Further research on the use of online professional development is warranted.

The voices of developmental education faculty members are critical in designing professional development that not only meets faculty members' needs, but also addresses local, state, and national reforms. Through further research, we can better understand the

role of professional development and invite a dialogue on opportunities to align state policies with instruction.

Summary of Discussion

By examining perceptions of community college developmental education faculty on professional development, we can better understand the role of professional development and invite a dialogue on opportunities to align state policies with instruction. This study examined developmental education faculty's perspectives on professional development and highlighted the voices of community college developmental education faculty members within one community college system. Themes of professional development needs, challenges to participating in professional development, and concerns over the current state of reform in developmental education emerged from the study. The findings were: (a) the majority of participants stated that sharing with other faculty members was beneficial and perceived the sharing of practice with like-minded individuals as a professional development activity, (b) participants reported that limited funding and time away from the classroom were challenges to participating in professional development, and (c) participants expressed apprehension regarding the state of reform in developmental education. This study points to opportunities for action at local and state levels, such as restructuring professional development to include faculty voices, providing support for funding and time away from classroom, and designing specific professional development addressing state mandates.

The literature shows that often developmental education faculty not formally trained to teach students academically underprepared; thus, professional development is critical, particularly during this time of constant reform in developmental education. This

study examined community college developmental education faculty voices on professional development. The findings revealed issues related to the value of professional development among the participants and challenges to participating in professional. Participants were vocal in what they thought was beneficial, such as the sharing with other practitioners in collaborative learning settings, they described obstacles to participating in professional development, such as limited time, and they contemplated the recent reform in developmental education.

As a practitioner in the field of developmental education at a community college, and as a professional with experience in designing and delivering professional development to faculty, I find this study encouraging. I see developmental education faculty struggle daily with a limited understanding of the college's vision, the state's requirements, and the national research. Faculty wrestle with meeting state requirements and express disbelief and grief over changes. In reality, there is a silent need for professional development in effective pedagogy so that faculty can successfully serve all students. Due to the traditional structure of faculty development within community colleges, it is challenging to encourage change in practice. The lack of time to plan for teaching, in addition to other responsibilities prohibit faculty from fully engaging in professional development. There is a departmental culture surrounding faculty development that may be discouraging faculty from participation. The lack of true administrative support prevents faculty from participation in professional development.

In order to encourage faculty to participate in professional development, we must send a message we that value developmental education faculty by fully covering costs of participation in developmental education. Costs can also include release time from

teaching in order to participate in professional development. This can be structured as intervals throughout a faculty member's career. Additionally, faculty development centers in community colleges must provide research on teaching students underprepared academically, as well as sessions on active learning and methods for engaging students, and they should include faculty voices in the design and delivery of professional development.

I am honored to work with community college developmental education faculty and will continue to voice faculty perceptions on professional development. This research study provided invaluable insights to faculty development from the perspective of developmental education faculty. Developmental education faculty deserve quality professional development based on theory, best practices, and a vision for student success. Students placed in developmental education deserve faculty prepared to teach in developmental education. Further research is warranted on community college developmental education faculty perceptions on professional development.

APPENDIX SECTION

APPENDIX A

Faculty in Developmental Education Survey

Mary Helen Martinez, a graduate student at Texas State University, is conducting a research study to understand the perceptions of professional development from community college faculty in developmental education. You are being asked to complete this survey because you are a faculty member in developmental education. Participation is voluntary. The questionnaire will take approximately 30 minutes or less to complete. You must be at least 18 years old to take this survey.

This study involves no foreseeable serious risks. We ask that you try to answer all questions; however, if there are any items that make you uncomfortable or that you would prefer to skip, please leave the answer blank. Your responses are anonymous.

If you have any questions or concerns, feel free to contact Mary Helen Martinez or her faculty advisor.

Mary Helen Martinez, graduate student Dr. Emily Miller Payne, Professor
Developmental Education   Developmental Education
512-644-5419   512-245-5006
Mm42@txstate.edu   ep02@txstate.edu

This project, IRB # 2017456 was approved by the Texas State IRB on December 18, 2018. Pertinent questions or concerns about the research, research participants' rights, and/or research-related injuries to participants should be directed to the IRB chair, Dr. John Lasser 512-245-3413 (lasser@txstate.edu) or to Monica Gonzales, IRB Regulatory Manager 512-245-2334 (meg201@txstate.edu)

If you would prefer not to participate, please do not fill out a survey.

If you consent to participate, please complete the survey by March 31, 2019.

Thank you in advance for your time!

Demographic Information

What is your highest degree attained?
☐ Associate's   ☐ Master's
☐ Bachelor's   ☐ Doctoral (Ed.D / Ph.D)
☐ _____

Gender   Ethnicity
☐ Female   ☐ White   ☐ African American
☐ Male   ☐ Hispanic   ☐ _____
☐ _____

What is your primary role in Developmental Education?
☐ Faculty, Full-time   ☐ Department Chair   ☐ Faculty
Mentor/Advisor
☐ Faculty, Part-time (Adjunct)   ☐ Administrative   ☐ _____

How many years have you worked at Community College System?
☐ 0-5   ☐ 10-15   ☐ 20-25
☐ 5-10   ☐ 15-20   ☐ 25+

How many years have you worked with students in developmental education?
☐ 0-5   ☐ 10-15   ☐ 20-25
☐ 5-10   ☐ 15-20   ☐ 25+

What is your secondary role in Developmental Education? (If Applicable)
☐ Faculty, Full-time   ☐ Department Chair   ☐ Faculty
Mentor/Advisor
☐ Faculty, Part-time (Adjunct)   ☐ Administrative   ☐ _____

What is your primary educational content background (expertise)?
☐ English   ☐ INRW   ☐ Learning
Frameworks
                                        (Student
                                   Development/EDUC)

☐ Math   ☐ _____

Developmental Education Professional Evolvement

1. **What professional background do you have that prepared you to teach in developmental education?   (Check all that may apply and provide specifics)**

☐ Graduate Program   ☐ Certificate

☐ Professional Development   ☐ _____

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│ Please provide specifics                                        │
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2. What has helped you the most in working with students in developmental education?
   (Check all that may apply)

☐ Institution/Administrative (please provide examples below, i.e. department chair, dean, etc.)

☐ Fellow Faculty Members (Internal or External)

☐ _____(i.e. conferences, webinars, etc. please indicate below)

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│ Please provide specifics                                        │
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3. I participated in a professional development activity within the last

☐ Month   ☐ Year

☐ 6 Months   ☐ Over a year ago

☐ _____

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│ Please provide specifics                                        │
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4. Do you have any experience designing or facilitating professional development used in developmental education?

☐ Yes (please describe below)   ☐ No

☐ No, however would be interested   ☐ _____

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Please provide specifics



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5.   What do you need in professional development in order for you to be successful with students in developmental education? (Please describe).

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Thank you for your participation. Your responses will be kept confidential and reported only as a collective response with those of many others and summarized in data to further protect your identity.

Focus Group Protocol

TEXAS ★ STATE ®

Study Title: An analysis of professional development from the perceptions of community college faculty in developmental education

Principal Investigator: Mary Helen Martinez

Co-Investigator/Faculty Advisor: Dr. Emily Miller Payne

Sponsor: N/A

Welcome and thank you for participating in this focus group."

"The purpose of this focus group is to get your feedback about how we can understand the role of professional development in serving our faculty, such as yourselves. Specifically, we want to understand what influences your teaching and what professional development topics would assist you in successfully teaching students in developmental education. We want to understand what professional development inhibits and/or contributes to your successfully teaching.

The underlying assumption that our faculty in developmental education are subject matter experts however few are specifically trained to work students struggling academically. Faculty like yourself have a better understanding of what strategies and tools you may need in addition to your content expertise. That is why we are talking with you. We also believe that faculty who are making progress of transitioning students in developmental education to college credit coursework have specific knowledge and take specific actions to overcome challenges in the classroom. We want to hear from you what you believe to be common challenges that faculty in developmental education experience. More than that, we want to know what "successful faculty in developmental education," like you, know and do to overcome challenges in working with students in developmental education "I would like to remind you that to protect the privacy of focus group members, all transcripts will be coded with pseudonyms and we ask that you not discuss what is discussed in the focus group with anyone else."

"The focus group will last approximately one hour, and we will audiotape the discussion to make sure that it is recorded accurately."

"Do you have any questions for me before we begin?"

Outcome 1: To understand what community college faculty in developmental education perceive as important professional development needs for their profession.

Q1: How do you demonstrate the value and relevance of the class for students who are struggling academically and are required to take a non-credit course in order to pursue higher education?

Q2: Amidst the current developmental education reform, what professional development would be ideal in meeting state requirements?

Q3: What specific types of professional development must a community college faculty in developmental education member participate in to ensure success in the classroom?

Outcome 2: To understand professional growth experiences of community college faculty in developmental education.

Q4: What kinds of professional development have you attended?

Q5: Why do you decide to participate in professional development?

Q6: What all did you hope to learn? How did you think this new learning would benefit you as a faculty in developmental education member?

Q7: How frequently do you participate in professional development?

Q8: Are you required to submit a professional development plan? If so, please describe.

Q9: Are there any incentives (perks) provided by your institution for attending professional development?

Outcome 3: To understand what community college faculty in developmental education think about their professional development opportunities.

Q10: Did the professional development specifically address developmental education topics relevant to your teaching students underprepared for college? If so, please provide examples.

Q11: Have you designed or facilitated professional development used in developmental education? If so, please describe experience.

Q12: What suggestions would you give the professional development facilitator who is addressing community college faculty in developmental education?

Outcome 4: To understand future practice with professional development.

Q13: What would the ideal professional development for developmental educators include? For example, a focus on instructional skills or on content or both?

Q14: How would you use information obtained from high quality professional development?

Q15: If you had it your way, what kinds of professional development opportunities would you most like to attend?

Conclusion

Q16: What advice would you give to a community college faculty in developmental education member about how to help students learn?

Q17: What advice would you give to a new faculty member about the best way to utilize professional development to assist your role in the classroom?

Interview Protocol

TEXAS ★ STATE ®

Study Title: An analysis of professional development from the perceptions of community college faculty in developmental education

Principal Investigator: Mary Helen Martinez

Co-Investigator/Faculty Advisor: Dr. Emily Miller Payne

Sponsor: N/A

"Thank you for agreeing to speak with me today."

"The purpose of this interview is to get your feedback about how we can understand the role of professional development in serving you as a faculty in developmental education member. Specifically, we want to understand what specific topics would assist you in successfully teaching students in developmental education. We want to understand what role professional development plays in your professional growth.

The underlying assumption that faculty in developmental education are subject matter experts however few are specifically trained to work students struggling academically. Faculty like yourself have a better understanding of what strategies and tools you may need in addition to your content expertise. That is why we are talking with you. We also believe that faculty who are making progress of transitioning students in developmental education to college credit coursework have specific knowledge and take specific actions to overcome challenges in the classroom. We want to hear from you what you believe to be common challenges that faculty in developmental education experience. More than that, we want to know what "successful faculty in developmental education," like you, know and do to overcome challenges in working with students in developmental education. "We'd like to remind you that to protect the privacy of this interview, all transcripts will be coded with pseudonyms and we ask that you not discuss what is discussed in this interview with anyone else."

"The interview will last approximately 30 minutes and we will audiotape the discussion to make sure that it is recorded accurately."

"Do you have any questions for us before we begin?"

Outcome 1: To understand the teaching and learning experience in the developmental education classroom.

Q1: At what point, were you assigned a developmental education classroom?

Q2: What specific training do you have to address the needs of students who are placed as underprepared students? Please provide examples.

Outcome 2: To understand professional growth experience of faculty in developmental education.

Q3: What professional development have you recently attended?

Q4: What did you hope to learn? Why did you want to learn this? Did you learn what you expected? If not, what did you learn?

Q5: What connection to developmental education have you come away with from attending a professional development event?

Q6: In general, what would help you specifically from professional development as a faculty in developmental education member?

Outcome 3: To understand faculty engagement with professional development.

Q8: How frequently do you participate in professional development?

Q9: Are you required to submit a professional development plan?   If so, please describe. Does it include anything specific for developmental education?

Q10: Are there any incentives (perks) provided by your institution for teaching developmental education?

Outcome 4: To understand future practice with professional development.

Q11: Are you planning on attending any professional development that might help you in the classroom?   If so, what would the professional development include?

Q12: Will you continue teaching in developmental education? If so, why? If not, why not?

Conclusion

Q13: If you knew you would be assigned developmental education classrooms, would you still have taken the position? Why or why not?

Q14: If you knew you would be assigned developmental education classrooms, would you still have taken the position? Why or why not?

Research Questions Matrix

Research Question	Survey	Focus Groups	Interviews
#1 What do faculty in developmental education think are the most important professional development needs for their profession?	What professional background do you have that prepared you to teach in developmental education?	Amidst the current developmental education reform, what professional development would be ideal in meeting state requirements?	What specific training do you have to address the needs of students who are placed as underprepared students?
	What do you need in professional development in order for you to be successful with students in developmental education?	What specific types of professional development must a community college faculty in developmental education member participate in to ensure success in the classroom?	In general, what would help you specifically from professional development as a faculty in developmental education member?
		Did the professional development specifically address developmental education topics relevant to your teaching students underprepared for college? If so, please provide examples.	What connection to developmental education have you come away with from attending a professional development event?
		How do you determine the value and relevance of the class for students who are struggling academically and	Are you planning on attending any professional development that might help you in the classroom? If so, what would the

Research Question	Survey	Focus Groups	Interviews
		are required to take a non-credit course in order to pursue higher education?	professional development include?
		What suggestions would you give the professional development facilitator who is addressing community college faculty in developmental education?	
		What would the ideal professional development for developmental educators include? For example, a focus on instructional skills, content, or both?	
		If you had it your way, what kinds of professional development opportunities would you most like to attend?	
Research Question	**Survey**	**Focus Groups**	**Interviews**
#2 What reasons do faculty in developmental education give for participating in professional development?		How frequently do you participate in professional development?	How frequently do you participate in professional development?
		Are you required to submit a professional development plan? If so, please describe.	Are you required to submit a professional development plan? If so, please describe. Does it include anything specific for developmental education?

		Are there any incentives (perks) provided by your institution for attending professional development?	Are there any incentives (perks) provided by your institution for teaching developmental education?
		Why do you decide to participate in professional development?	
		What advice would you give to community college faculty in developmental education member about how to help students learn?	
		What advice would you give to a new faculty member about the best way to utilize professional development to assist your role in the classroom?	
Research Question	**Survey**	**Focus Groups**	**Interviews**
#3 What do developmental faculty members think about their professional development opportunities?	What has helped you the most in working with students in developmental education?	What kinds of professional development have you attended?	What professional development have you recently attended?
	Do you have any experience	What did you hope to learn? How did	What did you hope to learn? Why did

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	designing or facilitating professional development used in developmental education?	you think this new learning would benefit you as a faculty in developmental education member?	you want to learn this? Did you learn what you expected? If not, what did you learn?
		Have you designed or facilitated professional development used in developmental education? If so, please describe experience.	
		How would you use information obtained from high quality professional development?	

Consent Form

Mary Helen Martinez, a graduate student at Texas State University, is conducting a research study to understand the perceptions of professional development from community college faculty in developmental education. Understanding the professional development needs for faculty in developmental education will provide insights to the design of effective professional development for faculty in developmental education in community colleges.

Participation is voluntary. The interview/focus group will take approximately 60 minutes or less to complete. Interview responses will be recorded however, recording will only be used for member checking and you will not be identified by name.   You must be at least 18 years old to participate. This study involves no foreseeable serious risks.
If you have any questions or concerns, feel free to contact Mary Helen Martinez or her faculty advisor.

Mary Helen Martinez, graduate student   **Dr. Emily Miller Payne, Professor**
Developmental Education   **Developmental Education**
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       Mm42@txstate.edu   **ep02@txstate.edu**

This project, IRB #2017456 was approved by the Texas State IRB on December 18, 2018
Pertinent questions or concerns about the research, research participants' rights, and/or research-related injuries to participants should be directed to the IRB chair, Dr. Denise Gobert 512-716-2652 (dgobert@txstate.edu) or to Monica Gonzales, IRB Regulatory Manager 512-245-2314 (meg201@txstate.edu)

I, _____have read and understand this consent form and agree to voluntarily participate in this study.

_____
Signature

_____
Date

Bios of Interview Participants

Yvette. Yvette started teaching developmental education immediately upon being hired. She began as an adjunct and was currently a full-time adjunct. She had just applied for a full-time English faculty instructor position. Yvette was certified in K-12 in English Language Arts and also certified in English as a Second Language (ESL). Her parents wanted her to become a doctor or a lawyer, but she knew becoming a doctor or lawyer was not her passion and switched over to English literature as a major. Upon completing her degree in central Texas, she traveled abroad to teach English. She stated this experience changed her life as she reflected on populations around the world who had little access to reading and writing. She stated, "It is important for me to teach at a community college as many students are underserved or marginalized."

Alana. Alana was assigned a developmental education course from day one as multiple sections of developmental education were offered and her services were needed. Alana was not prepared for the level of students she was faced with in developmental education. Alana stated she quickly adjusted and found "all students need remediation upon entry to college." Alana has a K-12 teaching certificate in math, and she expressed that her training in secondary education in public schools prepared her for postsecondary education. Alana stated that when she began her career at a community college, developmental education was not labeled developmental education, just "remediation." She went on and shared how she now enjoys teaching developmental courses and feels blessed as she will be retiring next year.

Luna. Luna was assigned to teach a developmental education course her second semester after being hired. She started as an adjunct faculty with full course loads and finally landed a full-time job at College C teaching English. She states she didn't have any particular training or background teaching underprepared learner, reporting "I learned by the seat of my pants in developmental education." As she was hired, she started her graduate program in composition and felt that it provided her a solid background in teaching writing. She said, "my graduate program was my professional development and training." Lena stated that she initially did not see herself teaching underprepared students but has grown to figure out how to reach her students.

Lilly. Lilly began her career at a community college teaching multiple developmental education courses. She stated, "my first two semesters were all developmental education." Lilly spent time coordinating the math tutoring center at College A in addition to teaching. She stated the tutoring center prepared her for teaching students in developmental education. "This on the job training, prepared me for the classroom." Lilly expressed her frustration with the lack of preparation in teaching students underprepared in math content, as she believes students are not prepared adequately prior to postsecondary. "We need brain-based training, as I believe students are so intimated with math," she said. "It must start with the mindset."

Perla. Perla began as a graduate assistant in a math class at a local university. She believed her experience helped her get hired at College B and prepared her to teach underprepared students. Perla has a math background with only a few education courses in her formal education. She described her background as purely math without education courses. As an undergraduate, she worked as a tutor in the learning center where she

found she was good at working with students, saying "I was born to be a teacher. I didn't know that until I actually got in a classroom. It is a calling for me, not a vocation." Perla suggested her lack of education courses led to challenges in classroom management. Once she figured them out, she was able to enjoy teaching developmental education courses at College B.

  Lucy. Lucy started as an adjunct faculty member and became a full-time faculty member eight years later. She is now the Integrated Reading and Writing lead instructor. She shared that she didn't set out to teach underprepared students but, rather, literature in a community college setting. Her path into developmental education led her to become confident enough to take the lead in facilitating faculty meetings discussing challenges, successes, and latest policies impacting the classroom. She states her greatest challenge is to engage students in reading and writing, "not classroom management, but what interest my students."

  During the time of the study, all six interview participants taught corequisite courses and were involved in the hiring process at their respective college campuses. Yvette, Lena and Lilly were enthusiastic about the interview and shared responses with eagerness. Perla and Lisa were more reserved; however, they warmed up during the interview and responses were impassioned.

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